

ALWAYS
LEARNING

So, what do the Cambridge updates mean for me?

Ian Wood

**The
Cambridge
English
exams are
changing!**

Are YOU prepared?

What challenges do exam updates give the teacher?
(3 minute brainstorm)

**How good is your
knowledge
of the new
exams?**



Did you know...?

1 Which Cambridge exams have a 'for schools' version?

A Key

B Preliminary

C First

D Advanced



2 Which of these Cambridge exams will have a new version in 2015?

A First

B Preliminary

C Proficiency

D Key

E Advanced



3 From when in 2015 will the new Cambridge exam specs go live?

A January

B June

C December



4 Which of the following are TRUE about the 2015 Cambridge Advanced update?*

A It will have a more academic flavour.

B It will be harder than at present.

C There will only be four papers.

D Grammar won't be tested.

*According to Cambridge Assessment...



5 Which of the following are TRUE about the 2015 Cambridge First update?*

A It will have a more business flavour.

B There will be fewer reading texts.

C The writing will be computer graded.

D There will only be four papers.

*According to Cambridge Assessment.



Cambridge exams for 2015

Coming in
January 2015...

NEW

Cambridge English First
Cambridge English Advanced

(revised)

Key changes: First & First *for Schools*

	Current exam	2015 exam	Change
General	5 papers	4 papers	Joined Reading & Use of English
Reading & Use of English	1 hr 45 mins 72 items	1 hr 15 mins 52 items	Shorter texts Fewer items
Writing	Compulsory letter Optional set text Includes story 120-180 words	Compulsory essay Set text & story in <i>for Schools</i> only 140-190 words	P1 genre = essay Fewer options in (main exam) P2 Longer output
Listening	P1 questions recorded P2 1 or 2 speakers P3 5 items, 6 options	P1 questions text only P2 monologue P3 5 items, 8 options	P1 no audio questions P2 monologue only P3 2 more distracters
Speaking	P3 based on pictures	P3 based on text prompts	Part 3 now word spider, not pictures

Key changes: Advanced

	Current exam	2015 exam	Change
General	5 papers	4 papers	Joined Reading & Use of English
Reading & Use of English	2 hrs 15 mins 9 exam parts 84 items	1 hr 30 mins 8 exam parts 56 items	2 tasks CUT 1 NEW task Shorter texts Fewer items
Writing	Compulsory letter Optional set text 180-260 words	Compulsory essay Fewer P2 genres No set text 220-260 words	P1 genre = essay Fewer P2 options Longer output
Listening	(no significant changes)		
Speaking	P3 based on pictures	P3 based on text prompts	Part 3 now word spider, not pictures

Task changes: Advanced

Paper 1 Reading

You have 1 hour and 15 minutes to complete this paper.

You are going to read three extracts which are all concerned in some way with sleep problems. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

Night owl or early riser?

Scientists nickname early risers 'larks' and people who like to stay up late 'owls'. While about 80 percent of people fall into the middle of the spectrum, only slightly favouring the morning or the night, it is now believed that about 10 percent of the population are extreme larks and another 10 percent are extreme owls. Larks are most alert around noon, are at their best in the late morning, and are talkative, friendly, and pleasant from around 9 a.m. to 4 p.m. Owls, meanwhile, are not really up and running until the afternoon, are at their most productive later in the day, and most alert around 6 p.m. Research has also shown that children tend to sleep later and later in the morning until they reach about age twenty. At that point, there is an abrupt change in sleeping habits and

What to do if you're not sleeping

The key to feeling refreshed is having a regular pattern, not how many hours of sleep you get. If you go to bed before you're really tired and then sleep badly, you'll tend to stay in bed later in the morning, which will affect the next night's sleep, and so on. The following steps can help you establish a good pattern. Set yourself a routine. For example, go to bed only when you really feel tired enough to sleep. If you read, watch television or use your computer in bed, you'll find that although these are restful, they are waking activities. So if you don't fall asleep within twenty minutes, get up and relax in another room. Do something soothing, such as listening to music, until you're tired enough to

go back to bed. You should repeat this process if you are awake for long periods. Set the alarm at the same time each morning. Don't sleep in late to make up for a bad night. This will only make it harder to sleep the following night. You may feel the effects of this for several days, making it hard to get back to a regular pattern. Avoid taking a nap during the day. But if you are overtired, taking a short nap after lunch can be beneficial. After a long flight, you need to get your body clock in tune with local time. However tired you feel, avoid going to bed until the local bedtime and get up reasonably early the next morning. You should then quickly adjust to a new pattern.

According to the writer, sleep patterns can be disturbed by

- A not napping during the day.
- B not sleeping after long-distance travel.
- C not getting up early enough after a late night.
- D not setting an alarm at a regular time.

1 The writer states that research shows that in the

- A early and late risers both function best.
- B early risers begin to feel tired.
- C late risers begin to be more talkative.
- D early and late risers are at different stage

2 The writer suggests that the research on people

- A has proved that girls mature faster than boys.
- B has demonstrated that boys need more sleep.
- C has prompted a change in school start times.
- D has confirmed that teenagers can be lazy.

BOOK REVIEW

When your child isn't sleeping, chances are that you aren't either. Solve Your Child's Sleep Problems – the latest from Dr. Richard Greenberg's essential reading for more than ten years – offers valuable advice and concrete help when lullabies aren't enough to lull your child into dreamland. This book is a practical, easy-to-understand guide to common sleeping problems for children aged one to six. Detailed case histories on night waking, difficulty sleeping and more serious disorders such as sleep apnea and sleepwalking help illustrate a wide variety of problems and their solutions. Now parents will benefit from the approach taken, which is proactive advice on developing good sleeping patterns and daily schedules to ensure that sleeping problems don't develop in the first place.

This book is brilliant. It not only explains how and why the suggested techniques work but also gives case studies of children that the techniques have been used on. I am the envy of many of my friends with children because mine now sleep through the night unless they're ill. I'd recommend this book to anyone with young children who is having problems with them sleeping. It even covers helping older children to sleep and dealing with the transition to sleeping alone as well. The techniques really do work in a short space of time with very little distress to all. You'll also find a bibliography of children's books on bedtime, sleep and dreaming, as well as a list of helpful organisations. Here's a book that is sure to put you and your whole family to sleep – in this case, that's a good thing!

5 In the first paragraph, which aspect of the book does the reviewer recommend?

- A the length of time it has been published
- B the authority of its advice
- C the usefulness of the examples given
- D the section for new parents

6 In the second paragraph, the result the writer mentions is

- A her pleasure that her children sleep better than others.
- B her gratitude that her children sleep in their own rooms.
- C her enjoyment of the recommended children's books.
- D her relief that her children are no longer distressed.

Turn over ►

Use of English Part 4: Gapped sentences

For questions 38–42, think of one word only which can be used to complete each of the three sentences. Here is an example (0).

Example:

- 0 The computer was delivered late so they agreed not to me for delivery.
He's been put in of accounts while the boss is away!
The director shouted '.....!' and all the soldiers ran into battle.

Example: 0 C H A R G E

Write only the missing word IN CAPITAL LETTERS on the separate answer sheet.

- 38 It is a good idea but in of cost, I'm not sure we can afford it.
By signing this you agree that you have read and understood the of agreement.
The school year is usually divided into three the UK.
- 39 I think finally getting him to sit down to do some work is a major forward.
If he's agreed to improve his time-keeping, that is at least a in the right direction.
I fell because I didn't see the as I was coming out of the cathedral.
- 40 The business eventually plans to expand into every of the globe.
He was very unhappy but since his holiday I think he's really turned a and is on the road to feeling better.
You can see the sign for the bank just on the before you turn into Glebe Road.
- 41 I don't think he realised he'd said anything wrong but I knew he was walking on thin !
My gloves were useless so my hands were as cold as when I was skiing.
The expedition members were in great danger when they crossed the as it was spring and it was starting to melt.
- 42 I'm not at all ambitious – I want to travel and get out of the rat
She ran the so fast that she broke the record.
Saving the planet is a against time and one I'm not sure we'll win.

Task changes: Advanced

Part 6

You are going to read four reviews of an exhibition of paintings by Lowry, an English artist who was famous for painting scenes of northern industrial cities. For questions 37–40, choose from the reviews A–D. The reviews may be chosen more than once.

An art exhibition by Lowry

Four reviewers comment on an exhibition of paintings by Lowry.

A

There is a painting at the start of this riveting exhibition that stays in mind and it typifies the effect Lowry's work has had on our sense of what he called 'the northern industrial scene'. No other artist has painted factories and chimneys stretching far into the distance like stage sets so insistently and so recognisably. However, what belongs to Lowry's imagination and what belongs to the actual world he observed is a question that runs through this exhibition. The pictures are a combination of observation and memory, patched together with elements taken from different cities. This is part of their strength. They are not narrowly specific, limited to one place, yet they are deeply familiar to people who grew up in these places. Their sameness is their greatest attribute.

B

A good exhibition may enhance or deepen your appreciation of an artist, but few truly change your perception of an already well-known name. However, this is the most radical and exciting re-examination of the English artist I have ever encountered, and a thrilling display of how paintings can be made and played with. It is a self-contained world at once fascinating and convincing in its realism. I have experienced the initial shock of being taken into a room of his paintings is sameness; you have to look for differences which are there. The curators of this exhibition have produced a display that demonstrates both the repetition and the importance of how Lowry developed beyond it. The exhibition traces the evolution of Lowry's work, described as 'to put the industrial scene on the map, because no one had done it'. This is a modest aim for such an achievement. In these unique paintings there is darkness and light, while fictional scenes and true representation can be found side by side.

C

This is an interesting exhibition, although it has several flaws; paintings are not hung chronologically. One must work hard to see stylistic and technical developments over the artist's working life of more than sixty years. Because most of his work has the same focus, there are too many similarities. Paintings hang too close together. This last remark drew heavily on both habit and memory. Ironically these are virtues of some of the products of his prolific output, and his lesser-known but equally worthy portraits and landscapes are unfortunately neglected. Because of this it seems to reinforce the mistaken idea that Lowry was the only artist painting the industrial scene. There are many examples of industrial and urban subjects in the nineteenth century and Lowry was an important part of the contemporary scene and their interest in modern life. Their influence cannot be ignored.

D

This noteworthy exhibition is guaranteed to polarise opinions, and this is why it is so important to see it for yourself. It is extraordinarily hard to catch the tone of Lowry's paintings in the gallery, however well they are shown. My sense is that this comes directly from the curious absence of feeling at the heart of Lowry's art. He painted his own small world and once he established his style, it never really changed. He repeated himself, shuffling the scenery in picture after picture just as life repeats itself, the crowds he painted going to and fro among the same dark buildings day after day. His people were faceless, with sticks for limbs, small in stature and generally remote. Movement was implied, though never achieved. Strangely, for me it is his deserted scenes – haunting seascapes, the hillsides with houses piercing the sky like broken teeth – that are considered his best work. Yet it is his figures that most ordinary people will recognise instantly and which are a central feature of this exhibition.

Reading & Use of English

Part 6: Cross-text multiple matching

Which reviewer

has a different opinion from the others about whether the paintings in the exhibition are all the same?

37

has the same view as reviewer C about the value of Lowry's less famous works?

38

has a different opinion from the others about the value of the exhibition?

39

has the same opinion as reviewer B about the importance of Lowry as an artist?

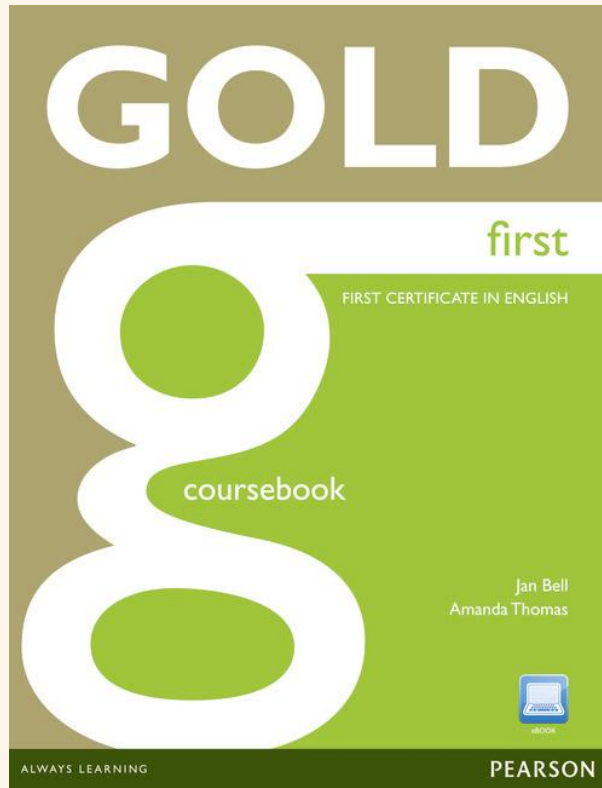
40

... more soon

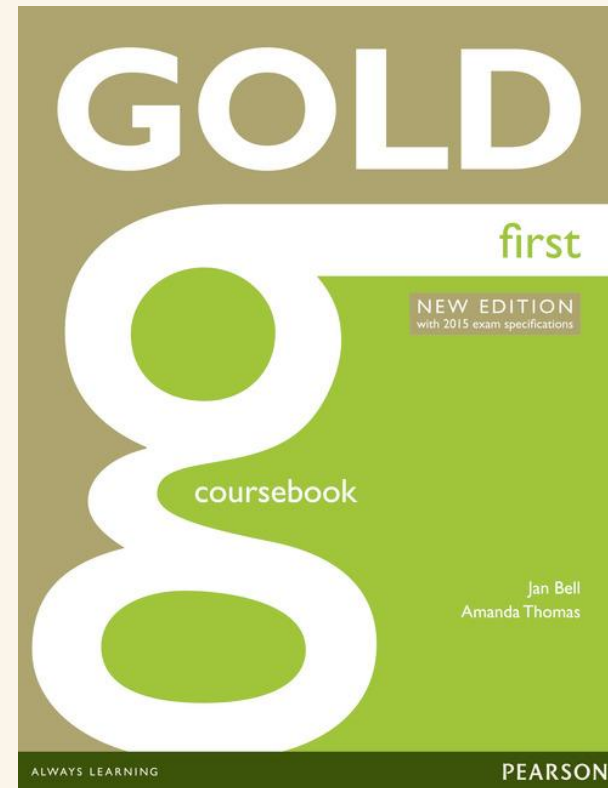
**What does
it mean
for me?**

First

Examples from Gold First & Gold First New Edition



Published 2012
100% new material
For 2008 exam specs



Published 2014
Light update (& new components)
For 2015 exam specs

spot the
difference:
Use of English

Vocabulary

negative prefixes

- 1 In each sentence, underline the prefix which makes a word negative.

- The first expedition was unsuccessful.
- The Antarctic is the most incredible place I have been to.
- The group on the expedition felt discouraged at times.
- It's impossible to think of living in such freezing conditions.
- They misunderstood our instructions and

2008:

Use of English
Part 3

10 items

- It was a great job despite its working hours.
- I'd be capable of surviving in low temperature even if I had the right equipment.

- 3 Work in pairs. Discuss something

- which is unusual about you.
- incredible that has happened to you.
- that makes you impatient.

Word formation
(Part 3)

► EXAM FOCUS p.203

- 4 Look at the photo and the title of the article. What kind of place do you think Death Valley is? How do you think it got its name?

- 5 Look at each gap and decide what part of speech is missing.

- 6 Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. Which words need a negative prefix?

EXAM TIP

You may need to add a prefix or a suffix to change the word to another part of speech e.g. *happy* → *happiness*.

DEATH VALLEY

The (0) hottest place in North America got its name when a very (1) group of miners crossed it on their way to California in 1849. They had no idea that temperatures could get above 120 degrees Fahrenheit and nearly (2) there as a result. This is why they gave it the name that it still has today.

Despite its name, more than 1.3 million (3) still go there every year. It is likely, however, that many of them have absolutely no idea how (4) being in such a hot, dry climate can be. Also, (5) walkers often do not drink nearly enough water or wear (6) clothes, which this extreme heat requires.

Heatstroke often occurs when the body is unable to control its temperature. (7) signs of this are high body temperature, red, dry skin, very bad headaches and feeling dizzy. All this is also often accompanied by (8) If heatstroke is (9) , it is necessary to get the person out of the sun at once and get urgent medical (10) , otherwise they have only a 20 percent chance of surviving.

HEAT
LUCK

DEATH

VISIT

DANGER
EXPERIENCE

SENSE

WARN

SICK
SUSPECT

ASSIST

- 7 What advice would you give to someone going to a very hot or cold climate?

Examples:

You should (drink)... Make sure you (wear)... Avoid (sitting in the sun). Don't (ignore) warning signs.

Vocabulary

negative prefixes

- 1 In each sentence, underline the prefix which makes a word negative.

- The first expedition was unsuccessful.
- The Antarctic is the most incredible place I have been to.
- The group on the expedition felt discouraged at times.
- It's impossible to think of living in such

2015:

Reading &
Use of English
Part 3

8 items

- It was a great job despite its working hours.
- I'd be capable of surviving in low temperature even if I had the right equipment.

- 3 Work in pairs. Discuss something

- which is unusual about you.
- incredible that has happened to you.
- that makes you impatient.

Word formation
(Part 3)

► EXAM FOCUS p.201

- 4 Look at the photo and the title of the article. What kind of place do you think Death Valley is? How do you think it got its name?

- 5 Look at each gap and decide what part of speech is missing.

- 6 Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. Which words need a negative prefix?

EXAM TIP

You may need to add a prefix or a suffix to change the word to another part of speech, e.g. *happy* → *happiness*.

DEATH VALLEY

The (0) hottest place in North America got its name when a very (1) group of miners crossed it on their way to California in 1849. Having no idea that temperatures could get above 120 degrees Fahrenheit, they nearly died there, which is why it was named Death Valley.

Despite its name, more than 1.3 million (2) still go there every year. It is likely, however, that many of them have absolutely no idea how (3) being in such a hot dry climate can be. Also, (4) walkers often do not drink nearly enough water or wear the (5) clothes that are required in this extreme heat.

Heatstroke often occurs when the body is unable to control its temperature. (6) signs of this are high body temperature, red dry skin, very bad headaches and feeling dizzy. All this is also often accompanied by (7) If heatstroke is suspected, the person should get out of the sun at once and receive urgent medical (8) , otherwise they have only a 20 percent chance of surviving.

HEAT
LUCK

VISIT

DANGER

EXPERIENCE
SENSE

WARN

SICK

ASSIST

- 7 What advice would you give to someone going to a very hot or cold climate?

Examples:

You should (drink)... Make sure you (wear)... Avoid (sitting in the sun). Don't (ignore) warning signs.

spot the difference: **Listening**

Moving on

8



Multiple matching (Part 3)

► EXAM FOCUS p.205

- 1 You will hear five different people talking about the future of their profession. What do you think these jobs involve?

social-networking counsellor vertical farmer robotics engineer
virtual lawyer spaceship pilot

EXAM TIP

Hearing exactly the same word on the recording as in one of the options doesn't necessarily mean that option is the correct answer.

- 2 2.01 Listen and choose from the list A–F what each speaker says. Use the letters only once. There is one extra letter which you do not need to use.

- | | |
|---|------------------------------------|
| A My job will involve working with new employees. | Speaker 1 <input type="checkbox"/> |
| B My job will involve getting new qualifications. | Speaker 2 <input type="checkbox"/> |
| C My job will involve helping a wide range of people. | Speaker 3 <input type="checkbox"/> |
| D My job will involve providing a service that costs less than today. | Speaker 4 <input type="checkbox"/> |
| E My job will involve being available on demand. | Speaker 5 <input type="checkbox"/> |
| F My job will involve providing a fast and efficient service. | |

- 3 Check your answer for Speaker 1 by looking at the tapescript on page 160. Underline the part of the text that gives the correct answer.

...in. Identify the key phrases that give

...ve? Why?

...ider doing? Why?

...the most: worthwhile? highly-skilled? stressful?

...physically demanding?

2008:

Listening Part 3

6 options

8



Multiple matching (Part 3)

► EXAM FOCUS p.205

- 1 You will hear five different people talking about the future of their profession. What do you think these jobs involve?

robotics engineer social-networking counsellor spaceship pilot
vertical farmer virtual lawyer

EXAM TIP

Hearing exactly the same word on the recording as in one of the options doesn't necessarily mean that option is the correct answer.

- 2 2.26 Listen and choose from the list A–H what each speaker's job will involve in the future. Use the letters only once. There are three extra letters which you do not need to use.

- | | |
|--|------------------------------------|
| A working with new employees | Speaker 1 <input type="checkbox"/> |
| B getting new qualifications | Speaker 2 <input type="checkbox"/> |
| C helping a wide range of people | Speaker 3 <input type="checkbox"/> |
| D providing a service that costs less than today | Speaker 4 <input type="checkbox"/> |
| E being available on demand | Speaker 5 <input type="checkbox"/> |
| F designing new products | |
| G working longer hours | |
| H providing a fast and efficient service | |

- 3 Check your answer for Speaker 1 by looking at the audio script on page 160. Underline the part of the text that gives the correct answer.

...cases that give

...skilled? stressful?

2015:

Listening Part 3

8 options

(2 extra distracters)

spot the
difference:
Speaking



Single rubric task

Picture prompts

Collaborative task (Part 3)

ranking
▶ EXAM FOCUS p.207

1 You're going to hear two students talking about survival skills. First match the activities to the pictures.

- A giving first aid
- B building a shelter
- C fishing with your bare hands
- D lighting a fire
- E building a raft

2 1.16 Listen and answer the question.

1 What two things do the students have to do?

3 1.17 Listen and complete the expressions the students used for ranking in their discussion.

Marc: For me (1) is fishing with your bare hands.

Alice: I think (2) I'd want to learn.

Marc: Another reason for putting this (3) is that it's not a useful skill when you leave the island because everyone uses a fishing rod to catch fish.

Alice: So basically we're saying (4)

4 Work in pairs. Look at the task and follow the instructions.

Talk together for about three minutes. I'd like you to imagine that you are going on an expedition to a desert island. Here are some survival skills you might need on the island. First, discuss how difficult it would be to learn these survival skills. Then decide which one would be the most useful on the island.

EXAM TIP
You shouldn't try to reach a decision too quickly.

- 1 In this task, you should spend at least two of the three minutes talking about:
 - how difficult you think each skill would be to learn
 - the advantage of learning each skill
 - which skills would/wouldn't be useful on the island and why
- 2 Discuss which skill you think would be the most useful. You don't have to agree.

Discussion (Part 4)

5 Work in pairs and discuss the Part 4 questions.

- 1 What kind of person do you need to be to survive on a desert island?
- 2 How essential is it for people to know how to survive in the wild?
- 3 Do you think most people today have lost touch with nature?
- 4 In what ways can the natural world be a threat to humans?



Split rubric task

Revised language focus

Collaborative task (Part 3)

ranking
▶ EXAM FOCUS p.207

1 Work in pairs. Look at the examiner's instructions and underline the two things you have to discuss.

I'd like you to imagine that you are going on a college expedition to a desert island. Here are some survival skills you might need on the island. Talk to each other about how difficult it would be to learn these survival skills.

(after a two-minute discussion) Thank you.
Now you have about a minute to decide which two survival skills would be the most useful on the island.



2 Look at the exam task in Activity 1 and discuss the question with a partner. Talk about:

- what in particular you think would be easy/difficult about each skill.
- why you personally might find a particular skill difficult.

3 1.15 Listen and complete the sentences. Do you agree or disagree?
New audio

4 Complete the sentences and then listen again to check your answers.

- 1 of the for me would be finding water.
- 2 I'd making a fire making a shelter.
- 3 I think learning how to make a fire would be the for me.
- 4 So five skills, making a fire and finding water would be the most useful.

5 Change the sentences in Activity 4 so that they have the opposite meaning.

6 Decide with a partner which two survival skills you think would be the *least* useful on the island. Include some of the expressions from Activity 5.

EXAM TIP
Use all of the time (about one minute) you have to decide something together – don't reach a decision too quickly.

Discussion (Part 4)

▶ EXAM FOCUS p.207

7 Work in pairs and discuss the questions.

- 1 What kind of person do you need to be to survive on a desert island?
- 2 How essential is it for people to know how to survive in the wild?
- 3 Do you think most people today have lost touch with nature?
- 4 In what ways can the natural world be a threat to humans?

Text prompts

spot the
difference:
Writing (1)

Semi-formal letter (Part 1)

► WRITING REFERENCE p.182

1 Read the exam task and answer the questions.

- Who must you write to?
- Why are you writing?
- Which style do you need to write in?

You are planning to study at a college in England this summer. Read the letter from the accommodation officer at the college and the notes you have made on it.

Part 1
= letter/email

Dear Student

I'm writing to you regarding your placement with a family this summer. We try very hard to match our students with the most appropriate family, so I'd be grateful if you could provide the following information:

- whether you would prefer to stay with a family in an apartment in the city centre or in a house in the suburbs
- a short description of your interests
- suggestions of somewhere you would like to visit with the family during your first weekend.
- whether you would like the family to meet you at the airport.

Look forward to hearing from you soon.

say which prefer and why

request a visit to ...

Output
= 120-150 words

2 Underline phrases in the letter which

- request something politely.
- state the purpose of the letter.
- ask for a prompt reply.
- end the letter appropriately.

3 Say whether the following phrases would be appropriate for a) an informal letter/email, b) a semi-formal letter/email or c) both.

- I'd prefer to stay ...
- I'd rather stay ...
- My preference would be to stay ...
- My interests include ...
- I enjoy playing ...
- Would it be possible to visit ...?
- I'd be really interested in visiting ... if at all possible.
- It would be absolutely amazing to see ...
- It isn't necessary for the family to collect me because ...
- Don't worry about collecting me because ...

Write your letter to the Accommodation Officer, using all your notes.
Write 120-150 words.

EXAM TIP

You DON'T need to put your address at the top of your letter.

LANGUAGE TIP

In a semi-formal/formal letter to someone you don't know use their title (*Mr, Mrs, Miss, Ms*) and their surname only. If you're not sure if a woman is married you should use *Ms* (e.g. *Dear Ms Brookes*).

5 Check your work using the writing checklist on page 179.

Essay (Part 1)

using linkers for contrast

► WRITING REFERENCE p.180

1 Work in pairs. Read the exam task and essay title and think of some advantages and disadvantages of both situations.

In your English class you have been discussing family relationships. Now your teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view. Write **140-190** words.

Is it better to have a small or a large age difference between siblings?

Notes

Write about:

- competition
- friendship
- ... *learning to share* ... (your own idea)

2 Match 1-6 with A-F to make sentences. Then decide with a partner which sentences you agree with.

- Even though siblings who are close in age may argue,
 - Despite being born eight years apart,
 - I wish I had a much older brother to give me advice. On the other hand,
 - A small age gap between sisters can be a good thing, whereas
 - There is likely to be less competition between siblings born several years apart. However,
 - While having a sibling of a similar age may seem desirable,
- A in my experience, boys may become good friends with his brother, *although* there's a large age difference between them.
B my younger brothers are happy to share a bedroom.
C they are more likely to grow up with many shared memories.
D forming a close bond depends much more on personality than age.
E they may find it difficult to develop a lasting relationship.
F I expect I'd get tired of him telling me what to do all the time.

3 In which of the sentences in Activity 2 is it also possible to use *although*?

Part 1
= essay

points from Activity 1 are met

Is it better to have a small or a large age difference between siblings? I think it's hard to say whether it's better to have siblings of a similar age or much older or younger because all families are different. We can't judge properly what it would be like to be in a different situation. (1) *However/Even though* we might like the idea of having a baby brother or sister, we can't judge what that would be like in reality.

But I think the greatest advantage of having a small age gap is that when you're a child, you have someone to play with. As well as this, you have to learn to share your toys, instead of just keeping them to yourself. This makes playing with other children outside the family easier. (2) *Although/However*, there's likely to be much more jealousy with a sibling who's close in age because they may be jealous.

Output
= 140-190 words

experience, having a sister who's only two years younger has been ideal. (4) *Whereas/Despite* being quite different, we've always got on and we're good friends now we're adults.

5 Underline the reasons the student gives for her point of view. Decide whether you agree and compare with a partner.

6 Read the essay again and choose the correct linking word or phrase.

LANGUAGE TIP

Linking words can be used at the beginning or in the middle of a sentence, e.g. *although, though, even though, while*.
A in my experience, boys may become good friends with his brother, *although* there's a large age difference between them.
B my younger brothers are happy to share a bedroom.
C they are more likely to grow up with many shared memories.
D forming a close bond depends much more on personality than age.
E they may find it difficult to develop a lasting relationship.
F I expect I'd get tired of him telling me what to do all the time.
Although there's a big age difference between them, James is good friends with his brother.
However usually comes at the beginning of a sentence and is followed by a comma.

7 Work in pairs. Turn to page 157 and do the exam task.

EXAM TIP

There are no right or wrong answers to the question. The important thing is to make sure you include all three points in your essay and explain your point of view.

spot the
difference:
Writing (2)

Informal email (Part 1)

► WRITING REFERENCE p.185

1 How do you decide which bands you want to go and see?

2 Read the exam task. Who do you have to write to? Why are you writing?

You want to see this band which is performing soon but you don't want to go alone. You decide to invite your friend Josh to come with you. Read the information about the concert and the notes you have made. Then write an email to Josh inviting him to the concert.

say why you want to see them

prefer 26th because ...

MYSTERY JETS

By popular demand the Mystery Jets have extended their tour dates at Junction1 to include the 26th October as well as the 25th. Tickets are currently still available for both dates but are expected to sell out well in advance. Tickets can be booked online at Junction1gigs.com or from the Junction1 box office. All tickets are priced at £12.50. Doors open at 9p.m. This is a standing only event so get there early if you want to be near the stage!

offer to get tickets

ends late - suggest a place to stay

3 Complete the sentences with a word or a phrase.

Inviting	1 you like to come to a gig with me?
Stating preferences	2 I'd prefer the concert on TV. 3 I'd rather at home.
Making offers	4 I mind paying for you. 5 I drive you home after the gig, if you like.
Making suggestions	6 Why see if there's any live music on tonight? 7 about staying in and watching a movie this evening?

Letter/email
=Part 1

Longer input

Shorter output

4 Complete the email to Josh with your own ideas.

Hi Josh
Hope you're well. I've just found out that The Mystery Jets are playing next month. I really want to see them because (give a reason).
..... (invite Josh).
They're playing on the 25th and 26th.
..... (say which prefer and why). Are you free then? We need to get tickets soon as they'll sell out really quickly. So let me know as soon as possible (offer to get tickets).
It's a fantastic atmosphere and the train home. (offer to stay). Do you think you can
All the best,
..... (name)

5 Check that your email is between 120 and 150 words. You may need to cut or add some words.

EXAM TIP

It's important to include all the necessary information, so make sure you cover all the points.

Informal email (Part 2)

using informal language

► WRITING REFERENCE p.182

1 Discuss the questions with a partner.

- How easy is it to get tickets for live music?
- Would you prefer to go to a gig or see a band on TV?
- What advice would you give to someone who wants to see live music?

Shorter input

2 Read the exam task and answer the questions.

- Who do you have to write to?
- Why are you writing?
- What kind of style do you have to write in?

You've received an email from your English friend Josh. Read this part of the email and write your email to Josh.

I'm really looking forward to visiting you this summer. If possible, I'd really like to see some live music. Can you tell me what kind of music is popular with you and your friends? How easy is it to get tickets for concerts?
Thanks
Josh

Write your email in 140–190 words in an appropriate style.

3 Look at the model email and choose the word or phrase which is most appropriate for an informal email.

Hi Josh
Yes, I'm really looking forward to visiting you this summer. (1) *there's a music festival taking place* and (2) *you can see lots of local bands* but there's a fantastic atmosphere and (3) *it's really enjoyable* going a lot. The whole day there (4) *isn't really* interesting in/have a party and traditional music there too (5) *you won't be disappointed because there's something for everyone*; it offers something for everyone, which means no one will be disappointed. There aren't any large music venues near where I live, so it's not that easy for me to go to big concerts very often. (6) *But/However*, one of my favourite bands, Mystery Jets, is playing in the nearest city on 22 August, so (7) *if you like*, I could if you're interested, I'd be willing to get tickets for us to go to that.
(8) *Let me know what you think. Please reply as soon as possible.*
Alice

Longer output

Letter/email
=Part 2

- Hope to hear from you soon.
- I look forward to hearing from you.
- Can't wait to see you in the summer. Don't hesitate to get in touch if you have any more questions.

LANGUAGE TIP

You can use punctuation to make your writing more informal. Dashes (–) are often used instead of commas, for example, and exclamation marks (!) are often used.

5 Read the exam task and tick the information you could include in your email to Max.

You have received an email from a student called Max. Read this part of the email and write your email to Max.

I'm moving to your town soon to go to college. Can you tell me what kind of things there are to do in the evening for students and what you like doing best?
Thanks
Max

Write your email in 140–190 words in an appropriate style.

- recommend some places to go to
- offer to take Max out one evening
- tell him about the most expensive restaurants in your town
- complain about the lack of entertainment venues
- describe a typical evening out in detail
- describe your favourite kind of evening out and why you like it

6 Write I (informal) or F (formal) next to the phrases 1–6.

- I would advise you to ...
- The best place to eat is ...
- You really must go to ...
- If you feel like dancing, there's a good club in ...
- You should definitely try ...
- I'd highly recommend visiting ...

7 Write your email, using some of the language from Activities 3 and 6. Then check your work using the writing checklist on page 179.

EXAM TIP

Don't mix informal and formal styles in your email. Learn some different ways of starting and ending informal emails.

spot the
difference:
Writing (3)

Part 2 can include story

Story (Part 2)

WRITING REFERENCE p.184

1 Read the exam task carefully.

- 1 Who is your target audience? What style should the story be in?
- 2 What kind of story do you think it will be? romantic/funny? crime/adventure?
- 3 Think about the characters: who is Stefan, and what is his relationship to the writer?

You are going to enter a short story competition which was advertised in an English language magazine for students. The story must end with these words.
I saw Stefan off at the airport and decided that, after all the scary experiences we had been through together that summer, it would be safer never to have contact with him again.
Write your **story**. Write your answer in 120–180 words in an appropriate style.

2 Work in pairs and think about what might have happened.

3 Discuss how you are going to organise your story. Think about

- 1 how many paragraphs you'll have and what will be in each one.
- 2 starting with a strong opening sentence to attract the reader's attention.
- 3 a title for the story.

EXAM TIP

- Include a range of language in your story, including
 - linking words to make your story flow well. (e.g. *as well as, if, although...*)
 - time expressions to make the sequence clear (e.g. *at first, then, in the end...*)
 - descriptive, interesting adjectives, verbs, adverbs (e.g. *terrified, crept, incredibly...*)

4 Work in pairs. Write sentences

- 1 showing your attitude
- 2 giving extra emphasis
- 3 saying how sure you are
- 4 giving details about *when*
- 5 giving details about *how*

- A I was told to report to the police station *straight away*.
- B I didn't like my lawyer *at all*.
- C *To my surprise*, the police let him off with a warning.
- D I had *definitely* seen him somewhere before.
- E I spoke to the accused very *calmly*.

GRAMMAR REFERENCE p.162

5 For each sentence, decide whether the adverb is in the correct place. If it is, tick the sentence. If not, correct it. There may be more than one possibility.

- 1 Probably he is going to plead not guilty.
- 2 Did you yesterday phone the police?
- 3 I didn't remember, personally, anything.
- 4 Quickly, we explained what had happened.
- 5 The novel was incredibly interesting.

Write your story. When you have finished the first draft, check your work, including your spelling and punctuation. Make sure you have organised your story into paragraphs, and use the questions from the Exam tip box.

Output = 120-180 words

Part 2: no story (except in for Schools exam)

Report (Part 2)

Making recommendations

WRITING REFERENCE p.184

1 Read the exam task and answer the questions.

- 1 Is all the necessary information included?
- 2 Is there any irrelevant information?
- 3 Is the report written in an appropriate style?

The college where you study has been given some money to spend on improving security either by installing lockers for students to keep valuables in, or security cameras inside the building. Now the director of the college has asked you to write a report describing the benefits of both ideas and saying in which one the money should be spent on and why.
Write your **report** in 140–190 words.

Part 2 genres = article, report, review, email/letter

- 1 I would therefore recommend *spending* the money on security cameras.
- 2 The college would be *more* money on security cameras.
- 3 I recommend the college *more* money on security cameras.
- 4 I would recommend that a *few* security cameras.

4 Work in pairs. Read the exam task and make notes under the headings **Advantages, Disadvantages and Recommendations.**

A large number of mobile phones have been stolen from your college recently. The director of the college wants to avoid this problem by banning mobile phone use in college and has asked you to write a report about this. You should explain what the advantages and disadvantages of this idea would be and make recommendations.
Write your **report** in 140–190 words.

5 Write your report in 140–190 words. Remember to check your work using the writing checklist on page 179.

EXAM TIP

You should finish your report by giving one or two recommendations. It doesn't matter what solutions you suggest as long as your ideas are expressed appropriately.

Output = 140-190 words

Introduction
The purpose of this report is to recommend how the money provided for improving security at the college should be spent. It has been suggested that either lockers for students' valuables or security cameras should be installed.

Benefits of lockers
Currently, the college does not have any lockers. Students who possess valuable items are at the risk of losing them. Installing lockers in the canteen would be a good idea.

Benefits of cameras
• would reduce the number of mobile phones and other valuables that are stolen each year
• would discourage people from stealing
• would make it easier to identify thieves

Recommendations
Although both ideas would be popular with students, I think the security cameras would be more successful at improving security and reducing crime. There also isn't enough space in the college for enough lockers to be installed. I would therefore recommend spending the money on putting security cameras inside the building. But another solution is to discourage students from bringing valuable things to school.



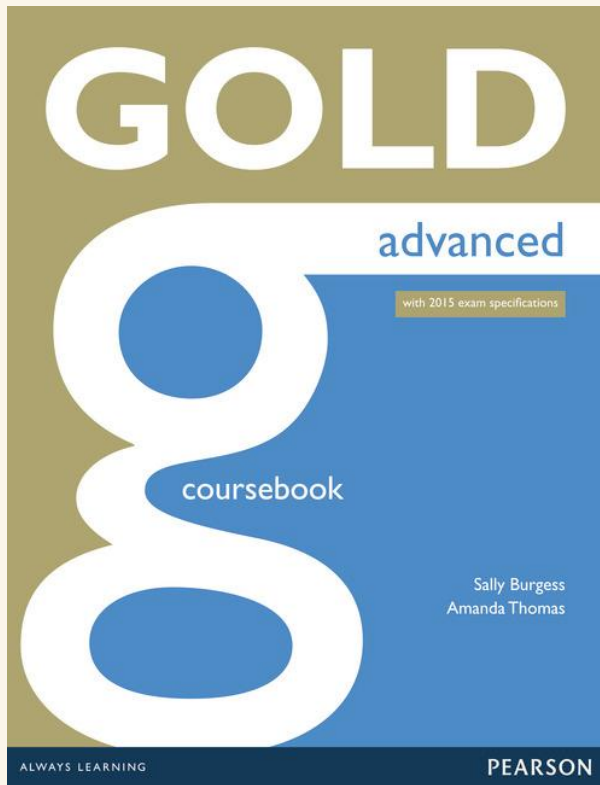
Advanced

Changes to First v Advanced

	Changes to First	Changes to Advanced
General	From 5 to 4 papers	From 5 to 4 papers
Reading & Use of English	Shorter texts Fewer items	Shorter texts Fewer items 2 tasks CUT 1 NEW task
Writing	P1 genre = essay Fewer P2 genres No set text or story* Longer output <small>*except in <i>for Schools</i> version</small>	P1 genre = essay Fewer P2 genres No set text Longer output
Listening	P1 no audio questions P3 2 more distracters	No significant changes
Speaking	P3 based on text prompts not pictures	P3 based on text prompts not pictures

Cross-text multiple matching

Examples from Gold Advanced and Expert Advanced



Published 2014
100% new material
For 2015 exam specs



Published 2014
100% new material
For 2015 exam specs

Speaking

1 Work in pairs and discuss the questions.

- What do you think the portraits reveal about the people in the photos?
- What skills do you think you need to be a professional photographer?
- How do you usually feel about having your photograph taken?
- Why do you think posting photos of yourself has become so popular?



Cross-text multiple matching (Part 6)

► EXAM FOCUS p.200

2 Read the reviews of a photography exhibition quickly and decide if they are mainly positive or negative. Would they encourage you to visit the exhibition? What would it be like to be the subject of one of Penn's portraits?

3 Look at question 1 in Activity 4 and answer the questions.

- What is Reviewer C's opinion of Penn's influence as a photographer? Underline the section of the review which refers to this.
- Look at the other reviews and underline what they have to say about Penn's influence. Which reviewer has the same opinion as reviewer C?
- Do any of the reviewers have a different opinion to reviewer C about Penn's influence?

4 Read the reviews again. For questions 1–4, choose from the reviewers (A–D). The reviewers may be chosen more than once.

Which reviewer

- shares Reviewer C's view of Penn's influence as a photographer?
- disagrees with Reviewer A about Penn's consistency over the years?
- agrees with Reviewer B about the effect of the background in Penn's portraits?
- has a different opinion to the other reviewers regarding how well the portraits on display have been selected?

EXAM TIP

One question may ask which writer has a different opinion to the others on a particular issue. You need to identify whether each reviewer has a negative or positive opinion about the issue and choose the one that is the odd one out.

5 Work in pairs and discuss the questions.

How far do you agree that

- a person's face can reveal their character?
- people are judged too often on their appearance?
- celebrities are too conscious of their image?
- fashion photography is of little relevance to most people?

Four reviewers comment on an exhibition of the works of portrait photographer Irving Penn.

Behind the façade

A What is most apparent from this exhibition of Irving Penn's portraits, which covers the photographer's entire career, is his commitment to quality and style. From the 1940s until his last work in 2007, he remained constant in his approach, never failing to deliver anything less than utter perfection. As his career progressed, Penn moved from classic fashion shots to focus more on portraits, investigating how far a person's character can be portrayed on their face. He managed to shine a light on the inner qualities of his subjects by exaggerating an expression or gesture. The simplicity of the sets he used in all his portraits cleverly leaves his subjects nowhere to hide, exposing the individual behind the icon. The result is, for some, awkward but for others it is liberating and only serves to magnify their status. The collection offers a fascinating insight into the true nature of some of the most significant cultural figures of the twentieth century.

B Irving Penn once wrote that 'very often what lies behind the façade is rare and more wonderful than the subject knows or dares to believe'. The exhibition displays portraits of some of the most celebrated figures of the last century, including John F. Kennedy, Pablo Picasso and Truman Capote. The less obvious points of his subjects' personalities are unashamedly portrayed by the photographer in characterless, bare surroundings. In showing the sitters without any of the trappings of celebrity, Penn successfully reveals qualities not seen in other portraits of such superstars. The development in style that takes place over Penn's fifty-year career is clearly shown, from his full-body images of the forties, to more intimate close-up portraits of later years. These all demonstrate that Penn's technical mastery is without equal. He undoubtedly created a style that later generations of photographers have found impossible not to imitate.

C *Irving Penn Portraits* at the National Portrait Gallery follows the progress of the American photographer's studio portraits from 1947–2007, emphasising the continuity of his vision, sensitivity to his subject and technical skill. It celebrates his interest in the power of photography (and its limitations) as a means of depicting the inner life of sitters and to discover, as Penn states, 'what lies behind the façade'. Penn's success lies in the importance of precision, attention to detail and meticulously planned composition. Penn is and will continue to be a giant in the world of photographic portraiture. But while he transformed the style of studio portraiture, his relevance also endures as a fashion photographer and the omission from this exhibition of some of his most iconic images for *Vogue* results in an incomplete portrayal of his achievements.

D As Penn's reputation inevitably begins to fade, those unfamiliar with his work might at first see only a collection of slightly out-of-date black and white portraits. But a closer inspection will reveal how Penn turns the face into a landscape to be explored and discovered. Every feature is highlighted in a manner that most photographers appear incapable of capturing today.

The exhibition spans some fifty years of his work and one clearly sees a development in his confidence and style. The majority of these portraits were taken in his studio using a plain background and very few props. This helps to create a mood which, together with his expert use of light and shadow, make his images never less than exhilarating. Only in the last decade of his life does his work lose some of its magic: he experiments more with modern trends in lighting and appears to have been persuaded by celebrity publicists and fashion stylists to flatter his famous subjects.

6 Choose the correct alternative in each sentence.

- The film *portrays/displays* the lives of two artists.
- At the end of the story the family's secrets are *exposed/depicted*.
- The paintings are *displayed/highlighted* in chronological order.
- The portrait *highlights/exposes* the man's delight.
- In his autobiography, the writer *reveals/portrays* the inspiration for his main character.
- The paintings *depict/display* life in the early part of the nineteenth century.

7 What is the noun form of the verbs in Activity 6?

8 Work in pairs and discuss the questions.

- Can you describe anything which has been revealed or exposed recently in the news?
- How do you feel about people who display a lot of emotion?
- What do you think your clothes reveal about you?
- Which actor do you think would portray you in a film about your life?

Four reviewers comment on an exhibition of the works of portrait photographer Irving Penn.

National Portrait Gallery follows photographer's studio portraits
ing the continuity of his vision,

Part 6 (Cross-test multiple matching)

What is being tested?

Part 6 focuses on understanding the opinion and attitude of four different writers across four short texts. The questions test your ability to identify where the writers may have similar or different opinions to each other about a specific issue.

What do you have to do?

- Read four short texts (A–D) and four multiple matching questions. The texts are independent of each other but all talk about the same topic.
- Identify the opinion or attitude expressed in each question and decide whether the opinions in the four texts (A–D) are the same or different.
- Write the correct letter for each answer on your answer sheet.

Strategy

- 1 Read the four questions and underline the key words.
- 2 For each question, underline the section of the text (A–D) referred to (e.g. *Writer A's opinion about*) and make sure you understand the writer's point of view. ☐
- 3 Read the other texts and underline the sections which talk about the same issue. ☐
- 4 Find the text which has a similar or different opinion/ attitude to the writer referred to in each question. ☐
- 5 One question may ask you to identify the writer who has a different point of view on a specific issue to the other three writers. Check where this issue is mentioned in each text and identify the writer who expresses a differing view to the rest.
- 6 Check your answers again before transferring them to the answer sheet.

wers

From Gold Advanced, pub. 2014

Behind the façade

Arts review 32

Four reviewers comment on an exhibition of the works of portrait photographer Irving Penn.

A What is most apparent from this exhibition of Irving Penn's portraits, which covers the photographer's entire career, is his commitment to quality and style. From the 1940s until his last work in 2007, he remained constant in his approach, never failing to deliver anything less than utter perfection. As his career progressed, Penn moved from classic fashion shots to focus more on portraits, investigating how far a person's character can be portrayed on their face. He managed to shine a light on the inner qualities of his subjects by exaggerating an expression or gesture. The simplicity of the sets he used in all his portraits cleverly leaves his subjects nowhere to hide, exposing the individual behind the icon. The result is, for some, awkward but for others it is liberating and only serves to magnify their status. The collection offers a fascinating insight into the true nature of some of the most significant cultural figures of the twentieth century.

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D As Penn's reputation inevitably begins to fade, those unfamiliar with his work might at first see only a collection of slightly out-of-date black and white portraits. But a closer inspection will reveal how Penn turns the face into a landscape to be explored and discovered. Every feature is highlighted in a manner that most photographers appear incapable of capturing today.

The exhibition spans some fifty years of his work and one clearly sees a development in his confidence and style. The majority of these portraits were taken in his studio using a plain background and very few props. This helps to create a mood which, together with his expert use of light and shadow, make his images never less than exhilarating. Only in the last decade of his life does his work lose some of its magic: he experiments more with modern trends in lighting and appears to have been persuaded by celebrity publicists and fashion stylists to flatter his famous subjects.

How do YOU find it?

4 Read the reviews again. For questions 1–4, choose from the reviewers (A–D). The reviewers may be chosen more than once.

Which reviewer

- 1 shares Reviewer C's view of Penn's influence as a photographer?
- 2 disagrees with Reviewer A about Penn's consistency over the years?
- 3 agrees with Reviewer B about the effect of the background in Penn's portraits?
- 4 has a different opinion to the other reviewers regarding how well the portraits on display have been selected?

1

2

3

4

Answers:

1 B

2 D

3 A

4 C

From Gold Advanced, pub. 2014

Reading and Use of English (Paper 1 Part 6)

Cross-text multiple
matching

- 1a Read the title and introduction to the text. What is the film about?
- b Look at question 1 and underline the key information. Then look carefully at Extract C and underline the opinion you are looking for.
- c Underline the main points in questions 2–4 and find the opinions in the extracts which will help you to answer the questions.
- d Read the strategy on page 168, then complete the task.

You are going to read four reviews of a film about a social network. For questions 1–4, choose from the reviews A–D. The reviews may be chosen more than once.

The social network

Four reviewers comment on a film (written by Aaron Sorkin and directed by David Fincher), which is based on Mark Zuckerberg's creation of the social network Facebook.

A

From the very outset, the rapid-fire dialogue in *The Social Network* writer Aaron Sorkin. And while the superb script has a tendency to fall into 'geek-speak' at times, this is skimmed over where necessary to get to the heart of the movie, which focuses on a gloomy contradiction: teenager Zuckerberg creates a half-billion network of 'friends' by betraying his only real friend. Rebels and outsiders have always been a fixation for the director, David Fincher, and this movie is no exception: his 'hero' does all he can to shift power from the rich and well-connected and overturn the social order in favour of the 'computer nerd'. He depicts his lead actor as complex and ambiguous: Zuckerberg's self-confidence is impressive, amusing, yet extraordinarily hostile. And after each of his many immature outbursts, one can just detect a tiny hint of regret.

B

On the face of it, the topic of this film – the founding of a relationship site by Zuckerberg, a computer whizz who is unable to connect with human beings and steps over anyone who stands in his way – comes across as rather dreary. But, surprisingly, the human drama at its core results in a fascinating story. Sorkin is well known for his intelligent, witty scripts. No surprises here, then, and this is his best to date. The unexpected element is Fincher, the director: there is none of the physical menace associated with his previous work, the real-world situations in this film are treated sensitively, and he allows time for us to absorb the impact of a word or a gesture. In the writer and director's view of him, Zuckerberg demonstrates a selfishness and total

inability to understand people's feelings, a serious weakness in any context other than the world of computer science. It is an impressive performance.

C

Director David Fincher has created a gripping story in which the self-centred and uncommunicative protagonist comes over not quite as a hero but not exactly a handed, requires us to make up our own minds about the other characters too. Fincher has modified his usually distinctive style, so that the sharp engaging dialogue takes centre stage: this may disappoint his fans but it keeps the audience glued to the screen. The film has as its focal point the bitter legal dispute as to who gets the credit for Facebook's start-up. It successfully manages to convey the passion of a very recent social network revolution along with the thrill of big money moving fast to create the world's youngest billionaire. It is an entertaining and hyperactive account of its time, cleverly highlighting the unpleasant atmosphere and lack of trust which surrounded the origins of the now much more 'friendly' Facebook.

D

The opening scene, a dialogue between Zuckerberg and the girlfriend who wants to break up with him, sums up our hero's flaws: arrogance, obsessionism and a lack of empathy. Coldly analysed in terms of what actually happens, the film is just scenes of people sitting in front of screens or in lawyers' offices, bars or diners. Frantic and information-crammed to a fault, Sorkin's fast-paced chatter is relentless, making it a struggle at times for those with no interest in technology to follow. However, this is a movie which succeeds in entertaining almost despite its subject matter – the fact that it's about Facebook is almost irrelevant. The relationship of Zuckerberg with his business partner is the main point: the genius and the tragedy of Zuckerberg is seeing the world in strictly practical terms, at the expense of real-world relationships.

Which reviewer

- shares reviewer C's opinion regarding the portrayal of Facebook's creator?
- expresses a different view from the others concerning the impact of the dialogue?
- agrees with reviewer B that the film is a new departure for the director?
- has a different opinion from the others about what constitutes the main theme of the film?

☐ 1

☐ 2

☐ 3

☐ 4

83

Reading and Use of English (Paper 1 Part 6)

Cross-text multiple matching

➤ EXPERT STRATEGIES page 168

- 1 Do you think adults are better or worse learners than children? Why?
- 2 Complete the task below.

You are going to read four blogs on the subject of adult learning. For questions 1–4, choose from the bloggers (A–D). The bloggers may be chosen more than once.

A

It's true that recent studies have made a persuasive case for the contribution the environment and the learner's attitude can make when it comes to learning a foreign language. However, this doesn't really contradict my main point that humans have this inbuilt facility to acquire language up to a certain age. A child's brain has a separate area, known as a 'speech centre', for each language it hears, which means immigrant kids, for example, pick up a new language as easily as breathing, while their parents, who no longer have this inborn ability, often have to learn in a conventional teaching situation and unfortunately tend to struggle. True, some older adults have a special facility for learning languages but that's down to an unusual talent and shouldn't be seen as typical.

B

In my view, the idea that the mind seizes up with age is overrated. If there was a critical period for learning say a language or a musical instrument, everyone would be affected equally, but they're not. Even as the brain ages, it possesses amazing powers to adapt quickly to a learning experience. In terms of language, what most people forget is that a child's whole social network is organised around the language and people are more likely to speak to them in clear simple sentences, exaggerating key points. And yet older adults shouldn't be discouraged. They can learn, for example, a musical instrument or even a language conventionally, and do even better than younger learners if they immerse themselves in the experience, focus on where they need to improve – something children are reluctant to do – and practise small bits at a time until they get them right.

C

You often hear it said that there is a critical period in childhood in which complex skills are best learnt, but what often stops adults progressing is their desire to be perfectionist. Instead of throwing themselves into tasks, observing and copying others, taking risks, too many of them break their learning into segments and worry about their weaknesses, and when they fail, they lose heart and give up. And yet they are always much more effective as learners when they look more at their overall performance. Golfers, instead of worrying about the position of their hands, should focus on their swing, and singers on the tone of their voice rather than the position of their tongue. In other words, adult learners need to shift their mindset and their teachers need to give them praise and general feedback, not over-detailed analysis.

D

I don't know why some people are so negative about the mental skills of older adults. It's true that as our nervous system starts to weaken so our ability to learn is more restricted, but even the very aged can improve the performance of their brain, which is a much more flexible organ than people think. Mental skills respond very well to improved physical fitness, which adults need to build up bit by bit. Even walking can make our minds more alert and improve our attention span. Children are much more physically active than adults and if we are to match them mentally, we need to get closer to matching them physically. Of course, early skills training, for instance in sports, music or languages, is much more effective early in life because certain aspects of a child's mental capacity are more responsive to change at this age and can absorb things more readily. Personal qualities such as a willingness to take risks also play a role, probably much more than environmental factors, like the learning situation.

Which blogger

- expresses a similar view to Blogger A about the advantages that children are born with in relation to learning?
- expresses a less positive view than the others about the ability of adults to learn?
- disagrees with the others about the relative advantages children have when learning?
- has a different opinion from Blogger B regarding the way in which adult learners could improve their potential for learning?

☐ 1

☐ 2

☐ 3

☐ 4

Task analysis

- 3 Answer these questions.
- 1 Did you read the question prompts before you read the texts?
- 2 Did you skim read all of the texts first and try and answer the questions, or read the first one very carefully first?
- 3 Did you mark key points in the text?

Discussion

- 4 Which of the blogs above do you most agree with? Give reasons.

147

Reading & Use of English

Part 6

examples from Advanced Expert

New writing part 1: Advanced

- 1 You have listened to a radio discussion programme about facilities which should receive money from local authorities. You have made the notes below:

Which facilities should receive money from local authorities?

- museums
- sports centres
- public gardens

Some opinions expressed in the discussion:

"Museums aren't popular with everybody!"

"Sports centres mean healthier people."

"A town needs green spaces – parks are great for everybody."

Write an essay discussing **two** of the facilities in your notes. You should **explain which facility it is more important** for local authorities to give money to, **giving reasons** in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

New writing part 1: Advanced

Write an essay discussing **two** of the facilities in your notes. You should **explain which facility it is more important** for local authorities to give money to, **giving reasons** in support of your answer.

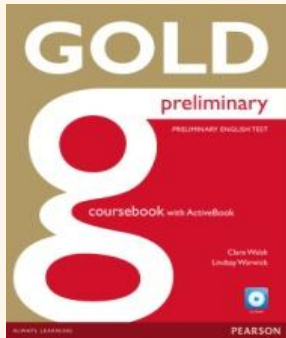
You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Where are the potential traps in the Writing Part 1 instructions? (2 minute brainstorm)

btw: 'an essay is usually written for an academic tutor'
Cambridge First Handbook

MyEnglishLabs for Exams

MyEnglishLab



Generic exam MELS

(PRELIMINARY, FIRST, ADVANCED, IELTS, PTE ACADEMIC)

- Option to buy coursebook with or without MEL
- Rich feedback
- Includes practice tests
- Focused on key exam skills
- Video exam guide
- Written to 2015 specification

Course-specific MEL for every level

- Option to buy coursebook with or without MEL
- Rich feedback
- Includes progress, review and practice tests
- Practices & extends language and skills from the coursebook
- Built in videos from DVD content

**It's all too
much to
remember!**

**2015 exams:
what you REALLY
need to start doing
and stop doing...**

- 1 **Advanced** has **new** task: Reading & Use of English P6
 - Focus YOUR time on understanding this task
- 2 **Advanced** has **cut** two tasks (old R1 and UoE4)
 - Know which of your existing material is no longer useful!
- 3 In both exams, **Writing P1** is essay, not letter
 - Focus on planning, structuring & language for essays
- 4 Both have fewer genres in **Writing P2**
 - Don't waste time on set text, stories, competition entries etc
- 5 In both, **Speaking P3** prompts are written, not pictures
 - Use new practice tasks or try to convert existing ones
- 6 In both, **Speaking P3** rubric is now split
 - Make sure students don't reach a conclusion until asked to
- 7 In both, all (other) **Reading & Use of English** tasks are very similar (fewer items; shorter texts)
 - Teach the same exam techniques and strategies

Any questions?

ian.wood@pearson.com