

Lesson 17

Sentence transformations 76 -80

Exam practice

Listening part 4 Objective first workbook P23

Speaking part 3

Writing part 2 (Report)



Can remember sentences lesson
16? Talk your partner!

If there is a fire, you must stay calm.

EVENT In, you must stay calm.

I advise you not to go out in this hailstorm.

BETTER You out in this hailstorm.

These two cameras look the same to me.

DIFFERENCE I can not these two cameras.

She regrets ever having married him.

WISHES She him.

Appearing in public is natural to him.

USED He in public.

76 "Of course I didn't give them your phone number," she said to me.

HAVING She my phone number.

77 Will there ever be an opportunity for me to meet him in person?

CHANCE Will I ever him in person?

78 It's time the government abolished that law.

AWAY It's time that law.

79 It's possible that he hasn't received the bill.

MAY He the bill.

80 The detective could no longer see the suspect when he entered the building.

SIGHT The detective the suspect when he entered the building.

76 "Of course I didn't give them your phone number," she said to me.

HAVING She **denied having given them** my phone number.

77 Will there ever be an opportunity for me to meet him in person?

CHANCE Will I ever ... **get/have a/the chance to meet** him in person?

78 It's time the government abolished that law.

AWAY It's time **the government did away with** that law.

79 It's possible that he hasn't received the bill.

MAY He **may not have received** the bill.

80 The detective could no longer see the suspect when he entered the building.

SIGHT The detective **lost sight of** the suspect when he entered the building.

Exam practice

Listening part 4



Read the question - carefully!

Make sure you read the questions carefully because some of the answers might be **without being the answer**. A good example is when the question asks you to find the **main reason** for something. Example:

What's the main reason the writer moved to Spain?

- a) the weather
- b) his girlfriend
- c) the food

'What everyone knows about Spain is that the climate is perfect for writers, and I'm a bit of an amateur chef so it's great to be surrounded by good restaurants and fresh ingredients. But despite that, I would have stayed in England had it not been for my partner. She wanted to be close to her family, whereas it's quite easy for me to work from anywhere in the world.'

As you can see, the speaker mentions **all three choices** - the food, his girlfriend, the food. But only one is the MAIN reason for his move.



Guess before you listen

Another good tip is to think what the answer will be **before** you hear the recording. But while that can be VERY helpful, some students go too far with it. A lot of my students work in banks, so imagine you're a banker and this question comes up:

What is the speaker's opinion of bankers?

- a) They are true heroes; princes among men
- b) They are thieves and criminals
- c) They are bad people in good suits

Sometimes my students will decide 'the answer must be A, of course!' and as a result they don't listen to the CD. The correct method is to think, 'My answer is A, but I wonder what the speaker says?' That way, you are alert and attentive.

More Tips

- When you're practicing this before the exam, don't only try to find the answer. Also say **why the wrong answers are wrong**. That will **really** help you build the skills you need to do well in the exam.
- The answers are in the same order as the questions.
- You've got a lot of text to read in part 4, so as soon as part 3 finishes, turn to part 4 and start underlining key words.
- As always, be very suspicious when you hear the exact words from the answers in the audio.
- You probably won't know every word, so sometimes you'll have to guess the meaning. That's a skill you can work on while you're preparing. Take a text with a new word and instead of reaching for your phone to check the meaning, think about what it could mean from the context.

106 You will hear an interview with a science-fiction writer called Jed Stevens. For questions 1–7, choose the best answer (A, B or C).

- 1 According to Jed, the best period of your life to start writing science fiction is
 - A in your teenage years.
 - B when retired from work.
 - C as a young adult.
- 2 How did Jed become interested in science-fiction?
 - A by reading comics
 - B by watching television
 - C by listening to radio broadcasts
- 3 What has proved especially useful to Jed's writing career?
 - A his background in computer programming
 - B his experience of living in different places
 - C his contacts in the scientific community
- 4 Jed's first published work was
 - A a novel.
 - B an article.
 - C a set of short stories.
- 5 What is the main attraction of writing science-fiction for Jed now?
 - A the ability to make a good living
 - B the opportunity to work on film versions
 - C the chance to explore new ideas about society
- 6 According to Jed, how has science-fiction writing changed in the last 30 years?
 - A It has increased significantly in quality.
 - B Novels have been reduced in length.
 - C It is now based more on technology.
- 7 Jed predicts that in 50 years' time,
 - A manned spacecraft will have travelled beyond the solar system.
 - B governments will have stopped investing in exploration.
 - C people will have been forced to find water elsewhere.

Answers

Listening

3 1 C 2 A 3 B 4 B 5 C 6 A 7 C

Writing focus: Report



Writing Part 2 – Writing a report

FCE Trainer – Test 2
Part 2 p76-8

Understanding instructions

1 Study the exam instructions below and underline the key words.


- 1 What is the situation?
- 2 Who must you write a report for? Should the style be formal, informal or neutral (neither particularly formal nor informal)?
- 3 What two things do the instructions say you *must* do?
- 4 What else *should* you write, do you think?

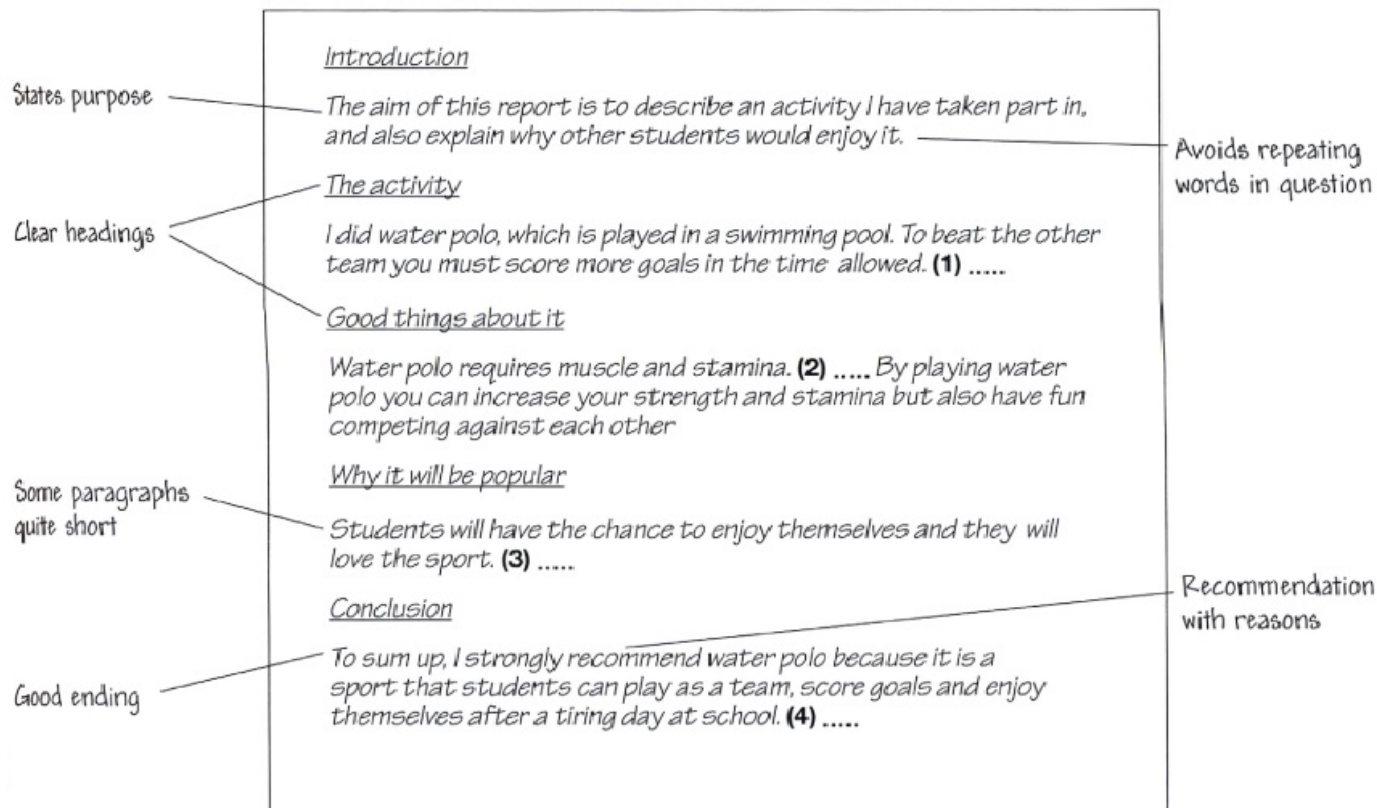
You have had a class discussion about sports and your teacher has asked you to suggest a sport that **could** be played at your college. Describe a sport that you have tried and say why you think it would be popular with students.

Write your **report**.

Writing Part 2 – Writing a report

FCE Trainer – Test 2
Part 2 p76-8

- 2  The answer below was written by Tomasz, a First Certificate candidate.
Quickly read his report and think of a title for it.



Introduction

States purpose — The aim of this report is to describe an activity I have taken part in, and also explain why other students would enjoy it. — Avoids repeating words in question

The activity

Clear headings — I did water polo, which is played in a swimming pool. To beat the other team you must score more goals in the time allowed. (1)

Good things about it

Some paragraphs quite short — Water polo requires muscle and stamina. (2), By playing water polo you can increase your strength and stamina but also have fun competing against each other

Why it will be popular

Students will have the chance to enjoy themselves and they will love the sport. (3)

Conclusion

Good ending — To sum up, I strongly recommend water polo because it is a sport that students can play as a team, score goals and enjoy themselves after a tiring day at school. (4)

Recommendation with reasons

Writing Part 2 – Writing a report

FCE Trainer – Test 2
Part 2 p76-8

3 Study the notes next to Tomasz's report. Then add sentences A–D in the correct gaps 1–4.

- A I therefore suggest it should become a college sport.
- B In addition, it would appear that there are no local water polo clubs.
- C Although this is only 30 minutes, for the players it seems much longer.
- D In fact, it is said to be the most physically demanding of all sports.

4 Read the completed report.

- 1 Is it either too short or too long for Writing Part 2?
- 2 Is it well organised? How many paragraphs does it have?
- 3 Does it answer both parts of the question? In which paragraphs?
- 4 Is it written in an appropriate style?
- 5 Are there any language errors?
- 6 Which expressions from *Useful language* on page 76 does the writer use?
- 7 Do you think this report would get full marks?

Writing Part 2 – Writing a report

FCE Trainer – Test 2
Part 2 p76-8

Task information (report)

- The report task tests your ability to give factual information and make recommendations or suggestions.
- The instructions include a description of a situation.

You have to write a report of between 140-190 words. Allow about 4 minutes for this task, including time at the end to check your work.

- The report may be for a teacher or school director, or classmates, members of the same club, etc. You therefore have to write in an appropriate style.
- Organise your text into report format and use headings if needed.
- Write full sentences and try to use correct grammar and punctuation, with a good range of language with accurate spelling.

Useful language: report

Put these expressions under the correct headings. Can you think of more to add under each heading?

It has been suggested that ..	It would appear that ..	To sum up, ...
It is felt that ...	This report looks at ...	The purpose of this report is to ...
It is said to be ...	There would seem to be ...	I would recommend that ...
In conclusion, ...	I believe we should ..	The aim of this report is to ...
I strongly recommend ..	I (would) suggest ...	This report is intended to show that ...

Introduction

Description and findings

Recommendations and suggestions

Conclusion

.....
.....
.....
.....
.....

W2 – Writing a report – ANSWERS

FCE Trainer – Test 2
Part 2 p203

Training (report)

Useful language: report

1 Introduction

The aim of this report is to ..., This report looks at ..., The purpose of this report is to ..., This report is intended to show that ..

Description and findings

It has been suggested that ... (*possibly also in Introduction*); There would seem to be ..., It would appear that ..., It is felt that ... (*possibly also in Conclusion*); It is said to be ...

Recommendations and suggestions

I believe we should ...; I (would) suggest ..., I would recommend that ..., I strongly recommend ...

Conclusion

In conclusion, ..., To sum up, ...

Suggested extra answers: 1 The intention of this report is to ..., This report sets out to examine ... 2 It has been observed that ..., The findings appear to prove that ..

3 I feel it is necessary to ..., My recommendation is that ...

4 To conclude, ..., To summarise, ..

Understanding instructions

1 *Key words:* teacher, asked, you, suggest, sport, could, played, college, Describe, sport, have tried, say why, popular

1 After discussing sports in class, you have to suggest a sport to play at your college. 2 your teacher, formal or neutral – it depends on what your teacher prefers 3 describe a sport you've tried, say why you think it would be popular with other students 4 recommendations/suggestions

2 *Suggested answers:* 'A sport for the college' / 'Water polo for everyone'

3 1 C 2 D 3 B 4 A

4 1 no (approximately 180 words) 2 yes, five 3 yes, second and third paragraphs describe the sport, third and fourth paragraphs say why it would be popular 4 yes, it is quite formal in style (e.g. linking expressions such as 'therefore' and 'in addition'), use of the passive ('it is said to be'), no contracted forms 5 no 6 the aim of this report is to, it is said to be, it would appear that, to sum up, I strongly recommend, I suggest 7 yes

Speaking practice part 3 Scenarios & Solutions



What if my partner is shy or aggressive?

There's normally no need to worry about this.

First, you can find a speaking test partner and register for the exam together. Then you will know who your speaking test partner will be. Problem solved.

Second, if you do end up with an aggressive speaking partner, you will have lots of time in parts 1, 2, and 4 to show your speaking skills. In part 3, try your best to politely interrupt and to be sociable - the examiners will notice and you will gain points while the other student is losing them.

If your partner is too shy, just give them opportunities to talk as normal, wait a few seconds for an answer, then answer them yourself if needed. You know - exactly what you would do in your own language.



I can't talk about 5 points in detail in 2 minutes!

True! And you don't have to. In fact, you probably shouldn't. It's much better to have a really good, deep conversation about three of the topics than to race through and mention five.

Help! We don't agree about anything!

It doesn't matter - it's all about opinions. There are no right or wrong answers, only good or bad discussions. If you disagree, explain why. Try to persuade your partner that your way is right. But also, when your partner says something good, react. 'Oh, that's a good point, I hadn't thought of that.'

Cambridge are only interested in the quality of the discussion and the quality of your language (your grammar and vocabulary). You won't lose points if you say something crazy like:

“We shouldn't build new parks because tourists hate green spaces. We should build more concrete buildings if we want to attract more tourists.”

In fact, those sentences are relevant to the task (providing parks is one of the 5 topics) and there's some good vocabulary.

What's the best way to do it?

- LISTEN to your partner. Don't just wait for your turn to speak. Be interested in what they are saying and politely agree or disagree. If you disagree, try to persuade them to change their idea, but don't spend too long doing that.
- Refer back to things you already said.
- Say a couple of sentences then ask a question. Never answer your own questions!
- Try to look at your speaking partner more than the paper.
- Some students turn their chair a little bit - towards the other student. This helps them to remember who they should talk to.

More useful vocabulary

Moving to the Next Item

Shall we move onto [topic] now?

So what about [topic]?

I wonder if we can compare [current topic] to [new topic]?

What about this one? [pointing to topic]

What do you think about this idea?

How do you feel about that one?

We're running out of time, so let's move on.

We still need to discuss [topic].

Ah, that connects with the next topic.

[Topic] is pretty similar to the last one - maybe we can skip it for now?

Ending Your Turn

What do you think?

Don't you agree?

Do you have anything to say about that?

Do you have anything to add to that?

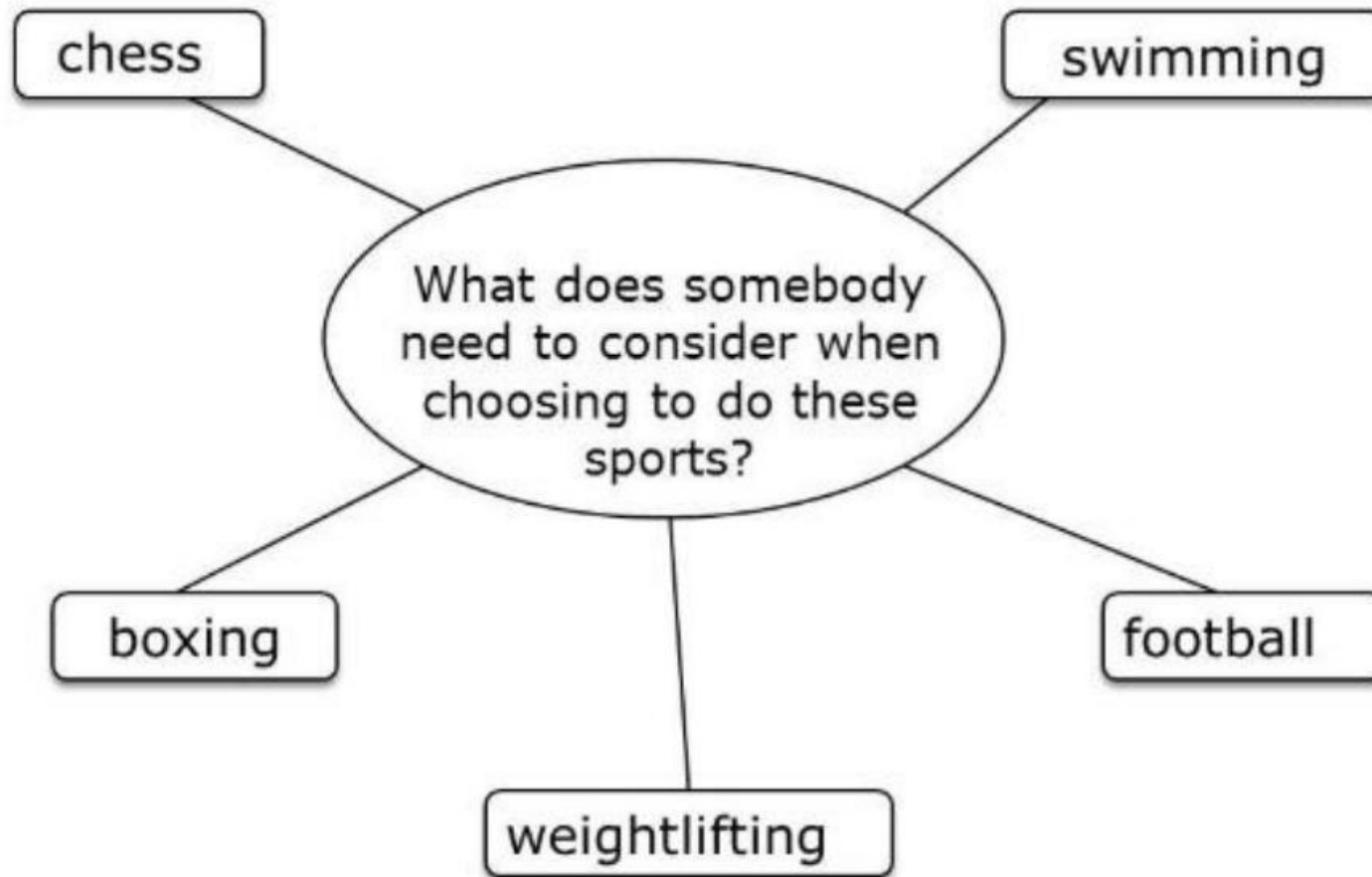
Did I forget anything?

Interrupting

Sorry to interrupt but...

Just a second...

Now it's your turn



Extra material follows

What is happening here?



Preparing for an interview

Before you go to an interview, think about your **(0)** When you make your **(17)** of clothes, avoid anything too casual but don't go to the other extreme of wearing items that are so formal you feel **(18)** in them.

APPEAR
CHOOSE
COMFORT

Make sure you know the exact **(19)** of the building where the interview will take place. There's nothing worse than **(20)** trying to find the right place as the time for it to begin rapidly approaches.

LOCATE
DESPAIR

Once you reach the firm's offices, remember that the interview starts there. You never know who you might meet in lifts, corridors or waiting rooms, so try to make a good **(21)** on everyone.

IMPRESS

When you go into the interview room, show you have **(22)** in yourself, and strike an appropriate balance between formality and **(23)** Bear in mind that people tend to make a **(24)** about someone they have met within a few minutes.

CONFIDENT
FRIEND
JUDGE

Answer key

Part 3

17 choice **18** uncomfortable **19** location **20** desperately
21 impression **22** confidence **23** friendliness **24** judgment/
judgement

Homework

Sentence transformations 81 -85

Writing Practice: Writing a report task on digital platform

