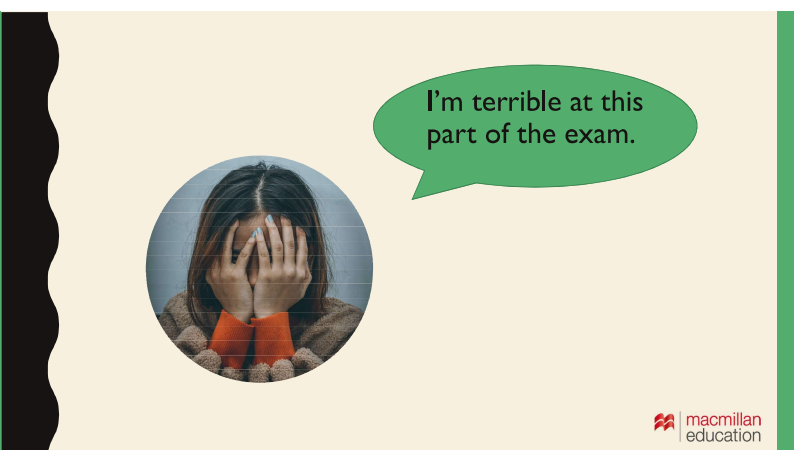


**IN THE CHAT BOX!**

- A**  
It's not that important.
- B**  
It's kind of important.
- C**  
It's really important.



# AUDIOSCRIPT

## Listening Part 4 Multiple choice

1 **SPEAK** Work in pairs. Look at the photographs of unusual sports. What do you think contestants have to do in each one?

2 You will hear a man talking on the radio about unusual sports. Read question 1 and the extract from the Audioscript. The underlined sections in the extract contain words which are the same or similar to words in all three of the possible answers A, B and C. Only one of these sections matches an answer; the others are distractors. Choose the best answer (A, B or C) and say why the others are incorrect.

- 1 When Mike saw a chess boxing match, he was surprised by
- A how skilled the competitors were at both parts of the sport.
  - B how much fun the competitors were having.
  - C how aggressive the competitors were.

*Sounds like just a list of facts, but when I watched two men competing on German television recently, I was amazed by their level of skill in each of these two very different disciplines. After all, boxing is such an aggressive, physical sport, whereas chess is all about using the brain.*

3 **0 2 2** Read questions 2-7. Then listen and choose the best answer (A, B or C).

### What to expect in the exam

- As with all parts of the Listening paper, you will hear distractors. Listen carefully both times you hear the recording.
  - Although a particular option may be true, it may not be the correct answer to the question you are asked.
- In question 2, all three statements are true but only one is something that Mike finds it difficult to believe.*

Ready for B2 First (4<sup>th</sup> edition), Macmillan Education (2020)

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Ready for B2 First (4<sup>th</sup> edition), Macmillan Education (2020)

# AUDIOSCRIPT

## READY FOR Student's Book Audioscripts

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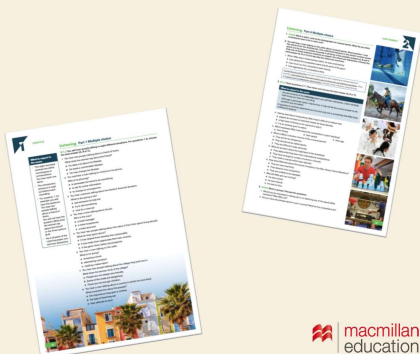
Ready for B2 First (4<sup>th</sup> edition), Macmillan Education (2020)

# ANSWERS

- 2 Having read about octopus boxing, Mike finds it difficult to believe that
- a players do not have to hold their breath for long intervals.
  - b a high level of fitness is not required to play it.
  - c it is an exciting sport to watch.
- 3 What impresses Mike most about the competitors in sport stacking?
- a their fitness
  - b their speed
  - c their age
- 4 What is Mike's criticism of some of the unusual sports?
- a They are far too dangerous.
  - b They should not be called sports.
  - c They are difficult to take seriously.
- 5 What do we learn about the organisers of toe wrestling?
- a They apply what they learn from international competitions.
  - b They have arranged a number of events in schools.
  - c They made a request which was rejected.
- 6 How does Mike feel about the human triumphs in the Man Versus Horse Marathon?
- a They are very surprising.
  - b They deserve more recognition.
  - c They are unlikely to be repeated.
- 7 Why did Mike give up running?
- a He was injured.
  - b He lost interest.
  - c He had no time.

Ready for B2 First (4<sup>th</sup> edition), Macmillan Education (2020)

# ANSWERS



Ready for B2 First (4<sup>th</sup> edition), Macmillan Education (2020)

# ANSWERS



Ready for B2 First (4<sup>th</sup> edition), Macmillan Education (2020)

# ANSWERS



Ready for B2 First (4th edition), Macmillan Education (2020)



# PEER AND SELF-ASSESSMENT



HOW OFTEN DO YOU DO PEER AND SELF-ASSESSMENT ACTIVITIES WITH YOUR STUDENTS?

## IN THE CHAT BOX!

- A** Never.
- B** Sometimes.
- C** Regularly.



# CHECKLISTS

C1 Advanced Writing Examiners use the following assessment scale, extracted from the one on the previous page

CI	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with new, fitting and communicative purposes.	Text is well-organised, coherent and cohesive, using a variety of cohesive devices and organisational patterns with flexibility.	Uses a range of vocabulary including less common lexis, effectively and precisely. Text is well-organised, coherent and cohesive, using a variety of cohesive devices and organisational patterns to generate good effect. Occasional errors may be present but do not impede communication.
4	Minor omissions and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward ideas, as appropriate.	Text is well-organised and coherent, using a variety of cohesive devices and organisational patterns to generate good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
3	Minor omissions and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well-organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
2	Minor omissions and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well-organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.

C1 Advanced handbook for teachers, Cambridge Assessment English (2021)



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C1 Advanced handbook for teachers, Cambridge Assessment English (2021)



Proposal checklist	1-5
Have I included information about each point in the task instructions?	
Have I explained my ideas clearly and given reasons for my suggestions?	
Is the register appropriate to the target reader?	
Have I included a range of sophisticated vocabulary and grammar?	
Have I used a variety of linking words and expressions?	

# CHECKLISTS

**UNIT 8 REVIEW**  
**Writing Part 2 Proposal**

**Sample answer**

**Actual Graduation Event**

**Introduction**

Every year our college holds a graduation event for students who have completed their studies. In this proposal, I will suggest what kind of event the college could hold this year.

**Recommendation for event**

I believe that holding the event on Gold Sands beach would be a good idea for the following reasons. First of all, it doesn't cost anything to use the beach. That means we can use the budget for the graduation for food and drinks instead. We'd need to hire a bus to take the students to the beach but I guess that's normal for a graduation event. An advantage of going to Gold Sands beach is that there are some of the quirkier things. That means they could keep an eye on any students who wanted to go swimming. Well anyway, it would be good to have a barbecue on the beach. We'd need sausages and chicken wings and also a veggie option. And obviously some soft drinks.

**Organisation**

I could do some organisation for this event myself. For instance, I know some bands and a DJ we could use for the music. And I could probably sort out the food. Someone else would need to sort out the transport.

**Conclusion**

To sum up, I think other students would really enjoy this event because who doesn't like hanging at the beach? They could relax, have a swim, listen to good music and eat good food. For those reasons, I strongly recommend this kind of event.

Ready for C1 Advanced (4th edition), Macmillan Education (2022)



Proposal checklist	1-5
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Is the register appropriate to the target reader?	
Have I included a range of sophisticated vocabulary and grammar?	
Have I used a variety of linking words and expressions?	

# CHECKLISTS

## Writing Part 2 Proposal

1 Read the following Part 2 task, underlining key words in the instructions.

The committee of your college's Arts Club, of which you are a member, has decided to publish a monthly arts magazine for students. The leader of the committee asks you to draft a proposal saying what should be included in the magazine, suggesting who could contribute to it, and outlining ways in which interest in the magazine could be generated.

Ready for CI Advanced (4<sup>th</sup> edition), Macmillan Education (2022)



Proposal checklist	1-5
Have I included information about each point in the task instructions?	
Have I explained my ideas clearly and given reasons for my suggestions?	
Is the register appropriate to the target reader?	
Have I included a range of sophisticated vocabulary and grammar?	
Have I used a variety of linking words and expressions?	

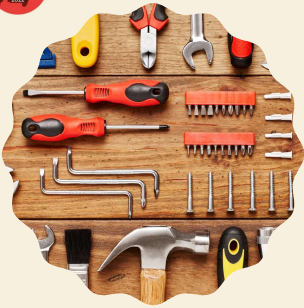
# PEER ASSESSMENT



- Step 1: clarify
- Step 2: value
- Step 3: state concerns
- Step 4: suggest

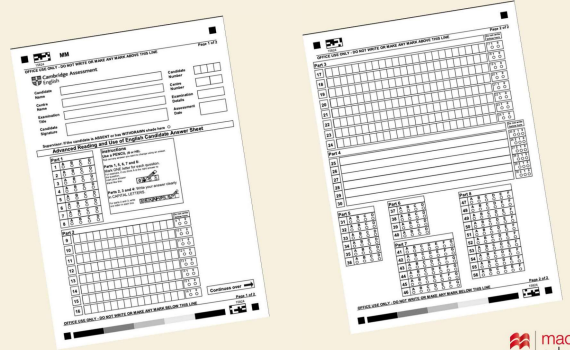
Adapted from "Project Zero," Harvard Graduate School of Education (2018)

GLOBAL TEACHERS 2022

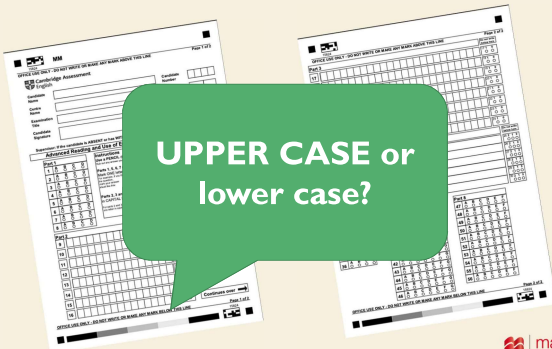


# EXAM CONDITIONS

# SAMPLE MARK SHEETS



# SAMPLE MARK SHEETS IN THE CHAT BOX!



# OFFICIAL TIMING



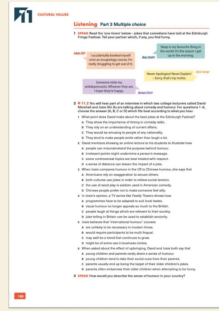


# OFFICIAL TIMING



Ready for CI Advanced (4<sup>th</sup> edition), Macmillan Education (2022)

# OFFICIAL TIMING

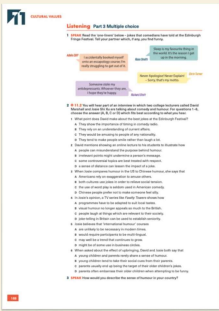


Ready for CI Advanced (4<sup>th</sup> edition), Macmillan Education (2022)

IN THE CHAT BOX!

How much time do candidates have to read the questions before the recording starts?

# OFFICIAL TIMING



Ready for CI Advanced (4<sup>th</sup> edition), Macmillan Education (2022)

70 seconds

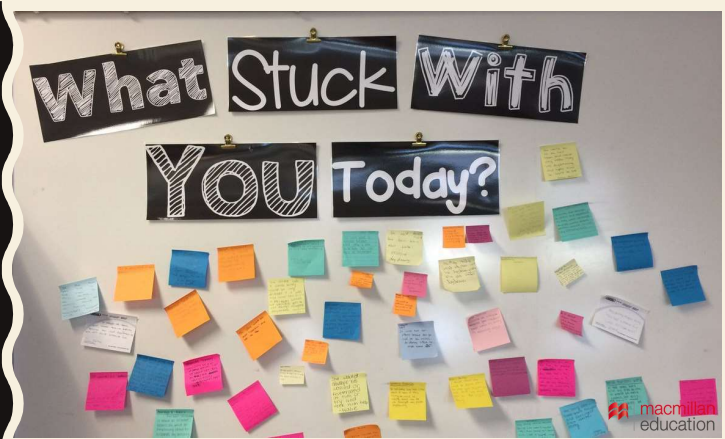
# OFFICIAL TIMING

Listening Paper	B2 First	CI Advanced
Part 1	No time	10 seconds
Part 2	45 seconds	45 seconds
Part 3	30 seconds	70 seconds
Part 4	60 seconds	45 seconds



## TAKEAWAYS

1. Scaffolding and differentiation
2. Peer and self-assessment
3. Exam conditions





# Q & A