

# Cambridge English Workshop

## FIRST & ADVANCED: Differences, strategies & preparation

**March 15th 2012  
16.30-18.30  
ISIS Quarenghi Viale Europa 27 Bergamo**





Anderson House – The Cambridge Centre for Bergamo – in collaboration with CRTDrills Bergamo is happy to present a workshop on the Advanced Exam for English teachers, their students or teachers of other subjects who want to take the CAE for teaching CLIL.

### **Cambridge English First & Advanced: differences, strategies and preparation**

The seminar will provide an overall look at the Cambridge English exams First and Advanced giving information on the differences, advice on teaching and studying strategies. The presentation will focus on all the papers but in particular on the Writing Papers at both levels focussing on what is expected of candidates, grading and how to prepare students or yourself for these international certifications.



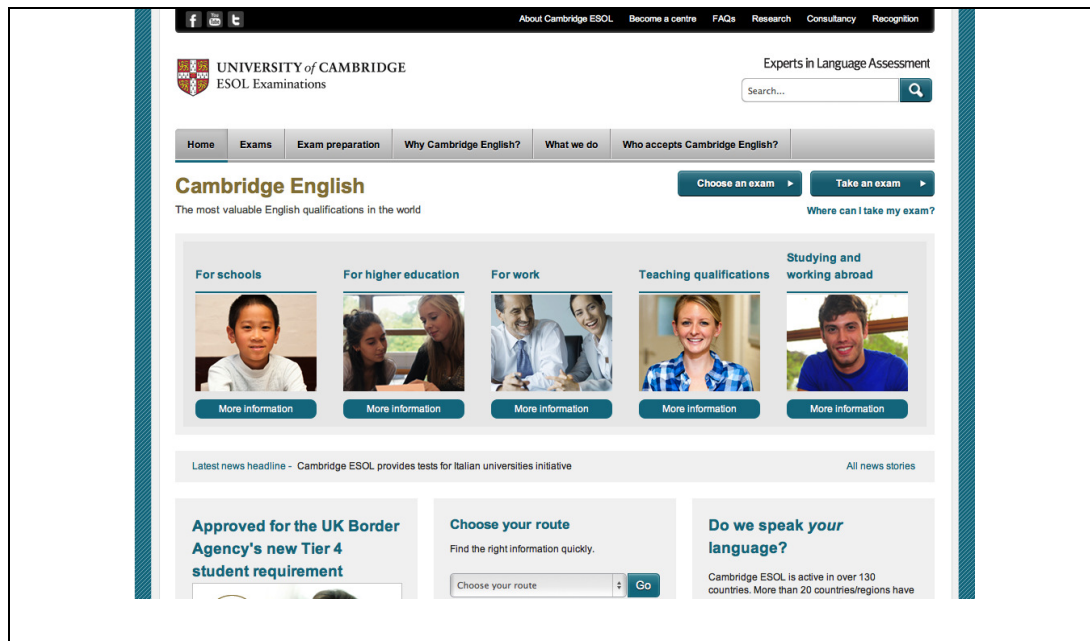
Mark Murkin has been teaching English since 1998 and has acquired a vast experience in the teaching of English in the most diverse contexts. He is a Cambridge examiner and has an in-depth knowledge of the contents as well as the competences required to officially present seminars and workshops on the Cambridge exams. He is DELTA-qualified and Director of Studies at the Cambridge Centre in Modena where is in charge of planning course content and of the individuals in their learning path. He is particularly interested in the lexical approach in second language acquisition, in the development of didactic materials, and how these influence the learning experience of students and their motivation. He is also responsible for teacher training and organizes monthly workshops and courses in preparation for the Cambridge TKT modules (Teaching Knowledge Test).



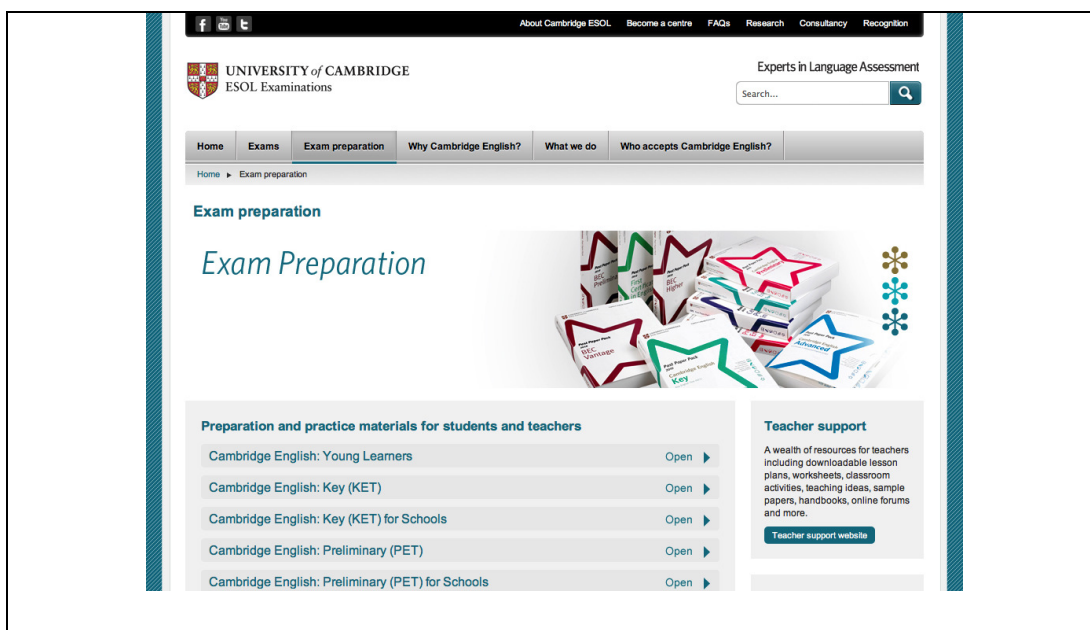


## Accessing Cambridge ESOL Materials

Google search *Cambridge ESOL Examinations*. Select the English-language webpage that looks like this:



*Exams* on the menu tab allows you to access all information about Cambridge ESOL's exams. By selecting *Exam Preparation* and then *Teacher Support Website* you can access free preparation materials.



Registering as a Teacher Support Website user is free and gives you access to free preparation-lesson resources including audio and video files. Candidate support is also available as well as the e-shop for purchasing materials.





## Reading: Comparing FCE and CAE Reading Tasks

### FCE Reading question (abridged)

You are going to read a magazine article about a company called Holiday on Ice, which puts on ice-skating shows. For questions 1–3, choose the answer (A, B, C or D) which you think fits best according to the text.

#### Holiday on Ice

*What is the secret of Holiday on Ice's long-lasting success? Hilary Rose reports.*

At 7pm on a dark, cold November evening, thousands of people are making their way across a vast car park. They're not here to see a film, or the ballet, or even the circus. They are all here for what is, bizarrely, a global phenomenon: they are here to see Holiday on Ice. Given that most people don't seem to be acquainted with anyone who's ever been, the show's statistics are extraordinary: nearly 300 million people have seen Holiday on Ice since it began in 1943; it is the most popular live entertainment in the world.

But what does the production involve? And why are so many people prepared to spend their lives travelling round Europe in caravans in order to appear in it? It can't be glamorous, and it's undoubtedly hard work. The backstage atmosphere is an odd mix of gym class and workplace. A curtained-off section at the back of the arena is laughably referred to as the girls' dressing room, but is more accurately described as a corridor, with beige, cracked walls and cheap temporary tables set up along the length of it. Each girl has a small area littered with pots of orange make-up, tubes of mascara and long false eyelashes.

As a place to work, it must rank pretty low down the scale: the area round the ice-rink is grey and mucky with rows of dirty blue and brown plastic seating and red carpet tiles. It's an unimpressive picture, but the show itself is an unquestionably vast, polished global enterprise: the lights come from a firm in Texas, the people who make the audio system are in California, but Montreal supplies the smoke effects; former British Olympic skater Robin Cousins is now creative director for the company and conducts a vast master class to make sure they're ready for the show's next performance.

1. What surprises the writer about the popularity of Holiday on Ice?  
A The show has not changed since it started.  
B Few people know someone who has seen it.  
C Ice-skating is not generally a popular hobby.  
D People often say they prefer other types of show.
2. The writer describes the backstage area in order to show  
A the conditions that the skaters put up with  
B the type of skater that the show attracts  
C how much fun the cast have during their work  
D how much preparation is needed for a performance.
3. What does the writer highlight about the show in the third paragraph?  
A the need for a higher level of professional support  
B the difficulty of finding suitable equipment  
C the range of companies involved in the production  
D the variety of places in which the show has been staged.





### CAE Reading question (abridged)

You are going to read a newspaper article. For questions 1–4, choose the answer (A, B, C or D) which you think fits best according to the text.

#### Groomed for TV

*Martyn Harris looks back on his experience of being trained to appear on TV.*

I am terrible on TV. I slouch, sneer, stammer, fidget, forget my lines and swallow the ends of my words. It rankles, because I know inside I am scintillating, sensitive and sincere. Television can make any fool look like an intellectual. Newsreaders can contrive to look nice and even the worst presenters can seem sensible, but I come over as a shifty subversive.

*(Text has been removed here. The author is having a book published so he consults a PR company. The text continues as he is being trained to appear on TV. He discusses how politicians are trained to appear on TV.)*

And so, as I breathe from the diaphragm, clench my eyelids apart and desperately try to project honesty, the camera rolls. 'Today we are visiting the home of Martyn Harris,' says Diana dishonestly, 'a journalist who has recently published his first novel *Do It Again*. So, what can you tell us about the plot, Martyn?' 'Umm ...' A long pause. 'Errr ...' A longer pause. 'Tee hee, hargh ...' An asinine giggle. 'All right Alastair,' says Diana patiently, 'we'll try that again.'

We try it again, many, many times, each time chipping away at another tic and mannerism and gaucherie. On the second run-through, my crossed legs keep bobbing up and down, which makes me look as if I want to run away (I do, I do). On the third run they are uncrossed, but my hands are clenched in my lap. On the fourth I have wrenched my hands from my lap, but now they are fiddling with my ears. On the fifth, I'm throwing away the ends of my sentences, which sounds as if I think my audience is thick (I don't really).

Does Diana think it is wicked, I wonder, to mould politicians in this way? 'As soon as anyone gets on telly these days, we expect them to be as good as the professionals, because that's where we get our standards from. It's unfair, but that's the way of the world. As for the ethics, I leave that to others and get on with my job.'

And it's a job she does very well, because on the final run-through, after three hours or so, I really don't look too bad. Steady gaze, breathing from the diaphragm, no twitches, no blinking. Not a consummate professional in the business, but not bad.

I'm brimming with honesty, energy, enthusiasm and enjoyment and I'm talking a lot of twaddle, but you'd hardly notice. When you watch politicians on TV, you'll see a lot more just like me.

1. The writer believes that one reason he is terrible on TV is that  
A he doesn't make enough effort to perform well  
B he can't help being rude to interviewers  
C his personality seems unappealing to viewers  
D his personality differs from that of newsreaders and presenters.
2. The writer believes that his response to Diana's first question sounds  
A insincere  
B silly  
C rude  
D predictable.
3. When the writer asks Diana about her job, she  
A says that she is only interested in doing it well  
B admits that sometimes it results in people looking foolish  
C says that it frequently involves frustrations  
D agrees that it is hard to justify it.
4. In the final paragraph, the writer concludes that  
A he has underestimated how challenging appearing on TV can be for politicians  
B he has learnt how to sound convincing without saying anything meaningful  
C some people can be trained to do absolutely anything  
D viewers are more perceptive than is generally believed.





## Use Of English: Comparing FCE and CAE Use Of English Tasks

---

### *Use of English Task: FCE Part 4*

'I have an interview tomorrow, so I ought to leave soon,' Yannis said.

**BETTER**

'I have an interview tomorrow, so I ..... . soon,' Yannis said.

The film will have started, so it's not worth going to the cinema now.

**POINT**

The film will have started, so ..... . in going to the cinema now.

### *Use of English Task: CAE Part 5*

---

I know that it was wrong of me to shout in front of the customers.

**RAISED**

I know that I should ..... in front of the customers.

If you need any help, you can always call me.

**HESITATE**

If you need any help, ..... me.







## Listening: Comparing FCE and CAE Listening Tasks

### FCE Listening task: Part 1

1. You overhear a woman talking on the phone about a problem in her garden.

What is she worried about?

- A loss of income
- B invasion of privacy
- C risk of damage

#### Tapescript

Guess what's happened now – my neighbours have put up a huge wooden building next to my garden ... they say they're going to keep rare kinds of rabbits ... I know, there will be hundreds of them and they're sure to escape and come under the fence into my garden – that's what they do. I've just got the garden how I want it and I've never grown such huge vegetables as this year. I know I don't sell them or anything, but I quite like to produce them. The rabbits will ruin everything, I'm sure. I'll spend all my time chasing them off. I don't know what to do – move, I suppose.

### CAE Listening task: Part 1

You hear a man telling a friend the story of his encounter with a tiger while he was working in India.

5. What did the man do to put himself at risk?

- A He cycled into a forbidden area.
- B He ignored instructions he'd been given.
- C He failed to inform anyone where he was going.

6. How does he feel about his response to the situation?

- A disappointed by his sense of panic
- B modest about his own bravery
- C proud of the way he reacted

#### Tapescript

You hear a man telling a friend the story of his encounter with a tiger while he was working in India. Now look at questions 5 and 6.

PAUSE 15 SECONDS

F: What's all this about you and a tiger?

M: Well, I was working in a national park in India. I'd just finished work one day and decided to cycle back to my lodgings. We'd been told by our manager to watch out for tigers, that we should always travel in the jeep. But it was such a beautiful evening I was determined to cycle. I'd done it many times without ever sighting a tiger, so I told my colleague I was off home and left.

F: So what happened?

M: Well, I was cycling along when I suddenly spotted something in the undergrowth – a tiger. She suddenly charged at me, ears back, so I immediately dropped my bike and ran away, as anyone would, with the tiger in pursuit. Then I remembered something I'd read about not running away, so I simply stopped, turned round and stared her out. It took some courage, I can tell you. The tiger was a bit confused by this, so stopped too, and after a brief standoff, lost interest and slipped away.

F: Phew! Amazing story!





## Speaking: Cambridge ESOL Common Scale for Speaking at FCE & CAE

### Level C1

#### Good operational command of the spoken language

Able to handle communication in most situations.

Able to use accurate and appropriate linguistic resources to express ideas and produce discourse that is generally coherent.

Occasionally produces inaccuracies and inappropriacies.

Maintains a flow of language with only natural hesitation resulting from considerations of appropriacy or expression.

L1 accent may be evident but does not affect the clarity of the message.

### Level B2

#### Generally effective command of the spoken language

Able to handle communication in all familiar situations.

Able to organise extended discourse but occasionally produces utterances that lack coherence, and some inaccuracies and inappropriate usage occur.

Maintains a flow of language, although hesitation may occur whilst searching for language resources.

Although pronunciation is easily understood, L1 features may be intrusive.

Does not require major prompting or assistance by interlocutors.

## Speaking Criteria for FCE & CAE

All candidates are scored from 0-5 on the following scales:

-grammar and vocabulary (in CAE these are split)

-discourse management

-pronunciation

-interactive communication

-global achievement

The 200 most common words used in spoken English include:

- All common question forming words
- All modal auxiliaries
- All the pronouns and possessive forms
- Demonstrative pronouns and other deictic devices
- All common prepositions
- Full range of spoken discourse markers
- Common backchannel expressions
- Common sequencing and linking words
- Common ways of adding emphasis
- Common ways of hedging
- All-purpose words







## Discourse Markers for increasing spoken fluency

### DISCOURSE MARKERS IN SPEAKING

Discourse markers are common for ...

- beginning/ending
  - right
  - now
  - anyway
- initiating or linking turns, especially for contrast
  - well
- starting/responding with surprise
  - oh
- connecting/contrasting/offering opinion
  - and
  - but
  - or

(these are also conjunctions)

- indicating what follows is a result or cause of prior speech
  - so
  - because

(these are also conjunctions)

- signalling inference based on other's speech
  - then
- gaining and keeping attention
  - y' know
  - I mean

Managing turn-taking:

- that reminds me
- by the way
- well anyway
- like I say
- yes, but
- yes no I know
- uh huh
- while I remember
- before I forget
- talking of which
- as I was saying

Hedging (vague language):

- actually
- quite
- rather
- sort of

Backchannel expressions:

- really
- no
- what
- how

Opinion:

- if you ask me
- by the way
- I take your point
- to cut a long story short

Sentence starters:

- Do you mind if ...?
- The thing is ...
- Do you happen to know ...?
- Do you think you could ...?
- Would it be okay if I ...?

Social formulas & useful expressions:

- How do you do?
- See you later?
- Just looking, thanks.
- Can I take a message?
- How do you spell that?

Catchphrases & idiomatic phrases:

- Better late than never.
- Long time no see.
- Look who's talking!
- It's on the tip of my tongue.
- The sooner the better.





- **beginning/ending**
  - right
  - now
  - anyway
- **initiating or linking turns, especially for contrast**
  - well
- **starting/responding with surprise**
  - oh
- **connecting/contrasting/offering opinion**
  - and
  - but
  - or
- **indicating what follows is a result or cause of prior speech**
  - so
  - because

(these are also conjunctions)
- **signalling inference based on other's speech**
  - then
- **gaining and keeping attention**
  - y' know
  - I mean

**Managing turn-taking:**

- that reminds me
- by the way
- well anyway
- like I say
- yes, but
- yes no I know
- uh huh
- while I remember
- before I forget
- talking of which
- as I was saying

**Vague language:**

- actually
- quite
- rather
- sort of

**Backchannel expressions:**

- really
- no
- what
- how

**Opinion:**

- if you ask me
- by the way
- I take your point
- to cut a long story short





## Comparative Adjectives

1. Read the text and underline any words you don't know.

While many people may like the idea of a leisurely stroll around a market looking for the nicest fruit and vegetables or meat, the truth of the matter is that these days most of us haven't got time for this sort of thing. Our daily routines are packed with things we absolutely must do, leaving us with very little time for anything else. A trip to the supermarket is better, and more convenient, than a trip to the market. It's quicker, easier to find parking and, many people would argue, as good quality as a market, depending on the supermarket! It might not be as relaxing as an outdoor market, but when it's raining, it is drier indoors and in summer the air-conditioning makes it less unpleasant.

2. Look for examples to put in the table.

| more | as ..... as | than | not as ... as | less |
|------|-------------|------|---------------|------|
|      |             |      |               |      |

3. Look at the list of objects below.

|                  |                                    |                  |       |
|------------------|------------------------------------|------------------|-------|
| bunch of flowers | picture frame and class<br>picture | cd               | book  |
| gift voucher     | painting set                       | scarf and gloves | watch |

4. Your teacher is going to retire soon. Talk together about the advantages and disadvantages of giving him these items as a retirement present and decide which would be best.





## Writing: Comparing FCE and CAE Writing Tasks

### FCE Writing Task: Part 1

#### Part 1

You **must** answer this question.

- 1 Last summer you attended an English language course at an international college. The college organised a programme of social activities and events for students. The College Director, John Benson, has written to you about the programme.

Read Mr Benson's letter, and the notes you have made on it. Then write a letter to Mr Benson, using **all** your notes.

*I hope you enjoyed the school social programme last summer when you were here. We'd like to make it even better next summer and I'd like to know what you think, so please could you answer a few questions?*

*I'd like to keep the swimming club and chess club, even though not many people took part. How can the college encourage more people to get involved in these clubs?*

*I'm going to invite some people to come and speak to the students in the evenings. Who should the college invite? Do you think Friday evening is a good time for this?*

*Would it be better for the college to have a sports day at the end of the course, as we did last year, or a disco? Let me know what you think.*

*Yours sincerely,*

*John Benson*

**Yes!** —

**No because ...** —

**Tell him** —

**How about ...** —

**Suggest ...** —

Write a **letter** of between **120** and **180** words in an appropriate style on the opposite page. Do not write any postal addresses.





## FCE Writing Task: Part 2

### Part 2

Write an answer to **one** of the questions 2-5 in this part. Write your answer in **120-180** words in an appropriate style on the opposite page. Put the question number in the box at the top of page 5.

- 2 You have decided to enter a short story competition in an international student magazine. Your story must **begin** with the following sentence:

*Julia read the message and knew exactly what she had to do next.*

Write your **story**.

- 3 You have recently had a discussion in your English class about the problems of traffic in cities. Your teacher has now asked you to write a composition, giving your opinions on the following statement:

*Everyone should use public transport instead of cars.*

Write your **composition**.

- 4 You recently attended a friend's wedding. An English-speaking friend of yours, Tim, was unable to attend the wedding. Read this part of his letter and then write a letter to Tim.

I've never been to a wedding in your country, so I was disappointed to miss this one. Please write and tell me what happened. Did you all have a good time?

Write your **letter**. Do not write any postal addresses.

- 5 Answer **one** of the following two questions based on your reading of **one** of these set books. Write the letter (a) or (b) as well as the number 5 in the question box, and the **title** of the book next to the box. Your answer **MUST** be about one of the books below.

*Officially Dead* – Richard Prescott

*2001: A Space Odyssey* – Arthur C. Clarke

*1984* – George Orwell

*The Citadel* – A.J. Cronin

*Three Adventures of Sherlock Holmes* – Arthur Conan Doyle

**Either** (a) You see the following notice in a college magazine.

#### Articles wanted!

We want to know how the book or short story you have read made you feel:

*happy, sad, afraid, surprised, angry ....?*

Which parts of the story made you feel like that and why?

**We will publish the best articles.**

Write your **article**.

**Or** (b) *'It is always far more interesting to read about bad characters than good ones.'*  
Your teacher has asked you to write a **composition**, giving your opinions on this statement with reference to the book or one of the short stories you have read.





### CAE Writing task: Part 1

#### Part 1

You **must** answer this question. Write your answer in **180 – 220** words in an appropriate style on the opposite page.

- 1 Last summer you had a job with an international company that organises music festivals. Your friend Jan has written to you asking about it.

Read the extract from your friend's letter and from your diary below. Then, **using the information appropriately**, write a letter to your friend saying whether or not you would recommend the job to your friend and giving your reasons.

Do you think I'd like the job? Most of all I want to hear plenty of music. I'd like to make enough money for a holiday too. If I could use my English and get useful work experience, that would be great!

Cheers,

Jan

July 2

Boring office work! No chance to learn anything. I answer the phone and make coffee.

July 10

Pay day! Things are improving! The money's not bad.

July 15

Did some translation and dealt with enquiries from English visitors.

July 22

Another free visit to festival!

Write your **letter**. You do not need to include postal addresses. You should use your own words as far as possible.





## CAE Writing task: Part 2

### Part 2

Write an answer to **one** of the questions 2 – 5 in this part. Write your answer in **220 – 260** words in an appropriate style on the opposite page. Put the question number in the box at the top of the page.

- 2 You have been asked to provide a reference for a friend of yours who has applied for a job as a receptionist in an English language college. The person appointed will be good at dealing with a range of different people and will have excellent administrative skills.

You should include information about your friend's character and personal qualities and skills, their previous relevant experience and reasons why they should be considered for this job.

Write your **reference**.

- 3 You see the following announcement in an international magazine:

#### GREAT SCIENTISTS COMPETITION

We are planning a series of TV programmes about the 10 greatest scientists of all time. Which scientist would you nominate to be included in the series? Write to us describing this person's achievements and explaining why you feel he or she should be included.

Write your **competition entry**.

- 4 You see this advertisement in an international student magazine.

#### HOST FAMILIES WANTED

We are inviting applications from families who would like to offer accommodation to international students during their stay in your country. If you are interested, please write answering the following questions:

- What do you think are the advantages for a student of staying with a host family compared with college accommodation?
- What qualities is it necessary for a successful host family to have?
- Why would you like to host international students?

Mr S Martin  
Hosts International Ltd.

Write your **letter of application**.

- 5 Answer **one** of the following two questions based on **one** of the titles below. Write the letter (a) or (b) as well as the number 5 in the question box on the following page.

- (a) *The Pelican Brief* by John Grisham

A bookshop website has invited its readers to send in a review of a book. You decide to write a review of *The Pelican Brief*, briefly outlining the plot and saying whether or not you recommend it to other readers and why.

Write your **review**.

- (b) *Lucky Jim* by Kingsley Amis

Your teacher has asked you to write an essay saying which character in *Lucky Jim* you find most interesting. You should describe this character and say why you think he or she is the most interesting character in the story.

Write your **essay**.



2

## PAPER 2: WRITING

### Question 1 (sample script)

### FCE for Schools Sample Writing task: Part 1

#### Mark scheme and sample script with examiner comments

#### QUESTION 1: CANDIDATE A

##### ■ Content

The **email** should:

- give positive response to going to activity centre
- say which activity candidate wants to choose
- suggest something to do on Saturday evening
- give reason for not coming on Friday evening.

##### ■ Organisation and cohesion

Clear organisation of ideas, with suitable paragraphing and linking as appropriate to the task.

##### ■ Appropriacy of register and format

Informal email appropriate to the situation and target reader observing English grammatical and spelling conventions.

##### ■ Range

Language of enthusiasm, giving information, suggesting and explaining.

##### ■ Target reader

Would be informed.

#### Candidate A

To: Alex Green

Subject: My visit

*Sorry that I haven't written before but my mother had been using the computer all the time for work and I had to wait that she finished her work.*

*First, I think that's a fantastic idea go to the new activity centre. We'll enjoy a lot and meet new places sounds perfect for me! As you asked me, I rather sailing on the river than climbing a wall because I want to connect with nature. If we have extra time we can do the other activitie whether you want.*

*At night, we can stay at home, as you said, and also we can buy chocolates and see a movie, that's great for me! But you can tell me other option when to go to your home.*

*At last, I'm afraid my parents can't take me to your home on Friday evening because it's my grandfather's birthday.*

*See you soon*

*Tatiana*

#### Examiner comments

##### ■ Content

All points covered.

##### ■ Organisation and cohesion

Clearly organised.

##### ■ Appropriacy of register and format

Appropriate to the task.

##### ■ Range

Adequate range.

##### ■ Accuracy

A number of non-impeding errors.

##### ■ Target reader

Would be informed.

##### ■ Marks awarded

Band 3.





2

## PAPER 2: WRITING

### Test 1 Question 1 (sample script)

#### CAE Sample Writing task: Part 1

#### Mark scheme and sample script with examiner comments

##### QUESTION 1: CANDIDATE A

###### ■ Content

For Band 3 or above, the candidate's letter must:

- describe the job
- say whether or not they would recommend it
- give reasons for their opinion.

###### ■ Organisation and cohesion

Clearly organised into paragraphs with appropriate linking devices.

###### ■ Appropriacy of register and format

Consistently informal to unmarked.

###### ■ Range

Language of description, evaluation and recommendation.

###### ■ Target reader

Would be informed.

#### Candidate A

Dear Jan,

I was happy to hear from you again after such a long period of time. So I send you the information you wanted.

First, the job with this international company organizing music festivals has two sides.

I had days where I sat behind a desk in an unfriendly office giving information to people who called. I had to do nothing important except making coffee for the organising committee during their long hours of talk. But, those few days were soon forgotten, because after I had shown my ability to work hard I was responsible for more important tasks. I worked as an interpreter several times, but also had to advise and help English visitors. So I improved my English skills and learned a lot about official and politically correct language.

The next important point is that you will be able to make a really extraordinary journey. Really, there is not need to worry about money.

As I know your interest in music I especially point out the fact that one gets free entry to several festivals and sometimes even the chance to meet one of the performing stars face to face.

I believe this job to be perfect for you and might even affect your future career.

Cheers,

#### Examiner comments

###### ■ Content

All points covered with some expansion.

###### ■ Organisation and cohesion

Clearly organised into paragraphs, with attention paid to use of cohesive devices.

###### ■ Range

Evidence of a range of appropriate vocabulary.

###### ■ Accuracy

Generally accurate with occasional awkwardness in choice of structure (e.g. 'I send you').

###### ■ Appropriacy of register and format

Consistently informal with successful attempt at a friendly tone appropriate for the target reader.

###### ■ Target reader

Would be fully informed.

###### ■ Marks awarded

Band 4.



## FCE Demo Lesson: Reading/Writing (gerunds and infinitives)

### Gerunds and Infinitives

Do you read? If so, what? Can you think of a popular magazine for teenagers in Italy? What's the most interesting thing in that magazine?

1. Read this letter to an agony aunt.

Dear Maggie,  
When I first met Mark we got on really well – and he *seemed to enjoy* my company. *We liked* doing the same things and we were both *keen on* going to football together. He was my best friend at the time, and I *dropped* my other friends to spend more time with him. He hasn't changed, but I have. Now I *can't bear* hearing the same jokes every time we go out, and I *hate* having to watch football on TV all weekend.  
I know he'll be upset – but nothing *can* make me change my mind – I *miss* seeing my other friends and *I'd rather not* just stay with him all the time. I've *tried* to tell him, but I can't – *I'm afraid of* hurting him. What can I do?  
Stephanie

2. In pairs discuss what advice you would give to Stephanie.
3. Look at the letter again. Can you underline the verb that follow the verbs in *italics*?
4. Now, complete the table below.

| Verb               | + | Bare infinitive, infinitive with 'to', gerund |
|--------------------|---|---|
| seem               | + |   |
| like               | + |   |
| drop               | + |   |
| can't bear         | + |   |
| hate               | + |   |
| can+pronoun        | + |   |
| miss               | + |   |
| would rather (not) | + |   |
| try                | + |   |
| be afraid of       | + |   |

### Writing

Your school Director is interested in starting a school magazine, and has asked you to submit a report on what would be the best content for such a magazine and why. Write your report.

Write your answer in 120-180 words in an appropriate style.





5. Complete the following sentences with the correct form of the verb in brackets.

- a. I wonder what makes him ..... he can get away without studying. (think)
- b. When the summer ends, I really miss ..... To the beach in the afternoons. (go)
- c. My brother can't bear ..... early at the weekend. (get up)
- d. Would you rather ..... soup or salad for lunch? (have)
- e. I wish you wouldn't keep ..... the channel. I want ..... the news. (change, watch)
- f. Do you ever regret ..... Australia? (leave)
- g. He insisted on ..... For our meal. (pay)
- h. The children were pretending ..... some wrestlers. (be)
- i. We're considering ..... a new car. (buy)
- j. I really enjoy ..... to the cinema on my own. (go)

6. There are mistakes with the gerunds and infinitives on some of these sentences. Find the mistakes and correct them.

Eg She made him ~~to~~ help her with the washing.

- a. I stopped to smoke three years ago.
- b. Did you remember getting some sugar when you went out?
- c. He tried to have a warm bath before he went to bed but he still couldn't sleep.
- d. We regret to inform you that your application was not successful.
- e. I'd like meeting some new people.
- f. The children were made to stay indoors during the cold weather.
- g. I'll never forget to see The Backstreet Boys play live.

7. Can you categorise the verbs in the table below?

| bare infinitive | infinitive with 'to' | gerund |
|-----------------|----------------------|--------|
|                 |                      |        |

8. Can you think of any questions to ask your partner, using these verbs?









## ESAMI E SERVIZI PER I DOCENTI

### CAMBRIDGE EXAMS

- YLE: Starters, Movers & Flyers (A1, A2)
- KEY & KEY for Schools (A2)
- PRELIMINARY & PRELIMINARY for Schools (B1)
- FIRST & FIRST for Schools (B2)
- ADVANCED (C1)
- PROFICIENCY (C2)
- BEC Preliminary, Vantage & Higher (B1, B2, C1)
- KET, PET, BEC, FIRST, ADVANCED Computer Tests
- BULATS: Computer Test of Business English (A1-C2)
- TKT: Test for English Teachers

### TEACHER SUPPORT for Cambridge Exams

- Candidate Support – talking to candidates about the exam
- Exam Past Papers
- Updates on what's new from Cambridge English
- Seminars

### PRETESTING

- KET, PET, KET for Schools, PET for Schools
- Pretests administered as 'live' examination
- Results given
- TKT: Teacher Knowledge Test

### TEACHER TRAINING

- Methodology
- Lesson Planning
- Teaching Reading, Writing, Listening & Speaking
- Classroom Management

**ANDERSON HOUSE: your local Cambridge Centre!**





## ESAMI CAMBRIDGE PER LA SCUOLA ITALIANA

Anderson House è il Centro autorizzato per gli esami Cambridge English a Bergamo e provincia. Sono qui indicate le tariffe per i candidati della scuola italiana (elementare, media, superiore). Le iscrizioni devono pervenire in un'unica soluzione. Alle iscrizioni individuali o aggiuntive verranno applicate le tariffe stabilite per i candidati privati. I prezzi indicati sono validi fino a Settembre 2012. PB = Paper Based (test su carta) – CB = Computer Based (i test su computer hanno posti limitati). Tutte le prove d'esame possono essere organizzate con un numero minimo di 4 iscritti.

| Esami                | CEF | Versione   | Data   | Termine  | Tassa |
|----------------------|-----|--|--|--|-------|
| Starters             | A1  | PB   | Da concordare  | 8 sett. prima  | € 50  |
| Movers               | A1  | PB   | Da concordare  | 8 sett. prima  | € 54  |
| Flyers               | A2  | PB   | Da concordare  | 8 sett. prima  | € 59  |
| KET                  | A2  | CB<br>CB<br>PB<br>PB<br>CB<br>CB<br>PB                   | 28 marzo<br>26 aprile<br>19 maggio<br>1 giugno<br>8 giugno<br>6 luglio<br>26 luglio  | 17 marzo<br>14 aprile<br>8 maggio<br>26 maggio<br>23 giugno<br>23 giugno   | € 78  |
| KET<br>for schools   | A2  | PB<br>PB<br>CB<br>PB new date!<br>PB<br>CB               | 4 maggio<br>12 maggio<br>25 maggio<br>26 maggio<br>2 giugno<br>21 giugno   | 24 marzo<br>6 aprile<br>12 maggio<br>20 aprile<br>28 aprile<br>9 giugno  | € 78  |
| PET                  | B1  | CB<br>PB<br>PB<br>CB<br>PB<br>CB<br>CB<br>CB<br>PB<br>CB | 26 aprile<br>3 maggio (pm)<br>19 maggio<br>24 maggio<br>1 giugno<br>8 giugno<br>23 giugno<br>6 luglio<br>26 luglio<br>14 settembre | 14 aprile<br>31 marzo<br>14 aprile<br>12 maggio<br>28 aprile<br>26 maggio<br>9 giugno<br>23 giugno<br>23 giugno<br>1 settembre | € 85  |
| PET<br>for schools   | B1  | CB<br>PB<br>PB<br>PB new date!<br>PB<br>CB               | 5 aprile<br>4 maggio<br>12 maggio<br>26 maggio<br>2 giugno<br>21 giugno  | 24 marzo<br>24 marzo<br>6 aprile<br>20 aprile<br>28 aprile<br>9 giugno   | € 85  |
| FCE                  | B2  | PB<br>CB<br>CB<br>CB<br>CB                               | 19 maggio<br>26 maggio<br>16 giugno<br>14 luglio<br>28 settembre   | 7 aprile<br>12 maggio<br>2 giugno<br>30 giugno<br>15 settembre   | € 157 |
| FIRST<br>for schools | B2  | CB<br>PB<br>PB new date!<br>PB                           | 4 maggio<br>12 maggio<br>26 maggio<br>2 giugno   | 21 aprile<br>7 aprile<br>20 aprile<br>28 aprile  | € 157 |
| ADVANCED             | C1  | CB<br>CB<br>CB<br>CB<br>CB                               | 14 aprile<br>31 maggio<br>23 giugno<br>7 luglio<br>22 settembre  | 31 marzo<br>19 maggio<br>9 giugno<br>23 giugno<br>8 settembre  | € 177 |
| CPE                  | C2  | PB<br>PB   | 12 maggio<br>14 giugno   | 7 aprile<br>21 aprile  | € 180 |

Per informazioni ed iscrizioni visitate il sito [www.cambridgeexams.it](http://www.cambridgeexams.it), scrivete a [cambridgeexams@andersonhouse.it](mailto:cambridgeexams@andersonhouse.it), oppure telefonate alla segreteria AH - 035 46 30 74.





## SERVIZI PER I PRIVATI

### I NOSTRI CORSI

- Corsi Collettivi d'Inglese per Adulti alla Sera
- Corsi Collettivi Pomeridiani per Ragazzi e Bambini
- Preparazione a FCE, CAE, CPE per adulti
- Preparazione YLE, KET e PET per Bambini e Ragazzi
- Corsi Individuali e Semi-Individuali

### LE NOSTRE LINGUE

- General English (11 livelli)
- Business English (8 livelli)
- Italiano per Stranieri (5 livelli)
- Francese, Tedesco, Spagnolo, Portoghese Brasiliano (4 livelli)
- Russo, Ungherese, Cinese, Arabo, Ebraico, Tailandese (2 livelli)

### BLENDED E E-LEARNING

- Burlington English – Corso Interattivo Online

### CERTIFICAZIONI

- **Centro CAMBRIDGE**
- KET, PET, FCE, CAE, BEC anche al Computer YLE, CPE, TKT
- **Centro BULATS**
- Test online per Inglese Francese, Tedesco, Spagnolo degli Affari
- **Centro ETS**
- TOEFL – Inglese Americano Accademico al Computer
- TOEIC – Inglese Americano degli Affari

### STUDYING ABROAD

- Stage all'Estero in Scuole di Qualità

### TRADUZIONI

- Servizio di Traduzioni per Privati e Aziende

**ANDERSON HOUSE: il vostro Centro Cambridge!**



## 11th INTERCULTURAL WORKSHOP 2012

Anderson House together with CRTDrills Bergamo is happy to invite you to the SIETAR Italia workshop on Edward Hall's cultural dimensions.

Thursday 24 May 2012 – 16.30-18.30 – Istituto Quarenghi Viale Europa 27 Bergamo

# *Edward Hall and his Cultural Dimensions: Practical Applications to the Classroom*

*Facilitator: Peter Anderson*

**Abstract:** This workshop will give teachers ideas on how to present Hall's Cultural Dimensions to their students by using the constructivist approach – leaning by doing. The teachers will learn a methodology and how to apply it, whereas the students will be much more motivated, will develop autonomous learning and their cross-cultural skills by interacting with their counterparts abroad.



**Biodata:** Peter Anderson was born and brought up in Britain by a French mother and an Irish father and moved to Italy as a teenager. He grew up trilingual and was faced with intercultural issues from a young age. He also speaks fluent German. He has been teaching English in Bergamo since 1978 and owns Anderson House which he founded in 1996. He became interested in intercultural matters in 2005 and took the DITS course at LTS Bath. In 2008 he was accredited for the DPI by York Associates in Konstanz (Germany) and the TIP by Worldwork, London. He is currently running various intercultural courses for local companies in their effort to confront the global challenge.

If you wish to find out more about the Association or would like to join, please contact the Secretary General at [sietar.italia@gmail.com](mailto:sietar.italia@gmail.com) or browse the website [www.sietar-italia.org](http://www.sietar-italia.org).

**The workshop is free and open to non-members. If you wish to book a place, please contact Noemi Ciceroni at [iscrizioni@crtlinguebergamo.it](mailto:iscrizioni@crtlinguebergamo.it) who will send you the form to sign up.**