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First Certificate Trainer Writing answer guidelines for Test 4

Test 4, Writing Part 1 (page 133), Model answer

1
This model has been prepared as an example of a very good answer. However please note that this is just one example out of several possible approaches.

Dear Remee,
Thank you very much for your invitation. It sounds fantastic and I'd love to spend a week or two with you this summer. July would suit me better than August because I've already agreed to help in my uncle's shop in August. My cousin usually helps him but he's going to be away on a school trip then.
I think I'd prefer to stay in your apartment. It'd be nice to be there with you and your parents rather than sleep somewhere else on my own.
The beach is good but I'd definitely prefer to do other things too. I love sightseeing in new places and I know there are some very interesting old castles not far from your place. How about visiting one or two of those?
Looking forward to it so much,
Nicu

Test 4, Writing Part 2 (page 134), Answer guidelines

2
Style
Neutral or formal.
Do not, for example, use contractions like *I'm* or *I've* instead of *I am* or *I have*.

Content
You need to discuss the statement given. Make sure you do not write about something that is not directly related to the topic – for example, don't describe in detail one particular computer game. It doesn't matter whether you agree or disagree with the statement – or even partly agree and partly disagree – but you must make your own opinion clear.

Organisation
Write in clearly defined paragraphs – the first one might introduce the topic, explaining what the statement means, the second might explain some people consider them a waste of time, the third might explain why other people think they are not a waste of time and the final one might give your own opinion on the statement.

3
Style
Neutral or semi-formal.
Try to start your article in an interesting way so that you attract the reader's interest from the beginning.

Use a range of vocabulary and structures to make your article more lively for the reader. For example, although most of your story will be in the simple past, you might be able to use the past continuous to describe what was happening when the incident happened or the past perfect to explain what had happened previously.

Content
You must describe something amusing that you saw, saying what happened, where it happened, when it happened and why you found it funny. It doesn't matter if what you describe isn't literally the funniest thing you've ever seen. You should just choose one funny situation and describe it in an entertaining way.

Organisation
Write in clearly defined paragraphs.
Perhaps include a title.

4
Style
Informal.
You should use contractions like *I'm* rather than *I am* in a letter of this kind.

Content
Your letter should open with some sort of friendly reference to your friend's letter. You should then suggest some places your English-speaking friend could go to in your country, explaining what he or she could do there. You should also suggest where and when you and your friend could meet while he or she is in your country. It's good to also close with some general sentence such as *I look forward to hearing what you think of my ideas*.

Organisation
The letter should be in clearly defined paragraphs. It does not need to include postal addresses but it should begin *Dear Alex*, and it should end with an informal closing expression such as *Best wishes*, or *Love from*, followed by your own first name on the line below.

5
Although Test 4, Question 5 in *First Certificate Trainer* does not refer to a specific author or book title, you need to select a title. Make sure you have read the book thoroughly or have seen the film before answering the question.

Test 1 Training Reading and Use of English Part 1

Task information

- In Part 1, you have to read a text with eight gaps, and choose the correct word from four options (A, B, C or D) to fill each gap.
- The words in the options will all be the same part of speech, e.g. nouns, adjectives, etc.
- Part 1 mainly tests vocabulary, and words which go together (collocations). It may also test how ideas in the text are connected.
- Knowing the meaning of the words in the options may not be enough. You will need to know how the words in the options are used in sentences in order to choose the correct one.
- You will need to understand the text as a whole to do the task. Study the words on either side of each gap and make sure the word you choose makes sense.

Useful language Verbs + prepositions

1 Complete the sentences with prepositions from the box. Some of the prepositions can be used more than once.

of for on in to with from

- 1 He recovered _____ his illness very quickly.
- 2 Does anybody object _____ this idea?
- 3 Hundreds of people participated _____ the race.
- 4 My grandmother used to care _____ me while my mother was at work.
- 5 They adapted _____ the weather conditions without too much difficulty.
- 6 My aunt doesn't approve _____ people eating in the street.
- 7 I know I can depend _____ Tom when I need him.
- 8 I'm always competing _____ my sister, but we get on very well.
- 9 The students all benefited _____ the interesting lectures they attended.
- 10 How did she react _____ the news?

2 Correct the sentences by changing the prepositions.

- 1 Why don't you apply to the job?
- 2 I don't believe of telling lies – it's always wrong.
- 3 The football match resulted with a draw.
- 4 Mary dealt from the problem really well.
- 5 What can you contribute for the discussion?

Tip! In your vocabulary notebook, record how the verb is used as well as its meaning, e.g. recover: 'become completely well again' – She's recovered from the bicycle accident now.

Useful language Verbs followed by either nouns or infinitives

3 Match the verbs in the box with the correct label.

assist manage accept appreciate imagine
agree pretend support struggle achieve

verbs followed by nouns: _____

verbs followed by infinitive with to: _____

137 Follow the exam instructions, using the advice to help you.

apes Cr i pt
You will hear two students, Bella and Tom, discussing an article they have read about a woman astronaut. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

- 15 The speakers agree that being an astronaut
- A requires a specific personality type.
B is not a career that appeals to them.
C is an unexpected job for a woman.
D would be very challenging work.
- 16 Bella particularly admires the astronaut Ellen Ochoa because of
- A her ability to put her experiences into words.
B her determination to fulfil a childhood dream.
C her scientific and technical skills.
D her attitude towards her colleagues.
- 17 Tom was surprised to learn that people who want to become astronauts should
- A have experience as aeroplane pilots.
B have more than one university degree.
C be a specific height.
D be good at sports.
- 18 What does Bella think is the most interesting part of Ellen's life?
- A spacewalking
B working in mission control
C coping with unexpected problems
D working in conditions of weightlessness
- 19 Tom was sorry the article did not say more about
- A any negative aspects of being an astronaut.
B the experiments carried out on board.
C what the earth looks like from space.
D how well the crew got on in space.
- 20 Tom and Bella both now decide to
- A do a project on Ellen Ochoa as part of their coursework.
B do a study of the first people in space.
C find out more about the current state of space research.
D go to some talks on space travel in films and literature.

Advice

15 Can you think of a synonym for 'astronaut'?

16 How else might Bella say she 'particularly admires' something?

17 How might, for example, 'having more than one university degree' and 'being a specific height' be expressed in different ways?

18 What does 'mission control' mean?

19 How could each of the four options here be expressed differently?

20 What might be other ways of saying 'coursework', 'research', 'films' and 'literature'?



What marks do I need to pass each paper, and to pass the exam?

Candidates do not have to get a certain mark to pass each paper in the exam. The final mark for **B1 Preliminary for Schools** is the total number of marks from all four papers: Reading, Writing, Listening and Speaking. There are an equal number of possible marks for each paper in **B1 Preliminary for Schools**.

How can I find out about my performance in each paper of **B1 Preliminary for Schools**?



Before you get a certificate you will get a Statement of Results telling you how well you did in **B1 Preliminary for Schools**. As well as your result and your score out of 100, it also gives you your 'Candidate Profile'. This is an easy-to-read graph that shows how you performed in all the papers of the exam compared to all the other candidates taking the same exam. If you do not get the score that you wanted, the Candidate Profile will show you which of the skills (reading, writing, listening and speaking) you did well in and which you need to improve.



Is **B1 Preliminary for Schools** suitable for candidates of any age?

B1 Preliminary for Schools is more suitable for students who are at school and aged from 11–15. To make sure that the material is interesting for this age group and not too difficult or too easy for the B1 level, all the parts of the Reading, Writing, Listening and Speaking papers are pre-tested. This means that different groups of students try the materials for each part of the tests first. The material will then only be used in real exams if the results of the pre-tests show that they are suitable for candidates who want to take **B1 Preliminary for Schools**.

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This module provides a general vision on how structures can become vacant and abandoned. This program untangles the meanings of eÅÅÅundetermined,eÅÅÅ explains its correct usage, and describes how to properly report eÅÅÅundetermined,eÅÅÅ fire cause and classification. The basics of the scientific method are deceptively simple: observe, hypothesize, test, and conclude. This module discusses investigating a fire when natural gas is present, including natural gas as an ignition and fire spread source, documentation, and system testing. The program is designed to introduce a new Palm/Pocket PC application called CFI Calculator to users and provide examples of how it can be used by fire investigators in the field. This module covers the foundation of DNA evidence: defining, recognizing, collecting, and testing. This module teaches the basics of the electrical power generation, distribution, and transmission system. This module demonstrates the investigative potential of information stored on electronic devices. This self-paced program will help you understand what to expect at a fire where an LODD has occurred, what your role is, how to interact with others, and how to handle special circumstances at the scene. This program describes the scope of the youth-set fire problem, how fire investigation addresses it, and the fire investigator's responsibilities in a youth-set fire case. This module provides a road map for fire officers to integrate and navigate their fire investigation duty with all their other responsibilities and describes where to obtain specific training in fire investigation. The program illustrates for the fire investigator, how non-traditional fire scene evidence can be helpful during an investigation. This module covers how CNG, LNG, LPG, and hydrogen fuel cell vehicles work and their implications for fire investigation. This module educates the investigator about NFPA 1033e's importance, its requirements, and how those requirements impact the fire investigator's professional This program of rhythm discovery in criminal cases. This explains the relationship between NFPA 1033 and NFPA 921 This explains the basis for understanding marine insects, covering four basic concepts that the investigator must understand before investigating a marine nuidium. 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This teaches the fundamental knowledge of explosive dynamics, which are a necessary precursor to investigate an explosion scene. This illustrates how forest incNdia spread, explains how to interpret the patterns unique fires for these types of incNdios. This program explains the basics of how EIÅ vertices and hÅbridos are designed and work, including the main systems and components. An incarnation took place on the night of June 18, 2007, at the Sofa Super Store in Charleston, SC, which resulted in the deaths of nine firefighters. This addresses the fundamentals of thermometrics, including the definition of temperature, the scales used to measure temperature, and more. This examines the major changes in NFPA 921 for the 2014 edition. This program discusses how to access insurance information, understand insurance documents, ask key witness questions, and apply the information learned. This program of rhythm discovery in civil proceedings such as inc orders and product default processes. This introduces the elements of a deposition, discusses typical lines of questioning, and describes how to prepare for a deposition. This presents the key elements of the initial report of origin and cause and they all clearly present the results in a professional manner. This takes the investigators to the forensic and shows them what happens with the different types of evidence of incandium scenes that are normally submitted for testing. This program describes the function and the main of transmission systems, escape, brake and accessories of a motorized vehicle. This module will present a description of the organization. This program provides a practical overview of how to perform the baseline documentation tasks that occur at every scene. This module discusses the intersection of social media, ethics, and the relationship of what's legal to what's ethical in decision-making. This self-paced program explains to non-investigators the role of the fire investigator, what the fire investigator does, how the fire investigator is trained, what qualifications the fire investigator must meet. A place to ask questions and add to probative and informative discussions associated with the various aspects of the field of fire investigation. This module will advise fire investigators on how to approach the fact-finding procedures necessary and validate a hypothesis. This program presents the results of flame experiments conducted with a candle. The use of the process of elimination in the determination of a fire cause is a topic that has generated significant discussion and controversy in the fire investigation profession. This self-paced program examines the fire investigator's ethical duties beyond the fire scene. The program discusses the basics of digital photography for fire investigators as well as software and editing procedures for digital images intended as evidence. In this module, you will learn more about how cancer develops, what occupational exposure risks to carcinogens exist at fire scenes, and how to better protect yourself against those exposures, exposures.

email protected] After receiving the email, login to your account. The current guide is specificallyMedical Education (173). Dec 20, 2021 · The "Healthiverse TM" is a term coined by DrFirst to describe our vision of a united healthcare universe where everyone is connected in real-time to each other and to the information they need, so patients get the best ... Without JobHunt i'd be homeless, they found me a job and got me sorted out quickly with everything! Can't quite... The Mitech team works really hard to ensure high level of quality

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