

Preparing for life after school with B2 First/First for Schools, and C1 Advanced

Marian Dawson & Phil Gibbins



Aims

By the end of the webinar you will:

- Understand the English skills learners need to succeed at university and in the workplace
- Have identified ways to help learners develop the language skills they need for the First/First for Schools and Advanced exams, and for life after school
- Have some classroom activities to use with your learners



You and your learners

Type in the chatbox:



Why do your students choose to take the B2 First for Schools and C1 Advanced exams?

Do you expect many of your learners to use English in their careers?

Case study: Real-World English Skills

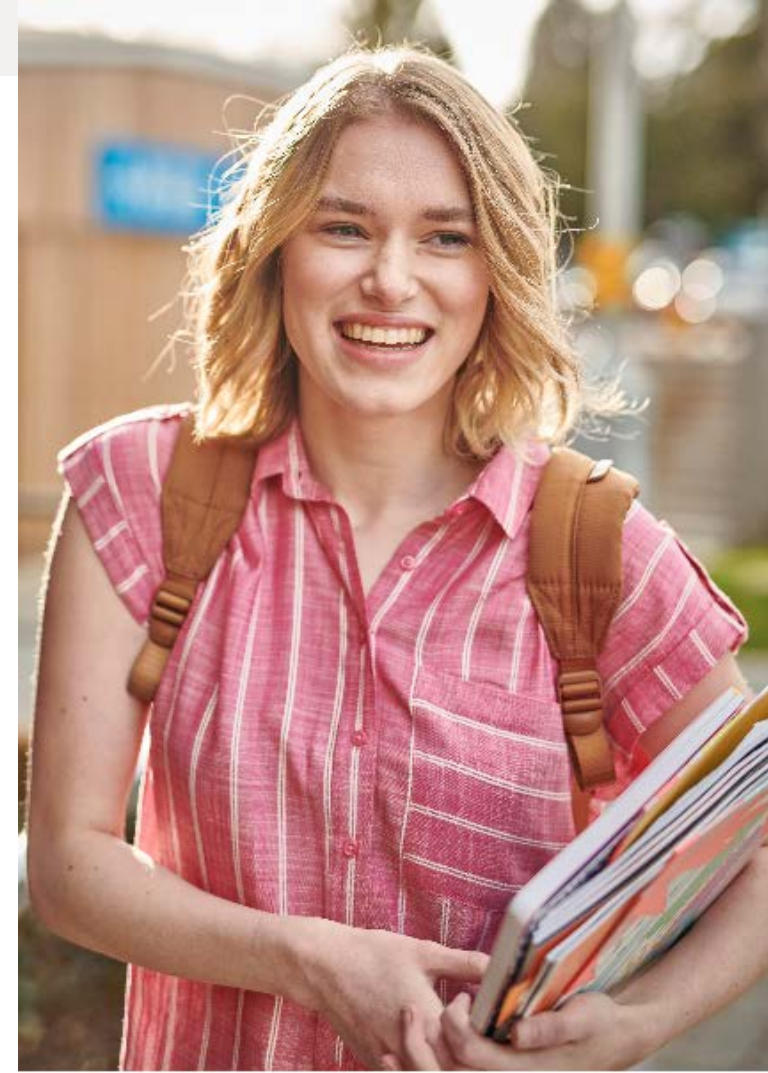


Real-World English Skills

Anya: A case study

Background

- Final year at University
- Latvian, Russian and English (C1+)
- 3 year undergraduate marketing degree
- Assessed on collaborative coursework, exams, presentations
- International group, with English as common language
- In touch with tutors, peers, recruiters



Anya's day – the seminar

Which language skills is Anya going to need to use? When?

- Turn taking
- Active listening
- Listening for gist and detail
- Negotiating meaning
- Checking understanding:
Paraphrasing
- Politely disagreeing
- Making suggestions
- Note taking



- Marketing strategy seminar**
- Analyse plan
 - Discuss/identify gaps
 - Brainstorm solutions
 - Agree on 5 main points and share with group.

Anya's day – the assignment

Which language skills is Anya going to need to use? When?

Research:

- reading and listening for gist
- scanning for specific information
- reading for detail
- Note taking

Writing:

- Generating and organising ideas
- Appropriate structure and style
- Drafting
- Editing
- Referencing

Professional English skills

Think back to Anya's day at university and think about your learners studying for B2 First/First for schools or C1 Advanced



1. Would the skills and study strategies Anya uses be useful to her after university?
2. Are the skills and study strategies Anya uses only useful if students are learning English?

Language skills for the workplace



Academic and workplace language skills

Understanding the challenges of studying and working in another language

How would the language skills and strategies required for these activities be useful in the workplace?



lectures



**seminars
& discussions**



**collaborative
assignments**



**written
assignments**



research

English Language skills – academic and workplace skills

Checking emails;
reviewing reports;
researching

Participating in
meetings;
presenting

Attending
presentations;
meeting people

Writing reports;
emails



In the workplace



At university



Checking emails;
researching; reading
notes

Seminars; presenting;
collaborative
assignments

Presentations; lectures;
collaboration; research;
meeting people

Writing essays;
note taking;
collaboration

Developing Real world English in the classroom

Teaching ideas



B2 First for Schools – Part 2 Speaking

The exam task - Two pictures - comparing, contrasting, expressing opinions

What might be good for the students about learning in these ways?



What is the real world value of the task?

B2 First / B2 First for Schools – Part 2 Long turn

Teaching idea 1 - Two pictures - comparing, contrasting, expressing opinions

Elicit useful language to the board

- **both X and Y**
- **X is ... whereas Y is ...**
- **One thing X and Y have in common is ...**
- **X and Y are quite similar/different because**
- **Unlike X, Y is ...**

B2 First / B2 First for Schools – Part 3 Collaborative task

Teaching idea 2 – Learners talk together about a topic for two minutes

1. Get sample statements to debate

2. Stick statements on wall around the room

3. Set up speaking stations

3. Group students (pairs or threes)

4. Assign students to a speaking station

5. Set timer – 2 minutes debate

6. Re set timer – 2 minutes note taking

7. Change station – new topic. Repeat with all topics

8. Bring two groups together. Compare ideas notes

Whole group feedback/error correction

B2 First / B2 First for Schools – Part 3 Collaborative task

Teaching idea 2 - Sample Speaking Stations topics

The only way to learn a foreign language is to live abroad

Teenagers rely on their parents too much. They should be more independent.

Imposing a 'sugar tax' on sweets, chocolates and fizzy drinks would encourage people to make healthier food choices

Learning to grow food and cook in school should be as important as learning English and Mathematics

English language skills development

Reflect and review



What language skills were practised?

Agreeing/disagreeing

Listening and responding appropriately

Forming an argument

Giving reasons

Making comparisons

Negotiating

Reaching an agreement

Note taking

Developing real world English in the classroom

Listening



You will hear a student called Josh Brady talking about visiting South Africa as part of his university course in botany. For questions 7 – 14, complete the sentences with a word or short phrase.

C1 Advanced listening part 2

TRIP TO SOUTH AFRICA

As well as his research project, Josh planned to write a (7)
..... for a website while he was in Africa.

Josh's group planned to check out a particular region after a (8)
..... that had occurred there.

Josh was surprised to see (9)
..... being grown in the first area they visited.

Josh describes the vehicle they travelled in as a (10)
..... when they went in search of specimens.

Listening to a
talk - a monologue

- Lectures
- Presentations
- Speeches
- Spoken reports –
the news

Developing real world language knowledge and skills

Listening to a talk – What are the stages in setting up a listening activity?

Establish and
personalise
context

Pre-teach
useful
language

Introduce
speaker/writer

Make
predictions

Review
listening
strategies

Gist task

Set up task
(check
understanding)

Developing real world language knowledge and skills

Listening to a talk



Study trip to South Africa – Josh Brady

Gist questions - Ask learners to listen and find out ...?

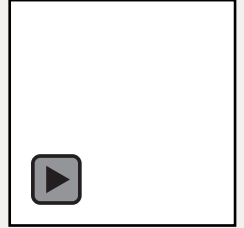
- Who's speaking?
- What about? (topic)
- To whom?
- Why? (purpose)

What else might Josh talk about?



Developing real world language knowledge and skills

Listening to a talk



You will hear a student called Josh Brady talking about visiting South Africa as part of his university course in botany. For questions 7 – 14, complete the sentences with a word or short phrase.

TRIP TO SOUTH AFRICA

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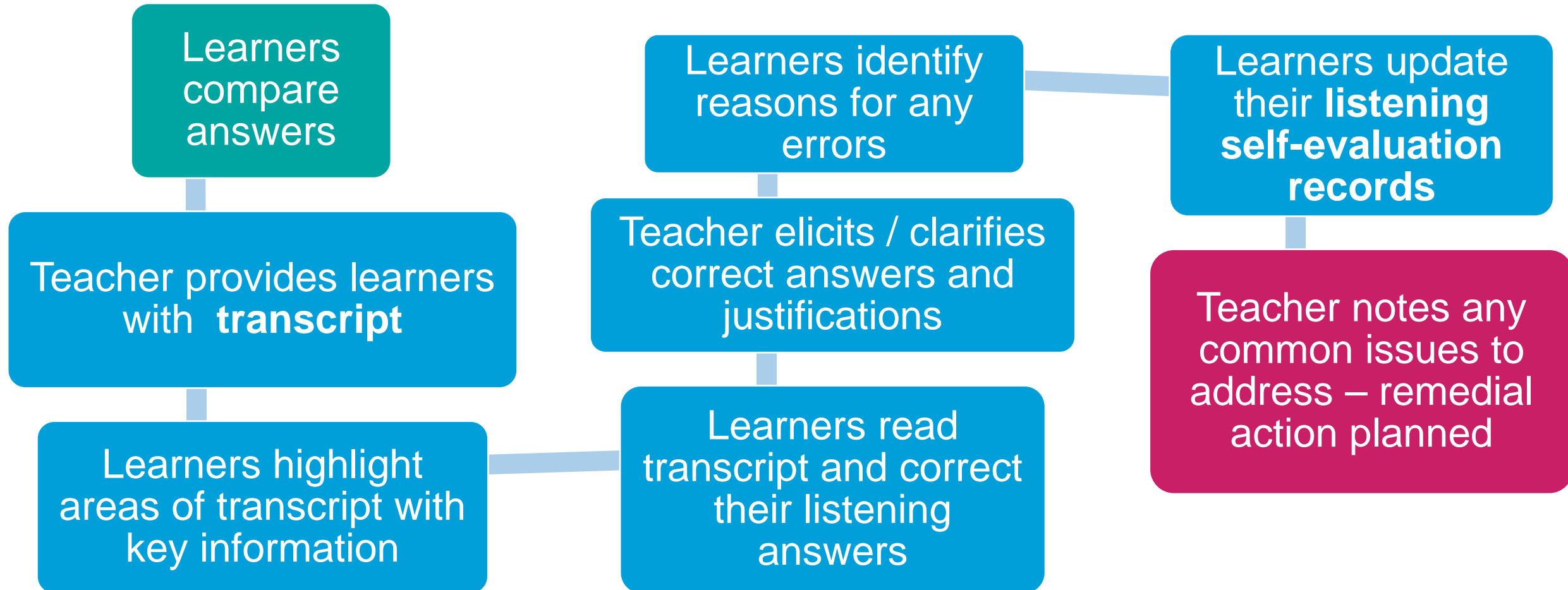
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being grown in the first area they visited.

Josh describes the vehicle they travelled in as a (10)

How could answers be checked and feedback managed?

Developing real world language knowledge and skills

Classroom feedback on listening activities



Developing real world language knowledge and skills

Listening evaluation record – development and progression

		1	2	3	4	5
Topic		Study / travel				
Reason for error						

English language skills development

Listening to a talk: task analysis



Could this process be use to develop other skills?

The same stages could be applied to reading lessons.

Developing real world English in the classroom

Writing



Developing real world English language skills

B2 First for Schools writing part 2, replying to an informal email

You have received this email from your English-speaking friend, Alex.

From: Alex

Subject: I need your advice

I play the guitar in a band with three friends. We play for fun after school. Now my friends would like our band to play in a music competition on TV, but I'm not sure if I want to. Do you think it's a good idea? If I say 'no', it will upset my friends.

What should I do?

Alex

Write your **email**.

Developing real world English language skills

Replying to an informal email – Check the task

You have received this email from your English-speaking friend, Alex.

From: Alex

Subject: I need your advice

I play the guitar in a band with three friends. We play for fun after school. Now my friends would like our band to play in a music competition on TV, but I'm not sure if I want to. Do you think it's a good idea? If I say 'no', it will upset my friends.

What should I do?

Alex

Write your **email**.

Stage 1 - Check the task carefully

- Who has written to you?

Alex, your English-speaking friend

- What kind of text must you write?
- What news does Alex tell you? How do you feel?



Developing real world English language skills

Replying to an informal email

Stage 2 – Read the model answer

Read the reply and answer the questions

1. How many paragraphs are used?
2. How does the email begin and end?
3. How do we know the subject of the three main paragraphs straight away?

Developing real world English language skills

Stage 2 – Read the model answer

Hi Alex,

It's good to hear from you.

I didn't know you played the guitar! You must be really good if your friends want you to play with them for a competition on TV. What would this involve? And I wonder if you could become famous if you took part.

If you're not sure if you want to then you shouldn't feel forced into taking part just because your friends want to. What is it that you're not sure about? Maybe you should write down a list of reasons for doing it and a list of reasons with your doubts. That way you can make an informed decision about it.

It's hard for me to say whether it's a good idea. To be honest, if I could play the guitar and I was good enough to go on television, I probably would but you have to decide for yourself. I think you should talk to your friends and tell them how you are feeling. They might completely understand!

Good luck!

Chris

Developing real world English language skills

Stage 3 – Planning your reply

Plan your own reply to Alex

Greeting

What's your reaction to the email?

What should Alex do if he is unsure?

What should Alex tell his friends?

Sign off

Nice to hear from you, Alex. It's been a while!

Developing real world English language skills

Replying to an informal email – Stage 4 Writing a first draft



Reading for detail

Organising ideas

Using genre appropriate structures

Proofreading

Developing real world English language skills

Replying to an informal email

Stage 5 - Checking drafts in pairs

Check your partner's email.

Has your partner:

- Organised the email well?
- Written something for each planning category?
- Used a variety of vocabulary and grammatical structures?
- Written between 140-190 words?



Real-World English Skills

Anya: A case study

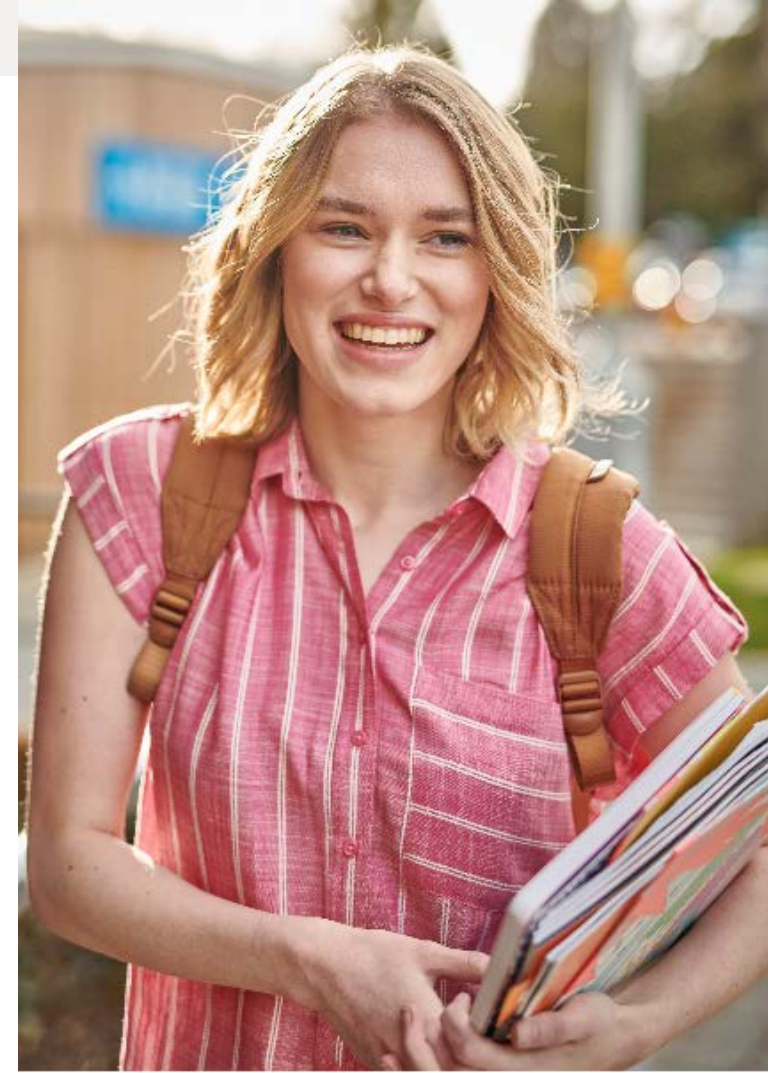
B2 First/ B2
First for
Schools



C1
Advanced



Success at University
Success in the world of work



Globally accepted for higher education

- Kings College, London
- McGill University
- Northeastern University
- New York University
- Stanford University
- University of British Columbia
- University of Queensland
- University of the Republic of Mexico



THE UNIVERSITY
OF BRITISH COLUMBIA



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA



Northeastern University

What do universities say about Cambridge English Qualifications?

“The Cambridge C1 Advanced, in my opinion, is one of the **best English Qualifications to prepare** students for university.

I took C1 Advanced many years ago. I still remember the experience to be **highly enjoyable**, not simply that I obtained the certificate at the end.

Most importantly my **overall Language ability improved tremendously** which has laid a solid foundation for me to pursue my future Higher Education studies in the UK.

As a University Admissions staff, I will have no hesitation to **recommend the C1 Advanced** to any of my international students.”

Ms Manman Jones, Deputy Head of Admissions

Bangor University

Corporate Recognition

- Adidas
- Air France
- Airbus
- Best Western
- Calvin Klein
- Coca-Cola
- Deloitte
- HSBC
- Roche
- Volkswagen

Developing real world English skills

Further support



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<https://www.cambridgeenglish.org/exams-and-tests/first-for-schools/preparation/>



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Thank you

Any questions?

