

Cosmic B2

Extra Downloadable Activities for the 2015 FCE Exam

Introduction	2
Reading	3
Writing	4
Workbook	9
Answer Key	10

Introduction

The following is a brief description of the changes to the *Cambridge English First (FCE)* and *Cambridge English First for Schools* examinations which will be implemented from January 2015 onwards.

Based on the table below, students who are planning to take either *Cambridge English First (FCE)* or *Cambridge English First for Schools*, can use the material in this booklet in conjunction with *Cosmic B2 Students' Book* to help them prepare for their examinations.

2015 exam		Old exam		Key differences
Reading & Use of English 75 mins	Part 1 4-option M/C cloze 8 items	Use of English 45 mins	Part 1 12 items	4 fewer items shorter text
	Part 2 Open cloze 8 items		Part 2 12 items	4 fewer items shorter text
	Part 3 Word formation 8 items		Part 3 10 items	2 fewer items shorter text
	Part 4 Key word transformations 6 items		Part 4 8 items	2 fewer items
	Part 5 4-option M/C 6 items	Reading 60 mins	Part 1 8 items	2 fewer items shorter text
	Part 6 Gapped text 6 items		Part 2 7 items	1 fewer items Shorter text
	Part 7 Matching 10 items		Part 3 15 items	5 fewer items shorter text
Writing 80 mins	Part 1 compulsory (essay) 140-190 words	Writing 80 mins	Part 1 letter or email	Genre is Essay (not letter/email) Output is longer
	Part 2 choice of 3 (No story; no set text) 140-190 words		Part 2 choice of 4 (including set text)	Fewer genres (article, email/letter; review, report); No set text
Listening 40 mins (approx)	Part 1 3-option M/C 8 items	Listening 40 mins (approx)	Part 1	Questions are no longer recorded
	Part 2 sentence completion 10 items		Part 2	Recording is <i>always</i> a monologue
	Part 3 Multiple matching (5 themed monologues) 5 items (8 options)		Part 3 5 items (6 options)	2 additional distracters
	Part 4 3-option M/C 7 items		Part 4	
Speaking 14 mins	Part 1 Interview	Speaking 14 mins	Part 1	1 minute shorter
	Part 2 Individual long turns		Part 2	
	Part 3 Collaborative task (written prompts; instructions split into two)		Part 3 (picture prompts; all instructions at once)	Written prompts instead of pictures; Task instructions split
	Part 4 Follow up discussion		Part 4	1 minute shorter
Total timing: c. 3 hours 29 mins		Total timing: c. 4 hours		

Reading

The Reading paper is now part of a combined Reading & Use of English paper, lasting a total of 75 minutes. The Reading paper still consists of 3 tasks but the texts are shorter and there are fewer items in each task:

- **Multiple-choice (6 items instead of 8 items)**
A text followed by six 4-option multiple-choice questions.
- **Gapped text (6 items instead of 7 items)**
A text from which sentences have been removed and placed in jumbled order after the text. (NB There is one extra sentence which does not fit into any of the gaps.)
- **Multiple matching (10 items instead of 15 items)**
A text, or several short texts, preceded by 10 sentences to be matched to the text(s).

The exam-style Reading tasks in *Cosmic B2* already comply with the new exam specifications in terms of content, level and difficulty. However, some of the Reading tasks have more items than the tasks in the revised exams. Although *all* the tasks in *Cosmic B2* are useful in terms of practice, if you wish, you can refer to the following table, introducing the changes suggested for your students:

Unit	Page	Task	Changes
1	7	2	Omit items 1 and 8.
2	18	2	This exam-style task already complies with the new specifications.
3	31	2	This is a Michigan ECCE exam-style task and is not affected.
4	42	3	Do item 1 as an example with your students (Gap 1 = D).
5	55	2	This is a City & Guilds exam-style task and is not affected.
6	66	2	Omit items 7 and 8.
7	78	2	Omit items 4 and 5.
8	90	2	This is a KPG exam-style task and is not affected.
9	103	3	Omit items 7 and 8.
10	115	2	Do item 1 as an example with your students (Gap 1 = F).

Writing

The Writing paper still consists of two parts, but for Part 1 students must write an essay rather than an email or letter and the word count is slightly longer. Part 2 now covers fewer genres and there is no longer a set text option. The timing remains unchanged at 80 minutes.

- **Part 1 (compulsory task)**
An essay of between 140 and 190 words based on two input prompts of up to 120 words.
- **Part 2 (a choice of three tasks)**
Any ONE of the following – an email, an article, a letter, a report, a review – written to a length of between 140 and 190 words.

Most of the Writing tasks in Cosmic B2 already comply with the new exam specifications. On the following pages you will find two full Writing lessons for Part 1 of the new exam which you can use to replace the Writing tasks in Units 6 and 10 of Cosmic B2.

Unit 6 Writing: an essay

Before you write

1 Read the essay prompt and answer the questions.

- 1 Which two ideas are you asked to compare?
- 2 How many points do you have to include in your answer?
- 3 Are all the points given?
- 4 How many points do you have to think of yourself?

Some people say that today's teenagers have an easy life compared to their parents' and grandparents' generations. What's your opinion?

Write about:

education

work

your own idea

Write your essay in 140–190 words.

2 Work with a partner and note down an idea for the third point.

3 Read one student's essay. Is the third point different or the same as your idea?

A Many people say that today's teenagers are spoiled compared with their grandparents or parents, but I don't believe that this is the case at all.

B It's true that in the past, there weren't many educational opportunities. What's more, teaching methods weren't so advanced then. However, today's young people must achieve far more. They are expected to study for exams, do sports and play music.

C My grandfather often tells me how tough things were in the past. For instance, he started work when he was fifteen. On the other hand, he knew he could always get a job. Nowadays, young people study hard and pass exams, but still can't find a job because unemployment is so high.

D Of course previous generations didn't have access to the Internet as we do today, but although this gives us both information and entertainment, it has also created a society without warmth. Teenagers spend so long online that they never enjoy spending time with friends and family.

E In conclusion, while life is easier today in many ways, personally I believe that each generation has its own difficulties and that young people today have their fair share of problems and worries.

4 Now match the notes with the paragraphs (A–E) in the essay.

- 1 conclusion and personal opinion
- 2 second main point
- 3 introduction
- 4 first main point
- 5 third main point (own idea)

5 What linking words and phrases does the writer use:

- 1 to give an example? _____
- 2 to draw a conclusion? _____
- 3 to introduce a point? _____
- 4 to refer to an opposite opinion? _____
- 5 to give a personal opinion? _____
- 6 to add more information? _____

6 Complete the sentences with these words and phrases.

although for instance in conclusion
on the other hand what's more

- 1 _____ parents are strict with their children, it's because they want to protect them from harm.
- 2 I have to look after my baby sister at weekends, tidy the house and make breakfast. _____, I have to keep my own room tidy and help my dad clean the car.
- 3 _____, although young people have lots of worries and problems, I believe that their lives are not really that difficult.
- 4 On the one hand, I respect my parents, but _____ I believe that they are often too strict with me.
- 5 I often help my parents with jobs around the house. _____, I usually empty the rubbish and walk the dog every afternoon.

Time to write

- 7 Read the writing task and think of your own idea for the third point.

An online friendship is no substitute for real friends. What's your opinion?

Write about:

technology

friends and family

your own idea

Write your essay in 140–190 words.

- 8 Work with a partner and note down your ideas under the two headings.

Advantages of online friendships

Disadvantages of online friendships

- 9 Complete these sentences with your own ideas.

technology

- 1 Personally, I believe that ...
- 2 On the one hand, having an online friendship ..., but on the other hand ...

friends and family

- 3 It's true that ...
- 4 Although, ...

your own idea

- 5 Due to ...
- 6 As far as I'm concerned, ...

- 10 Write your essay. Use the paragraph plan from Exercise 4 and your ideas from Exercises 8 and 9 to help you.

Writing Checklist: an essay



- 1 Read the input text carefully and underline key words and phrases.
- 2 Think about your idea for the third point.
- 3 Make a simple paragraph plan.
- 4 Jot down some ideas for each paragraph.
- 5 Use linking words and phrases.

Does your essay include:

- 1 a clear introduction?
- 2 three main paragraphs?
- 3 clear arguments with examples to support them?
- 4 a conclusion, including your personal opinion?
- 5 linking words and phrases?

Memory flash



Putting forward one side of an argument

On the one hand, ...

It's true that ...

Although ...

Supporting your opinion

In addition, ...

As a result, ...

What's more ...

Giving examples to support your opinion

Because of this ...

Due to ...

For instance, ...

Referring to the opposite opinion

However, ...

On the other hand, ...

... but ...

Concluding and giving your opinion

In conclusion, ...

All in all, ...

As far as I'm concerned, ...

Personally, I believe ...

Unit 10 Writing: an essay

Before you write

1 Work with a partner and discuss these questions.

- 1 What is there for tourists to see and do in your area?
- 2 What are the advantages of tourism for local people?
- 3 What problems are caused by tourism in your area?

2 Read the writing task and think of your own idea for the third point.

How can tourism develop without damaging the environment?

Write about:

travel

facilities

your own idea

Write your essay in 140–190 words.

3 Complete the notes with your own ideas then compare with a partner.

Advantages of tourism

Damage to the environment

4 Tick the points which would be suitable as a third point for the essay.

- a my favourite holiday destination
- b jobs for young people in tourism
- c effects of tourism on wildlife
- d promoting local products
- e how to become a tour guide
- f recycling

5 Read one student's essay. Which of the points in Exercise 4 did the writer choose for his/her third point?

- A In many parts of the world, tourism is an important part of the economy. However, it can be extremely harmful for the environment.
- B Air travel is a major cause of air pollution, but you don't have to fly to go on holiday. You could choose to travel by train or you could go on holiday in your own country instead of going abroad.
- C Holiday resorts need hotels, roads and other facilities. This development boosts the local economy and creates jobs. However, it damages the environment by using large quantities of energy and water. A solution would be to construct buildings using environmentally-friendly materials and to equip them with solar panels and water-saving technology.
- D Wildlife habitats can be endangered by mass tourism, for example the sea turtle and the seal are threatened in areas of the Mediterranean. Nature reserves can be created to protect these animals and visitors should be educated about respecting the natural environment.
- E In the end, I think that people will always want to go on holiday. Providing that we plan carefully and use green ideas, we can save natural resources and protect wildlife while enjoying the benefits of tourism.

6 Look at the two paragraph plans. Which one does the essay in Exercise 5 follow?

- 1
- a brief introduction
 - b problems of air travel, buildings and wildlife
 - c solutions to problems of air travel, buildings and wildlife
 - d other suggestions
 - e conclusion including a personal recommendation

- 2
- a brief introduction
 - b air travel: problem - solution
 - c building: problems - solutions
 - d wildlife: problems - solutions
 - e conclusion which combines both sides of the argument

Time to write

- 7 Read the writing task and think of your own idea for the third point.

What can your local area do to encourage environmentally-friendly tourism?
Write about:

rubbish

traffic

your own idea

Write your essay in 140–190 words.

- 8 Note down some ideas for each of the three points.

rubbish:

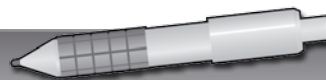
traffic:

your idea:

- 9 Are these statements true (T) or false (F)?

- 1 I should write one main paragraph for each point in the essay prompt. _____
- 2 I should write more about my idea than the other two ideas. _____
- 3 I should think about problems and solutions for each point. _____
- 4 I must write more than 190 words. _____
- 5 I don't need to write a conclusion. _____

- 10 Write your essay. Use your ideas from Exercise 8 to help you.

Writing Checklist:
an essay

- 1 Read the essay prompt carefully.
- 2 Jot down ideas for each of the first two points.
- 3 Think of your own idea for the third point.
- 4 Make a simple paragraph plan.
- 5 Don't forget to use the linking phrases you learnt in Unit 6.

Does your essay include:

- 1 a brief introduction?
- 2 clear paragraphs?
- 3 ideas relating to the first two points?
- 4 your own idea for the third point?
- 5 reasons and examples for each point?
- 6 a conclusion, including your personal opinion?
- 7 linking words and phrases?

Memory flash



Contrasting

However, ...
... but ...

Modals

You could ...
They can ...
A solution would be ...

First conditional

If ..., ... will ...
Unless ...
Provided / Providing that ...

Giving reasons and examples

For example, ...
This is because ...
In that way we could ...

Concluding with a personal idea

In the end, I think that ...
It would be a good idea to ...

Workbook: Reading tasks

Bear in mind that *all* the tasks in *Cosmic B2 Workbook* are useful in terms of practice. However, if you wish, you can refer to the following table and introduce the changes suggested, which are in line with the new 2015 exam specifications:

Unit	Pages	Task	Changes
1	10–11	2	Omit items 7 and 8.
2	18–19	1	Omit items 1, 6, 7, 13, 15 and 17.
3	26–27	1	This is a Michigan ECCE exam-style task and is not affected.
4	34–35	1	Do item 1 as an example with your students (Gap 1 = C).
5	42–43	2	This is a City & Guilds exam-style task and is not affected.
6	50–51	1	Omit items 1 and 8.
7	58–59	1	Omit items 1 and 12.
8	66–67	2	This is a KPG exam-style task and is not affected.
9	74–75	1	Omit items 1 and 8.
10	82–83	1	Do item 1 as an example with your students (Gap 1 = B).

Workbook: Writing tasks

Below you will find two possible Writing tasks for your students which can replace the tasks they will find in the Workbook.

Unit 6

Moving abroad will change your life for the better. What's your opinion?

Write about:

school

family and friends

your own idea

Write your essay in 140–190 words.

Unit 10

What could be done in your local area to improve traffic problems?

Write about:

public transport

cycling

your own idea

Write your essay in 140–190 words.

Don't forget to inform your students that they must write between 140 and 190 words for every Writing task (Part 1 and Part 2).

Answer Key

for replacement Writing sections above
(pages 5–8)

Unit 6

- 1**
1 teenager's lives today and in the past
2 three main points
3 no
4 one – the third point

2
Students' own answer

3
Students' own answer

- 4**
1 E
2 C
3 A
4 B
5 D

- 5**
1 For instance
2 In conclusion
3 It's true that, Although
4 but, However, On the other hand
5 personally I believe
6 what's more

- 6**
1 Although
2 What's more
3 In conclusion
4 on the other hand
5 For instance

7, 8, 9 and 10
Students' own answers

Unit 10

1, 2 and 3
Students' own answers

4
Tick points b, c, d and f

5
c

6
2

7 and 8
Students' own answers

- 9**
1 T
2 F
3 T
4 F
5 F

10
Students' own answer