

# 1

# Big dreams

## READING



## TOPIC

lifestyle

## READING FOCUS

how to approach reading texts; reading techniques

## Exam task

Reading and Use of English, Parts 5–7

## WRITING FOCUS


how to approach the essay question

## Exam task

Writing, Part 1

**1** Look at the pictures. Discuss these questions in pairs.

- What do you think these people might wish to achieve?
- What would you like to achieve in the near future?
- What would help you achieve this ambition?

 *The Reading and Use of English test includes different types of texts. These may be a mixture of fiction and non-fiction.*

**2a** Look at the text types in the box. Decide whether each is fiction or non-fiction.

a news article | a diary | a professional journal | a job advert | a book review | a brochure | a reference book | a novel | an autobiography | a magazine article

**2b** How often do you read each text type in your everyday life?

**3** Read Mac's post. What advice would you give him?

18 comments ▼



**Mac**

Hey, everyone! I'm taking the First exam soon and I never do very well in the Reading test. Any ideas how to improve my reading skills in English? Cheers, Mac.

[Reply](#) | [Like](#) | [Posted April 21st at 3.00pm](#)

**4** Look at these ways of improving reading skills in English. Tick the things you already do. Which would you consider trying?

- Read articles which are written at a level slightly above your current level of English.
- Read the title of an article and predict what the article might be about before you read it.
- Ignore any words you don't know – read for the main message of a text.
- Read things in English that you enjoy in your own language, e.g. magazines, comics.
- Practise summarising what a text is about to a friend or member of your family.
- Work with a friend and choose an article that you both enjoy reading. Write questions about the article to test each other's understanding.


**5a** Predicting, skimming, scanning and reading for detail are all reading techniques you can use in the Reading and Use of English test. Match the techniques (1–4) with their definitions (a–d).

- |                      |   |
|----------------------|---|
| 1 predicting         | a reading very carefully to grasp specific meaning              |
| 2 skimming           | b looking through a text quickly to find particular information |
| 3 scanning           | c thinking about what information a text might include          |
| 4 reading for detail | d reading the whole text quickly to get a general impression    |

**5b** When would you use each technique? Look at the stages and discuss your ideas in pairs. (More than one technique may be appropriate for each stage.)

- a the test instructions
- b the title and sub-heading
- c finding out what the text is about in general
- d the question and options
- e finding a name, number or other word / phrase
- f locating a particular idea in the text
- g checking your answer is correct

**6** Work in pairs. Read the *Smash It!* list. Which of the techniques will you try to use?



Answer every question. If there are any you aren't sure about, go back and check them at the end.

## 6 WAYS to

# SMASH!

## Reading & Use of English, Parts 5–7:

### reading techniques

- 1** Read the **instructions** carefully to find out what you have to do. It may include information about the **content** of the text.
- 2** Read the **title** and any **sub-headings** and consider what the text might be about. Don't spend long on this!
- 3** Read the whole text quickly to give you an idea of the **overall message**.
- 4** Read each **question** and the answer options carefully.
- 5** Locate the **section** where each question is answered in the text.
- 6** Read the relevant section of the text **in detail** and choose or write your **answer**.

**1a** Read the instructions for a Reading and Use of English, Part 5 task. What kind of text are you going to read? What is it about? What do you have to do?

You are going to read a magazine article about achieving goals. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

**1b** Read the title of the article and the text in italics. What additional information have you found out? What kind of information do you think will be included in the text?

**2a** Read the article and answer these questions.

a What is Jade’s ambition? b Who is going to help her achieve it? c Who is her favourite sportsperson?

## Extreme goal makeover!

*Our professional life coach helped one teen turn her big dream into an achievable action plan. Read how they did it.*

Of course you want this school year to be A+ and awesome. But it won’t happen unless you make it happen! To prove that achieving your goals is totally doable, we’ve taken a teen and her dream and paired her with a coach who fine-tuned her objectives and action plan. The result: a new path to success that seems clear, not overwhelming. So steal their secrets – then go for it!

Jade Raynor wants to represent her country as a professional swimmer. As a naturally competitive high school student, Jade’s always worked hard, but now she’s at a crossroads and will really have to focus if she wants to be a pro swimmer.

**2b** Now answer this multiple-choice question.

What does Ailish Campbell think Jade needs to do?

- A ask her coach to show her some new techniques
- B focus more on swimming than schoolwork
- C increase the number of practice sessions
- D re-think her approach to training

‘If Jade wants to represent her country in swimming, she’ll have to get serious,’ says her life coach Ailish Campbell. ‘One way in which she can do this is to focus on one or two swimming strokes and devote her time and effort to getting them right. With the help of her trainer, Jade should design a one-hour strength-training regime tailored to these strokes, which she’ll put into practice twice a week.’

Jade also needs to be more consistent in her eating and sleeping habits by getting 8–9 hours of rest per night and consuming lots of lean protein and carbs at every meal. In addition, Jade has to work on building a winning mindset. Her favourite Olympian of all time is Missy Franklin; Missy reminds Jade that anything is possible. So Jade could find photographs of Missy winning gold and put them up in her sports locker and bedroom to help her visualise success.



# WRITING

**1a** Work in pairs. Read Lydia's post. What do you know about the essay question?

5 comments ▼



**Lydia**

First Writing has always got an essay question, is that right? I'm not sure what this is like. Can anyone point me in the right direction?

[Reply](#) | [Like](#) | [Posted](#) April 30th at 2.10pm

**1b** Read the Q&A page that Big\_ears recommends to check your ideas.

6 comments ▼



**Big\_ears**

I found this Q & A page about the essay really helpful!

[Reply](#) | [Like](#) | [Posted](#) April 30th at 2.25pm

## Part 1: the Essay

**Q:** Do we **HAVE** to do the essay question, or is there a choice?

**A:** The essay question is compulsory.

**Q:** How is the essay question usually phrased?

**A:** There are 3 parts!

- a set-up, e.g. *In your class you've been talking about money.*
- an essay question, e.g. *Is it better to save money or spend it?*
- three points to include: two are given to you and one you need to come up with, e.g. *1 enjoyment 2 security 3 (your own idea)*

**Q:** If we have to write about three points, together with an introduction and a conclusion, then that makes five paragraphs, is that right?

**A:** It's true that there should be an introduction and a conclusion but sometimes you can combine two points into one paragraph.

**Q:** Is there a right or wrong answer to the essay question?

**A:** No, just your own ideas and opinions.

**Q:** If we don't write about all the points, do we lose marks?

**A:** Yes, sorry! You have to include all the information the question asks for.

**Q:** Is it important to keep to the word limit?

**A:** Try to stay as close to the limit – between 140 and 190 words – as you can. A little longer or shorter isn't going to be a problem. But if you write **TOO** little, you probably haven't covered everything. And if you write **TOO** much you've probably included some irrelevant points!

## WRITING FOCUS

how to approach the  
essay question

### Exam task

Writing, Part 1

# 1 Big dreams

2 Work in pairs. Do you know these people? What skills did they need to get where they are? Who would you prefer to be? Why?



3a Read the essay question. In your pairs, discuss what you could say about points 1 and 2, and then think of some ideas for point 3.

In your English class you have been talking about high achievers and the consequences of success. Now, your English teacher has asked you to write an essay.

Write an essay using **all** the notes and giving reasons for your point of view.

Is staying at the top more difficult than reaching it?

### Notes

Write about:

1. people's expectations
2. motivation
3. .... (your own idea)

3b Read a candidate's answer on page 94 and compare your ideas.

4 Read the essay on page 94 again. Find and underline the following:

- a statement to introduce the topic
- a phrase that is used to sum up in the conclusion
- examples of a range of different grammatical structures

# 8 WAYS to

# SMASH!

## Writing, Part 1:

### the essay

- 1 Read the question carefully and include **all** the points in your answer.
- 2 Divide your essay into several **paragraphs** that follow logically.
- 3 Always give a brief **introduction** and **conclusion**.
- 4 Stay on the **topic** and don't write about irrelevant things.
- 5 Give **examples**, where appropriate, to clarify your points.
- 6 Make a plan and note down points for each paragraph before you write.
- 7 Use a **variety** of structures and vocabulary.
- 8 Always read through your essay afterwards and **check** your grammar, spelling and punctuation.

## EXAM PRACTICE

**1a** Read the two exam tasks and discuss what you could include for the third point each time.

In your English class you have been talking about becoming famous. Now, your English teacher has asked you to write an essay.

Write an essay using **all** the notes and giving reasons for your point of view.

Fame can bring more problems than benefits. Do you agree?

#### Notes

Write about:

1. lifestyle
2. privacy
3. .... (your own idea)

In your English class you have been talking about celebrity. Now, your English teacher has asked you to write an essay.

Write an essay using all the notes and giving reasons for your point of view.

Anyone can become famous if they really want to and work hard. Do you agree?

#### Notes

Write about:

1. talent
2. opportunity
3. .... (your own idea)

**1b** Read the *Smash It!* list above. Then choose one of the tasks and write your essay in 140–190 words.

