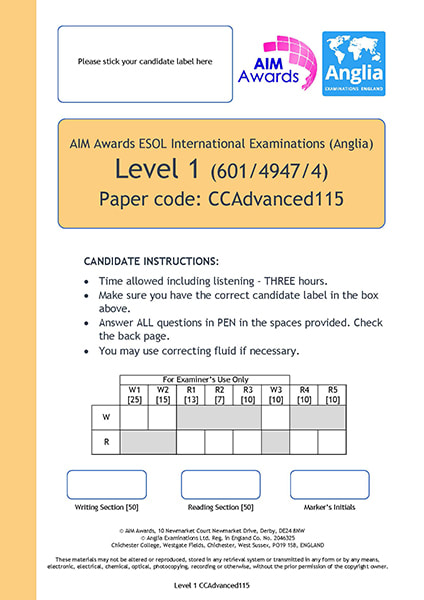
Updated 25-10-2020



Advanced level

What you need to know about the listening, writing and reading exam

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# **Section L1 14pt**

**Listening for, and writing in, information**

A page from a notebook to complete with 14 gaps.

In the gaps you need to fill in:

* Numbers
* Dates
* Spelling (names
* Places
* Colours
* Address, etc

# **Section L2, 20pt**

**The news**

10 true/false/doesn’t say statements.

# **Section L3, 16pt**

**Listening for information**

Four speakers (monologues). Two 3-options questions for each speaker.

# **Section W1. Composition (Opstel, 25 pt)**

Hier moet je een opstel schrijven van 200 – 250 woorden.

Er zijn 3 verschillende soorten opstellen:

* Narrative (vertellend)
* Descriptive (beschrijvend)
* Discussion (discussie)

## **The narrative composition**

Bij **narrative** (vertellend) compositions komen het volgende soort titels voor:

1. Write a story with the title, ‘The Lucky Escape’.
2. Write a story, ‘The day that changed my life’.
3. Give an account of a brave rescue.
4. Write an account of a fantastic achievement.

De volgende tijden kunnen voorkomen:

* Present simple
* Past simple
* Present perfect
* Past continuous
* Modals (hulpww) zoals could / could have
* Future simple will
* ‘going to’ future

Een goede structuur kan zijn:

*Beginning*

* How did the events begin? Who was involved? - past simple
* What was happening when the events started? - past continuous

*Middle*

* The events - past simple

*End*

* Final event - past simple
* Lesson learnt from the events - future will (bv. I will never do that again)
* General observations on the events - present perfect (bv. That was the most terrible experience I have ever had)

Gebruik ook tijdsbepalingen zoals

* Soon
* As soon as
* Just as
* Suddenly
* Just then
* After a while
* A few minutes later
* At that moment

## **The descriptive composition**

Bij **descriptive** (vertellend) compositions komen het volgende soort titels voor:

1. Describe your idea of the perfect weekend.
2. Who do you respect most and why?
3. Describe the worst television programme of film you have ever seen.
4. Which person, now or in the past, has had the most influence on your life?

Op dit niveau moet er ook een mening inzitten. Daarmee overlapt het soms de discussion compositions.

De corrector zoekt hier oa. naar antwoord op de vragen:

* What is being described?
* Why is this important to the writer?
* What is the effect of this on the writer, how does (or did) he/she/it make the writer feel?

Je gebruikt hier, net als in het vorige level:

* The Present Simple
* There is/there are
* Has got/hasn’t got en have got/haven’t got
* Adjectives zoals nice, friendly, pretty, bit, tall, blue, clever, scary, etc.
* Trappen van vergelijking, taller than, the best, etc
* Prepositions of place, bv. Near, next to, behind
* Adverbs zoals quietly, slowly, a lot
* Voegwoorden als and, but, because
* Op dit niveau ook woorden als, in addition, as well as, however, in spite of, nevertheless, also, as a result of …

Er wordt een moeilijker taalgebruik van je verwacht, en dus een redelijk grote woordenschat.

Een goede structuur kan zijn:

*Beginning*

* What is being described?
* Basic facts about it

*Middle*

* Your opinion: say why you like or dislike something and what you like or dislike about it.
* Something especially interesting about it.

*End*

* A summary of what you wrote about, bv. To sum up, my favourite television programme is … because ….

## **The discussion composition**

Bij **discussion** (discussie) compositions komen het volgende soort titels voor:

1. ‘The Internet is more useful than a library’. Discuss.
2. ‘People are destroying the world’. Discuss.
3. ‘Mobile phones have improved life for millions of people’. Discuss.
4. What would be the perfect job for you in the future and why?

Titels als nummer 4 lijken op descriptive composisions. De toevoeging ‘and why’ maakt ze tot discussion compositions.

De corrector zoekt hier oa. naar antwoord op de vragen:

* What does the candidate think about this subject?
* Why does the candidate think that?

Om je mening uit te drukken gebruik je dan bv.:

* I believe
* I think that / I don’t think that
* In my opinion

Voor de structuur gebruik je verder woorden en uitdrukkingen zoals

* However,
* Nonetheless
* Despite
* Firstly
* Secondly
* Moreover
* Furthermore
* In addition
* Not only … but also
* Therefore
* In conclusion
* To conclude

Qua structuur ziet het er als volgt uit:

*Beginning*

* What is being discussed?
* What are the arguments?

*Middle*

* 1 paragraph for each argument, both for and against if you want.

*End*

* A summary of the subject and the arguments.
* The opinion of the writer.

# **Section W2. Letter writing (briefopdracht, 15 pt)**

Je moet zowel een zakelijke brief als een mailtje schrijven. Ze gaan beiden over hetzelfde onderwerp. De Britse conventies zijn:

## **Briefconventies formele (zakelijke) brief**

1.

|  |
| --- |
| 23 January 2020 |

2

|  |
| --- |
| Dear Sir/Madam |

3

|  |
| --- |
| Tekst  **Witregel tussen alinea’s** |

4

|  |
| --- |
| Yours faithfully  signature  James Mitchell |

1

|  |
| --- |
| 23 January 2020 |

2

|  |
| --- |
| Dear Mr Jones, |

3

|  |
| --- |
| Tekst  **Witregel tussen alinea’s** |

4

|  |
| --- |
| Yours sincerely,  signature  James Mitchell |

1 Datum

De maand in letters en met een hoofdletter

Een komma na de maand mag

2 Aanhef

Altijd beginnen met ‘Dear’, een komma hoeft niet bij Dear Sir/Madam

3 Tekst

Deel de alinea’s in aan de hand van de opdracht en sla na iedere alinea een witregel over. Maak binnen de alinea je regels vol

4 Vergeet de slotzin niet.

Bv: I look forward to your reply

5 Afsluiting

Yours faithfully,als je de naam van de persoon waaraan je schrijft niet kent, dit komt het meeste voor in Anglia examens.

Yours sincerely, als je de naam van de persoon waaraan je schrijft kent.

Komma niet vergeten

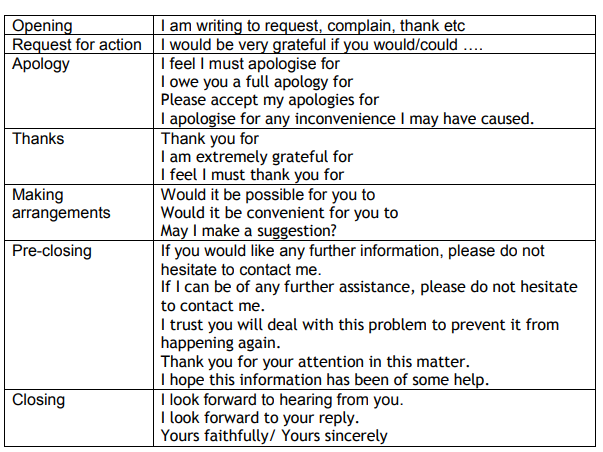
Na afsluiting een handtekening, je voornaam **en** je achternaam vermelden

## **Language in very formal letters.**

In very formal letters, the candidate should

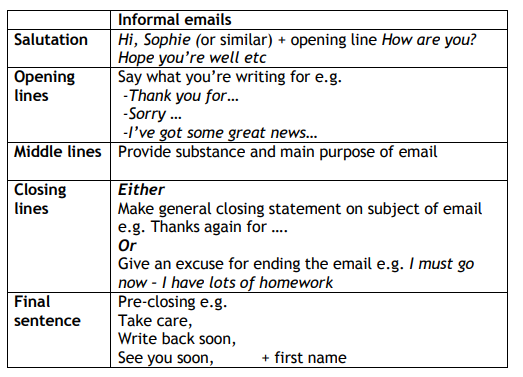
* make use of set formal expressions (see below)
* not use contractions
* not use idiomatic expressions, phrasal verbs or colloquialisms
* use indirect rather than direct questions
  + How much does the course cost?
  + **I was wondering** how much the course costs.
  + Where’s the nearest underground station?
  + **I would also like to know** where the nearest underground station is.
  + Do I have to be there on Monday?
  + **It is not clear to me if** I have to be there on Monday.
* express ideas in clear, polite language
* not use over-dramatic adjectives, but show control of emotions eg ‘We were
* rather upset’ instead of ‘We were absolutely furious!’
* not use exclamation marks!!!!
* use the most academic vocabulary he or she knows (usually words of Latin,
* Romance or Greek origin)
* use more formal structures such as negative inversion, or the passive voice, if
* appropriate
* have a good, organised paragraph structure even for short letters.
* never have a P.S. at the bottom. If the writer has forgotten to include
* something, they should rewrite the whole letter

Here is a range of formal expressions for letters. It is an indication of the kind of language expected in very formal letters



## **Briefconventies Email**

Een Email in het anglia examen is altijd informeel, persoonlijk. Hier heb je geen datum, want die zit er automatisch in. Je kan dus beginnen met



# **Section R1. Reading comprehension (leestekst, 13pt)**

1 tekst van 340 – 360 woorden, fictie of non-fictie.

Soort vragen:

* 3 open vragen **waar je in hele zinnen op moet antwoorden**
* 2 true/false vragen
* 3 meerkeuzevragen
* zoek de tegenovergestelde woorden in de tekst
* zoek de synoniemen in de tekst

# **Section R2. Reading, multiple matching (vragen bij teksten matchen, 7 pt)**

Hier moet je de onderwerpen bij de teksten zoeken. Let op: de onderwerpen komen allemaal voor en je moet de teksten meerdere keren gebruiken.

Let op: Een tekst wordt niet gebruikt.

# **Section R3. General Grammar (algemene grammatica, 10 pt)**

Alle onderwerpen van de vorige niveaus worden hier getest.

**Benodigde phrasal verbs en grammatica**

## **1. Phrasal verbs (werkwoorden met voorzetsel)**

|  |  |  |  |
| --- | --- | --- | --- |
| Werkwoord | Gebruik | Synoniem | Vertaling Ned |
| Give up | Give up smoking |  | Stoppen met |
| Pick up | Pick up a bag |  | Oppakken |
| Let s.o. down |  | Break a promise | Iem. teleurstellen |
| Set out/set off |  | Start a journey | Vertrekken, op reis gaan |
| Come across |  | Find by accident | Tegen het lijf lopen |
|  |  |  |  |
| Go off |  | Explode | Exploderen |
| Go off |  | Rot | Wegrotten |
| Go out |  |  | Uitgaan |
| Go away |  | Go on holiday | Weggaan |
| Go on, carry on |  | Continue | doorgaan |
|  |  |  |  |
| Look into |  | Investigate | Onderzoeken |
| Look at | Look at a picture |  | Kijken naar |
| Look for |  | Try to find | Zoeken |
| Look like |  |  | Eruit zien als |
| Look forward to |  |  | Uitkijken naar |
| Look after |  | Take care of so/sth | Zorgen voor |
| Look sth up |  | Find information | Opzoeken |
|  |  |  |  |
| Take after | your father | Resemble | Lijken op (vader/moeder) |
| Take off | The plane took off |  | opstijgen |
| Take off |  | Get undressed | uitkleden |
|  |  |  |  |
| Make sth up |  | Pretend | Verzinnen |
| Make off |  | Escape | Er vandoor gaan |
|  |  |  |  |
| Get on with |  | Be friends | op kunnen schieten met |
| Get up |  | Get out of bed | Opstaan |
| Get on | Get on the bus |  | instappen |
| Get off | Get off the bus |  | Uitstappen |
| Get to |  | Travel to somewh | Ergens heengaan |
| Get over |  | Recover | er overheen komen, |
| Turn up |  | Arrive | Op komen dagen |
| Turn on | Turn on the light | Switch on | Aandoen |
| Turn off | Turn off the light | Switch off | Uitdoen |
|  |  |  |  |
| Put up, go up |  | Raise the price | (laten) stijgen (prijs) |
| Put down |  | Lower the price | (laten) dalen (prijs) |
| Put down | Put down a bag |  | Neerzetten |
| Put off |  | Delay | Uitstellen |
| Put out | A light/fire |  | doven |
| Put up with |  | Tolerate | Acccepteren, tolereren |
| Put on |  | Get dressed | Aankleden |
|  |  |  |  |
| Stand up |  |  | Opstaan |
| Sit down |  |  | Gaan zitten |
| Lie down |  |  | Gaan liggen |

**2. Andere grammatica onderwerpen** (onderwerpen met een \* zijn nieuw voor dit niveau)

|  |  |  |
| --- | --- | --- |
| Grammar and structures | What are they used for | examples |
| Present Simple | Gewoonte, feit | I always go to school by bike. |
| Present Continuous | Bezigheid, van plan zijn | He is doing his homework now. |
| Past Simple | In het verleden en afgelopen | I washed the car yesterday. |
| Past Continuous | Bezigheid in het verleden | I was having breakfast when the postman came. |
| Present Perfect, ook met for/since | Begonnen, maar nog niet afgelopen | I have lived here all my life.  He has lived there since 1998 |
| Present Perfect continuous | Begonnen en langdurend | I have been waiting here for hours. |
| Past perfect | Eerder in het verleden | When I came home, my father had already cleaned the car. |
| Future met will/be going to | Toekomst/van plan zijn | What will you do when you are older |
|  |  | I’m going to see a film tonight |
| Conditionals met will | Zinnen met –if en will/ott | If it rains, I will stay home. |
| Conditionals met would | Zinnen met –if en would/ovt | If I worked hard, I would pass. |
| Conditionals met would have | Zinnen met –if en would have/vvt | If he had worked hard, he would have passed the test. |
| Can | Praten over vaardigheden | I can play the guitar |
| Should/must/mustn’t | Eigenlijk moeten  Moeten  Niet hoeven | You should go to the dentist  You must always do your homework  You mustn’t worry about it |
| The passive voice | Lijdende vorm | The church was built in 1824. |
| The Gerund, ook met voorzetsels, no use, worth | -ing na bepaalde werkwoorden | I enjoy learning English.  I like going on holiday.  It’s no use crying anymore. |
| Reported speech | Indirecte rede | He wanted to know what the results were. |
| Make/let someone do sth |  | I made him do his homework.  He let me drive the car. |
| to have sth done | Iets laten doen | He had his house painted. |
| Would rather/had better |  | I would rather study French.  You had better go home now. |
| Questions all tenses above | Vragen met of zonder ‘do’ | Is he going home now?  Did he go to the theatre yesterday? |
| Question tags |  | He isn’t ill, is he?  He studies hard, doesn’t he? |
| \*Inversion na wrd als never, rarely, hardly ever, no sooner, not only, little, seldom | Ond en hulpww omdraaien als de zin met een van deze woorden begint | Never have I seen such a terrible film.  Not only was it raining, it was also cold. |
| \*Past simple na I wish, it’s about time, it’s high time |  | I wish I had £1 million.  It’s high time we did some work. |
| \*Alle hulpwerkwoorden | Voor veronderstellingen, enz. | Jane will be in bed at this time of night.  They should have heard the telephone.  He can’t have finished his homework. |
| Infinitive na bepaalde ww, bijwoorden, vraagwoorden, of met have –volt dw |  | I hope to hear from you soon.  I want you to do me a favour.  He doesn’t seem to have done it. |
| Question words (who, why, etc) |  | When did he arrive? |
| Neither/so |  | He is good at English and so am I.  He doesn’t like maths and neither do I. |
| Conjunctions | Voegwoorden | Despite his wealth, he wasn’t happy. |
| Personal pronouns | Zowel ond. als lijd. vw | He helped her with the dishes. |
| Possessive pronouns | Bezit | That is my book.  This table is hers. |
| This/these/that/those | Aanwijzende vnw | I like these sweets. |
| Which, who, that | Betrekkelijke vnw | That is the man who told me to come |
| Myself, yourself, himself, etc | Wederkerende vnw | We hurt ourselves. |
| Comparisons | Trappen van vergelijking | He is bigger than his sister.  He is the laziest student I know. |
| Adverbs (at the moment, finally, sometimes, a lot, perhaps) | Plaats en gebruik van bijwoorden | He is probably in his room.  First, I had my breakfast.  I haven’t seen him today. |
| Much/many | Enkelvoud/meervoud | Much time, many books. |
| Some/any | Bevestigende zinnen/  Vragen en ontkennende zinnen | I would like some tea.  I haven’t got any money. |
| Too/enough |  | He isn’t trying hard enough.  He is trying too hard. |
| Really/quite/so/very |  | It is really hot today. |
| Prepositional phrases | Keen on/fond of/ interested in/  Proud of/good at | I am very fond of English. |
| Prepositions of time and place | In, under, behind, before, etc. | I put my books on the table.  He was here before me. |

# **Section W3. Sentence Transformation (zinnen veranderen, 10 pt)**

**Book ‘Section E’ , p. 30, p. 73, p. 78, p. 105**

Gegeven zinnen veranderen. Hier komt o.a. voor:

* Reported Speech (indirecte rede)
* Inversion after negative adverbs (bv. No sooner …)
* Conditionals (if-zinnen)
* Past modals (hulpww in de verleden tijd, could, might, etc)
* Passive

# **Section R4. Gap fill (ontbrekende woorden invullen in een verhaal, 10 pt)**

10 zinnen. De woorden die je in moet vullen zijn grammaticaal, zoals voorzetsels, hulpwerkwoorden, voornaamwoorden, enz.

# **Section R5. Word Transformation (10 pt)**

Verander het woord zodat het in de zin past.

Wat wordt getest:

* Adjective → adverb, bv. careful → carefully, tidy →tidily
* Verb → adjective, bv. bore → bored/boring, interest →

interested/interesting

* Positive → negative, bv. happy → unhappy, patient → impatient
* Countries → adjective, bv. China → Chinese, France → French
* Jobs formed from noun/verb, bv. reception →receptionist, rob→ robber
* Words used with suffixes, bv. danger → dangerous, inform → information

Alle mogelijkheden komen voor, ook voorvoegsels. Soms moet er zowel iets voor als achter het woord.. bv. Understand →*mis*understand*ing*

Hierbij ook nog de ‘word transformations’ van Intermediate:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Basiswoord | Wordt … |  | Basiswoord | Wordt … | Of … |
| Argentina | Argentinian |  | hungry | hunger | hungrily |
| Britain | British |  | inform | information |  |
| China | Chinese |  | interest | interesting | interested |
| Cyprus | Cyprian |  | mean | meaning |  |
| Egypt | Egyptian |  | noise | noisy | noisily |
| England | English |  | patient | impatient | patiently |
| France | French |  | please | pleasant | pleasing |
| Germany | German |  | possible | impossible,  possibility | possibly |
| Greece | Greek |  | proud | proudness | proudly |
| Italy | Italian |  | quick | quickly | quickness |
| Japan | Japanese |  | reception | receptionist | receipt |
| Russia | Russian |  | rob | robber | robbery |
| Spain | Spanish |  | run | runner |  |
| Turkey | Turkish |  | slow | slowly |  |
|  |  |  | stripe | striped |  |
| angry | anger | angrily | tidy | untidy | tidily |
| begin | beginning |  | use | useful | used |
| bore | bored | boring | usual | usually | unusual |
| build | building | builder | visit | visitor |  |
| careful | care | carefully | worry | worried |  |
| celebrate | celebration(s) |  | invent | invention | inventor |
| cook | cooker | cooking | invite | invitation |  |
| danger | dangerous | dangerously | kind | unkind | kindly |
| easy | easily |  | like | likely | likable |
| excite | excitement | exciting  excited | loud | loudly |  |
| fortunate | (un)fortunate | fortunately | lucky | luckily | luck |
| happy | unhappy | happily |  |  |  |
| healthy | unhealthy  healthily | health |  |  |  |
| heavy | heavily |  |  |  |  |