



FCE Listening Overview Activity – teacher’s notes

Description

A group discussion task to give students an overview of the Listening paper based around a matching task.

Time required: 20–30 minutes

Additional materials required:

- Copies of the overview text. Alternatively, you could record yourself or a colleague reading the overview text to play in class.

Aims:

- To familiarise students with the FCE Listening paper.

Procedure

1. It might be a good idea to record yourself reading the script below. This will give your students some listening practice. If you are unable to record the script, you can read it out in class.
2. Tell your students that you are going to be looking at the FCE Listening paper. Ask students what they know about the exam, but don't confirm or tell them too much about the exam at this stage.
3. Put your students in pairs/small groups and give them a copy of the activity worksheet. Students work together to match the questions to the answers.
4. To check the answers, read/play the script at a natural, reasonable speed. Students listen and check their answers. This is intended to give the students some listening exam practice.
5. Once you have read the text, give your class 1–2 minutes to discuss the answers. Then read the text again at the same speed. Students use the second listening to double-check their answers.
6. Deal with any queries.



FCE Listening Part 1 Activity – answer keys

Overview text

In Paper 4, candidates may be tested on their understanding of gist, main points, detail or specific information, or their ability to deduce meaning from a text. They may listen to monologues or interacting speakers from a variety of sources. The paper contains **four parts** and there are **30 questions** in total.

In Part 1, the multiple-choice section, candidates will hear **eight** short, unrelated extracts of approximately 30 seconds each. After each extract, candidates hear a question followed by three choices.

In Part 2, candidates will hear a monologue or a text involving interacting speakers. The text lasts approximately 3 minutes. Candidates are required to complete **10 sentences** with the information heard on the recording.

In Part 3, multiple matching, candidates hear five short related monologues of approximately 30 seconds each. They then must choose the correct answer for each of the **five questions** from six possible options.

In Part 4, candidates hear a monologue or a text involving interacting speakers lasting approximately 3 minutes. There are **seven multiple-choice questions**, each with three options.

The number of questions in each section **does not change** from one paper to another. Candidates **hear each section twice**, and the test lasts approximately **40 minutes**.

Candidates must write all their answers **on a separate answer sheet**. They may write on **the question paper as they listen**, but must transfer answers to the answer sheet. **Five minutes are allocated at the end of the test** for candidates to do this. Candidates show their answers by **shading the lozenge or by writing out their answers for Part 2**.

Each question carries **1 mark**. The total score is then adjusted to give a mark out of **40**, which is **20%** of the total exam. **Parts 1, 3 and 4 are marked by computer; Part 2 is marked by trained, experienced markers.**

Key to the sample task

1. F	2. J	3. K	4. B	5. I	6. H
7. C	8. G	9. L	10. A	11. E	12. D

Suggested follow-up questions (and answers)

You could give out an actual sample listening paper and get students to check the answers to the quiz below with the relevant parts of the test. You could extend the task further by asking what type of task each one is. You could also look at an example answer sheet. See pages 56–58 and 65–67 of the FCE handbook for sample papers.



First Certificate Listening Overview Activity

How much do you know about the FCE Listening paper? Match the questions on the left with the correct answers on the right. The first one has been done for you as an example.

1	How many parts are there in the Listening test?	a	one
2	How many questions are there?	b	twice
3	How many questions does each part have?	c	on the question paper
4	How many times do you hear the texts?	d	Parts 1, 3 and 4 are computer-marked; Part 2 is marked by trained markers.
5	How long is the Listening test?	e	40 marks; 20% of the total FCE exam
6	Where do candidates write their final answers?	f	4
7	Where do candidates write their answers while they're listening?	g	during the 5 minutes' transfer time allowed at the end of the test
8	When should candidates write their answers on the answer sheet?	h	on a separate answer sheet
9	How do candidates show their answers?	i	approximately 40 minutes
10	How many marks is each question worth?	j	30
11	What is the total number of marks awarded?	k	Part 1: 8; Part 2: 10; Part 3: 5; Part 4: 7
12	Who marks the listening paper?	l	they shade the lozenge or write their answer out for Part 2



FCE Listening Part 1 Activity – teacher’s notes

Description

This activity is presented in the format of Part 1 of Paper 4 and aims to give your students an overview of Part 1 of Paper 4.

Time required: 20–25 minutes (plus 10 minutes preparation if recording; 10–15 for the optional task)

Additional materials required:

- a recording of the script (optional)
- any sample part 1 task (optional)
- copies of script

Aims:

- to familiarise students with an FCE Listening Part 1 activity and the strategies needed to tackle this type of task.

Procedure

1. It might be a good idea to record yourself reading the questions and answers in the script below. This will give your students a better feel for the format of Part 1. If you are unable to record the script, you can read it out in class. You will need to read each item twice before moving on.
2. Tell your students that you are going to look at part 1 of the Listening paper.
3. Hand out the worksheet **face down**. In the exam, candidates read the questions at the same time as they hear them. Explain to your students that they will now do a practice part 1, and must listen to the tape/their teacher for instruction.
4. Play the recording/Read the script. Students work alone to answer the questions.
5. Get students to compare their answers in pairs/small groups.
6. Check answers in whole class. For each question, ask students to explain why they chose the answer they did. Deal with any queries and questions. Also give students a copy of the script.

Suggested follow-up activity

Students read through the script and highlight and then discuss as a class what they have found out.



Additional Information

Candidates may be tested on a number of skills need to identify the general idea or the main points of each extract. They may also need to identify the following aspects of the text expressed in the extract:

function/purpose

location/situation

relationships

topic

attitude/opinion

genre

agreement

Script

I'm going to give you the instructions for this activity.

You'll hear each piece twice.

Remember, while you're listening, write you answers down. You'll have some time to discuss your answers with another student at the end.

Now turn over your paper. In the exam, the listening script will tell you when to turn over your paper.

(Pause 5 seconds)

You'll hear your teacher talking about Part 1 of the Listening paper. For questions 1–5, choose the best answer, A, B or C.

One.

How many questions are there in Part 1?

- A. five
- B. seven
- C. eight

(Pause 2 seconds)

Although there are only five questions in this example text, in the exam there are eight questions in this part of the paper. The questions are presented both on the question paper and on the recording so that candidates are led carefully through them. The testing focus is clearly spelled out in each question.

(Pause 2 seconds)

(Repeat extract 1)



(Pause 2 seconds)

Two.

How long are the extracts that the candidates listen to?

- A. 30 seconds
- B. 45 seconds
- C. one minute

(Pause 2 seconds)

Candidates hear short extracts of monologues or texts with interacting speakers. Each text lasts for about half a minute and the extracts are unrelated.

(Pause 2 seconds)

(Repeat extract 2)

(Pause 2 seconds)

Three.

How many times do candidates hear each extract?

- A. once
- B. twice
- C. as many times as they like

(Pause 2 seconds)

It's a good idea for candidates not to write anything down the first time they listen to the text so they don't get distracted. Candidates should wait until the second time they hear the texts before writing down their answers. After the second listening, the recording moves on to the next extract.

(Pause 2 seconds)

(Repeat extract 3)

(Pause 2 seconds)

Four.

What do the candidates have to do?

- A. answer all the questions for each extract.
- B. choose more than one option for each question.
- C. answer one question per extract by choosing just one of the three options.

(Pause 2 seconds)

They must answer one question about each extract, selecting their answer from one of three options for each question. They will hear the question as well as read it on the question paper.



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(Pause 2 seconds)

(Repeat extract 4)

(Pause 2 seconds)

Five.

Which of these listening skills are tested?

- A. the ability to spell correctly
- B. the ability to listen and make notes
- C. the ability to recognise distracting words and phrases

(Pause 2 seconds)

The information candidates need to listen to is spelled out in each question, for example *what* is her job, *where* is he going...? It can be useful for students to underline these question words on their question paper, or to make notes before they listen so that they can try to predict the vocabulary they'll hear. This is useful as candidates can be distracted by hearing words or phrases in the text which appear in one of the incorrect options. They need to practise spotting these mismatches, and understanding why they are wrong.

(Pause 2 seconds)

(Repeat extract 5)

(Pause 2 seconds)

That's the end of the activity. Now compare your answers with another student.



FCE Listening Part 1 Activity – answer keys

Key to Student's worksheet

1. C
2. A
3. B
4. C
5. C



FCE Listening Part 1 Activity– Student’s Worksheet

How much do you know about Part 1 of the Listening paper? You will hear your teacher talking about Part 1. For questions 1–5, choose the best answer **A**, **B** or **C**.

- 1 How many questions are there in Part 1?
 - A five
 - B seven
 - C eight

- 2 How long are the extracts that the candidates listen to?
 - A 30 seconds
 - B 45 seconds
 - C one minute

- 3 How many times do candidates hear each extract?
 - A once
 - B twice
 - C as many times as they like

- 4 What do the candidates have to do?
 - A answer all the questions for each extract
 - B choose more than one option for each question
 - C answer one question per extract by choosing just one of the three options

- 5 Which of these listening skills are tested?
 - A the ability to spell correctly
 - B the ability to listen and make notes
 - C the ability to recognise distracting words and phrases



FCE Listening Part 2 Activity – teacher’s notes

Description

This activity is presented in the format of Part 2 of Paper 4 and aims to give your students an overview of Part 2 of Paper 4.

Time required: 20–25 minutes (plus 10 minutes’ preparation if recording; 10–15 for the optional task)

Additional materials required:

- a recording of answer script (optional)
- any sample Part 2 task (optional)
- copies of script

Aims:

- to familiarise students with an FCE listening Part 2 activity and the strategies needed to tackle this type of task.

Procedure

1. It might be a good idea to record yourself reading the answer script below. This will give your students a better feel for the format of Part 2. If you are unable to record the script, you can read it out in class. You will need to read the text twice.
2. Tell your students that you are going to look at part 2 of the Listening paper.
3. Hand out the worksheet. Ask your students to read through the ten sentences and try to predict what kind of information they will hear in each case. For example, question 1 will be a period of time. Go through each sentence and elicit the type of information your students think they will hear. Ask them/ elicit what class of word is likely to be missing in each question: e.g. verb, noun, name, etc. Point out that in the exam candidates have 45 seconds to do this.
4. Play the recording or read the script. Students work alone to answer the questions.
5. Get students to compare their answers in pairs/small groups.
6. Play the recording or read the script again.
7. Check answers in class. For each question, ask students to explain which words or phrases from the script gave them the clue for which word to focus on for the answer. (Note that the actual answers are not paraphrased.) Deal with any queries and questions. Also give students a copy of the script and ask them to find and underline the paraphrases.

Optional extension

You could now give your class a sample Part 2 task for further practice. See pages 57 and 66 of the FCE handbook.



Script

In this part of the paper, candidates listen to a text lasting **about 3 minutes**, which may be a monologue or text with interacting speakers.

There are **ten questions** in this part of the paper, and these take the form of incomplete sentences. Candidates are required to **listen, and complete** the sentences.

They don't have to write **complete sentences**: usually only one word is required but occasionally candidates may have to write up to three words. Answers will not be longer than **three words**. The size of the box on the question paper indicates that only a short answer is required.

The word, number or phrase candidates require will be heard on the recording and will **not require any change**. It will make sense when fitted into the sentence on the question paper.

Minor spelling errors are not penalised, but it must be clear to the examiner what the candidate's answer is.

In this part, candidates are tested on their ability to listen for **specific words**, phrases or information, or stated opinion.

Each correct answer in Part 2 receives **1 mark**.

That's the end of the activity. Now compare your answers with another student.



FCE Listening Part 2 Activity – answer keys

Key to Student's worksheet

1. about 3 minutes
2. 10 questions
3. listen and complete
4. complete sentences
5. three words
6. require any change
7. minor spelling errors
8. specific words
9. 1 mark



FCE Listening Part 2 Activity– Student’s Worksheet

How much do you know about Part 2 of the Listening paper? You will hear your teacher talking about Part 2. For questions 1–9, complete the sentences.

PART TWO

Our teacher says that in this part candidates have to listen to a text that lasts for

	1
--	----------

Candidates need to answer

	2
--	----------

 in this part.

The correct way to answer the questions is to
the sentences with words from the recording.

	3
--	----------

In this part,

	4
--	----------

 don’t have to be written in the gaps.

The maximum length an answer can be is

	5
--	----------

The answers may be numbers, phrases or names. When candidates write their answers down, these numbers, phrases or names don’t

	6
--	----------

Candidate’s won’t lose marks for

	7
--	----------

 as long as the meaning is clear.

The ability to listen for stated opinion,

	8
--	----------

, phrases or information is tested in this part.

There is

	9
--	----------

 for each correct answer in Part 2.



FCE Listening Part 3 Activity – teacher’s notes

Description

This activity is presented in the format of Part 3 of Paper 4 and aims to give your students an overview of Part 3 of Paper 4.

Time required: 20–25 minutes (plus 10–15 minutes’ preparation if recording; 10–15 for the optional task)

Additional materials required:

- a recording of answer script (optional)
- any sample Part 3 task (optional)
- copies of script

Aims:

- to familiarise students with an FCE Listening Part 3 activity and the strategies needed to tackle this type of task.

Procedure

1. Ideally, you should record yourself and four colleagues reading the answer script below. This will give your students a clearer idea of the format of Part 3. Alternatively, if you have a large class (or if some of your students are already familiar with the Listening paper) you could get five of your students to record the five extracts. If you are unable to record, read out the extracts in class. You will need to read it twice.
2. Tell your students that you are going to look at Part 3 of the Listening paper.
3. Hand out the worksheet. Ask your students to read through the six options and try to predict what kind of information they will hear in each case.
4. Play the recording or read the script. Students work alone to answer the questions.
5. Get students to compare their answers in pairs/small groups.
6. Play the recording or read the script again.
7. Check answers in class. Give students a copy of the script. For each question, ask students to explain why they chose the answer they did, referring to the script. Deal with any queries and questions.
8. As a follow-up, get your students to read through the script – give them a time limit of 5 minutes – and then summarise what they know about this part of the Listening test.

Suggested follow-up activity

You could now give your class a sample Part 3 task for further practice. See pages 57 and 66 of the FCE handbook.



Script

Speaker 1

(Pause 2 seconds)

In this part, candidates listen to five short texts with different speakers, which are related in some way. For example, they may all be speaking about aspects of the same subject, such as travel, or about similar experiences or objects, such as journeys or vehicles. Alternatively, the link may be a type of language function, such as a series of different speakers asking for information, or apologising.

(Pause 3 seconds)

Speaker 2

(Pause 2 seconds)

Before listening to the texts, candidates have 30 seconds to look at Part 3. During this time, candidates should carefully read through the options and underline any key words. They should also try to predict the language and expressions they expect to hear and make sure they consider all the options in the time allowed.

(Pause 3 seconds)

Speaker 3

(Pause 2 seconds)

Candidates listen to five short related extracts from monologues, lasting about 30 seconds each. They hear all five extracts once, one after the other, and then they hear them all a second time.

(Pause 3 seconds)

Speaker 4

(Pause 2 seconds)

Candidates are required to select the correct option from a list of six. They can use each option only once. There is one option that they will not need to use. Candidates can write on the question paper but must transfer their answers onto the separate answer sheet. They have 5 minutes to do this at the end of the Listening test.

(Pause 3 seconds)

Speaker 5

(Pause 2 seconds)

In this task, candidates need to identify the general idea or main points, which might involve understanding some of the following aspects: location, relationship, feeling or opinion.

(Pause 10 seconds)

You'll now hear Part 3 again.

(Repeat)

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That's the end of the activity. Now compare your answers with another student.



FCE Listening Part 3 Activity– answer keys

Key to Student's worksheet

1. C
2. F
3. E
4. D
5. A

Letter not used: B (For reference, there is one mark for each correct answer in Part 3.)



FCE Listening Part 3 Activity– Student’s Worksheet

How much do you know about Part 3 of the Listening paper? You will hear five different people talking about the features of Part 3 of the Listening paper.

For questions 1–5, choose from the list (A–F) the feature that each person refers to. Use the letters only once. There is one extra letter which you do not need to use.

A	the listening skills that candidates have to use	Speaker 1	<input type="text"/>	1
B	the number of marks for each correct answer	Speaker 2	<input type="text"/>	2
C	the content of the texts candidates listen to	Speaker 3	<input type="text"/>	3
D	how candidates have to complete the test	Speaker 4	<input type="text"/>	4
E	the length and order of the texts the candidates listen to	Speaker 5	<input type="text"/>	5
F	how candidates should use the preparation time			



FCE Listening Part 4 Activity – teacher’s notes

Description

This activity is presented in the format of Part 4 of Paper 4 and aims to give your students an overview of Part 4 of Paper 4.

Time required: 25–30 minutes (plus 10–15 minutes’ preparation if recording; 10–15 for the optional task)

Additional materials required:

- a recording of answer script (optional)
- any sample Part 4 task (optional)
- copies of script

Aims:

- to familiarise students with an FCE Listening Part 4 activity and the strategies needed to tackle this type of task.

Procedure

1. Ideally, you should record yourself and a colleague reading the script below, as your students will hear the recording twice. This will give your students a clearer idea of the format of Part 4. Alternatively, if you are unable to record the script, you could get one of your students to read the script with you, playing the part of the student.
2. Tell your students that you are going to look at part 4 of the Listening paper.
3. Hand out the worksheet. Ask your students to read through the seven questions and try to predict what kind of information they will hear in each case.
4. Play the recording or read the script. Students work alone to answer the questions.
5. Get students to compare their answers in pairs/small groups.
6. Check answers in class. Give students a copy of the script and for each question, ask them to explain why they chose the answer they did. Deal with any queries and questions.

Alternative procedure

If you have a large class, you could divide the students into groups of four or five. Give two of the students a copy of the script and ask them to role play the conversation for the other students in the group, who listen and answer the questions. You could, if you are able to, record the students reading the script and provide feedback on their pronunciation at a later date.

Suggested follow-up activity

1. You could now give your class a sample Part 4 task (see pages 58 and 67 of the FCE handbook) for further practice.
2. Get your students to read through the recording script. Give them just five minutes for this and then ask them to summarise what they know about this part of the test. You

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could then give them a sample Part 4 activity (see pages 58 and 67 of the FCE handbook) for further practice.

Script

You will now hear a conversation between a teacher and Adriana, a student who is planning to take the First Certificate exam. For questions 1–7, choose the best answer, A, B or C.

You now have one minute to look at Part 4.

(Pause 1 minute)

Adriana: I'm taking the First Certificate exam next month and I was wondering if you could tell me a little bit about Part 4 of the Listening test.

Teacher: Of course Adriana, what would you like to know?

Adriana: Well... first of all, what will I have to listen to?

Teacher: It depends really. It could either be a monologue – one person speaking – or a text involving interacting speakers – like a conversation or an interview. It lasts approximately 3 minutes.

Adriana: Okay... and what do I have to do?

Teacher: You have to answer seven multiple-choice questions based on what you are listening to. You have to choose the correct answer from A, B or C.

Adriana: And what skills are being tested?

Teacher: Well that's a good question. You're mainly tested on how well you can recognise the speaker's opinions... or attitude about something. This could be expressed in the word gist, which means the main theme of the text. For example, if the speaker is annoyed about something, he could keep referring to it by saying "I'm fed up" or "It makes me so angry". Or it could be expressed in the main points of the text. It may also be given in a specific piece of information. So you need to listen carefully.

Adriana: I see... so do I have any time to prepare for Part 4?

Teacher: Yes. Before you hear the text you have one minute to prepare.

Adriana: How should I prepare? What do you think I should do?

Teacher: You need to read through the questions. Look at each of the A, B, C options and try to predict the kind of words and language you'll hear. Underline the key words in each question. This will help you answer the question.

Adriana: So what you're saying is, the questions can help me with the answers.

Teacher: Definitely. You can predict the kind of words you might hear. For example, if you have a question about the benefits of learning English, think about words which are related to this.

Adriana: You mean... like getting a job, or travelling?



Teacher: Yes, exactly. The A, B, C options will give you an idea of the points that you'll hear in the piece, as well as the kind of vocabulary that you can expect to hear. You should have quite a clear idea of what you're going to hear.

Adriana: Well that sounds not so bad. It's quite a long text though. How do I know which question I should answer first?

Teacher: The questions always follow the order of the text. Try and remember this because it can help you in two ways. Firstly, you can prepare yourself for the way the text is organised, and secondly, if you hear someone in the text referring to something relevant to the next question in the task, you should move straight on to that question

Adriana: But what if I haven't answered the question I'm on?

Teacher: It doesn't matter – even if you haven't answered the one before, move on. If you don't, you may find that you miss several questions because you don't know where in the text you are. Don't forget, you hear the text twice so you can answer any questions that were missed, and check all answers, the second time you listen.

Adriana: Okay, that doesn't sound so bad after all. To be honest, I was feeling quite nervous about the Listening exam, but now I feel much much better. Thank you!

Teacher: You're welcome.

(Pause 10 seconds)

Now you'll hear part 4 again.

(Repeat)

(Pause 5 seconds)

That's the end of the activity. Now compare your answers with another student.



FCE Listening Part 4 Activity– answer keys

Key to Student's worksheet

1. B
2. C
3. A
4. C
5. B
6. A
7. B



FCE Listening Part 4 Activity– Student’s Worksheet

How much do you know about Part 4 of the Listening paper? You will hear a conversation between two people discussing Part 4 of the Listening paper. For questions **1–7**, choose the best answer (**A**, **B** or **C**).

- 1** What sort of text do candidates listen to?

 - A** several short unrelated texts
 - B** a monologue or a text with speakers interacting
 - C** several short texts with something in common

- 2** What do the candidates have to do?

 - A** fill in some gapped sentences
 - B** summarise what they have heard
 - C** choose the correct answer from three alternatives

- 3** What listening skills are being tested?

 - A** the ability to listen for opinion and attitude
 - B** the ability to recognise the purpose of the conversation
 - C** the ability to take accurate notes

- 4** How much preparation time are candidates given in Part 4?

 - A** no time
 - B** 30 seconds
 - C** one minute

- 5** The questions help you with your answers because

 - A** they tell you exactly which words you’re listening for.
 - B** they give you an idea of what you’re going to hear.
 - C** the key ideas are underlined.



- 6 Do the questions follow the order of the text?
- A yes
 - B no
 - C sometimes
- 7 How does Adriana feel at the end of the conversation?
- A a little bit worried
 - B relieved
 - C thankful



FCE Reading Overview Activity – teacher’s notes

Description

A gap-fill activity to give students an overview of the format of the FCE Reading paper followed by a discussion on reading strategies.

Time required: 45-60 minutes

Additional materials required:

- copy of *Frequently Asked Questions*, examples of Part 1, 2 and 3 questions.

Aims:

- to give students an overview of the format of Paper 1.

Procedure

1. Ask students how much they know about the FCE Reading paper. Some students may have taken FCE before but some won't have. Tell them that they are going to look at the format of the Reading paper.
2. Give each student a copy of the Frequently Asked Questions sheet and ask them to read each of the questions and answers carefully. Set a time limit to encourage speed reading.
3. Give each student a copy of student's worksheet 1 and ask them to complete the gaps. They can use the Frequently Asked Questions to help them or, to make it more challenging, they could work in pairs without looking at the FAQs.
4. Check the answers in class and deal with any queries.
5. Brainstorm different text types with students (e.g. newspapers, books, websites etc.). Put the ideas on the board/OHT as a spidergram.
6. Ask students how often they read each of the text types (every day?/every week?). At this stage it is useful to see how prolific they are at reading in their own language as well as English.
7. Give each student a copy of student's worksheet 2 and ask them to discuss in pairs/groups how they would read in each of the situations.
8. Collect some feedback in class.
9. Now ask students to match the definitions with the situations.
10. Check the answers in class.
11. Put the students into three groups, or with a large class, into pairs. Give each pair/group either a Part 1, 2 or 3 question and ask them to discuss which reading skill is appropriate for the task. Also ask them how many times they think it is necessary to read their text in order to answer the questions.



12. Collect feedback. The key points to mention to students are:

- a. Many students run out of time and so reading all the texts intensively is not possible. Often reading the first or last sentence of a paragraph is enough to get an overall idea of the paragraph.
- b. Students need to choose the appropriate reading skill to achieve the task. Learning to skim (to read through the text quickly to get an idea of meaning) and to scan (to search a text for specific information) are essential.
- c. When scanning for information, students need to pay extra attention to the question stems. What kind of information do the following words want: What? When? Where? Why? How?
- d. Many students get stuck on unknown vocabulary. Students need to develop strategies for dealing with unknown words, or to simply ignore difficult vocabulary when reading a text for the first time.
- e. Students should read each text quickly at first to get an overall impression, then more slowly to find the answers to the questions.

Suggested follow-up activities/questions (and answers)

Bring in a sample answer sheet so that students can find out what is meant by “fill in the lozenge”.



FCE Reading Overview Activity – answer keys

Key to Student's worksheet 1

1. three
2. a text
3. articles
4. short stories
5. gapped
6. one hour
7. one mark
8. four
9. sentences
10. several

Key to Student's worksheet 2

1. D
2. B
3. F
4. C
5. A
6. E



FCE Reading Overview Activity – Student’s Worksheet 1

Complete the ten gaps in this general description of the Reading paper.

Paper format	<i>The paper contains (1) parts. Each part contains (2) and corresponding comprehension task. One part may contain 2 or more shorter related extracts.</i>
Length of texts	<i>2000 words approximately overall; 550–700 words approximately per text.</i>
Questions	<i>30</i>
Text types	<i>From the following: newspaper and magazine (3), reports, novels and (4), advertisements, correspondence, messages and informational material such as brochures, manuals and guides.</i>
Task types	<i>multiple choice, (5) text, multiple matching.</i>
Task focus	<i>Understanding gist, main points, detail, text structure or specific information, or deducing meaning.</i>
Answer format	<i>For all parts of this paper candidates indicate their answers by shading the correct lozenges on the answer sheet.</i>
Timing	<i>(6)</i>
Marks	<i>Questions in Parts 1 and 2 carry two marks. Questions in Part 3 carry (7)</i>

Part	Task type and format	Task focus	Number of questions
1	Multiple choice A text followed by (8) -option multiple-choice questions.	Detail, opinion, gist, deducing meaning	8
2	Gapped text A text from which (9) have been removed and placed in jumbled order after the text. Candidates must decide from where in the text the sentences have been removed.	Text structure	7
3	Multiple matching A text or (10) short texts preceded by multiple-	Specific information, detail, opinion	15

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	matching questions. Candidates must match prompts to elements in the text.	and attitude	
--	--	--------------	--

FCE Reading Overview Activity – Student’s Worksheet 2

Understanding Reading Strategies – Activity

Think about what approach you would use when reading in these different situations. How would your way of reading be different in each situation?

- 1 looking for a location on a department store floor guide
- 2 looking at the front page of the newspaper on a bus, a few minutes before your stop
- 3 reading a short story
- 4 assembling something using an instruction manual
- 5 choosing a holiday-read by looking at the back of a book
- 6 looking at a sign in a foreign language

Now match these definitions to each of the situations above.

- A reading for gist
- B reading for the main points
- C reading for detailed understanding
- D reading for specific information
- E deducing meaning
- F following a narrative



FCE Reading Part 1 Activity – teacher’s notes

Description

A guided activity to help students with Part 1 of the FCE Reading paper.

Time required: 30-45 minutes

Additional materials required:

- Sufficient copies of *Worksheet and Sample tasks 1 and 2 (included)*

Aims:

- to give students an overview of the different question types in Part 1
- to raise their awareness of how to approach this section of Paper 1

Procedure

1. Tell students they are going to look at Part 1 of the FCE Reading paper.
2. Give each student a copy of the worksheet and ask them to read the introduction. Now give out both tasks and ask them to complete both tasks, thinking about how they are doing the task. It’s a good idea to set a time limit for this.
3. Ask students to compare their answers in pairs/small groups and to discuss the questions that follow. Monitor and give assistance if necessary. It’s very useful to see how each student approaches these tasks.
4. Collect some feedback as to how students approached the tasks and summarise the best approach tactics on the board. This is a very important stage and is an opportunity to tell students how they should approach Part 1 (see key below for ideas).
5. Check answers to the tasks and deal with any queries.

Additional information

Candidates must show detailed understanding of content and text organisation. Questions may focus on the main ideas or details on the text, and on the attitudes or opinions expressed. Candidates may also be asked to deduce the meaning of a word or phrase and demonstrate understanding of references, such as pronouns, within the text. Additionally, questions may focus on the tone of the text of the writer’s purpose, as well as the use of exemplification or comparison.



FCE Reading Part 1 Overview – answer keys

Key to Student's Worksheet, step 2

1. C
2. A
3. B
4. D

Key to Sample Task 1

1. C
2. D
3. B

Key to Sample Task 2

1. B



FCE Reading Part 1 Overview – Student’s Worksheet

What is this task?

In this task, you must answer questions on a text by choosing one option from four possible answers.

What texts are used?

Magazine and newspaper articles, extracts from novels or short stories, letters.

What text types are used?

Descriptive, texts giving opinions and interviews

1. Look at Sample Tasks 1+2 from a past FCE paper. Complete the tasks, thinking about how you are doing it.
2. The four questions in these two samples demonstrate the four different types of question you could get in Part 2. Look at the following question types. What do you think these labels mean?

Reading

- a) for detailed understanding
- b) for global understanding
- c) to understand references
- d) to deduce meaning

Match these question types (a, b, c and d) to each of the Sample Task questions.

3. Now look at these questions about how you approached this task and consider your answers.
 - Did you read through the whole text before you tried to answer the questions?
 - Did the questions come in the same order as the information in the text?
 - Did finding the answer to each question involve finding a single word or phrase in the text?
4. How did you go about reaching your answer?
 - a) I read the text, then looked at the question and chose the best answer.
 - b) I read the question first, then the text and arrived at the best answer by elimination.



FCE Reading Part 1 Overview – Sample Task 1

You are going to read part of a newspaper article about ancient rock art. For questions 1-3, choose the answer (A, B, C or D) which you think fits best according to the text.

Careless tourists scar ancient alpine rock art

line 3

Tens of thousands of ancient pictures carved into the rocks at one of France's most important tourist sites are being gradually destroyed. Scientists and researchers fear that the 36,000 drawings on rocks in Mont Bego in the French Alps are being damaged so rapidly that they will not survive for future generations.

The mountain, believed to have once been a site for prayer and worship, is scattered with 4,000-year-old drawings cut into bare rock. They include pictures of cows with horns, cultivated fields and various gods and goddesses. But as the popularity of the site increases, the pictures are being ruined by thoughtless graffiti.

Jean Clottes is the chairman of the International Committee on Rock Art. He says 'People think that because the pictures have been there so long they will always continue to be there. But if the damage continues at this rate there will be nothing left in 50 years.'

He describes seeing tourists stamping on the drawings, wearing away the rock and definition of the artwork as they do so. Some visitors, he says, even chop off parts to take home as souvenirs.

'When people think they can't take a good enough photograph, they rub the drawings to get a clearer picture,' he said. 'The drawings are polished by the weather, and if the sun is shining and the visitors can't see them properly, they simply rub and scrape them to make them look fresher.'

Other researchers describe how people arrive carrying long sticks with sharp ends to scratch their own drawings, or even their names, in the rocks.

- 1 What does 'they' refer to in line 3?
 - A the rocks
 - B the French Alps
 - C the drawings
 - D the tourist sites

- 2 Jean Clottes says that people who visit the mountain
 - A do not believe the drawings are old.
 - B believe they are allowed to paint there.
 - C think the drawings should be left alone.
 - D assume the drawings will not change.

- 3 This article has been written about Mont Bego to
 - A advertise the closure of the site.
 - B warn visitors about the dangers of the site.
 - C encourage scientists to visit the site.
 - D describe fears about the future of the site.



FCE Reading Part 1 Overview – Sample Task 2

You are going to read part of a magazine article about a man who went on a mountain-bike holiday in Mexico. For Question 4, choose the answer (A, B, C or D) which you think fits best according to the text.

Mountain-biking in Mexico

line 3 When you trek by bike you use a four-wheel-
line 4 drive back-up truck. The vehicle carries all the heavy gear between overnight stops. This can be a mixed blessing, however, as those riding at the rear of the group can get fed up with having a noisy engine roaring away just behind their back wheel. Destinations are also dictated by the transport. There's no point riding off into the wilderness if the support truck can't get there too.

- 1 What does the writer mean by 'this can be a mixed blessing' (lines 3-4)?
- A It can be extremely useful not to carry everything on a bike.
 - B There are advantages and disadvantages to this arrangement.
 - C It is good to mix riding on a bike and being in a truck.
 - D Some people did not agree to having a truck with them.



FCE Reading Part 2 Activity – teacher’s notes

Description

A guided activity to help students with Part 2 of the FCE Reading paper.

Time required: 30-45 minutes

Additional materials required:

- a Reading Part 2 task

Aims:

- to give students an overview of the different question types in Part
- to raise their awareness of how to approach this section of Paper

Procedure

1. Tell students they are going to look at Part 2 of the FCE Reading paper.
2. Give each student a copy of the worksheet and ask them to read the introduction.
3. Students read through the questions and discuss in pairs/small groups the best strategy for each one. Now ask them to complete the task, following the strategies they chose. It’s a good idea to set a time limit of 20 minutes for this task.
4. Ask students to compare their answers and to discuss in pairs/small groups how effective the strategies they chose were. Monitor and give assistance if necessary. It’s very useful to see how each student approaches these tasks.
5. Collect some feedback as to how students approached the tasks. Summarise useful strategies on the board. This is a very important stage and is an opportunity to tell students how they should approach Part 2 (see key below for ideas).
6. Check the answers to the tasks and deal with any queries.

Additional information

- Train students in skim reading skills to read through the text quickly before starting
- Train students to pay attention to pronouns in the extracts, and check what they refer to in the text
- Train students to use any conjunctions or phrases to help them
- Train students to watch out for verb tenses and make sure the sequence is logical
- Give plenty of intensive practice looking at coherence and cohesion of texts ([link to Cohesion and Coherence](#))
- Encourage students to check that answers fit both the preceding and subsequent text
- Train students to read the whole text through when they have finished, to check for inconsistencies
- Set time limits so students allow themselves enough time for this section, but not so much as to detract from the other parts of the paper



Suggested follow-up activities/questions (and answers)

Give students a complete Part 2 to try under timed conditions (20 minutes), with everyone using the established best method.



FCE Reading Part 2 Activity – answer keys

Key to Student's worksheet

- 1 Should you quickly read through the main body of the text first?
A Yes.

Reading through the base text first gives candidates a sense of what it is about, how the ideas are developed, how many key characters there are, etc. Getting this initial feel for the text will help candidates be more aware of the text as a whole.

- 2 What reading approach should you take for this task?
A Intensive, reading the text carefully around each gap.

This task requires intensive reading. Candidates will have to read the text both before and after each gap carefully before arriving at an answer.

- 3 Once you've completed all the gaps, should you read through the whole text again?
A Yes.

This is an important way of checking that the text flows coherently as a whole. This final checking process may help to alert candidates to answers which don't sit well in the text.

- 4 Do you think this part of the test will take longer to complete than others?
A Yes.

In the light of comments 1–3, the answer to this is probably yes.

Key to Sample Task

9. F 10. H 11. C 12. A 13. E 14. B 15. G



FCE Reading Part 2 Activity – Student’s worksheet

Look at a Reading Part 2 task, and answer the following questions. With another student, discuss the best answer for each question.

- 1 Should you quickly read through the main body of the text first?

A Yes.
B No.

- 2 What reading approach should you take for this task?

A Intensive, reading the text carefully around each gap.
B Scanning, looking for specific words or phrases to help me fill the gaps.

- 3 Once you’ve completed all the gaps, should you read through the whole text again?

A Yes.
B No.

- 4 Do you think this part of the test will take longer to complete than others?

A Yes.
B No.

Now try the Reading Part 2 task, and decide whether the approach you chose was a good one for you.



FCE Reading Part 3 Activity – teacher’s notes

Description

A guided activity to help students with Part 3 of the FCE Reading paper.

Time required: 40-60 minutes

Additional materials required:

- copy of sample question (FCE Handbook p.12).

Aims:

- to give students an overview of the different question types in Part 3 and to raise their awareness of how to approach this section of Paper 1.

Procedure

1. Tell students they are going to look at Part 3 of the FCE Reading paper.
2. Give each student a copy of the worksheet and ask them to read the introduction.
3. Give them a copy of the sample question. Ask the students NOT to attempt the task, but to read the instructions and to look at how the information is organised on the page. In pairs or small groups, ask students to discuss how they are going to attempt this task. Monitor and give assistance if necessary. It's very useful to see how each student approaches these tasks. If appropriate, prompt them by asking:
 - How many times are you going to read the text?
 - What reading skill are you going to use (skimming or scanning)?
4. Refer students back to the work sheet. Ask them to complete the gapped text with the words from the box.
5. Check answers in class, and ask students how the advice differs from their own strategies. This is a very important stage and is an opportunity to tell students how they should approach Part 3.
6. Students now attempt the task in pairs. Encourage them to discuss each question, ensuring that they are following the strategy set out in the text. Set a time limit of 30 minutes.
7. Check the answers to the tasks and deal with any queries.

Additional information

Summary of advice for teachers – Part 3

- Train your students to read quickly and locate specific information
- Set students time limits for long texts
- Train students to scan for specific information
- Train students to use textual clues when scanning
- Train students to start by looking at the prompts
- Teach your students how to recognise paraphrasing



- Train students to beware of 'word-spotting'
- Use a range of authentic texts such as timetables, menus, brochures, advertisements, etc. in the classroom

Suggested follow-up activities/questions (and answers)

Give students a complete Part 3 to try under timed conditions (20 minutes), with everyone using the established best method.

FCE Reading Part 3 Activity – answer keys

Key to Student's worksheet

Understanding the task

The main strategy that candidates should use when attempting Part 3 of the Reading paper is 1)**scanning**. Once candidates think they have found the location, obviously other skills come into play. They will have to read that section more intensively and 2)**compare** it with the question so they can decide whether the prompt is an accurate paraphrase of it.

Candidates may like to 3)**skim** through the text(s) quickly first to have an idea of their content, but they shouldn't be concerned with a detailed understanding of the whole text initially. If you were reading a bus timetable, for example, you would not read all of it before looking up the times for the bus you were interested in. In the same way, candidates should focus mainly on the 4)**information** they are required to find.

An effective way to tackle the task is to look at a prompt and then 5)**scan** the paragraphs for the section of text which seems to be close in meaning. Candidates must be aware that they need to look for paraphrases and similar meanings, not the repetition of individual words ('word spotting').

The main skill is to read quickly to find specific information. Detailed understanding is only required of small sections, so it is more efficient to locate these sections quickly and then check them 6)**carefully**.

Once you have been over the text 7)**several** times, it becomes easier to locate where the target information might be held.

Key to Sample Task

16. B 17. C 18. A 19. D 20. A 21. C 22. B 23. D 24. A 25. C 26. C 27. D
28. A 29. D 30. B



FCE Reading Part 3 Activity – Student’s worksheet

What do you have to do in this task?

In this task, candidates match prompts to elements in the text (multiple matching).

What texts are used?

Newspaper or magazine articles, leaflets and brochures.

What text types are used?

Informative and descriptive texts.

What skill is being tested?

Identifying and selecting information and comparing information.

Read the following text which contains advice for candidates for Part 3. Complete the gaps with a word from the box below.

information	compare	skim
scan		
	carefully	several
		scanning

The main strategy that candidates should use when attempting Part 3 of the Reading paper is **1)**..... . Once candidates think they have found the location, obviously other skills come into play. They will have to read that section more intensively and **2)**..... it with the question so they can decide whether the prompt is an accurate paraphrase of it.

Candidates may like to **3)**..... through the text(s) quickly first to have an idea of their content, but they shouldn’t be concerned with a detailed understanding of the whole text initially. If you were reading a bus timetable, for example, you would not read all of it before looking up the times for the bus you were interested in. In the same way, candidates should focus mainly on the **4)**..... they are required to find.

An effective way to tackle the task is to look at a prompt and then **5)**..... the paragraphs for the section of text which seems to be close in meaning. Candidates must be aware that they need to look for paraphrases and similar meanings, not the repetition of individual words (‘word spotting’).

The main skill is to read quickly to find specific information. Detailed understanding is only required of small sections, so it is more efficient to locate these sections quickly and then check them **6)**..... .



Once you have been over the text **7)**..... times, it becomes easier to locate where the target information might be held.

Using the strategy above, answer the sample question.



FCE Speaking Part 1 Interview – teacher’s notes

Description

This activity covers the format of this part of the test and looks at sample questions as well as giving controlled practice.

Time required: 40–60 minutes

Additional materials required:

- extra part 1 questions from any past paper or the FCE handbook

Aims:

- This activity aims to give students an overview of part 1 of Paper 5, the topic areas and types of questions they may be asked, as well as introducing some strategies they can use.

Procedure

1. Tell your students that you are going to look at Part 1 of the Speaking test (Paper 5). Briefly, elicit/tell them that it is known as the interview section. Ask them what they know about Part 1 of the Speaking test.
2. Give students the worksheet and ask them to discuss exercise 1 in pairs/small groups.
3. Check answers in full class.
4. Get students to discuss in pairs/small groups the types of topics they think they may be asked to talk about in Part 1. Monitor, but don't offer any feedback yet.
5. Write their ideas on the board or on an OHT. Students often think that 'giving personal information' consists of giving their name and nationality and little other information, so don't worry if there aren't many ideas at this stage.
6. Ask students to refer to exercise 2 of the worksheet and to firstly expand the skeleton questions into full questions and then tick the questions they think they may be asked in the exam and cross the ones which they think they will not be asked.
7. Go through the answers in full class.
8. Now ask students to look at the topic areas for the interview and ask them to match each question to the relevant topic area. Point out that some of the questions can go in more than one category.
9. Check answers. Stress that in the Speaking test candidates will not be asked the same questions as the ones listed here. It is also unlikely that they will be required to answer a question from each topic area.

Optional extension: you could give or elicit more questions from the topic areas that your students aren't clear about, or from the areas where there is no skeleton question. See pages 79 and 83 of the FCE handbook for examples.



- 10.** Students take turns to ask and answer the questions. Monitor, paying attention to the length of responses. Good candidates expand briefly on their answers, giving one or two additional pieces of information. One word answers are unsuitable, as are long 'rambles'. You could invite students to ask you two or three questions and give answers that are either too short, suitable or too long. Then discuss which they think was the best and why. You could also ask more confident students questions in front of the class. It would also be a good idea to prepare some more questions for them to answer, such as those found in the FCE handbook.
- 11.** To check students have retained the information given, read the following statements out to your class. Students must decide if they are true or false.
- You should prepare long responses in advance. (F)
 - You should give as short an answer as possible. (F)
 - You can ask for clarification if you don't understand something. (T)
 - You must talk to your partner. (F)
 - Each candidate is given an equal number of chances to talk. (T)
 - You only need to speak about your home and family in Part 1. (F)

Students could call out "True"/"False" after each statement; they could write "True"/"False" on either side of a piece of paper and hold it up after each statement; they could raise either their right hand (True) or their left hand (False) after each statement. The last two ideas are a good way of checking understanding, as every student must participate.



FCE Paper 5 Part 1 – answer keys

Key to Exercise 1: True/False

- a) **True** – Although candidates are not actively invited to interact with each other at this stage, they may if they wish and so should listen carefully to their partner's answers.
- b) **False** – At no stage of the speaking test are candidates given a copy of the questions.
- c) **True** – Note: 5 minutes for groups of three.
- d) **True** – The activities following this exercise deal with the topic areas and types of questions candidates will be asked in Part 1.
- e) **False** – Past, Present *and* Future circumstances can be tested.
- f) **False** – Candidates need to extend their answers beyond the minimum. Assessment begins as soon as the candidates introduce themselves, and Part 1 is when examiners get their first impressions of the candidates. One word answers are not usually adequate and candidates will lose marks for Interactive Communication if they give limited responses. Equally, candidates should not prepare long responses in advance. If a candidate does this, it often means that they don't answer the question appropriately. It is also not effective Interactive Communication and examiners spot it easily. It is much better for students to have as much practice as possible talking about themselves and their lives with different people and different focuses, so that they feel more confident.
- g) **True** – Candidates will be asked roughly the same number of questions, but not necessarily the same questions. Candidates need to pay careful attention to the question they are asked and make sure they answer it appropriately. In this part of the test, the interlocutor leads the discussion so candidates don't need to worry about turn-taking.
- h) **False** – Candidates must attempt to answer every question they are asked. They can ask for clarification if they don't hear or understand something and the interlocutor will repeat it. No marks are lost for asking for clarification, so make sure that your students know this and that they have the appropriate strategies for requesting clarification. Tell students that they **should** ask for clarification, if they have any difficulties understanding a question, before starting to answer. However, they will get no marks for silence (if they are afraid to admit that they haven't understood) and may lose marks for Interactive Communication if they answer a question inappropriately.

Exercise 2: Skeleton Questions

1. Where are you from?
2. How old are you?
3. What do you like about living here?
4. What is your favourite colour?
5. Do you prefer to spend more time on your own or with other people?
6. Do you enjoy playing computer games?
7. What is your favourite part of the day?
8. Are you married?
9. Do you find it easy to study where you live?



10. What sort of music do you listen to?
11. Where would you like to go on holiday in the future?
12. How much TV do you watch in a/per week?

All the questions could be asked in the exam apart from **2**, **4** and **8**. Part 1 tests general interactional and social language, and requires students to offer basic personal information.

N.B. None of these questions have follow-up questions, but in the examination many questions do have follow-ups.

Exercise 4: Topic areas

Likes and Dislikes: Questions **3**, **5**, **7**, **10**

Education and Work: **9**

Free time: **6**, **10**

Holidays and Travel: **11**

Media: **12**

Personal Experience: **1**, **3**, **7**

Daily Life: **3**

Science and Technology: **6**

Additional information

The interlocutor won't respond to what candidates say in Part 1, but will interrupt candidates if they give long, prepared answers.



FCE Speaking Part 1 Activity

1. How much do you know about Part 1 of the Speaking test? Look at the statements below and decide if they are True or False:

In Part 1...

- | | |
|---|-----|
| a) the interlocutor asks you questions which you answer individually | T/F |
| b) you are given a copy of the interlocutor's questions | T/F |
| c) the part lasts approximately 3 minutes | T/F |
| d) you are tested on your ability to give personal information about yourself | T/F |
| e) you only need to talk about past and present circumstances | T/F |
| f) you should keep your answers as short as possible | T/F |
| g) you and your partner are given the same number of questions to answer | T/F |
| h) if you don't hear or understand a question properly, you don't need to answer it | T/F |

2. Rewrite the question prompts below, making full questions. The first one has been done for you as an example.

- | |
|--|
| 1. Where/you from? Where are you from? |
| 2. How old/you? |
| 3. What/like/living here? |
| 4. What/favourite colour? |
| 5. Do/prefer/spend more time/own/other people? |
| 6. Do/playing computer games? |
| 7. What/favourite part/day? |
| 8. Are/married? |
| 9. Do/find/easy/study/where/live? |
| 10. What sort/music/listen to? |
| 11. Where/like/go/holiday/future? |
| 12. How much TV/watch/week? |

3. With another student, decide which questions you think you might be asked in Part 1 of the FCE Speaking exam. Put a tick next to the questions you think you will be asked and a cross next to those you don't think you will be asked.

Now check your answers with your teacher.



4. In Part 1 of the Speaking test, you will be asked questions on the following areas:

Likes and dislikes

Education and work

Free time

Holidays and travel

Media

Personal experience

Daily life

Science and technology

Can you match each of the questions in the box to the categories above?

5. Now practise asking and answering the questions with another student. Remember to expand on your answers.



FCE Speaking Part 1 Interview – teacher’s notes

Description

This activity covers the format of this part of the test and looks at sample questions as well as giving controlled practice.

Time required: 40–60 minutes

Additional materials required:

- extra part 1 questions from any past paper or the FCE handbook

Aims:

- This activity aims to give students an overview of part 1 of Paper 5, the topic areas and types of questions they may be asked, as well as introducing some strategies they can use.

Procedure

1. Tell your students that you are going to look at Part 1 of the Speaking test (Paper 5). Briefly, elicit/tell them that it is known as the interview section. Ask them what they know about Part 1 of the Speaking test.
2. Give students the worksheet and ask them to discuss exercise 1 in pairs/small groups.
3. Check answers in full class.
4. Get students to discuss in pairs/small groups the types of topics they think they may be asked to talk about in Part 1. Monitor, but don't offer any feedback yet.
5. Write their ideas on the board or on an OHT. Students often think that 'giving personal information' consists of giving their name and nationality and little other information, so don't worry if there aren't many ideas at this stage.
6. Ask students to refer to exercise 2 of the worksheet and to firstly expand the skeleton questions into full questions and then tick the questions they think they may be asked in the exam and cross the ones which they think they will not be asked.
7. Go through the answers in full class.
8. Now ask students to look at the topic areas for the interview and ask them to match each question to the relevant topic area. Point out that some of the questions can go in more than one category.
9. Check answers. Stress that in the Speaking test candidates will not be asked the same questions as the ones listed here. It is also unlikely that they will be required to answer a question from each topic area.

Optional extension: you could give or elicit more questions from the topic areas that your students aren't clear about, or from the areas where there is no skeleton question. See pages 79 and 83 of the FCE handbook for examples.



- 10.** Students take turns to ask and answer the questions. Monitor, paying attention to the length of responses. Good candidates expand briefly on their answers, giving one or two additional pieces of information. One word answers are unsuitable, as are long 'rambles'. You could invite students to ask you two or three questions and give answers that are either too short, suitable or too long. Then discuss which they think was the best and why. You could also ask more confident students questions in front of the class. It would also be a good idea to prepare some more questions for them to answer, such as those found in the FCE handbook.
- 11.** To check students have retained the information given, read the following statements out to your class. Students must decide if they are true or false.
- You should prepare long responses in advance. (F)
 - You should give as short an answer as possible. (F)
 - You can ask for clarification if you don't understand something. (T)
 - You must talk to your partner. (F)
 - Each candidate is given an equal number of chances to talk. (T)
 - You only need to speak about your home and family in Part 1. (F)

Students could call out "True"/"False" after each statement; they could write "True"/"False" on either side of a piece of paper and hold it up after each statement; they could raise either their right hand (True) or their left hand (False) after each statement. The last two ideas are a good way of checking understanding, as every student must participate.



FCE Paper 5 Part 1 – answer keys

Key to Exercise 1: True/False

- a) **True** – Although candidates are not actively invited to interact with each other at this stage, they may if they wish and so should listen carefully to their partner's answers.
- b) **False** – At no stage of the speaking test are candidates given a copy of the questions.
- c) **True** – Note: 5 minutes for groups of three.
- d) **True** – The activities following this exercise deal with the topic areas and types of questions candidates will be asked in Part 1.
- e) **False** – Past, Present *and* Future circumstances can be tested.
- f) **False** – Candidates need to extend their answers beyond the minimum. Assessment begins as soon as the candidates introduce themselves, and Part 1 is when examiners get their first impressions of the candidates. One word answers are not usually adequate and candidates will lose marks for Interactive Communication if they give limited responses. Equally, candidates should not prepare long responses in advance. If a candidate does this, it often means that they don't answer the question appropriately. It is also not effective Interactive Communication and examiners spot it easily. It is much better for students to have as much practice as possible talking about themselves and their lives with different people and different focuses, so that they feel more confident.
- g) **True** – Candidates will be asked roughly the same number of questions, but not necessarily the same questions. Candidates need to pay careful attention to the question they are asked and make sure they answer it appropriately. In this part of the test, the interlocutor leads the discussion so candidates don't need to worry about turn-taking.
- h) **False** – Candidates must attempt to answer every question they are asked. They can ask for clarification if they don't hear or understand something and the interlocutor will repeat it. No marks are lost for asking for clarification, so make sure that your students know this and that they have the appropriate strategies for requesting clarification. Tell students that they **should** ask for clarification, if they have any difficulties understanding a question, before starting to answer. However, they will get no marks for silence (if they are afraid to admit that they haven't understood) and may lose marks for Interactive Communication if they answer a question inappropriately.

Exercise 2: Skeleton Questions

1. Where are you from?
2. How old are you?
3. What do you like about living here?
4. What is your favourite colour?
5. Do you prefer to spend more time on your own or with other people?
6. Do you enjoy playing computer games?
7. What is your favourite part of the day?
8. Are you married?
9. Do you find it easy to study where you live?



10. What sort of music do you listen to?
11. Where would you like to go on holiday in the future?
12. How much TV do you watch in a/per week?

All the questions could be asked in the exam apart from **2**, **4** and **8**. Part 1 tests general interactional and social language, and requires students to offer basic personal information.

N.B. None of these questions have follow-up questions, but in the examination many questions do have follow-ups.

Exercise 4: Topic areas

Likes and Dislikes: Questions **3**, **5**, **7**, **10**

Education and Work: **9**

Free time: **6**, **10**

Holidays and Travel: **11**

Media: **12**

Personal Experience: **1**, **3**, **7**

Daily Life: **3**

Science and Technology: **6**

Additional information

The interlocutor won't respond to what candidates say in Part 1, but will interrupt candidates if they give long, prepared answers.



FCE Speaking Part 1 Activity

1. How much do you know about Part 1 of the Speaking test? Look at the statements below and decide if they are True or False:

In Part 1...

- | | |
|---|-----|
| a) the interlocutor asks you questions which you answer individually | T/F |
| b) you are given a copy of the interlocutor's questions | T/F |
| c) the part lasts approximately 3 minutes | T/F |
| d) you are tested on your ability to give personal information about yourself | T/F |
| e) you only need to talk about past and present circumstances | T/F |
| f) you should keep your answers as short as possible | T/F |
| g) you and your partner are given the same number of questions to answer | T/F |
| h) if you don't hear or understand a question properly, you don't need to answer it | T/F |

2. Rewrite the question prompts below, making full questions. The first one has been done for you as an example.

- | |
|--|
| 1. Where/you from? Where are you from? |
| 2. How old/you? |
| 3. What/like/living here? |
| 4. What/favourite colour? |
| 5. Do/prefer/spend more time/own/other people? |
| 6. Do/playing computer games? |
| 7. What/favourite part/day? |
| 8. Are/married? |
| 9. Do/find/easy/study/where/live? |
| 10. What sort/music/listen to? |
| 11. Where/like/go/holiday/future? |
| 12. How much TV/watch/week? |

3. With another student, decide which questions you think you might be asked in Part 1 of the FCE Speaking exam. Put a tick next to the questions you think you will be asked and a cross next to those you don't think you will be asked.

Now check your answers with your teacher.



4. In Part 1 of the Speaking test, you will be asked questions on the following areas:

Likes and dislikes

Education and work

Free time

Holidays and travel

Media

Personal experience

Daily life

Science and technology

Can you match each of the questions in the box to the categories above?

5. Now practise asking and answering the questions with another student. Remember to expand on your answers.



FCE Speaking Part 2 Long turn – teacher’s notes

Description

A discussion-based activity and a matching exercise covering the format and procedure of Part 2 and looking at sample materials.

Time required: 40–60 minutes

Additional materials required: ▪ *sample Part 2 materials (see pages 80 and 84 of the FCE handbook)*

Aims: ▪ *This activity aims to give students an overview of Part 2 of Paper 5 and to provide them with some controlled practice.*

Procedure

1. Tell your class that you are going to look at Part 2 of the Speaking test (Paper 5). Briefly, elicit/tell them that it is known as the long turn section. Ask them what they know about Part 2 of the Speaking test.
2. Give students the worksheet and ask them to match the questions to the answers. This should be relatively straightforward.
3. Check as a class, dealing with any queries.
4. Now ask students to study the True/False questions. They should discuss these with another student.
5. Check answers in class, using the answer key as a basis for discussion if the students ask questions.
6. Put your students into pairs/small groups. Give one set of cut-up sentence strips per pair/group. Ask them to complete exercise 3. This will be quite challenging if they have no previous experience of the speaking test, so monitor carefully and help if necessary.
7. Check answers in class.
8. In pairs, students try the sample task from the handbook. They take it in turns to act as interlocutor/timekeeper or candidate.

Part 2 Preparation

See the FCE Speaking Advice for Teachers section on the Teacher Support website. This contains useful general suggestions for preparing your students.



FCE Paper 5 Part 2 Long turn – answer keys

Key to Activity 1

1. Question matching

- c) **How long does it last?** 4 minutes
- d) **What skill is being assessed?** Your ability to organise your thoughts and ideas and express yourself clearly using appropriate language.
- b) **What is the interaction?** The interlocutor asks you questions which you answer on your own.
- a) **What is this task?** This is the individual long turn part. You speak for one minute without interruption, comparing two photos which the interlocutor gives you.

Key to Activity 2

2. True/False

- a) **False** – candidates should not speak during their partner’s long turn.
- b) **False** – candidates should start talking immediately in order to make most use of their time. They shouldn’t use the time that the interlocutor is speaking to prepare, as they will then miss the second part of the question. It’s important not to leave long silences, nor to say “that’s all” – the interlocutor indicates when the candidate has spoken enough. Students need to practise comparing photos as much as possible to improve their observation skills and so they are confident.
- c) **True** – candidates are asked to compare two different photographs. There is a thematic link between the visuals and this is explained to the candidates by the interlocutor. The important thing is that the candidate speaks clearly and coherently while sustaining a long turn.
- d) **False** – although candidates have to compare the visuals, they shouldn’t describe them in detail. Rather, the interlocutor asks them to give some kind of personal reaction to them. Candidates must listen carefully to what the interlocutor says, and make sure that they answer this part of the question. If they don’t, they will probably find it hard to talk for a full minute. Teachers must make sure that their students are prepared for this and give plenty of varied classroom practice. If a candidate finds that they haven’t heard or understood the instructions, they shouldn’t be afraid to ask the interlocutor to repeat them. They aren’t penalised for doing this as long as they ask before they start answering. N.B. The question appears above the visuals.
- e) **False** – The listening partner is asked to make a brief comment on the speaking candidate’s photographs after their partner’s long turn. Partners are not asked to compare the same photos.
- f) **True** – because the test is timed, the examiner will stop candidates who talk for more than one minute. This is not a problem and shows the candidate that they have spoken



enough. With timed practice, students will learn to time themselves well so that they can complete the task and fill one minute without needing to repeat themselves.

- g) **True** – after the speaking candidate has finished, the listening candidate is asked to make a brief comment. This comment is only 20 seconds or so. The listening candidate needs to listen carefully to what their partner is saying but must always remember not to interrupt during their partner's long turn.
- h) **False** – candidates who finish early will be penalised, and they shouldn't feel that they need to rush. They need plenty of timed practice in this activity so that they get a feel for how long a minute lasts. If they don't practise, they may find that they run out of things to say before the minute is up. It's good to avoid this, as candidates need to make the most of the time to show what they are capable of.

3. Sentence strips

The correct order is: f, c, d, j, h, a, i, l, b, g, e, k

Additional information

The interlocutor will interrupt candidates when the time is up, and will wait for them to say more if their contribution is too short.



Sentence Strips

a) Candidate B speaks for approximately 20 seconds.
b) Candidate B speaks for about a minute about his/her photographs.
c) The interlocutor checks that Candidate A has understood what he/she has to do.
d) Candidate A speaks for about a minute about his/her photographs.
e) The interlocutor asks Candidate A a question related to the theme of the photographs.
f) The interlocutor gives Candidate A two photographs and briefly says what the photographs show. The interlocutor then asks candidate A to compare the photographs and to answer a question related to them.
g) The interlocutor thanks Candidate B and retrieves the photographs.
h) The interlocutor asks Candidate B a question related to the theme of the photographs.
i) The interlocutor thanks Candidate B, then gives Candidate B two different photographs and briefly says what the photographs show. The interlocutor then asks Candidate B to compare the photographs and to answer a question related to them.
j) The interlocutor thanks Candidate A and retrieves the photographs.
k) Candidate A speaks for approximately 20 seconds.
l) The interlocutor checks that Candidate B has understood what he/she has to do.



FCE Paper 5 Part 2 (Long turn) – Student’s Worksheet

Activity 1

1. How much do you know about Part 2 of the Speaking test? Match the questions below to the correct part of the table below.

a) What is this task?

b) What is the interaction?

c) How long does it last?

d) What skill is being tested?

1	4 minutes
2	Your ability to organise your thoughts and ideas and express yourself clearly using appropriate language.
3	The interlocutor asks you questions which you answer on your own.
4	<i>This is the individual long turn part. You speak for one minute without interruption, comparing two photos which the interlocutor gives you.</i>

2. Now read these statements and decide if they are True or False:

In Part 2 ...

- | | |
|--|-----|
| a) you talk to your partner for 1 minute | T/F |
| b) you are given time to prepare what you are going to say | T/F |
| c) each candidate is given two different photographs | T/F |
| d) you have to describe the visuals in detail and compare what you see | T/F |
| e) don't let your partner see your pictures | T/F |
| f) it's okay if the interlocutor interrupts you | T/F |
| g) you are asked to comment on your partners' visuals | T/F |
| h) you should try and finish the task as quickly as possible | T/F |



3. Your teacher will give you a set of sentences which describe the procedure of Part 2. Put the actions into the chart below in the order that you think they occur in the test. The first and the last have been done for you.

1. The interlocutor explains the format of Part 2

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14. The interlocutor thanks Candidate A and moves on to Part 3 of the test.



FCE Speaking Part 3 Collaborative task – teacher’s notes

Description

Controlled discussion practice followed by a comparing activity and some practice with sample materials

Time required: 40–60 minutes

Additional materials required:

- sample Part 3 materials (see pages 81 and 85 of the FCE handbook)

Aims:

- This activity aims to give students an overview of Part 3 of Paper 5, by giving them an insight into the procedure and format of Part 3, along with a sample task

Procedure

1. Tell your students that you are going to be looking at Part 3 of the speaking test (Paper 5). Briefly elicit/tell them that this is known as the collaborative task. Ask them what they know about Part 3 of the Speaking test.
2. Put the students in pairs (**A** and **B**). **A** writes down the names of four common everyday objects which begin with letters from A to M, and **B** writes the names of four objects beginning with letters from N to Z. Thus they end up with a combined list of eight different objects. For example:
A’s list: knife; mobile phone; keys; bag.
B’s list: pen; radio; tissues; soap
3. Set the following situation: “You are going on a desert expedition. For each object on your list, discuss how useful it might be and say why. Then discuss any drawbacks or problems in taking that object.” Give them 3 minutes to do this.
4. When the three minutes are up, set the next part of the task: “Now decide which three objects are the most useful to take, and say why.” Give one minute. Tell them that they must make a decision within a minute or they will fail the task.
5. Stop them after one minute and check to see which pairs have made a decision. Feed back to whole class, or groups of about eight if your class is large. Ask each student to name one of the objects they have chosen and justify the choice to the rest of the class or group. The class must decide if they accept the choice or not. Tell the class that the task they have just completed is very similar to a Part 3 task in the exam.
6. Give the worksheet out. Ask students to read through the guidelines for Part 3 and underline/tick anything that is different to the task they have just done. They then write down, in their own words, the four differences at the bottom of the page.



7. Get some feedback and deal with any queries.
8. Now give students a copy of the sample task(s) from the FCE handbook. They attempt the task(s) either in pairs or in groups of four, taking turns to act as interlocutor, timekeeper, Candidate A and Candidate B respectively. If you have an odd number of students, one student could act as both interlocutor and timekeeper.
9. Get some feedback and deal with any queries.
10. Ask students to study the True/False questions. They should discuss these with another student.
11. Check answers in class, using the answer key as a basis for discussion if the students have any questions.

VARIATIONS: Using the same procedure as above, you can invent different tasks. Below are some suggestions:

item	list five adventure sports
situation	a local sports association wants to offer a wider variety of activities
task	– advantages and disadvantages of each sport – select the three most appropriate for the club to offer
item	list five jobs
situation	two careers officers are preparing to talk to young people about their future
task	– advantages and disadvantages of each job – which three should the careers officers suggest?
item	five facilities at a university
situation	a university advertisement aimed at attracting new students
task	– the importance of each facility – select three to include in an advert
item	five personal qualities and skills
situation	a TV reality show in which people are left on a tropical island/an isolated mountain plateau
task	– the usefulness/importance of each quality and skill for a participant – select three qualities/skills you would look for in the participants



item	five things to do on a Sunday/Saturday
situation	plan a family/school/work day trip
task	– how enjoyable/feasible is each suggestion? – select the three most appropriate



FCE Paper 5 Part 3 Collaborative task – answer keys

Key to Classroom Activity 1

The four differences are:

1. Candidates are given visual stimuli.
2. Instructions for both parts of the task are given at the beginning.
3. Candidates have 3 minutes for the task in the exam. Note: candidates in groups of three have 4 minutes to do this task.
4. Candidates will not lose marks if they fail to reach a decision.

Key to Classroom Activity 2: True/False discussion questions

- a) **False** – Many candidates start talking in this part of the test without having fully taken in the task. If they do, the language they use will be inappropriate and they will lose marks. No marks are deducted for asking for instructions to be repeated, and it is better that students are sure that they know what they are being asked to do and perform to the best of their ability. Teachers can give their students the language that will help them to do this, as well as the practice, in order to give them confidence.
- b) **True** – This is a discussion between the candidates and they should not try to involve the interlocutor at all. Obviously they can ask for repetition of the instructions if they did not understand them clearly. It may help some candidates physically to turn towards their partner, so that they can turn-take, move the conversation forward, initiate and listen and respond to their partner. This is all important for Interactive Communication.
- c) **True** – They should try and use up all the time available, as in Part 2. To do this they must carry out the task as directed by the interlocutor; if they reach their decisions too quickly, they may run out of things to say. They should try to continue talking until the interlocutor interrupts them, which will probably mean they have filled the allotted time. Teachers should give their students as much practice as possible discussing in pairs and small groups, both timed and free.
- d) **False** – The students don't have to agree, but they should give a reason if they disagree. Students need strategies and appropriate language for disagreeing in a friendly way. Strong disagreement may undermine a candidate's confidence; an overbearing candidate may also lose marks for not taking turns appropriately.
- e) **True** – Candidates should take a full and interactive part here, making use of the range of visual stimuli available, expressing their own views clearly, listening to their partner and, where appropriate, developing their partner's comments. They also need to invite their partner to respond and make sure that both candidates take an equal part in the development of the interaction. Classroom activities which focus on turn-taking can help students to prepare for this, as well as learning the appropriate language. Students need to be taught and have practice in the following skills: turn-taking; negotiation; making suggestions; exchanging ideas and opinions; justifying opinions; ranking; evaluating; selecting.



- f) **True** – Candidates are asked to “first talk about... and then decide...”. Those who perform less well are those who make their decision very early on in the interaction and, as a result, run out of things to say. Candidates should take care to consider and discuss as fully as possible the range of suggestions presented in the visual stimuli before they reach a decision. Candidates should listen carefully to the interlocutor setting the task and internalise what has been set.
- g) **False** – The aim of this part of the test is for students to have an opportunity to negotiate and demonstrate their skills of interaction. There is no right or wrong answer and as long as the candidates have interacted well, working towards an outcome, and whether they complete the task or not is not important.
- h) **True** – As with other parts of the Speaking test, candidates should not worry if the interlocutor interrupts them as it is simply to ensure that the test is completed within the time frame.

Additional information

The interlocutor will only repeat, not rephrase instructions. The interlocutor will also look down to avoid eye contact during the task so as to encourage the candidates to talk to each other. As much as possible, try to do this in class when practising Part 3.



FCE Paper 5 Part 3 Activity 1 – Student’s Worksheet

1. How much do you know about Part 3 of the Speaking test? Read through the information below. As you read, ask yourself the following questions:

- Is this the same as the task I have just done?
- How is it different?

What is this task?

This is the **collaborative task** section. The interlocutor gives you and your partner several photographs or pieces of artwork. The interlocutor then asks you to discuss the visuals and to make a specific decision.

What is the interaction?

You are expected to discuss each visual, expressing and justifying your opinions so that you can talk together to negotiate an agreement.

Do you have to reach an agreement?

You won’t be penalised if you fail to reach an agreement, as long as you demonstrate to the interlocutor that you are attempting to complete the task.

How long does it last?

3 minutes

What skill is being assessed?

You are tested on your ability to express opinions and invite and respond appropriately to the opinions and ideas of your partner. This task gives you the opportunity to show your range of language.

There are four main differences between the task you have just done and the exam task. Write them here:

- 1
- 2
- 3
- 4



FCE Paper 5 Part 3 Activity 2 – Student’s Worksheet

2. Now read these statements and decide if they are True or False:

In Part 3...

- | | |
|---|-----|
| a) you will lose marks if you ask for instructions to be repeated | T/F |
| b) you should talk to each other and not to the interlocutor | T/F |
| c) you should keep talking until the interlocutor stops you | T/F |
| d) you must agree with your partner | T/F |
| e) it's very important for you to listen to your partner in this section as well as speak | T/F |
| f) you should talk about the picture prompts before coming to a conclusion | T/F |
| g) it's important that you and your partner complete the task you are set | T/F |
| h) it's okay if the interlocutor interrupts you | T/F |



FCE Speaking Part 4 Discussion – teacher’s notes

Description

Brainstorming activity designed to raise students’ awareness of discussion questions followed by controlled practice and a True/False activity.

Time required: 30 minutes

Additional materials required: ■ None

Aims: ■ *This activity aims to give students an overview of Part 4 of Paper 5, and to help them understand how to respond to open questions.*

Procedure

1. Tell your students that you are going to be looking at Part 4 of the Speaking test (Paper 5). Briefly, elicit/tell them that this is known as the discussion. Ask them what they know about this part of the Speaking test.
2. If you have done the previous activity on Part 3, elicit what the task was. If you haven’t done the sample task for Part 3, explain the following details:

You have just completed a Part 3 task where you had to imagine that you were going on a desert expedition and had to choose a few everyday objects to take with you.
3. Write the following questions on the board:
 - Do you like eating out in restaurants?
 - What sort of restaurants do you like eating out in?

Elicit the difference between the questions (the first is a yes/no question, the second an open question) and ask which might be better in a discussion (the open question) and why (it encourages the speaker to give more information).
4. Give students the worksheet. Make sure that it is folded along the dotted line. Ask them to brainstorm questions that they might ask. They can do this alone or in pairs/small groups. Point out that the questions should encourage the explorer to give opinions and ideas, rather than simple yes/no answers. Elicit that the discussion questions should be different in terms of different tenses, different structures, different topics etc. Monitor, correcting question forms if necessary.
5. Get some feedback. Write five or six of your students’ questions on the board/OHT and ask them to think of how they would answer them if they were the explorer.



6. Students now fold out the worksheet to see if the questions they wrote are similar to the Part 4 questions. Elicit/point out that the questions in Part 4 are related to the task in Part 3.
7. In pairs, they should practise discussing the questions. Stress to each pair that they must both answer each question and not take it in turns to ask and answer. Give a time limit of 4 minutes, but let them speak for longer if they are enjoying the task.
8. Refer students to the eight statements. Tell them one is incorrect and they must find it and correct it.
9. Feedback. Use the answer key as a guide for any questions the class may have.



FCE Paper 5 Part 4 Discussion – answer keys

Key to True/False discussion questions

- a) **True** – It is a development of the theme established in Part 3, in this case, exploration and adventure. The interlocutor asks questions which broaden the theme. Students should be prepared to talk about a range of current events and topics, such as: education; the past; the future; the environment; travel; transport; health; sport; holidays.
- b) **True** – Note: 5 minutes for groups of three.
- c) **True** – The interlocutor directs the conversation and will ensure that both candidates are given equal opportunity to speak.
- d) **True** – This is now a three-way discussion – it is a development and expansion of Part 3. As the interlocutor now directs the discussion, students may wish to turn to face her/him again. However, candidates are also encouraged to ask questions of each other and to show their own discussion skills. These include: offering an opinion; extending their responses; agreeing and disagreeing with their partner; adding to or extending their partner's response; not waiting to be asked a question; not being afraid to ask a question; not dominating.
- e) **False** – As this is a three-way discussion, candidates should try to demonstrate their skills and take the opportunity to initiate discussion as well as answer questions. However, the interlocutor is responsible for directing the discussion in order to encourage the candidates to broaden and discuss further the topics introduced in Part 3.
- f) **True** – Timing is important, so the examiner may have to interrupt to stop a lengthy discussion. Each group of candidates is given the same amount of time. Again, however, candidates should not worry if this happens as it means that they have spoken for long enough. The interlocutor may also interrupt if one candidate is dominating in order to give the other candidate the opportunity to speak.
- g) **True** – It is much better for the candidates to ask for clarification than to give an irrelevant reply.
- h) **True** – Candidates should offer more than minimal responses and show what they can do. In order to be able to make a full and accurate assessment of each candidate's performance, the examiners must be given a reasonable amount of language to assess and this part of the test gives candidates a final opportunity to show how capable they are. Teachers should help their students to be able to give full and natural answers and to be able to give opinions about everyday situations and current events, so they can participate fully. Candidates will be rewarded for making positive contributions to the development of the task, such as a willingness and ability to develop the topic.

Suggested follow-up

You could provide further practice on Part 4 by using the sample tasks on pages 81 and 85 of the FCE handbook.



FCE Speaking Paper 5 Part 4 Activity – Student’s Worksheet

1. Imagine you are going to interview a famous explorer. Think of five questions you could ask. Your questions should encourage the explorer to speak as much as possible. Write your questions in the spaces below.

- 1.....?
- 2.....?
- 3.....?
- 4.....?
- 5.....?

----- fold here -----

2. Look at the following questions from Part 4 of the Speaking test. What do you think is the general topic of the questions? How similar are they to the questions you wrote in exercise 1? How are they different?

- Why do you think people choose to do things like this?
- What can we learn from a trip like this?
- If you could do something exciting like going to the Arctic, what would it be? Why?
- Which do you think is more important – trying to do something or being successful?
- How important is it to have places where nature is protected?
- Which is the most beautiful place you have been to, and why?



3. How much do you know about Part 4 of the Speaking test? Read these statements below. One of them is false. Which one?

In Part 4...

- a) The topic for Part 4 is the same as Part 3.
- b) This section lasts approximately 4 minutes.
- c) The interlocutor leads the discussion with both candidates.
- d) You should talk to one another.
- e) Only the interlocutor can ask questions.
- f) The interlocutor may interrupt you or your partner.
- g) You will not lose marks if you ask for clarification.
- h) It is important to answer the questions as fully as possible in this part.



FCE Use of English Overview Activity – teacher’s notes

Description

A group discussion task to give students an overview of the Use of English paper.

Time required: 20–25 minutes

Additional materials required:

- copy of answer key

Aims:

- to familiarise students with the FCE Use of English paper and the strategies needed to tackle this type of task.

Procedure

1. Brainstorm orally any factual information the participants know about the FCE Use of English paper for a few minutes.
2. Divide the group into pairs or small groups. Give each group a copy of the worksheet. Explain that they have to divide the information on the page into the four sections of the Use of English paper, plus a fifth section which is the paper as a whole, and a sixth section for common pitfalls. For example, “45 minutes” is the whole paper, and “multiple-choice cloze” is Part 1. Emphasise that it doesn’t matter if they can’t place all the information; they should do as much as they can. Some information may be used twice.
3. Set an appropriate time limit, according to how much your group can do. When they have done as much as they can, ask them to leave their answers clearly visible on their desk so that they can be read by ‘visitors’ to the desk. Send everyone out to ‘steal’ answers from other groups: that is, to find out things they didn’t know. At the same time, they will be confirming their own answers, or finding mistakes! Set a time limit.
4. Give out the answer sheet to all participants and answer any questions that have come up.

Variation

You could give each participant two or three pieces of information on cards, depending on how many there are in your group, and have them put the cards into the correct section.

Suggested follow-up activity

You could ask participants if any of the information they read about surprised them. This is a useful way of revisiting the information. You could also give them a sample of a Use of English paper so that they can see the format for themselves. See pages 44-46 and 48–50 of the FCE handbook.



FCE Use of English Overview Activity – answer keys

Key to Student's worksheet

Whole paper	<ul style="list-style-type: none">• four parts• write the answers on an answer sheet• 45 minutes
Common pitfalls	<ul style="list-style-type: none">• not reading the words after the gaps in Parts 1 and 2• not spelling words correctly• writing more than five words in Part 4• not paying attention to the title of the texts in Parts 1, 2 and 3• spending too long on one section
Part 1	<ul style="list-style-type: none">• 12 questions• 1 mark each• a text with gaps• four options• emphasis on grammar and vocabulary• multiple-choice cloze
Part 2	<ul style="list-style-type: none">• 1 mark each• 12 questions• a text with gaps• one word only• open cloze
Part 3	<ul style="list-style-type: none">• word formation• 1 mark each• a text with gaps• one word only• 10 questions• emphasis on vocabulary
Part 4	<ul style="list-style-type: none">• 2 marks each• complete a gapped response using a key word• eight questions• between two and five words• key word transformations



FCE Use of English Overview Activity– Student’s Worksheet

Look at these pieces of information about the FCE Use of English paper. Can you group them into six sections, one for information about the whole paper, one for common mistakes and one each for the four parts of the paper? Put your answers into the table below.

-
- one word only
 - two marks each
 - not spelling words correctly
 - word formation
 - complete a gapped response using a key word
 - 1 mark each
 - not reading the words after the gaps in Parts 1 and 2
 - transform the stem word
 - 12 questions
 - emphasis on vocabulary
 - four parts
 - writing more than five words in Part 4
 - a text with gaps
 - four options
 - open cloze
 - eight questions
 - 45 minutes
 - not paying attention to the title of the texts in Parts 1, 2 and 3
 - 10 questions
 - giving two answers in Parts 2 and 4
 - emphasis on grammar and vocabulary
 - between two and five words
 - multiple-choice cloze
 - key word transformations
 - write the answers on an answer sheet
 - spending too long on one section

Whole paper	
Common pitfalls	
Part 1	
Part 2	
Part 3	



Part 4	
---------------	--



FCE Use of English Part 1 Activity– teacher’s notes

Description

This activity is presented in the format of Part 1 of Paper 3 and aims to give students an overview of it.

Time required: 30–45 minutes (plus 15–20 minutes for the optional task)

Additional materials required:

- any sample Part 1 task (optional).

Aims:

- to familiarise students with the FCE Use of English paper Part 1 and the strategies needed to tackle this type of task.

Procedure

1. Tell your students that you are going to look at Part 1 of the Use of English paper.
2. Hand out the student’s worksheet. Ask the students to read the instructions but not to start the task. Give them 1–2 minutes to do this.
3. Check that the students understand the task. For example, you could ask:
 - a. How many questions do you need to answer? 12
 - b. How many answers should you select? 1
4. Point out that this activity will give them an overview of the Part 1 task, and this overview will help them answer some of the questions (e.g. number 1) in the sample task. Refer to the example to show how the task works.
5. Students now attempt the task individually. It’s a good idea to give them a time limit of 10 minutes so that they get used to working under time limits.
6. After 10 minutes, tell students to compare their answers in pairs/small groups.
7. Check answers in class. For each question, ask students to explain why they chose the answer they did. It’s also a good idea to go through the meanings of the incorrect options where necessary (e.g. question 6) so that students build their vocabulary.
8. Ask the class to look at the types of gap in the text. In pairs, they should discuss the types of word that are missing. For example, question 0 requires a noun after ‘an’. See the key for further reference. Go through the text in class, discussing the different types of gap in the text.

Optional extension

1. You could now give your class a sample Part 1 task for further practice. See pages 44 and 48 of the FCE handbook.



FCE Use of English Part 1 Activity– answer keys

Key to Procedure

Step 8:

Types of gap

- 1) Specific information (a question like this would **not** appear in the exam)
- 2) Words with similar meanings
- 3) Specific information (a question like this would **not** appear in the exam)
- 4) Words with similar meanings
- 5) Collocation
- 6) Collocation
- 7) Fixed expression
- 8) Collocation
- 9) Words with similar meanings
- 10) Dependent preposition
- 11) Words with similar meanings
- 12) Collocation

Key to Student's worksheet

1. C
2. D
3. D
4. B
5. A
6. B
7. B
8. A
9. D
10. A
11. C
12. C



FCE Use of English Part 1 Activity– Student’s Worksheet

How much do you know about Part 1 of the Use of English paper? For questions 1–12, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Example:

0 A emphasis B focus C interest D question

Part One

In Part 1, there is an (0) on vocabulary and grammar. This part consists of a text in which there are (1) gaps (plus one gap as an example). Each gap represents a missing word or (2) The text is followed by 12 sets of (3) words or phrases, each set corresponding to a (4) Candidates have to choose which one of the four words or phrases in the set (5) the gap correctly.

Candidates are required to (6) their knowledge of vocabulary and understanding of the text in order (7) fill the gaps. Some questions test at a phrasal level, testing, for example, collocations and (8) phrases. Other (9) test meaning at sentence level or beyond, with more reading and understanding of the text required. Sometimes, (10) of grammar and vocabulary may be needed, such as when (11) have to choose the option which fits correctly with a following preposition or verb form.

Candidates can write on the question paper, but must mark their (12) on the separate sheet.

- | | | | | | | | | |
|----|---|-------------|---|--------------|---|---------------|---|------------|
| 1 | A | 8 | B | 10 | C | 12 | D | 14 |
| 2 | A | sentence | B | letter | C | expression | D | phrase |
| 3 | A | one | B | two | C | three | D | four |
| 4 | A | hole | B | gap | C | break | D | miss |
| 5 | A | fills | B | shows | C | answers | D | functions |
| 6 | A | put down | B | draw on | C | get up | D | show off |
| 7 | A | in | B | to | C | of | D | at |
| 8 | A | set | B | complete | C | shown | D | remaining |
| 9 | A | times | B | occasions | C | possibilities | D | questions |
| 10 | A | knowledge | B | pieces | C | knowing | D | understand |
| 11 | A | examiners | B | children | C | candidates | D | testers |
| 12 | A | suggestions | B | alternatives | C | answers | D | ideas |



FCE Use of English Part 2 Activity– teacher’s notes

Description

This activity is presented in the format of Part 2 and aims to give your students an overview of Part 2 of Paper 3.

Time required: 30–40 minutes (plus 15–20 minutes for the optional task)

Additional materials required:

- *any sample Part 2 task (optional)*

Aims:

- *to familiarise students with the FCE Use of English paper Part 2 and the strategies needed to tackle this type of task*

Procedure

1. Tell your students that you are going to look at Part 2 of the Use of English paper.
2. Hand out the worksheet. Ask the students to read the instructions but not to start the task. Give them 1–2 minutes to do this.
3. Check that the students understand the task. For example, you could ask:
 - a. How many questions do you need to answer? 12
 - b. How many words do you need to write for each answer? 1
4. Point out that this activity will give them an overview of the Part 2 task, and this overview will help them answer some of the questions (e.g. number 14) in the sample task. Mention that the title gives help in understanding the text. Refer to the example to show how the task works.
5. Students now attempt the task individually. It’s a good idea to give them a time limit of 10–15 minutes so that they get used to working under time limits.
6. After 10–15 minutes, tell students to compare their answers in pairs/small groups.
7. Check answers in class. For each question, ask students to explain why they chose the answer they did.
8. Ask the class to look at the types of gap in the text. In pairs, they should discuss the types of word that are missing. For example, question 0 is a conjunction. See the key for further reference. Go through the text in class, discussing the different types of gap in the text.



Suggested follow-up activity

You could now give your class a sample Part 2 task for further practice. See pages 45 and 49 of the FCE handbook.



FCE Use of English Part 2 Activity– answer keys

Key to Procedure

Step 8:

- 13) specific information (this would not be tested in the exam)
- 14) phrasal verb
- 15) negative structure
- 16) collocation
- 17) set phrase
- 18) modal verb
- 19) comparative structure
- 20) linker
- 21) negative modal/adverb (to highlight that in some cases, more than one answer is possible)
- 22) dependent preposition
- 23) reference
- 24) set phrase

Key to Student's worksheet

13. twelve
14. on
15. any
16. fill
17. such
18. will/ must
19. than
20. as
21. never/not
22. to
23. it
24. mind



FCE Use of English Part 2– Student’s Worksheet

How much do you know about Part 2 of the Use of English paper? For questions **13–24**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (**0**).

Example:

0 and

Part two

In Part 2, there is an emphasis on grammar (**0**) vocabulary. This part consists of a text in which there are (**13**) gaps (plus one gap as an example). Candidates are required to draw (**14**) their knowledge of the structure of English and understanding of the text in order to fill the gaps. In this part, unlike Part 1, there aren’t (**15**) sets of words from which to choose the answers. Therefore, candidates have to think of a word which will (**16**) the gap correctly.

The focus of the gapped words is either grammatical, (**17**) as articles, auxiliaries, prepositions, pronouns, verb tenses and forms, or lexico-grammatical, such as phrasal verbs, linkers and words within fixed phrases. The answer (**18**) always be a single word. In some cases, there may be more (**19**) one possible answer and this is allowed for in the mark scheme.

Each correct answer receives one mark. Spelling, (**20**) in all parts of the Use of English paper, must be correct. Candidates must make sure that they only use one word to fill each of the gaps, and should (**21**) use abbreviations (e.g. ‘sthg’ for ‘something’) or contractions (e.g. didn’t, he’ll). The only exception (**22**) this rule is ‘can’t’ which may be used in place of ‘cannot’.

Candidates need to read the words which follow the gap as well as those which come before (**23**) They should also keep in (**24**) a sense of the whole text.



FCE Use of English Part 3 Activity– teacher’s notes

Description

This activity is presented in the format of Part 3 and aims to give your students an overview of Part 3 of Paper 3.

Time required: 20–30 minutes (plus 15–20 minutes for the optional task)

Additional materials required:

- any sample Part 3 task (optional)

Aims:

- to familiarise students with the FCE Use of English paper Part 1 and the strategies needed to tackle this type of task

Procedure

1. Tell your students that you are going to look at Part 3 of the Use of English paper.
2. Hand out the student’s worksheet. Ask the students to read the instructions but not to start the task. Give them 1–2 minutes to do this.
3. Check that the students understand the task. For example, you could ask:
 - a. How many words do you need to write for each answer? 1
 - b. Do you have any words to help you? Yes, the stem words
 - c. What types of changes might you have to make to the stem words?
Change the word class, change from singular to plural, change the tense, change to negative/positive, etc.
4. Ask your class to look at the example (0) and ask them to discuss how the stem word has been changed. Elicit that it has been changed from a verb to a noun. Students now attempt the task individually. It’s a good idea to give them a time limit of 10–15 minutes so that they get used to working under time limits.
5. After 10–15 minutes, tell students to compare their answers in pairs/small groups.
6. Check answers in class. For each question, ask students to explain why they chose the answer they did. The first time students attempt a Part 3 task they often find it very difficult, as it tests their extended vocabulary. Point out to students that this task does not exactly mirror the real Part 3 task. In this, they would not be asked to provide a ‘simpler’ or ‘shorter’ form from a ‘long’ stem word, for example give ‘form’ (verb) from ‘formation’ (noun), no.26. Nos. 25 and 31 are also examples of this.
7. Ask the class to look at the stem words in the text. In pairs, they should discuss what has been changed to arrive at the answer. See the key for further reference. Go through the text in class, discussing the different types of change made.



Suggested follow-up activity

Ask your students to write “TRUE” in big letters on one side of a piece of paper and “FALSE” on the other side. Give your students 2 minutes to read through the completed text, then ask them the questions below. They must not look at the text. They hold their piece of paper in the air on the side they think is correct.

1. There are ten gaps to fill.
TRUE
2. You can only write one word in each gap.
TRUE
3. The gaps are on different lines from the stem words.
FALSE (always on the same line)
4. Part 3 covers mostly grammar but vocabulary is also involved.
FALSE (mostly vocabulary, but grammar is also involved)
5. Sometimes you have to read beyond the sentence to get the answer.
TRUE
6. There are 2 marks for each correct answer.
FALSE (1 mark)
7. Minor spelling mistakes are permitted.
FALSE (correct spelling is essential)
8. Answers must be written on a separate answer sheet in capital letters.
TRUE
9. Words can be negatives or plurals of the given stem word.
TRUE
10. Some stem words remain the same.
FALSE (all stem words must be changed)



FCE Use of English Part 3 Activity– answer keys

Key to Student's worksheet

25. separate
26. form
27. given
28. mainly
29. understanding
30. knowledge
31. required
32. receives
33. necessary
34. ensure

Key to Procedure step 7 - Changes in word class

	Stem word		Answer
25)	separation (noun)	→	separate (adjective) Describing the position of <i>stem word</i> (<i>The stem word is separate from the text...</i>)
26)	formation (noun)	→	form (verb) Following <i>need to</i> so must be a bare infinitive
27)	give (verb)	→	given (adjective) Adding information to the object <i>stem words</i>
28)	main (adjective)	→	mainly (adverb) Adding information to the adjective <i>lexical</i>
29)	understand (verb)	→	understanding (noun) Directly after the article <i>an</i> must be either an adjective or a noun
30)	know (verb)	→	knowledge (noun) The preceding word <i>Candidates'</i> requires a noun of possession
31)	requirement (noun)	→	required (verb) A passive verb form (Active: <i>Candidates need to...</i>)
32)	receive (verb)	→	receives (verb) Subject–verb agreement
33)	necessity (noun)	→	necessary (adjective) Adding information to the importance of the object <i>correct spelling</i>
34)	sure (adjective)	→	ensure (verb) Following the modal <i>must</i> , a bare infinitive is needed.



First Certificate Use of English Part 3– Student’s Worksheet

How much do you know about Part 3 of the Use of English paper? For questions **25–34**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning **(0)**.

Example:

0 EMPHASIS

Part three

In Part 3, there is an **(0)** on vocabulary. This part consists of a text containing 10 gaps (plus one gap as an example). At the end of some of the lines, and **(25)** from the text, there is a stem word in capital letters. Candidates need to **(26)** an appropriate word from **(27)** stem words to fill each gap.

EMPHASISE

The focus of this task is **(28)** lexical, so a good knowledge of vocabulary is essential, but an **(29)** of structure is also needed. It tests the candidates’ **(30)** of how prefixes, suffixes, internal changes and compounds are used in forming words. Candidates may also be **(31)** to demonstrate understanding of the text beyond sentence level.

SEPARATION

FORMATION

GIVE

MAIN

UNDERSTAND

KNOW

REQUIREMENT

Each correct answer in Part 3 **(32)** one mark, and as with the other parts of the Use of English paper, correct spelling is **(33)** Candidates can write on the question paper, but must **(34)** that they write their answers in capital letters on the separate answer sheet.

RECEIVE

NECESSITY

SURE



FCE Use of English Part 4 Activity– teacher’s notes

Description

This activity is presented in the format of Part 4 and aims to give your students an overview of Part 4 of Paper 3.

Time required: 45 - 60 minutes (plus 15-20 for the optional task)

Additional materials required:

- any sample Part 4 task (optional).

Aims:

- to familiarise students with the FCE Use of English paper Part 4 and the strategies needed to tackle this type of task.

Procedure

1. Tell your students that you are going to look at Part 4 of the Use of English paper.
2. Pre-teach the expression 'to carry out'. Then write the following on the board:

You must do exactly what the teacher tells you.

You must carry instructions exactly.

Tell your students that they need to complete the gap in the sentence so that it has a similar meaning to the first sentence. You could play this as a game such as hangman with every wrong guess.

Answer: *out the teacher's*

3. Explain that this is known as paraphrasing, and it is tested in Part 4 of the Use of English exam. Hand out the worksheet. Ask the students to work on Exercise 1 in pairs. Give them 5 minutes to do this.
4. Go through the answers, discussing the structures used here and going over any rules if necessary. See the answer key for guidance.
5. Now ask the students to read the instructions to Exercise 2 but not to start the task. Give them 1-2 minutes to do this. Check that the students understand the task. For example, you could ask:
 - a. How is the exam task different to what you have just done? Only one key word given.
 - b. How many words do you need to write for each answer? Between 2 and 5.
 - c. Can you change the key word? No.
6. Students now attempt the task individually. It's a good idea to give them a time limit of 10-15 minutes so that they get used to working under time limits.
7. After 10-15 minutes, tell students to compare their answers in pairs/small groups.



8. Check answers in class. For each question, ask students to explain why they wrote the answer they did. Pay special attention to the mark scheme (see below).

Suggested follow-up activity

You could now give your class a sample Part 4 task for further practice. See pages 46 and 50 of the FCE Handbook.



FCE Use of English Part 4– answer keys

Key to Student's worksheet

Exercise 1

- a) were driven into town by (Passive form)
- b) to prevent people walking (Verb pattern)
- c) are looking forward (Phrasal Verb)
- d) has not (Present Perfect)

Exercise 2

- 35. are emphasised in
- 36. so that it has
- 37. have to use / from **or** must use / from
- 38. should be written on the
- 39. are not allowed to change
- 40. a maximum / of
- 41. gets both parts of
- 42. on a range of



FCE Use of English Part 4– Student’s Worksheet

Exercise 1

- a) Complete the gap in the second sentence with **five** of the words given so that it has a similar meaning to the first sentence.

A very friendly taxi driver drove us into town.

DRIVEN TOWN THE BY INTO WERE

We a very friendly taxi driver.

- b) Complete the gap in the second sentence with **four** of the words given so that it has a similar meaning to the first sentence.

Tomas put up a fence so that people didn’t walk on his garden.

PREVENT ON WALKING THE PEOPLE TO

Tomas put up a fence on his garden.

- c) Complete the gap in the second sentence with **three** of the words given so that it has a similar meaning to the first sentence.

The twins are eager to see their cousins again in the summer.

LOOKING TO REALLY FORWARD KEEN IN

The twins are seeing their cousins again this summer.

- d) Complete the gap in the second sentence with **two** of the words given so that it has a similar meaning to the first sentence.

The last time Enrico saw Gloria was the day they left school.

HAS BEEN BEING NOT ABLE TO

Enrico seen Gloria since the day they left school.



Exercise 2

How much do you know about Part 4 of the Use of English paper? For questions **35-42**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (**0**).

Example:

0 There are eight questions (plus an example) in Part 4.

CONSISTS

Part 4 plus an example.

The gap can be filled by the words 'consists of eight questions', so you write in capitals:

Example: CONSISTS OF EIGHT QUESTIONS

35 In this part, there is an emphasis on grammar and vocabulary.

EMPHASISED

Grammar and vocabulary this part.

36 Candidates have to fill the gap in the second sentence so that it is similar in meaning to the first sentence.

SO

The gap in the second sentence must be filled a similar meaning to the first sentence.

37 The gap must be filled with between two and five words, one of which must be the key word.

FROM

Including the key word, candidates two to five words to fill the gap.

38 Candidates should write only the missing words on the answer sheet.

BE

Only the missing words answer sheet.

39 Candidates are not permitted to change the key word in any way.

ALLOWED

Candidates the key word at all.



40 Each answer in Part 4 receives no more than two marks.

MAXIMUM

Each answer can be given two marks.

41 There are two parts to each answer and both must be correctly answered by the candidates to receive two marks.

BOTH

If a candidate the answer correct, they get two marks.

42 A range of structures, such as the passive, are tested.

RANGE

Candidates are tested structures, such as the passive.



FCE Writing Overview Activity– teacher’s notes

Description

A matching activity to give students an overview of some of the different text types in the FCE Writing paper.

Time required: 45-60 minutes

Additional materials required:

- *sample tasks (FCE Handbook pp 23-4).*

Aims:

- *to raise students’ awareness of the different text types found in Paper 2 by highlighting features such as text organisation, register and text-specific conventions.*

Procedure

1. Ask students to brainstorm in pairs/small groups what types of texts they usually write (e.g. email, letter etc.), either in English or their own language. Give them 3 minutes to do this. Collect some feedback, writing the different text types on the board as a spidergram.
2. Now ask students how often they write each different text type. Ask them, for example, which they write most/least.
3. Divide students into A’s and B’s, and then put the A’s in pairs small groups, and B’s in pairs/small groups. First, give the A’s a copy of the Part 1 task (FCE Handbook p.23) and B’s a copy of Part 2 tasks (p.24). Then give each student a copy of worksheet 1. Ask each pair to discuss the questions in relation to their part (Part 1 or Part 2). Give them 5 minutes for this.
4. Now put the students into new pairs, A’s with B’s. They compare their answers in relation to both parts and discuss the main differences.
5. Check the answers in class, and deal with any queries. Go through the different types of task focus. Point out that students should only attempt question 5 if the set texts are included in their exam preparation.
6. Elicit/Explain which of the text types are in the exam. These are: letter, email, article, essay, report, review, story.
7. Tell students that they are going to look at some opening excerpts from each of the different written texts that are found in the exam.
8. Give each student a copy of worksheet 2. Ask them to read each of the excerpts and match each one to the relevant text type. In pairs/groups, they then discuss which features of each helped them to decide.
9. Check the answers in class.

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Suggested follow-up activities/questions (and answers)

Give students a simplified version of the mark scheme (FCE Handbook p.28) and a copy of each of the sample answers (FCE Handbook pp. 30-36, with the 'Marks awarded' comment blanked out). In a large class, give each student/pair one sample answer each, otherwise give 2-3 answers to each student/pair. Go through the simplified mark scheme in class and then ask them to read their sample answer and predict which mark their answer would receive. Ask them to justify their answers, before telling them which mark each was awarded.



FCE Writing Overview Activity – answer keys

Key to Students' worksheet 1

	Part 1	Part 2
1 How many questions do you have to answer?	One	One
2 How many questions can you choose from?	One – this is the compulsory task	4 – question 5 is the set text question
3 What type of text should you write?	Letter or email	Article, essay, letter, report, review or story (Q2-4), Article, essay, letter, report or review (Q5)
4 How many words are you allowed to write?	120 – 150 words	120 – 180 words
5 Is there any extra information, apart from the question, to help you write your answer?	Yes – candidates are required to deal with input material of up to 160 words. They must include all content points in their answer, and expand them where appropriate with relevant ideas and information.	Yes – input material is specified in no more than 70 words, and should help students determine the target reader of the text and the required register.



Key to Students' worksheet 2

Article:

Top teacher Tania!

I'll never forget the first day I met Tania. She looked at me and said, "You must be Pablo. You have beautiful eyes". I really felt that she was talking to me, and I knew my eyes were shining with happiness. From that moment on, she was my favourite teacher.

The main purpose of an article is to interest and engage the reader, so there should be some opinion or comment, and an eye-catching heading will help.

Email:

To: Sara Martins

Sent: 29th July

Subject: Restaurant

I just received your message and...

An email is written in response to the situation outlined in the input material. Candidates should be aware that they will be expected to write grammatically correct sentences with accurate spelling and punctuation in a style suited to the situation and target reader.

Essay:

It's easy to claim that country life is better than city life, but a balanced approach must take in both sides.

An essay is usually written for a teacher and may be written as a follow up to a class activity. It should be well organised, with an introduction, clear development and an appropriate conclusion. The main purpose of this task is the development of an argument and/or discussion of issues surrounding a certain topic.

Letter:

Dear Andrew,

How are you doing?

This is an informal letter, which would be written to a known reader, e.g. a pen friend, and would usually be intended to interest the reader in some way. A formal letter would be written to an individual or an organisation, e.g. to apply for part-time work.



Report:

Keeping healthy in Bratislava

This report includes advice on how to stay in top shape while living in Bratislava, with practical suggestions on where to eat and where to do sport.

A report may be neutral or formal in style, but the style should be consistent. It should be well-organised, with clear sections. Section headings can help to make the report easy to read.

Review:

I recently went to the cinema to see a film. It was the best film I have ever seen...

A review is usually written for an English language magazine, newspaper or website. The main purpose is to describe and express a personal opinion about something which the writer has experienced (e.g. a film, a product, a holiday, a website etc.).

Story:

Alice knew that it was going to be a very special day for her.

A short story is often written for a magazine; its immediate purpose would be to engage the interest of the reader, so a strong beginning is important.



FCE Writing Overview Activity– Student’s Worksheet 1

How much do you know about the FCE Writing paper? There are **two parts** to the paper. Your teacher will give you **either** a Part 1 or Part 2. Look at the exam paper and answer the following questions:

1 How many questions do you have to answer?

.....

2 How many questions can you choose from?

.....

3 What type of text should you write?

.....

4 How many words are you allowed to write?

.....

5 Is there any extra information, apart from the question, to help you write your answer?

.....

Now compare your answers with a student who was looking at a different part. What are the main differences between the two parts? Look at the table below, showing the different text types that are found on the FCE Writing paper. Which of the following text types were on the sample paper you looked at? Discuss this in pairs.

Part 1	Part 2
Letter Email	Article Essay Letter Report Review Story

In **Part 1** the task is compulsory. The task might focus on advising, apologising, comparing, describing, explaining, expressing opinions, justifying, persuading, recommending or suggesting.

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FCE Writing Overview Activity – Students’ Worksheet 2

In **Part 2**, you choose one task from questions 2-5. Question 5 has two options and is based on one of two stories. (Only choose this task if you have studied one of the set texts in your examination preparation). The focus of the task may include: advising, comparing, describing, explaining, expressing opinions, justifying or recommending.

Look at the following. These extracts are all from the beginning of the **seven different types** of written texts that you can expect to find in the FCE Writing paper. Match each one to the type of text it introduces. Think about what helps you decide.

Article	Email	Essay	Letter	Report	Review	Story
Dear Andrew, How are you doing?						
<u>Keeping healthy in Bratislava</u> This report includes advice on how to stay in top shape while living in Bratislava, with practical suggestions on where to eat and where to do sport.						
To: Sara Martins Sent: 29 th July Subject: Restaurant I just received your message and...						
Alice knew that it was going to be a very special day for her...						
<u>Top teacher Tania!</u> I’ll never forget the first day I met Tania. She looked at me and said, “You must be Pablo. You have beautiful eyes”. I really felt that she was talking to <u>me</u> , and I knew my eyes were shining with happiness. From that moment on, she was my favourite teacher.						
I recently went to the cinema to see a film. It was the best film I have ever seen...						
It’s easy to claim that country life is better than city life, but a balanced approach must take in both sides.						



FCE Writing Part 1 – teacher’s notes

Description

A guided activity to help students understand Part 1 tasks in the FCE Writing paper.

Time required: 75 minutes for class activities plus a maximum of 40 minutes for the writing task (either in class or for homework).

Additional materials required:

- sample part 1 task (FCE Handbook p.26), marking criteria (p.28) and sample answer script (FCE Handbook p.36 – a version is provided here, but it might be useful to take in your own photocopies from the Handbook).

Aims:

- to help students understand the requirements of Part 1 tasks
- to help students understand the key content points of a sample Part 1 task
- to raise awareness of the assessment criteria
- to give students practice in writing a Part 1 task

Procedure

1. Tell students they are going to look at Part 1 of the FCE Writing paper.
2. Give each student a copy of worksheet 1 and ask them to complete the gap-fill activity. They can work alone or in pairs.
3. Check answers in class.
4. Give students a copy of the sample Part 1 task (FCE Handbook p.26) and ask them to answer the questions on worksheet 2. This should be done individually. Students compare their answers with another student or other students when they have finished.
5. Check answers in class, dealing with any queries.
6. Go through marking criteria (FCE Handbook p.28) with students (headings only and clarify them – this could be put on an OHT, including bands 1 - 5).
7. Give students a copy of the sample answer script (FCE Handbook p.36) with the examiner’s comments blanked out. Students should assess the sample answer in pairs and decide where each content point in the task is covered and what it does/doesn’t achieve. Give students 10 minutes to do this. Check ideas in class.
8. Now give students a copy of the examiner’s comments. Ask them to read through the comments and find examples from the text to support each individual comment. Check answers in class.
9. Now give students a copy of a different sample Part 1 question (you could use the email task, FCE Handbook p.23). In pairs, ask them to read the question and decide which are the key parts of the question and underline them.

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10. Now give each student a copy of worksheet 3 and ask them to address each of the points.
11. Students discuss how to deal with the input notes with a partner before making a plan, and deciding on the organisation of their letter/email.
12. Students think of appropriate phrases and decide on the register and style of the letter/email.
13. Students write the letter/email either in class or for homework.

Additional information

If time is short, divide the activity over two sessions – stages 1-8 in the first session and 9-13 in the next.

Suggested follow-up activities/questions (and answers)

Students could use the checklist in class to do a timed part 1 practice (allow 40 minutes for this).



FCE Writing Part 1– answer keys

Key to Students' worksheet 1

1. compulsory
2. suitable
3. letter or email-writing features
4. based on input
5. all points
6. positive effect

Key to Students' worksheet 2

1. C
2. C
3. All options are reasons for writing
4. B
5. B



FCE Writing Part 1 – Student’s Worksheet 1

Complete the following guidelines for Part 1 with an appropriate word from the box below. You can only use each word once. The first one has been done for you as an example.

<i>based on input</i>	<i>all points</i>	<i>compulsory</i>	<i>positive effect</i>
	<i>letter or email-writing features</i>		<i>suitable</i>

What is this task?

It is important that the candidates understand the following points about Part 1:

1. It is **compulsory** – you must answer it!
2. The letter or email must be _____ for the person you are writing to, depending on how well you know them.
3. The letter or email should include normal _____ such as “Dear ...” and
To:
Subject:
4. The letter or email has to be _____ in the form of text, notes and possibly illustrations.
5. _____ in the input must be covered in the candidate’s letter or email.
6. The aim of the task is to achieve a _____ on the target reader.



FCE Writing Part 1 – Student’s Worksheet 2

Now look at the sample Part 1 question that your teacher will give you. Read the question carefully and answer the following questions:

1. Who are you, the writer?
 - a. a businessman
 - b. a worker in a summer holiday camp for children
 - c. a friend of Andrew’s

2. Who are you writing to?
 - a. a businessman
 - b. a worker in a summer holiday camp for children
 - c. an English-speaking friend

3. Which of the following are reasons why you are writing (you may choose more than one)?
 - a. to give the reader your opinion on an idea
 - b. to give the reader some information
 - c. to respond to an invitation
 - d. to ask for some more information

4. How many points do you have to include?
 - a. 5
 - b. 4
 - c. 3

5. How many words should you write?
 - a. Fewer than 120
 - b. More than 150
 - c. Between 120 and 150.



Now, look at the sample script for this question and decide why it would receive a good mark.

Dear Andrew,

Thank you for the letter. It is a fantastic idea to start a business. I think in my country this will be a very good idea. So many people will come to use it. There are no other camps like this in Japan.

In Japan summer holiday is very small because all children have to study a lot of their homework so they have very short time to relax. But they like outdoor activities such as horse-riding, trekking and so on. They will really be overjoyed to come to your camp!

I am very happy that you ask me to come to your first summer camp. I am free and I'd really like to come and help you organise everything. Can you tell me more about some accommodation? Can I stay near your house in a nice hotel or will it be far away? I can't wait to see you and your business. We will have a very good time together I think.

Best Wishes

Mayumi



FCE Writing Part 1 – Student’s Worksheet 3

1. Remember to read the instructions and text carefully. It can be useful to underline the important parts.
2. Look for the answers to the following questions:
 - Who are you?
 - Who are you writing to?
 - Why are you writing?
 - How many points do you have to include?
3. Remember to use your own words as far as possible. Avoid copying words and expressions from the instructions, text or notes.
4. Use your imagination but do not add too much extra information or you will probably write too many words.
5. Always make a plan before you start writing.
6. Remember to follow the format of a letter or email (making it suitable for the person you are writing to) and to divide your answer into clear paragraphs.
7. Check you have included all the points in the input.
8. Read through your answer before you finish this part.



FCE Writing Part 2 Articles Activity – teacher’s notes

Description

A guided activity to help you and your students understand the article task. The activity looks at features of articles, how they are marked, and provides an example task to look at.

Time required: 40-60 minutes plus a maximum of 40 minutes for the writing task.

Additional materials required:

- none

Aims:

- to help your students understand the requirements of the article task
- to raise awareness of the assessment criteria
- to give your students practice in writing an article

Procedure

1. Tell your class that you are going to look at an article from Part 2 of the writing paper.
2. Give each student a copy of worksheet 1 and ask them to complete the table. They can work alone or in pairs.
3. Check answers in class.
4. Students now look at the sample question on worksheet 2 and discuss the planning questions with another student. These questions are intended to help your students plan and can be used every time they plan an article.
5. Get some ideas in class, dealing with any queries.
6. Students read the examiner’s criteria on worksheet 3 and see how similar their own ideas are to what is required. Stress that you will deal with paragraphing at a later date. The main aim here is for the students to have correctly identified the task e.g. write about one invention only, discuss its importance and its effect on the student’s daily life.
7. Ask your students to read the sample answer and discuss as a class whether it fulfils the examiner’s criteria. Direct the students to the examiner’s comments to check these against their own ideas. Deal with any queries in class.
8. Students write their own answer to the task. This can be done in class as a timed writing activity or for homework.
9. Once your students have written their articles, they bring them to class and read their partner’s work. They then discuss the similarities and differences between their work, give some feedback and check for any errors. They then make any final changes using the checklist on worksheet 3 before handing them in. This is an ideal opportunity to give them practice in editing.



Optional extension

Your students could try to correct the mistakes in the sample script. Give them only 5–10 minutes to do this, as in the exam candidates should plan to leave a few minutes at the end of the exam to check through their work for errors.

Suggested follow-up activity

Students could try writing an article under timed conditions (40 minutes). See question 2 on page 24 of the FCE handbook for a sample question and page 31 for a sample script and examiner comments.



FCE Writing Part 2 Articles Activity– answer keys

Key to Students' worksheet 1

Title	Articles usually have a title . The title should be informative (give the reader an idea of the subject) and attractive (make the reader want to read the article).
Opening	The start of the article should be linked to the title , introduce the topic and engage the reader . Often, an article starts with a question which introduces the topic which will be discussed in the article.
Paragraphs	Should be clearly defined , not too long and clearly linked .
Ending	Should conclude the article.
Register or Style	Could be light or serious (but should be consistent), depending on who the target reader is. May use some rhetorical questions e.g. <i>Can you imagine a school where every student enjoys themselves?</i>
Range of language	Probably some use of descriptive language and language of opinion . Some examples .



FCE Writing Part 2 Articles Activity – Students’ Worksheet 1

1. Look at the following table showing the **features of an article**. Complete the left-hand column with an appropriate word from the box below. You can use each word only once. The first one has been done for you as an example.

Ending	Range of language	Title	Opening
	Register or Style	Paragraphs	
Title	Articles usually have a title . The title should be informative (give the reader an idea of the subject) and attractive (make the reader want to read the article).		
	The start of the article should be linked to the title, introduce the topic and engage the reader . Often, an article starts with a question which introduces the topic which will be discussed in the article.		
	Should be clearly defined, not too long and clearly linked .		
	Should conclude the article.		
	Could be light or serious (but should be consistent), depending on who the target reader is. May use some rhetorical questions : e.g. <i>Can you imagine a school where every student enjoys themselves?</i>		
	Probably some use of descriptive language and language of opinion Some examples		



FCE Writing Part 2 Articles Activity – Student’s Worksheet 2

Now look at this question which appeared on a past paper. Does the answer fit the description of a good article? Why?/Why not?

You have seen this notice in an international magazine.

IMPORTANT INVENTIONS



Inventions have affected all our lives!

Write us an article about one invention, explaining why you think it is important and saying how it has affected your own life.

The best article will be published in the magazine.

Write your **article**.

Imagine you are going to answer this question. With a partner, discuss:

- How many inventions are you going to write about? Which invention(s) would be interesting to write about? What information must you include about the invention(s)?
- What title could you give for your article?
- How are you going to introduce the topic?
- How are you going to organise your ideas into paragraphs? What are you going to write about first? Second?
- Who is the reader? What style you will use? What type of language could you use?
- What register is appropriate?



FCE Writing Part 2 Articles Activity – Students’ Worksheet 3

Now check your ideas with the examiner’s criteria for this task:

CONTENT	Article should deal with one invention, explain why the writer thinks it is an important invention and say how that invention has affected the writer’s own life.
RANGE	Language of explanation.
ORGANISATION AND COHESION	Appropriate paragraphing and linking of the different parts of the article.
APPROPRIACY OF REGISTER AND FORMAT	Must be appropriate for an international magazine and consistent throughout.
TARGET READER	Would have some information about the invention chosen, its importance in general and its effect on the writer’s life.

3. Read through the sample answer below. How much of the examiner’s criteria does it fulfil? Do you think this answer would achieve a pass at FCE?

FCE article – sample script

Important inventions.

Nowdays, cars have become irreplaceable and people cannot stop using them. Cars have been invented to improve the quality of our lives but recently we have become addicted to them.

Not only do we use vehicles to do shopping but we also use them as the way of travelling. Getting to work by using public transport is very difficult sometimes. and is also depended on traffic. There are some other advantages of having a car such as spending less money on buses and trains.

My life has changed since I collected my driving license. I have become more independed which is very important. I can decide the same day when I want to go and visit my uncle, who lives in different town. Having a car also is needed if I want to get a good job.

There are some disadvantages to having a car such as pollution, increasing noise and number of accidents on the roads. I try not to go by car everywhere because I know how important is to take care of enviroment. From my point of view the age of drivers is terrifing low. Young people are irresponsible and don't really care much about anything. Ohnestly, I think a car is a good invention but we need to think before using it. The time goes so fast and must be aware of our future. However serious the problem is, I don't think we can stop using car.



Now check your ideas with the examiner's comments

CONTENT:

Argument well developed.

ACCURACY:

Generally accurate – there are some errors, but they do not impede communication.

RANGE:

A good range of structure and vocabulary.

ORGANISATION AND COHESION:

Good linking.

APPROPRIACY OF REGISTER AND FORMAT:

Consistently appropriate.

TARGET READER:

Would be well informed.

Band 4

4. Now write your article. When you have finished, check that you have done the following:

1. Does your article have a heading?
2. Does the beginning of the article make it clear what it's about?
3. Is your article divided into paragraphs?
4. Are the style and register consistent?
5. Will the reader be interested in your article?
6. Does your article include some description, opinions or examples?



FCE Writing Part 2 Essays Activity– teacher’s notes

Description

A guided activity to help you and your students understand the essay task. The activity looks at features of essays, how they are marked and provides an example task to look at. There is also a checklist to help students plan and check the written work.

Time required: 45–60 minutes plus a maximum of 40 minutes for the writing task

Additional Materials required: ▪ none

Aims:

- to help your students understand the requirements of the essay task
- to raise awareness of the assessment criteria
- to give your students practice at writing an essay

Procedure

1. Tell your class that you are going to look at an essay from Part 2 of the writing paper.
2. Organise a class discussion on shopping. Start by brainstorming ideas and vocabulary connected to shopping. Use the list of questions in exercise 1 of worksheet 1 provided to elicit ideas.
3. Write up any useful vocabulary and ideas on the board. Possible ideas could include:
 - a) shopping centres/malls, supermarkets, superstores, factory outlets, local shops, specialist shops, etc.
 - b) the internet, by catalogue, television sales, door-to-door salespeople, etc.
 - c) to window shop, to buy the weekly/monthly necessities, to spend money, to stop being bored, to buy presents, to ask for advice, etc.
4. Give students the exam question to read (exercise 2).
5. If possible, divide students into two groups. One group should think of arguments **for** shops being open 24 hours/7 days a week. The other group should think of arguments **against** the same suggestion.
6. Put students into new pairs/groups (one/some students who have been thinking of arguments **for**, with one/some students who have been thinking of arguments **against**.) They should now discuss the question and choose three ideas to support the statement and three ideas which don't support the statement.
7. Now give out worksheet 2 and ask students to quickly read the model text (exercise 3) to see what the writer's opinion is, and to see how many of their ideas are mentioned. Feed back as a class.



8. Elicit that there are no paragraphs in the sample text and that it needs to be re-organised into four paragraphs. Students work in pairs to re-organise the text into four paragraphs, completing the table on the worksheet.
9. Each pair checks their answer with another pair. Then go through the answers in class.
10. Elicit that the opening paragraph should establish the general topic of the composition and that the conclusion should give a balanced personal comment on the topic. Explain that there is more than one way of structuring this essay:
 - introduction, arguments for, arguments against, conclusion
 - introduction, one argument for, several arguments against and obvious conclusion (as in the sample text here)
 - introduction, argument for or against only, conclusion
11. Discuss the pros and cons of each approach.
12. Students now look, in pairs, at the correctly paragraphed answer and discuss why they think it got a good mark.
13. Give students a copy of worksheet 3 (examiner comments). Tell them that this answer was awarded a Band 4.
14. Set the writing task for homework using the checklist on worksheet 4 as a guide. They should have plenty of ideas to include. Note: Brainstorming ideas and vocabulary in this way is good preparation for any essay task.
15. Once your students have written their essays, they bring them to class and read their partner's work. They then discuss the similarities and differences between their work, give some feedback on each other's essays and check for any errors before making any final changes and handing them in.

Suggested follow-up activities/questions (and answers)

Students could try writing an essay under timed conditions (40 minutes). See question 2 on page 27 of the FCE handbook for a sample question and page 39 for details of the mark scheme.



FCE Writing Part 2 Essays Activity – Student’s Worksheet 1

An essay is usually written for a teacher, perhaps as a follow-up to a class activity. It would probably include some opinions and suggestions on the subject.

Exercise 1

Before you read the exam question discuss these questions:

a) What different types of shop can you think of?

.....
.....

b) What other ways of shopping can you think of where you do not have to enter a shop?

.....
.....

Have you ever bought anything in any of these ways? Would you buy anything in this way in the future?

.....
.....
.....

c) Why do people go to shops?

.....
.....
.....

d) What time are shops normally open in your country? Do all types of shops have the same opening hours? Have you ever been shopping at an unusual time?

.....
.....
.....

e) Have you ever worked in a shop? Is being a shop assistant a good job? Why/why not?

.....
.....
.....

Exercise 2

Now read the question which appeared in a past paper.

You have had a class discussion on shopping. Your teacher has now asked you to write an essay, giving your opinions on the following statement:

Shops should be open 24 hours a day, seven days a week

Write your **essay**.



FCE Writing Part 2 Essays Activity – Students’ Worksheet 2

Exercise 3

Now read an example answer to this question. Does the writer agree or disagree with the statement in the exam question? How many of your ideas does the writer mention?

Should shops be open 24 hours a day, seven days a week? I totally disagree with it. Of course, if shops were open all day all time, it would be very convenient for us. There are some times when we want something suddenly, and how nice it would be if we could get that exact thing immediately! But think about the other aspect of it. If shops had to be open all the time, someone would have to work for those shops. Then people would have fewer holidays because of the more work that has to be done, and it would not be good for our mental health. What is more, to open the shops even at night, we would have to consume much more electric energy, and it is not environmental at all, needless to say. Contrary, what we should do is to cut down our energy as much as possible to protect our earth. To sum up, shops should NOT be open 24 hours a day, seven days a week. I think we’d better consider about our environment first, before meeting our selfish and individual demands.

Reorganise the text into suitable paragraphs and complete the table below.

Paragraph	First word(s)	Last word(s)
Introduction	Should shops...	
Second paragraph		
Third paragraph		
Conclusion		...individual demands.



This is what the text should have looked like:

Should shops be open 24 hours a day, seven days a week? I totally disagree with it.

Of course, if shops were open all day all time, it would be very convenient for us. There are some times when we want something suddenly, and how nice it would be if we could get that exact thing immediately!

But think about the other aspect of it. If shops had to be open all the time, someone would have to work for those shops. Then people would have fewer holidays because of the more work that has to be done, and it would not be good for our mental health. What is more, to open the shops even at night, we would have to consume much more electric energy, and it is not environmental at all, needless to say. Contrary, what we should do is to cut down our energy as much as possible to protect our earth.

To sum up, shops should NOT be open 24 hours a day, seven days a week. I think we'd better consider about our environment first, before meeting our selfish and individual demands.

FCE Writing Part 2 Essays Activity – Students' Worksheet 3

The text was considered a very good answer for FCE level. Why? Compare your ideas with the examiner's comments:

FCE essay – comments

Look at the analysis below:

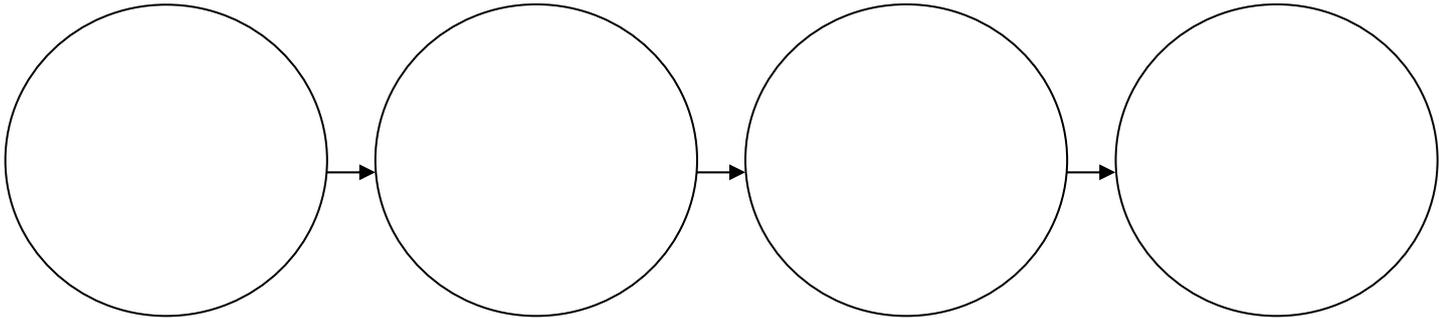
Content	Essay argues against the suggestion. It includes one advantage and then builds up the disadvantages to support the writer's opinion.
Organisation	Very well organised. Sensible division into paragraphs. Introduction, main body and conclusion obvious. Clear development of viewpoint.
Range	Wide range of structures (e.g. conditionals) and vocabulary (<i>meeting our ... demands</i>)
Cohesion	Good use of linkers (<i>Then ... What is more, ... , To sum up, ...</i>) and other phrases to link ideas together (<i>But think about the other aspect of it.</i>)
Register	Consistent register.
Style	Consistent style (conversational tone).
Effect on target reader	Would be informed and interested.



FCE Writing Part 2 Essays Activity – Students’ Worksheet 4

Student checklist: writing an essay

1. Think of ideas for and against the topic.
2. Organise your writing; i.e. give it an introduction, a main body and a conclusion. Use the paragraph plan below to help you separate different ideas.



3. Use linking words to link your ideas and develop your argument.
4. Decide on the register and style, and remember to be consistent.
5. Use a good range of structures and vocabulary to express your ideas.
6. Remember to keep the target reader in mind.
7. Remember to check your work.



FCE Writing Part 2 Reports Activity– teacher’s notes

Description

A gap-fill activity providing an overview to help you and your students understand the Report task. The activity looks at features of reports, how they are marked, and provides an example task to look at. There is also a checklist to help students plan and check their written work.

Time required: 30–45 minutes plus a maximum of 40 minutes for the writing task.

Additional materials required:

- none

Aims:

- to help your students understand the requirements of the report task

Procedure

1. Tell your class that you are going to look at what makes a good report.
2. Give each student a copy of the activity worksheet and ask them to complete exercise 1 (the matching activity). They can work alone or in pairs.
3. Check answers in class.
4. Students now look at exercise 2 (the sample question) and discuss the planning questions with another student. These questions are intended to help your students plan and can be used every time they plan a report.
5. Get some ideas in class, dealing with any queries.
6. Ask your students to read the sample answer (exercise 3) and discuss as a class whether it fits the description of a good report. Ask the class whether they think the sample answer would pass the exam. Direct the students to the examiner’s comments to check. Deal with any queries in class.
7. Students write their own answer to the task, using the checklist (exercise 4) to help them. This can be done in class as a timed writing activity or for homework.
8. Once your students have written their reports, they bring them to class and read their partner’s work. They then discuss the similarities and differences between their work, give some feedback and check for any errors. They then make any final changes before handing them in. This is an ideal opportunity to give them practice in editing.



Optional extension

Your students could try to correct the mistakes in the sample script. Give them only 5–10 minutes to do this, as in the exam candidates should plan to leave a few minutes at the end of the exam to check through their work for errors.

Suggested follow-up activities/questions (and answers)

Students could try writing a report under timed conditions (40 minutes). See question 4 on page 27 of the FCE handbook for a sample question and page 37 for a sample answer and examiner comments.



FCE Writing Part 2 Reports Activity – answer keys

Key to Classroom Activity – Exercise 1

To: Students preparing for FCE

From: Cambridge ESOL Teachers' Website

Re: How to write a report

(1) Introduction **D**

As requested, I have written a report to give people advice on writing a report. Below are some suggestions.

(2) Functions of a report **B**

A report is usually written to give information and probably to make recommendations. Therefore, it will probably contain description, explanation, justifications and recommendations, or any combination of these.

(3) Style and register **E**

As a report is often written for a superior and is a formal type of writing, the register should be neutral to formal. In addition, reports should be factual and precise. They should not be personal or conversational.

(4) Layout **A**

Reports need to be clearly organised. They should begin with a clear indication of who the report is written for and who it was written by and the subject matter. (At the beginning of this report is an example of a common way of starting a report). The report writer can help the reader by including section headings and by using clear paragraphs.

(5) Conclusion **C**

A report should summarise the points made previously and usually includes clear recommendations – for instance:

- Learn the expressions used in reports.
- Remember to divide the report into sections and to use headings.
- Remember to keep the language formal.



FCE Writing Part 2 Reports Activity – Student’s Worksheet

A report could be written for a superior (a boss or a teacher) or a peer group (club members, colleagues) and will certainly contain some facts with the possibility of adding suggestions or recommendations. It should be clearly organised and may include section headings.

Exercise 1.

Look at the following skeleton of a report. Below are five sections of text. Match each section to the correct heading.

To: Students preparing for FCE
From: Cambridge ESOL Teachers’ Website
Re: How to write a report
(1) Introduction ...
(2) Functions of a report ...
(3) Style and register ...
(4) Layout ...
(5) Conclusion ...

A
Reports need to be clearly organised. They should begin with a clear indication of who the report is written for and who it was written by and the subject matter. (At the beginning of this report is an example of a common way of starting a report.) The report writer can help the reader by including section headings and by using clear paragraphs.

B
A report is usually written to give information and probably to make recommendations. Therefore, it will probably contain description, explanation, justifications and recommendations, or any combination of these.

C
A report should summarise the points made previously and usually includes clear recommendations – for instance:

- Learn the expressions used in reports.
- Remember to divide the report into sections and to use headings.
- Remember to keep the language formal.

D
As requested, I have written a report to give people advice on writing a report. Below are some suggestions.



E

As a report is often written for a superior and is a formal type of writing, the register should be neutral to formal. In addition, reports should be factual and precise. They should not be personal or conversational.

Exercise 2

Now look at this question which appeared on a past paper.

Read this question from a previous Writing paper:

A group of American students has just arrived in your town and the group leader has asked for information on an interesting building to visit. Write a report for the group leader, describing one building **and** giving reasons for your recommendation.

Write your **report**.

Imagine you are going to answer this question. With a partner, discuss:

- Ideas for the content of the report – e.g. which town, which building, and reasons for recommending it.
- How are you going to introduce the report? Who is it for? Who is it written by? What is it about?
- How are you going to organise the report? How many paragraphs? Section headings?
- What must the style and register be? Formal or Informal?
- How will you summarise the points you have made? What recommendations will you make?



Exercise 3

Read the sample answer to this question below. Does the answer fit the description of a good report? Why?/Why not? Do you think this answer would achieve a pass at FCE?

FCE report – sample script

In answer on your question about interesting place (building) that I thing should be visited by you I write this report about 'The Cave' – new club-pub

I'm visiting most of the interesting places in our city but I would like to recommend specially this one.

The Cave is modern very extrimely but with artistic taste projected club, where you can have fun with dance music, live concerts or get few drinks for resonable price.

You can also meet very intrested people: artists, musicians, celebrieties (one of regular guests is Carmen Electra) In one of big halls there are instalated two digital screans where you can watch velalion from sports or cultural events that take place in our town.

So if you will be bored during your weekend go and visit 'The Cave'

Maybe you'll met someone interesting and you will make nice memories from visit in our town.



Now check your ideas with the examiner's comments:

Writing a report – comments

CONTENT:

Task adequately covered

ACCURACY:

Frequent impeding errors

RANGE:

Unsuccessful attempt at range

ORGANISATION AND COHESION:

Over-paragraphed

APPROPRIACY OF REGISTER AND FORMAT:

Adequately appropriate

TARGET READER:

Message not clearly communicated

Band 2

Exercise 4

Now write your report. When you have finished, check that you have done the following:

1. Does your report have a heading?
2. Does your report indicate who the report is for, who it is written by and what it is about?
3. Does your report have an introduction?
4. Is your report clearly organised? e.g. Does it use clear paragraphs? Does it have section headings?
5. Is the register neutral/formal?
6. Is the style factual?
7. Are the style and register consistent?
8. Does it include clear recommendations?
9. Does it end with a conclusion?
10. Have you checked your writing?

Nachhilfeunterricht

Wir vom Learning Institute geben individuell organisierte Nachhilfe als Einzelunterricht, oder auch Gruppenunterricht, in Euren gewünschten Fächern auf exakt Eurem Niveau.

- Grundschul-Nachhilfe
(1. bis 9. Klasse)
- Berufsschul-Nachhilfe
(Lehre, KV, BV, WMB, NMS, AKAD,
10. Schuljahr, BMS)
- Gymnasium/Kanti-Nachhilfe
(jegliche Typen)
- Erwachsenenbildung / -Nachhilfe
(div. Sprachkurse sowie Universität
und Fachhochschule)

Es besteht auch die Möglichkeit, dass wir für die Nachhilfe zu Euch nach Hause, zu Eurer Schule oder zu Euch ins Büro kommen. Natürlich ohne Preiszuschlag.



FCE Writing Part 2 Short Stories Activity – teacher’s notes

Description

A guided activity to help you and your students understand the short story task. The activity looks at features of short stories, how they are marked, and provides an example task to look at. There is also a checklist to help students plan and check their written work.

Time required: 30–45 minutes plus a maximum of 40 minutes for the writing task

Additional materials required:

- none

Aims:

- to help students understand the requirements of the short story task
- to provide tips on getting inspiration and planning
- to raise awareness of the assessment criteria
- to give students practice in writing a short story

Procedure

1. Tell your class that you are going to look at a short story from Part 2 of the Writing paper.
2. Give each student a copy of the activity worksheet and go through the **What is the task?** section as a class.
3. Students complete Exercise 1 (the gapfill) individually and then compare their answers with another student. Check the answers as a class.
4. Students now look at Exercise 2 (the sample question) and discuss the planning questions with another student. These questions are intended to help your students find inspiration and can be used every time they plan a story. **N.B.** In some questions, candidates may be required to *finish* their story with a fixed sentence. Stress that they must carefully read the question.
5. Get some ideas for the story in class, dealing with any queries.
6. Ask your students to read the sample answer (Exercise 3) and discuss as a class whether it fits the description of a good story. Ask the class whether they think the sample answer would pass the exam. Direct the students to the examiner’s comments to check. Deal with any queries in class.



7. Students write their own answer to the task, using the checklist in Exercise 4 to help them. This can be done in class as a timed writing activity or for homework.
8. Once your students have written their short stories, they bring them to class and read their partner's work. They discuss the similarities and differences between their work, give some feedback and check for any errors. They then make any final changes before handing them in. This is an ideal opportunity to give them practice in proofing.

Optional extension

Your students could try to correct the mistakes in the sample script. Give them only 5–10 minutes to do this, as in the exam candidates should plan to leave a few minutes at the end of the exam to check through their work for errors.

Suggested follow-up activities/questions (and answers)

Students could try writing a short story under timed conditions (40 minutes). See question 4 on page 24 of the FCE handbook for a sample question and page 33 for a sample answer and examiner comment.



FCE Writing Part 2 Short Stories Activity – answer keys

Key to Classroom Activity - Exercise 1

- 1) beginning
- 2) middle
- 3) end
- 4) before
- 5) paragraphs
- 6) prompt sentence
- 7) linking words and phrases
- 8) verb tenses
- 9) sequence
- 10) adjectives and adverbs



First Certificate Writing Short Stories Activity – Student’s Worksheet

What is the task?

A short story would be written for a magazine or collection of short stories. The typical reader might be another student or an enthusiast for a certain type of fiction. The writer might be writing for a fee or in the hope of winning a prize – the main reason for writing would be to get the interest of the reader. When writing a story, you have to find inspiration and details to make your story colourful, realistic and interesting for the reader.

Exercise 1

Read the following text and complete the gaps with the words and phrases in the box.

paragraphs	middle	adjectives and adverbs	end
sequence	beginning	linking words and phrases	
prompt sentence	before	verb tenses	

What makes a good story?

A story should have a 1) _____, a 2) _____ and an 3) _____. Think about how the story begins, the main events and how it ends. Do this 4) _____ beginning to write your story. As with other types of writing, you should use 5) _____ to organise the text into sections.

The short story tasks in the exam are based on a 6) _____, which students have to put at the beginning or the end of their story. The story must be logically linked to this.

Help the reader follow the narrative by introducing events and linking them together by using 7) _____, e.g. *before, afterwards, while*.

In a narrative, it is important to use a variety of 8) _____, e.g. past simple, past continuous, past perfect, to 9) _____ the events in a story and to put them into perspective. Make the story interesting by adding details and colour; e.g. expand short sentences by adding description, for example using 10) _____.



Exercise 2

Now look at this question which appeared on a past paper.

Your English teacher has asked you to write a story for the college magazine. Your story must **begin** with the following words:

Alice knew that it was going to be a very special day for her.

Write your **story**.

Imagine you are going to answer this question. It is useful to make a plan for the story. With a partner, discuss the questions below as a starting point:

- What should my first sentence be?
- What is the special day?
 - Birthday?
 - Exam?
 - Taking part in a competition?
 - Something else?
- Who are the characters?
 - Age?
 - Occupation?
 - Relationship?
- How can I describe them?
 - Physical description?
 - Character?
- Where does the story take place?
 - Which country?
 - In the town or countryside?
 - Indoors or outside?
- Which events in your story are you going to describe?
 - The events leading up to the prompt sentence?
 - The events following the prompt sentence?
- When does the story take place?
 - In modern times/in the past/in the future?
 - In winter/summer etc.?
 - During the day/at night?



Exercise 3

Read through the sample answer below. Does it fit the description of a good story? Why?/Why not? Do you think this answer would achieve a pass at FCE?

FCE short story – sample script

Alice Knew that it was going to be a very special day for her.

She knew her name as she had been hearing it for the last nine months.

She thought it was a beautiful name and she felt very happy each time somebody said her name.

That day she felt really strange, she moved as she never did before. The most confusing thing was that even though, it had been her room, her space she felt she didn't fit there any more as she was bored with the same things all the time.

Suddenly, she started hearing people shouting like in a real rush but happy at the same time; she hasn't any idea about what was going on in that external world and her desires of getting out of that unbearable place were increasing each time. She had to work very hard for it but finally she succeed, she did, she was out. It was like a shock but a great adventure and she just cried and cried

Now she is at home with her parents who take care of her all the time. Besides she has bring a lot of happiness to many other people. Certainly it was a very special day.



Check your ideas with the examiner's comments.

Writing a short story – comments

CONTENT:

A very original idea for the story

ACCURACY:

A number of errors (especially tenses) keep it out of Band 5.

RANGE:

The range of structures and vocabulary is good.

ORGANISATION AND COHESION:

It makes sense and is well-organised as a story.

APPROPRIACY OF REGISTER AND FORMAT:

Appropriate

TARGET READER:

Would be able to follow the storyline.

Band 4

Exercise 4

Now write your short story. When you have finished, check that you have done the following:

1. Does your story have a beginning, a middle and an end?
2. Is your story well-organised? i.e. does it have clear paragraphs?
3. Are the events in your story linked clearly? i.e. have you used linking words?
4. Is the sequence of events in your story clear? i.e. have you used a variety of verb tenses?
5. Does your story include interesting details?
6. Will the reader be interested in your story?
7. Will the reader understand and follow the story?
8. Have you checked your writing?