

剑桥英语等级考试系列·原版影印
北京英语水平考试(BETS)共享题库

Nicholas Stephens



Teacher's Book

Cambridge FCE Practice Tests 1

剑桥第一证书
英语考试教程1

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What makes this Practice Test Book different from other test books available?

This book is different because it is more than just a book of practice tests. It has been designed not only to give students ample and realistic practice of the format and content of each part of the Cambridge First Certificate in English Examination (FCE), but also to provide useful vocabulary expansion and relevant advice on how to acquire the skills required in the examination.

Cambridge First Certificate Practice Tests contains:

- six complete practice tests for the Cambridge First Certificate in English
- full information about each paper
- exam technique sections – hints and tips for the student on how to approach each paper
- hints on how to approach each of the composition question types
- extra vocabulary practice for the Use of English paper
- high quality photographs for the Speaking paper
- listening practice containing a variety of accents, recorded by professional actors
- a wide range of topics in all papers to cover all the themes likely to be encountered at this level

The first four tests in *Cambridge First Certificate Practice Tests* can be completed by students at home as homework and then checked in class. The last two tests can be carried out under timed conditions prior to the final examination, in order to give students a realistic expectation of the time available. It is suggested that all unknown vocabulary is given due attention in the classroom – students should be encouraged to write down the new words and expressions in their notebooks, along with any collocations or derivatives. Certain vocabulary can be selected for the students to practise, either in writing or as a basis of any spoken activities. Students who use new vocabulary in realistic activities in the classroom are more likely to retain such items and to incorporate them effectively into their spoken and written work at a later date.

Cambridge First Certificate in English (FCE): A brief outline of each paper

PAPER 1: READING (1 hour)

Students are asked to carry out a variety of comprehension tasks based on passages varying in length. The paper contains three parts, one of which may contain two or more shorter, related texts. There is a total of 30 questions. All answers are written in pencil on a separate answer sheet.

PAPER 2: WRITING (1 hour 20 minutes)

Two compositions to be written. The first question in Part 1 is compulsory for all candidates and includes material of up to 160 words (with the possible addition of graphic or pictorial material) that students are expected to manipulate in an appropriate manner. In Part 2, students choose one question from a range of task types, including a question on the optional set book. Compositions have to be written in blue or black pen and NOT in pencil.

Note: The set books are changed frequently and it is, therefore, unrealistic to provide specific questions related to any particular book. However, based on experience and previous examination questions, we have provided a wide range of questions that can be applied to whichever set book the student is reading and studying.

PAPER 3: USE OF ENGLISH (45 minutes)

The paper contains four parts. Questions for Parts 1 (multiple-choice cloze), 2 (open cloze), and 3 (word formation) are based on short texts. Part 4 consists of 8 gapped sentences and a lead-in sentence for students to perform "key" word transformations. There is a total of 42 questions. All answers for Part 2, 3 and 4 should be written in pencil using capital letters.

PAPER 4: LISTENING (approximately 40 minutes)

A cassette recording for the four parts of the paper, each of which is heard twice. Pieces include a wide range of items that a student would be expected to encounter on a visit to an English-speaking country. Students will be expected to complete a range of comprehension tasks including multiple choice, sentence completion and multiple matching. Answers are marked directly on the question paper. Students have five minutes at the end of the test to transfer their answers onto a separate answer sheet. All answers for Part 2 should be written in pencil using capital letters.

PAPER 5: SPEAKING (14 minutes)

Students are interviewed in pairs in the presence of two examiners. One examiner takes the role of interlocutor and asks questions or provides written or spoken stimuli for the candidates. The other examiner does not contribute to the conversation but observes and assesses each candidate. There are four parts in this paper.

Part 1 Students are encouraged to give information about themselves.

Part 2 Students take turns to talk about colour photographs they are given and to comment briefly on their partner's photographs.

Part 3 Students work with each other, using visual and written prompts, to generate a discussion that might involve tasks such as problem solving, prioritising, etc.

Part 4 Students are invited to discuss themes related to Part 3 with each other and the interlocutor.

Marking system

The overall grade is based on the aggregate score for all five papers. In other words, if you fail one paper, it is still possible to pass. Pass grades are A, B and C. Fail grades are D and E. The results slips of students indicate areas in which a high level of performance has been achieved (for those candidates who achieve a pass grade) or where performance is particularly weak (for candidates with fail grades).

An in-depth look

You have 1 hour to complete **Paper 1: Reading**. It tests your ability to understand written English.

The Reading paper has three parts.

Part 1

This consists of a text followed by eight four-option multiple-choice questions and tests your detailed comprehension of the passage. One or two questions may test whether you have understood the global meaning of the text. Learn to justify your choice before settling on a final answer. In this way, you will avoid making wild guesses or being tripped up by distractors.

Part 2

This part of the paper asks you to decide where seven sentences should be placed in the text. These will have been removed from the passage and placed at random after the text. This task is designed to test your knowledge of aspects of text structure like coherence and cohesion.

Part 3

This part of the paper tests your ability to extract information quickly from a text without reading every single word. You will be asked to carry out a multiple-matching task that contains 15 questions. Practise reading texts for specific information and speed up your search time by not getting stuck on unknown words or reading parts of the text that are not relevant to the question.

Marking system and answer sheet

Each correct answer for Parts 1 and 2 is worth two marks for a total of 30 possible marks.

Each correct answer for Part 3 is worth one mark for a total of 14 possible marks.

You need to correctly answer at least 60% (ie, 37 marks out of 45) to guarantee passing this paper.

You will mark your answers in pencil on a separate answer sheet, which will be scanned by computer. The test has to be completed in the time given – **extra time is not allowed for you to transfer your answers to the answer sheet.**

Exam technique

Knowing how to manage your time in the **Reading** part of the examination is just as important as being able to understand the texts and the tasks.

You have 1 hour to complete this paper. Each part tests different reading skills and, therefore, your time will not necessarily be evenly divided between each part. We recommend that you allow yourself approximately 20 minutes for each section, completing the answer sheet after each section. It is a good idea to practise timing yourself even when you are working at home. In this way, you will discover which parts of the paper are most easy or difficult for you to do.

Wear a watch to the examination room and time yourself throughout.

Answer every question. If you find yourself running out of time, it is better to guess (especially the multiple-choice questions) than to leave a blank.

There is no need to rush through the paper in order to be the first one to finish! Take the appropriate time needed. If you do find that you have finished early, then go back and check your answers once or twice to make sure you haven't made any silly mistakes. However, don't change your answers unnecessarily – some students get the answer right the first time and then change the right answer to a wrong one when they are checking. If you can justify your answer sensibly to yourself, then leave it as it is – it's probably right.

Finally, you can remain calm physically and mentally by preparing properly for the exam well in advance. Make sure you understand what you have to do. Arrange to have some refreshments during the break. Check that you have several pencils, a pencil sharpener and an eraser with you. And get a good night's sleep the night before the exam – last minute studying is unlikely to help you.

Hints on answering the multiple-choice section (Part 1)

You must read a text and answer eight multiple-choice questions of four options each. This tests detailed understanding, global understanding, meaning from context (eg What does the writer mean...?) and lexical reference (eg What does "it" refer to in line X?).

Approach

Do not panic when you come across unknown words. You can often guess the meaning of a word in the context of the sentence. In other cases, the meaning of an unknown word would not affect your understanding of the sentence or passage, as in Part 1 of this test, where you will find the sentence "The route became rougher until we were bumping along a treacherous stony path". You would not be expected to understand the meaning of "treacherous".

Read the passage through thoroughly. Do not be distracted by the incorrect options. Remember, the correct answer comes from the text and not what you might know about the subject, so you should justify your answers to yourself before selecting your final answer. Answer all the questions.

Pre-exam preparation

Read as widely as possible. You may find that another person's strategy for doing this part of the paper does not suit you, so practise and find your best way of doing it.

Remember

If one of the questions is an incomplete sentence, your choice should match the context of the passage to give a correct answer. Other options may make complete sentences, but the information may not be relevant to the text.

Part 1

You are going to read part of a travel article about Skiathos. For questions 1–8, choose the answer A, B, C or D which you think fits best according to the text.

LOOKING FOR NOBODY

Dan and I flew from Gatwick to Skiathos, the busiest of the Sporades Islands, an archipelago that includes Skopelos and Alonissos. The charter plane was full of Union Jack shorts, ghetto-blasters and crates of beer.

5 Tickets for this former hideaway have been in great demand since BBC television's popular travel show, *Holiday*, declared it the best value sun on offer. Its Koukounaries cove was also named one of the world's ten most beautiful beaches by *Conde Nast Traveller*.

10 When we arrived, the road builders were out in force, still surfacing the route which takes the hordes by coach from the airport to the sea. We rolled up our sleeves, put on our sunglasses and hired a motorbike. The search for seclusion began immediately.

15 We started with the famous Koukounaries beach, where sun-loungers were lined up four deep, the bar was churning out chips and the motor boats were screeching water skiers around the bay. There was not a spare patch of sand in sight. We walked to the end of the beach, not

20 imagining the next cove along would be much different, but for some reason there were only two families playing in the sand. This was great, but we kept going to the next cove and suddenly, less than 100 yards from the chaos, we were alone.

25 Our desire for peace was satisfied by several hours of solitary swimming, but to get back to our cottage we had to go past the crowds again. So we took our motorbike and headed for the hills. A single road led to the north of the island, where our map suggested there were no big

30 resorts, just scattered villages. The road zigzagged above lush forests, the breeze bringing with it the scent of pine

and the salty taste of the sea.

Suddenly the road became a dirt track and dropped towards the island's northern coast. Our £5-a-day motorbike "phutted" nervously. The route became rougher until we were 35 bumping along a treacherous stony path. On one side we were confronted by a sheer rock face, on the other by a huge drop. We went through bushes and splashed through muddy streams. As the journey became more and more risky, I began to think that populated beaches were not so bad after 40 all.

Then the view opened up and we glimpsed a huge, empty bay with a single tiny shack at one end. When we eventually reached the hut – a small taverna – its owner emerged yawning from a backroom siesta, explaining that he hadn't 45 expected anyone to turn up at lunchtime.

The grey pebble beach, surrounded by wild flowers, is called Kehrias, and its tiny taverna is famous for bubbly cheese omelettes. Tucking into the speciality dish, we gazed at the surroundings – no cold beer here, just a few rusty outboard 50 motors, fishing nets and a mirror surrounded by driftwood. Most people arrive by sea, the owner explained – only the English turn up by road. So we decided to hire a boat.

On the island's northern extremes – unreachable by road – we found Lalaria, a spectacular bay with no sound, just 55 smooth white pebbles and crystal waters sparkling with blue-grey fish. At one end a giant arch of rock stuck out of the coast, under which a shoal was hanging, eerily still, in the shade. Sitting in the sun, staring out to sea, we thought we had probably found the most secluded place on Skiathos. 60

- 1 What conclusion can be reached in the first paragraph?
 - A Only British tourists visit Skiathos.
 - B Skiathos has always been very popular with tourists.
 - ☒ C People are greatly influenced by television.
 - D *Conde Nast Traveller* is read widely in Europe.
- 2 How could Koukounaries beach best be described?
 - A strange
 - ☒ B overcrowded
 - C peaceful
 - D traditional
- 3 Why did they use their motorbike to return to the cottage?
 - A to explore the island
 - B to see how good it was
 - ☒ C to avoid other tourists
 - D to get back more quickly
- 4 Why did the writer begin to think that "populated beaches were not so bad after all" (lines 48–49)?
 - ☒ A She was frightened.
 - B She felt lonely.
 - C She wanted to find a sandy beach.
 - D She wanted to do some water-skiing.
- 5 What did the owner do when they arrived at the taverna?
 - A He gave them a warm welcome.
 - B He offered them a cold beer.
 - C He told them he was about to have a nap.
 - ☒ D He prepared lunch for them.
- 6 What did the taverna owner say to the writer?
 - A English people hardly ever visited Kehrias beach.
 - B He could rent them a boat cheaply.
 - ☒ C Most people reached Kehrias beach by boat.
 - D He expected to be very busy that evening.
- 7 What did the couple do at Lalaria Bay?
 - A They sat in the shade.
 - B They sunbathed on the white sand.
 - C They did some fishing.
 - ☒ D They enjoyed the peace and quiet.
- 8 What is the writer's general attitude towards choosing beaches?
 - A She enjoys crowded beaches.
 - B She likes beaches that can only be accessed by boat.
 - C She is frightened by the idea of sunbathing on a quiet beach.
 - ☒ D She prefers privacy to beach facilities.

Part 2

You are going to read the last in a series of articles about a person who had eye surgery. Seven sentences have been removed from the article. Choose from the sentences **A–H** the one which fits each gap (9–15). There is one extra sentence which you do not need to use.

I can see clearly now

My appointment was on a Saturday at 10 am. My left eye was to be treated first because its vision was slightly worse. In the waiting room, I struck up a conversation with a woman who told me that it was her second attempt at surgery. Apparently, the first time there was a complication which meant that the procedure had to be stopped and postponed for three months. Just what I wanted to hear.

Before I went into the operating theatre, I was given an aesthetic eye drops and some tablets to take the edge off my nerves. **9** **D** This was an advantage because the doctor was able to talk me through the procedure so I knew exactly what was to come.

Lying flat on my back, I was told to look at the red light above me. I was given more anaesthetic drops and then a clamp was fixed onto my face to keep my eyelids apart. **10** **E**

The flap, which looked just like cling film, was then peeled back, leaving a “trap door” for the laser. After the beam had worked its magic, the corneal flap was smoothed back in place. **11** **C** The only pain I felt was from the pressure of the clamp, but that quickly wore off.

Half an hour later, I had a check-up and, in that short time, the vision in my left eye had improved tenfold. It was incredible. After the check-up, I was told to come back for another the next morning. **12** **H** I was absolutely ecstatic.

13 **A** The following Monday I was back at work. To prevent infection, I was given antibiotic eye drops and advised to avoid eye make-up and activities such as swimming and gardening for about a week.

A month later, I had my right eye treated. Things didn't go as well this time round and I was left with a slight blurring, which has never really gone away. **14** **F** The doctor said that if it really bothered me, it could be corrected with further laser treatment.

After thinking about it for a few weeks, I decided against another operation. **15** **B** To be honest, the blurring doesn't matter at all. My vision is perfect when I use both eyes and it is wonderful not to have to bother with lenses or glasses any more.

- A** The post-op check-up the following morning went smoothly.
- B** I didn't want to risk more surgery.
- C** It was all over in fifteen minutes.
- D** I was conscious throughout the surgery.
- E** Next a suction ring was placed over my eye to secure it while an instrument called a microkeratone cut a flap in my cornea.
- F** It's barely noticeable, but after the amazing success of the first operation, I felt disappointed.
- G** While I waited for an appointment with a leading ophthalmologist, the operation was all I could think about.
- H** On the way home, I kept testing my vision by covering my right eye and reading street signs and car number plates.

Part 3

You are going to read some information about winter holiday destinations. For questions 16–30, choose from the list of destinations(A–F). The destinations may be chosen more than once.

At which holiday destination (s)

- might you expect something worse than you actually get?
- are the locals particularly hospitable?
- would you find the pace of life slow?
- has there been a great increase in the tourist industry?
- would you see ultra modern buildings?
- could you choose between exciting nightlife and a relaxing holiday?
- could you eat particularly good food?
- would you see a relatively old means of transport
- could you play a sport?
- would you not see large numbers of tourists?
- would you see buildings which you could see in other countries?
- have there been great changes in the recent past?
- could you travel along waterways?

16 E

17 F

18 A

20 B

21 C

22 F

23 A

24 B

25 C

26 A

27 D

28 C

30 D

19 D

29 E

Winter Blues

Leave the gloom and head for warmer climes.

Four million Britons take their holidays at this time of the year, so why not join them?

A The British Virgin Islands

More than 50 tiny volcanic islands make up the British Virgin Islands which are popular with experienced Caribbean travellers because they have escaped the problems created by mass tourism. This is the Caribbean you dream of: green, tropical islands fringed by golden beaches and populated by easygoing, relaxed people. The Sugar Mill on Tortola, the main island, is set in a 17th century sugar plantation on a hillside. This quiet hotel is renowned for its award-winning restaurant.

B Cuba

The American trade embargo has left Cuba in a time warp. Recent investment in tourism has brought a surge of visitors – Cuba was the fastest-growing destination last winter. Tours of the colonial cities can be added to packages in all-inclusive beach resorts, although more recent history has its own appeal – the battered 1950s cars, for example.

C Dubai

After a decade of remarkable architectural development, Dubai, the most progressive city in the Arab world, is a place for the 21st century, with futuristic buildings spreading out from the traditional Gulf port. You can shop in a souk, play golf on immaculate oasis-like courses and enjoy four-wheel adventures in the desert. The flight time from London is only six hours on Emirates, rated the best airline for the past

three years. The new Ritz-Carlton Dubai on Jumerah beach is perfect for travellers who enjoy a touch of luxury.

D Kerala

The state of Kerala on India's south-west coast has a rich, cosmopolitan history with Chinese, Portuguese, Jewish, Dutch and Hindu influences reflected in the architecture, food, music and people. This is the most gentle corner of India with an unhurried pace. Watch the fishers on Cochin or explore backwater canals by boat. Kerala is also home to the ancient art of Ayurvedic healing.

E Benidorm

Don't be put off by Benidorm's rapid rise from fishing village to concrete holiday resort in the 1960s. It was the first Spanish resort to be "rebuilt". The town has been improved considerably with the worst of the early buildings being pulled down. The main beaches are meticulously maintained and the water is clean. There are cafés serving full English breakfasts as well as tapas bars. Don't expect solitude.

F Cyprus

The Greek Cypriots offer as warm a welcome as the weather. The big resorts are ideal for those who want beaches and evening activity, but for every concrete corner of Cyprus there are green mountains and pine forests, fortresses and ruins in a biblical landscape. For a taste of local atmosphere, stay in a small village inn.

An in-depth look

You have 1 hour 20 minutes to complete **Paper 2: Writing**. During this time you have to complete two tasks. In Part 1 the task is compulsory – all candidates have to answer this question, which is a letter or email in an appropriate style. In Part 2 you have a choice of tasks that may include writing an article, a report, a review, an informal letter, an essay, a narrative or a choice of two options based on the optional set book.

Students should be able to write in an appropriate style, using relevant vocabulary, for the particular task they choose.

There are 20 marks for each piece of work and students who pass are able to produce writing that is organised, interesting, takes into account the expectations of the target reader, and includes appropriate vocabulary and expressions with the required register and format.

You answer the questions on the lined paper provided by the examination centre. You must write in blue or black pen and NOT in pencil.

Exam technique

You have 1 hour 20 minutes to write two compositions. This gives you plenty of time for planning, writing and checking, but you still need to pay attention to time to make sure you give equal time to both tasks. Doing a good job on one task and rushing the other will not give you the best result.

Some students think that planning is a waste of time and usually panic because they think they don't have enough time to write. However, the average person can write at a speed of 25 words per minute (longhand), which means that to write between 120 and 180 words you would need around 5 to 8 minutes to complete one composition.

Spend about 5 minutes reading the questions and understanding them before you make your choice. Part 1 is a compulsory task, but in Part 2 you can choose a topic that you can do well at. Don't choose something unusual just to be clever. It is better to choose something that you are comfortable with, where you can express yourself using a wide range of vocabulary and expressions.

Take about 10 minutes to plan each composition: write down the first ideas that come to mind and then order them into paragraphs. Check that you have covered all the points that are mentioned in the question.

You should spend about 20 minutes writing each composition. You will then have about 10 minutes left to check both compositions for careless mistakes in spelling, vocabulary or grammar. Make sure you write the correct number of words. Compositions that are too short or too long will not receive the best mark.

Take two or three pens with you and make sure your writing is clear.

Hints on writing a letter

One of the most important things to remember when doing this question is to read all the information given to you very carefully. Understand exactly what you have to do. You must write a formal or informal letter. This tests your ability to use the usual conventions of letter writing ("Dear Sir", etc.) and to organise a letter in a sound, structured manner. It is also a test to see if you can use the appropriate information from the material given to you to achieve the task set.

The types of letter you are likely to come across are:

- asking for or giving information
- recommending something to somebody
- giving advice or your opinion
- apologising
- giving instructions or directions
- inviting
- complaining
- applying for a job

You may find that the letter you are asked to write combines two of the above types. Whatever the case, you should be able to write in an appropriate style.

Approach

Make sure your letter is properly structured and that you cover all the points given in the question. If all the points have not been covered you will lose marks. Do not simply make a list of questions or statements in the letter. Your letter must be clearly laid out with the appropriate language (formal or informal, etc.). If you are required to ask for information, don't ask in the same way for every item. You should provide evidence of a range of language. For example, don't use "Could you tell me ..." all the time, but use "I would like to know...", etc. so that the letter does not become too repetitive. Remember "Dear Sir/Madam" – "Yours faithfully" and "Dear Mr/Ms" – "Yours sincerely". You can add an extra question of your own if you wish. This will show the examiner that you fully understand the task.

Pre-exam preparation

Practise doing all types of this task. Your teacher will be able to guide you through the various types of letter required.

Remember

Don't just copy the notes given to you – you are expected to expand them and to put them in your own words where possible.

