

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

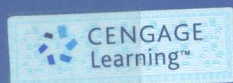
Nicholas Stephens

教师用书

Teacher's Book

Cambridge FCE Practice Tests 2

剑桥第一证书
英语考试教程2



北京大学出版社
PEKING UNIVERSITY PRESS

著作权合同登记 图字: 01-2008-4807

图书在版编目(CIP)数据

剑桥第一证书英语考试教程 2 (教师用书)=Cambridge FCE Practice Tests 2 Teacher's Book / (英) 斯蒂芬斯(Stephens, N.)主编. —北京: 北京大学出版社, 2008.12

(剑桥英语等级考试系列·原版影印)

ISBN 978-7-301-14688-0

I. 剑… II. 斯… III. 英语—水平考试—教学参考资料 IV. H310.41

中国版本图书馆 CIP 数据核字(2008)第 188323 号

Copyright © 2009 by New Editions

Original edition published by Cengage Learning. All rights reserved. 本书原版由圣智学习出版公司出版。版权所有, 盗印必究。

Peking University Press is authorized by Cengage Learning to publish and distribute exclusively this reprint edition. This edition is authorized for sale in the People's Republic of China only (excluding Hong Kong SAR, Macao SAR and Taiwan). Unauthorized export of this edition is a violation of the Copyright Act. No part of this publication may be reproduced or distributed by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.

本书英文影印版由圣智学习出版公司授权北京大学出版社独家出版发行。此版本仅限在中华人民共和国境内(不包括中国香港、澳门特别行政区及中国台湾)销售。未经授权的本书出口将被视为违反版权法的行为。未经出版者预先书面许可, 不得以任何方式复制或发行本书的任何部分。

Cengage Learning Asia Pte. Ltd.

5 Shenton Way, # 01-01 UIC Building, Singapore 068808

本书封面贴有 Cengage Learning 防伪标签, 无标签者不得销售。

(Thomson Learning 现更名为 Cengage Learning)

书 名: 剑桥第一证书英语考试教程 2 (教师用书)

著作责任者: N.斯蒂芬斯(Nicholas Stephens) 主编

策 划: 刘 强

责任编辑: 宣 瑄

标准书号: ISBN 978-7-301-14688-0/H·2161

出版发行: 北京大学出版社

地 址: 北京市海淀区成府路 205 号 100871

网 址: <http://www.pup.cn>

电 话: 邮购部 62752015 发行部 62750672 编辑部 62767347 出版部 62754962

电子邮箱: zbing@pup.pku.edu.cn

印 刷 者: 北京大学印刷厂

经 销 者: 新华书店

889 毫米×1194 毫米 大 16 开 12 印张 386 千字

2008 年 12 月第 1 版 2008 年 12 月第 1 次印刷

定 价: 28.00 元

未经许可, 不得以任何方式复制或抄袭本书之部分或全部内容。

版权所有, 侵权必究

举报电话: 010-62752024

电子邮箱: fd@pup.pku.edu.cn

H310.456.1/Y1C
:2
2008.

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

Cambridge FCE Practice Tests 2

Teacher's Book

剑桥第一证书英语考试教程 2

(教师用书)



北京大学出版社
PEKING UNIVERSITY PRESS



CENGAGE
Learning™

Contents

Introduction

4

Test One

Paper 1: Reading		Paper 4: Listening	
An in-depth look	6	An in-depth look	26
Exam technique	7	Exam technique	26
Hints on answering the multiple-choice questions (Part 1)	7	Hints on answering the multiple-choice questions (Part 1)	26
Test	8	Test	27
Paper 2: Writing		Paper 5: Speaking	
An in-depth look	14	An in-depth look	31
Exam technique	14	Exam technique	31
Hints on writing a letter/email (Part 1)	15	Hints on answering personal questions (Part 1)	31
Test	16	Test	32
Paper 3: Use of English			
An in-depth look	18		
Exam technique	18		
Hints on answering the multiple-choice cloze passage (Part 1)	19		
Test	20		
Vocabulary Extension	24		

Test Two

Paper 1: Reading		Paper 4: Listening	
Hints on working with a gapped text (Part 2)	33	Hints on sentence completion (Part 2)	50
Test	34	Test	51
Paper 2: Writing		Paper 5: Speaking	
Hints on writing an informal letter (Part 2)	40	Hints on comparing pictures (Part 2)	55
Test	41	Test	56
Paper 3: Use of English			
Hints on how to gap-fill (Part 2)	43		
Test	44		
Vocabulary Extension	48		

Test Three

Paper 1: Reading		Paper 4: Listening	
Hints on answering the multiple matching task (Part 3)	57	Hints on multiple matching (Part 3)	74
Test	58	Test	75
Paper 2: Writing		Paper 5: Speaking	
Hints on writing an article	64	Hints on speaking with a partner using visual prompts (Part 3)	79
Test	65	Test	80
Paper 3: Use of English			
Hints on word formation (Part 3)	67		
Test	68		
Vocabulary Extension	72		

Test Four**Paper 1: Reading**

Hints on answering questions	81
Test	82

Paper 2: Writing

Hints on writing an essay	88
Test	89

Paper 3: Use of English

Hints on 'key' word transformations (Part 4)	91
Test	92
Vocabulary Extension	96

Paper 4: Listening

Hints on answering multiple-choice questions (Part 4)	98
Test	99

Paper 5: Speaking

Hints on speaking with a partner and the interlocutor (Part 4)	103
Test	104

Test Five**Paper 1: Reading**

Hints on improving your reading skills I	105
Test	106

Paper 2: Writing

Hints on writing a short story	112
Test	113

Paper 3: Use of English

Hints on answering questions	115
Test	116
Vocabulary Extension	120

Paper 4: Listening

Hints on improving your listening skills I	122
Test	123

Paper 5: Speaking

Hints on improving your speaking skills I	127
Test	128

Test Six**Paper 1: Reading**

Hints on improving your reading skills II	129
Test	130

Paper 2: Writing

Hints on writing a report	136
Hints on answering the task for the set books	136
Test	137

Paper 3: Use of English

Hints on improving your Use of English skills	139
Test	140
Vocabulary Extension	144

Paper 4: Listening

Hints on improving your listening skills II	146
Test	147

Paper 5: Speaking

Hints on improving your speaking skills II	151
Test	152

Photographs and Visuals for Tests	153
-----------------------------------	-----

Glossary	165
----------	-----

Tapescript	170
------------	-----

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 2 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 practice, 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 Parts 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

In this paper, you have 1 hour to complete three parts. Each part contains one or more texts with a comprehension task.

Part	Number of Questions	Marks per Question	Task
1	8	2	Four-option multiple-choice questions based on a text Tests: understanding of gist, detail, what is implied and lexical reference
2	7	2	7 sentences which have been removed from a text must be replaced Tests: understanding of how a text is structured in English
3	15	1	15 multiple-matching questions based on one or more texts Tests: ability to locate specific information quickly

You are required to mark your answers on a separate answer sheet in pencil. This must be done during the 1 hour given. You will not be allowed extra time to transfer your answers to the answer sheet.

Exam technique

In the Reading Paper of the FCE examination, the ability to manage the time available is an essential skill. It is not enough just to be able to understand written English and complete comprehension tasks correctly.

You have 1 hour to complete all three parts of the paper and complete the separate answer sheet. It is important to time yourself well before the examination so you can adjust your technique according to the time available. As the different parts of the Reading Paper test different reading skills, it is more than likely that you will be better at, or able to complete more quickly, one or more parts of the paper. You must also leave sufficient time to transfer your answers to the answer sheet in an unrushed manner. Be careful not to fill in any answers in the wrong place, which may then make the following answers incorrect.

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

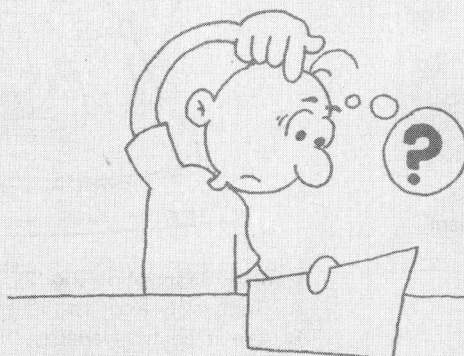
This part of the Reading Paper tests your detailed understanding, global understanding (eg The purpose of this text is ...), inference (eg What does the writer mean when ...?) and lexical reference (eg What does 'they' in line X refer to?).

This part of the paper can be approached in two ways:

- a** Read the text fairly quickly and then read the questions one by one. Hopefully, you will have some idea of where to return to in the text when you read the questions. Identify the correct place in the text and work through the four options until you find the one supported by the text.
- b** Read the question stems first so that when you start reading the text, points relating to the questions will sound familiar. You can then go back to the relevant question and look at the options available, working through them until you find the one supported by the text.

Have confidence in your decisions. If you can support your answer with something from the text, it is probably correct. Do not choose an answer based on what you think or know, but which is not mentioned in the text.

Answer all the questions.



Part 1

You are going to read part of an instruction manual for an iron. For questions 1–8, choose the answer **A, B, C** or **D** which you think fits best according to the text.

Instructions

Filling with water (for steam-ironing and spraying)

- ◆ You can fill this iron with normal tap water.
- ◆ Remove the mains plug from the wall socket before filling the iron. Set the steam control (B) (fig. 2) to position 0 (=no steam).
- ◆ Stand the iron upright and open the slide valve. Pour no more than 170 ml of water into the filling aperture (F). Otherwise there will be a problem with steam ironing and spraying.





Ironing temperature

- ◆ Sort the laundry out according to ironing temperature first: wool with wool, cotton with cotton, etc.
- ◆ The iron heats up faster than it cools down. Therefore, start ironing the articles requiring the lowest temperature such as those made of synthetic fibres.
- ◆ If the fabric consists of various kinds of fibres, you must always select the lowest ironing temperature of the composition of those fibres. (Eg, an article consisting of 60% polyester and 40% cotton should be ironed at the temperature indicated for polyester [•] and without steam.)

Setting the temperature

- ◆ Stand the iron upright.
 - ◆ Set the temperature control (A) to the correct ironing temperature as indicated in the ironing instructions or in the table. (See fig. 1.)
 - ◆ Insert the mains plug into the wall socket.
 - ◆ After the temperature indicator light (G) has gone out and come on again, you may start ironing. The indicator light will go out from time to time during ironing.
- If you set the temperature control to a lower setting after ironing at a high temperature, do not begin again before the indicator light comes on.

fig.1

Instructions on label	Textile	Temperature control	Steam control
	synthetics eg, acetate, acrylic, viscose, polyamide (nylon), polyester	Low •	no steam
	silk		
	wool	Medium ••	low steam
	cotton linen	High •••	high steam

Note: ✕ on label means: "This article cannot be ironed!"

Steam ironing

- ◆ As indicated on the temperature control (A) and the table, steam-ironing is only possible at higher ironing temperatures:

- or ••• for moderate steam.
- for maximum steam.

With conventional steam irons, water may leak from the sole-plate if a too low temperature has been selected. This will then cause stains. However, your new steam iron features 'Drip Stop' steam shut-off: the iron will automatically stop steaming at too low temperatures. When this happens, you can hear a click. Set the temperature control to the advised position. Steaming will recommence as soon as the appropriate temperature has been reached.

- ◆ Ensure that there is enough water in the water reservoir.
- ◆ Stand the iron on its rear side.

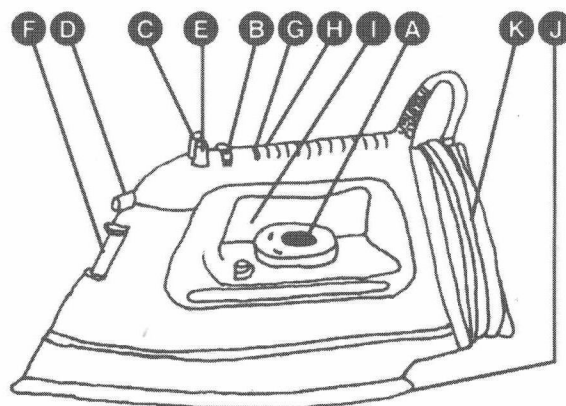
- ◆ Set the temperature control (A) at the required position within the 'steam area' (•• or •••).
- ◆ Insert the mains plug into the wall socket.
- ◆ Wait a little while for the green indicator light (G) to go out and to come on again.
- ◆ Set the steam control (B) to the required position.

Auto stop

If the iron is left in a motionless horizontal position for more than 30 seconds, or in a vertical position for more than 8 minutes, the red pilot light (H) will come on blinking and the heating element will switch off automatically. You will also hear a sound signal.

When picking up the iron again, the red light will go out and the green temperature indicator light (G) will come on. This indicates that the iron has begun heating up again.

When the green light has gone out you can recommence ironing.



General description (fig. 2)

- | | |
|-------------------------------------|-------------------------------|
| A Temperature control (variable) | G Temperature indicator light |
| B Steam control (variable) | H 'Auto Stop' pilot light |
| C Spray button (press) | I 'Self Clean' button (press) |
| D Spray | J Type plate |
| E 'Shot of steam' button (press) | K Cord storage |
| F Filling aperture with slide valve | |

- 1 Why should you put no more than 170 ml of water in the iron?
 - A That's all the iron can hold.
 - B The measuring beaker can only hold 170 ml.
 - ☒ C The steam-ironing and spraying features won't work properly.
 - D Tap water contains a lot of salt.

- 2 What is the advantage of ironing clothes made of a synthetic material first?
 - A It is impossible to damage clothes if you do.
 - ☒ B It won't take as long to do the ironing.
 - C The iron won't leave so many stains.
 - D There are bound to be more of them to iron.

- 3 How should an article consisting of 80% cotton and 20% wool be ironed?
 - A at a low temperature with no steam
 - B at a high temperature with no steam
 - C at a high temperature with high steam
 - ☒ D at a medium temperature with low steam

- 4 What would you do if the indicator light went on and off while you were ironing?
 - ☒ A Ignore it because it is normal.
 - B Stop ironing immediately.
 - C Let the iron cool down.
 - D Use the spray when the light is on.

- 5 What special feature for steam ironing does the iron have?
 - A It prevents too much spray from going onto clothes.
 - B It removes stains caused by steam.
 - C It warns the person ironing that it is dripping.
 - ☒ D It stops steaming when the temperature is too low.

- 6 When can you start using steam while ironing?
 - A only when you press button E
 - B after you hear a clicking noise
 - ☒ C when the temperature is medium or high
 - D when the green light goes out

- 7 What does the 'auto stop' feature do?
 - A It starts working when you press button H.
 - B It switches off the iron 30 seconds after the green light comes on.
 - C It switches off the iron if it is moved for more than 30 seconds.
 - ☒ D It acts as a safety shut-off for the iron.

- 8 How can you tell if the 'auto stop' feature has been activated?
 - A The green light will go out.
 - ☒ B You will hear a sound and see a red light.
 - C The iron will be in a vertical position.
 - D The iron is heating up.

Part 2

You are going to read a newspaper article about an art exhibition. 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.

Pick up a painting at the academy

Art lovers are streaming into the Royal Academy and they are not going in empty-handed. They are armed with their cheque books and they are ready to use them. The attraction is the 231st annual summer exhibition and within the first two weeks, enthusiasts have purchased almost everything on the walls.

'We have been coming here for four years and are amazed at the number of paintings that have already been sold. This is much faster than last year,' said Ruth Plain of Essex, who has visited the show with her husband, Richard. **9**

'We have just the place for it in our cottage,' said Mr Plain. **10** So the Plains will have to make their minds up quickly if they are going to add some colour to that space over the stairs.

Cuffe is one of the 383 exhibitors in this year's festival who are not members of the Academy. Each of the 100 academicians has the right to show up to six pieces, which accounts for 442 of the works in the show. **11**

The original number was reduced to a short list of about 2,000. Then each of the 13 committee members was assigned one of the gallery's rooms and told to fill it with fine art. **12**

'This blend of works by obscure artists and well-established names is unique,' said committee member, Norman Ackroyd. 'Where else would you see an unknown artist's work like this hanging between pieces by two internationally-recognised people like Jasper Johns and Jim Dine?'

13

This disregard for commercial valuation is demonstrated by a £95 print by Barbara Hermann surrounded by pieces worth thousands of pounds. Ms Hermann's dry point etching of a woman lying in bed is apparently benefiting from this prime location as her edition of 20 prints is close to selling out. **14**

At the other end of the price range but just one room away is a Kitaj offering called Sandra Five, a Magazine at £500,000, framed. Actually, there are three frames, one for each of the sections that stretch side-by-side for five feet. However, you can't buy the most valuable paintings in the show. **15**

Despite this, Mr Ackroyd says buyers are assured of a good purchase from the summer exhibition because each of the pieces has been chosen by a panel of top artists who certainly know their stuff.

- A** Her work is among the more affordable at the show.
- B** The other 540 pieces were chosen by a committee from the 9,000 submitted by artists from around the world.
- C** After looking at the 982 works on offer, they decided that Irish artist Grainne Cuffe had produced what they were looking for in the form of a huge etching of a bold, red flower.
- D** David Hockney's colourful vistas of the Grand Canyon, for example, are not for sale.
- E** It doesn't really matter which painting you take home with you.
- F** The answer, quite simply, is nowhere.
- G** The left-over pieces were sent back to the artists with a 'thank you' note.
- H** They are not absolutely sure whether they are going to make the purchase but, at £435 for each print in the run of 65, the pieces are going quickly.

Part 3

You are going to read a newspaper article about buying a house. For questions **16–30**, choose from the people (**A–D**). The people may be chosen more than once. When more than one answer is required, these may be given in any order.

Which of the people suggest the following?

- | | |
|------------------------|---------------------|
| A Lorna Vestley | C Kim Bailey |
| B Mark Watts | D Jim Keene |

- | | | |
|--|--------------------|--------------------|
| Personal contact with the agent is vital. | 16 B | |
| I made a new friend while looking for a house. | 17 B | |
| I didn't get on with an agent. | 18 D | |
| I wanted to get everything done quickly. | 19 C | |
| I felt like calling the agent all the time. | 20 B | |
| Agents appreciate honesty. | 21 A | 22 C |
| I lost money because of a delay. | 23 D | |
| Changing your mind can cause a delay. | 24 A | |
| I shouldn't have spoken to anyone about my affairs. | 25 D | |
| I told my agent the maximum price I could afford. | 26 C | |
| I made my agent work hard. | 27 C | |
| If you can't make a meeting, let the agent know immediately. | 28 B | |
| The agent is not employed by the buyer. | 29 A | |
| Looking for a house can be very tiring. | 30 A | |

Buying a House

How do you get the best properties first? Lonta Vestley gives some good advice.

Finding and buying a house can be an exhausting and emotional experience at the best of times and when there are few properties available, there are always people richer than you who keep pushing the prices up. However, there are things you can do to improve your chances of being the one who actually finds and buys the perfect property.

First of all, you should know your own mind – not just on what your ideal home looks like but on what you are prepared to accept. It is a waste of time if you refuse to consider a home which is less than ideal at first but then change your requirements and price range at a later date.

You should always choose an agent you feel comfortable with. Remember, they are human, too, and will make an extra effort for those people they trust, like and find responsive. You should also be straightforward with them. This will gain you valuable points since they are under pressure and have dozens of buyers to satisfy. Although the agent has a duty to be honest with you, you should bear in mind that you are not his client. The client is the person who pays the agent's bill and this is the seller.

At the moment, sellers are in short supply so they are the ones that are likely to be known to the agent. **Mark Watts**, a computer programmer, realised this from the start. "Normally, buyers are just names on a card or on file in a computer. This means that the agent has no personal relationship with buyers," he says. "Fortunately, I made an appointment to see the agent who had been recommended to me. I found it much better to talk face to face than to send a letter. I also resisted the temptation to ring him every day but I did call him twice a week to see if there was anything new and demonstrate my keenness. It's also best if you show the agent that you are a serious

buyer so if you are running late or can't make an appointment, let the agent know as soon as possible. I built up quite a good relationship with my agent and now he is a welcome guest in my home nearly every weekend."

Another person who had no real difficulty in finding a property to her liking was **Kim Bailey**, a business executive. "I had planned everything from the start. I set my budget at the highest possible figure and searched furiously for the right property. I had to get things done quickly because prices seemed to be rising all the time and my budget was at its limit," she says. "I might have put my agent under pressure, but she certainly got the message that I was serious and that turned out to be good. We worked well as a team and the whole thing was over in about a month. I think she appreciated the fact that I didn't underestimate the amount I was prepared to spend. Buying a house is a team effort so you shouldn't do it alone!"

However, not everyone can work towards a goal with others. **Jim Keene**, a mechanical engineer, says: "Buying a house turned out to be a nightmare for me. I thought I could do nearly everything by myself but I was wrong. It took me a while to realise that what I was doing was foolish and by the time I did, prices had risen – not by too much, but by enough to put financial pressure on me. I was told to get to know the agent personally and not to be a faceless name on file. I did that but I found that the agent was too busy. He also had an air of self-importance that I found irritating. Perhaps it was just that the property market was slow for the buyer. Anyway, I got another agent who found a property for me quite quickly but I went and told a friend about it. Before I could seal the deal, my friend had let someone else in on the secret and I'd lost my ideal home. I think there are lessons to be learnt from my experience."

An in-depth look

In this paper, you have 1 hour 20 minutes to complete **two** tasks. The first task is compulsory for all students and the second task is chosen from four optional questions, one of which is based on the optional set text.

Part	Type of Task	Length
1	Letter or email (formal/informal)	120–150 words
2	One task from four (article, letter, report, review, essay or story)	120–180 words

Each composition is given a mark out of 20 based on the student's ability to produce writing that is well organised within a suitable format, interesting, appropriate in terms of vocabulary and register and that answers the task set fully.

You must write your composition in the answer booklet provided in either black or blue ink, and not in pencil.

Exam technique

1 hour 20 minutes is sufficient time for you to complete both tasks. It is important to spend an equal amount of time on both compositions rather than a particularly long time on one and then have to rush the second task.

Spend a few minutes at the beginning of the Writing Paper choosing the question in Part 2 which you feel you can answer best. Remember that Part 1 is compulsory and all students must answer it.

When you have decided on the questions to be answered, take some time to plan each one. You will not be able to write a well-organised composition without writing your thoughts down on paper first and then arranging them into paragraphs. This should take about 10 minutes and you should make sure at this stage that your plan is relevant to the question and has answered it completely.

Then spend about 20 minutes writing the composition, which will leave you about 10 minutes at the end for checking.

Make sure you write the correct number of words. A short answer will often mean that a student has not answered fully whereas a long answer obviously takes more time to write, may contain more errors and will not receive the best mark from the examiner.

Take two or three pens with you and make sure your writing is clear and easy to read. If you make a mistake, put a neat line through the word or phrase and continue writing. The examiner will not mind your making mistakes if your composition looks neat and tidy.

Hints on writing a letter/email (Part 1)

When answering this task, it is important to spend adequate time reading and understanding the information provided. This information is provided in the form of text and notes and may include pictures.

To achieve a good mark in this type of question, you must utilise the information fully, being careful not to miss any points out. The examiners are also looking for evidence that you can express the information in your own words and expand on it. You must think about who your target reader is and choose a suitable style and register accordingly.

The following types of letter or email may be required:

- letters/emails giving/requesting information
- letters/emails of complaint
- letters/emails giving advice
- letters/emails of apology
- letters/emails accepting/declining an invitation
- letters/emails of invitation
- letters/emails of recommendation
- letters/emails of application (i.e. for a job)

Although addresses are not required for letters in the FCE examination, a correct layout is required. Paragraphs need to be well thought out and salutations and closing phrases must be appropriate.

Try to vary your vocabulary and phrases to avoid sounding repetitive. For example, in a letter or email giving advice, don't keep using the phrase: 'If I were you,...'. You could also use other expressions such as 'It would be a good idea ...', 'Have you considered ...?' or even 'Why don't you ...?' for an informal letter or email. See the section below on style for some helpful vocabulary.

You may include your own ideas in this type of writing task, but make sure you cover all the points mentioned in the question first and that you don't write a letter or email which is overlong.

HELPFUL PHRASES:

Giving/requesting information

- *In answer to your request for information ...*
- *I hope this information is of use to you.*
- *I would be grateful if you could tell me ...*
- *I'm writing to enquire about ...*

Making a complaint

- *I am writing to express my dissatisfaction with ...*
- *I wish to complain about ...*
- *...did not live up to my expectations/your advertisement.*

Giving advice

- *In my opinion, you should ...*
- *Have you considered ...?*
- *If I were you, I would ...*

Apologising

- *I regret to inform you ...*
- *Please accept my apologies.*
- *I'm very sorry about ...*

Letters accepting/declining an invitation

- *It's with great pleasure that we accept your kind invitation.*
- *Unfortunately, we are unable to attend.*
- *Thank you so much. We'd love to come.*
- *I'm afraid I already have plans for that particular day.*

Making an invitation

- *I'd be delighted if you could join us at ...*
- *I was thinking how nice it would be if ...*
- *Would you like to ...?*

Making recommendations

- *It really is the best cinema/restaurant/hotel around.*
- *I don't hesitate in recommending it to you.*
- *I'm sure you will be more than happy there.*

Making an application

- *I am writing to apply for ...*
- *As far as my qualifications are concerned, ...*
- *As regards work experience, ...*