



First Certificate

Games and Activities

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Series Editor

Peter Watcyn-Jones











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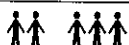













































































PENGUIN ENGLISH PHOTOCOPIABLES































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Key to contents table	
Activity type	Preparation
 individual	 one handout to copy
 pair work	 several handouts to copy
 group work	 one handout to copy and cut up
 whole class activity	 several handouts to copy and cut up
 teacher-led activity	 handout to be cut up into several pieces or into cards

Game/Activity	Time	Exam focus/lexical area	Activity type	Preparation	Pages
1 Animal court	15–20 mins	Paper 1, Part 1/Animals; The law			7/48–49
2 Sports and activities	30 mins	Paper 1, Part 1/Sports and activities			7/50–52
3 Identify the organization	15–20 mins	Paper 1, Part 2/The environment			8/53–54
✓ 4 A hidden message 1	20 mins	Paper 1, Part 2/General			8/55–56
5 Follow-on connections	20 mins	Paper 1, Part 3/The weather			9/57–59
6 Learning languages	15 mins	Paper 1, Part 3/Language learning			10/60
7 Services and facilities	20 mins	Paper 1, Part 3/Services and facilities			10/61–62
8 Holidays	15 mins	Paper 1, Part 4/Holidays and travel			11/63–64
9 Where's Pogle Park?	15 mins	Paper 1, Part 4/Towns; location; facilities			12/65–66
10 Character and personality	20–25 mins	Paper 1, Part 4/Character and personality			12/67–68
11 Job applications	15 mins + writing time	Paper 2, Part 1/Applying for a job			13/69–70
12 Holiday in hell	10–15 mins + follow-up writing	Paper 2, Part 1/2/Complaining about holidays			14/71–73
✓ 13 Transactional matching	10–15 mins	Paper 2, Part 1/Transactional letters			15/74
✓ 14 Paragraphs	10 mins + follow-up writing	Paper 2, Part 2/general			16/75–76
15 Complete the composition	15–20 mins	Paper 2, Part 2/Food			16/77
16 Jumbled compositions 1	15 mins + writing time	Paper 2, Part 2/Education			17/78–79
17 Jumbled compositions 2	15–20 mins + writing time	Paper 2, Part 2/Town and country			18/80–81

Game/Activity	Time	Exam focus/lexical area	Activity type	Preparation	Pages
18 Writing Snap!	15 mins + writing time	Paper 2/General			18/82-85
19 The wrong register	15-20 mins + writing time	Paper 2, Parts 1/2/Informal letters			19/86
20 The perfect report	15 mins + writing time	Paper 2, Part 2/School facilities			20/87-88
21 Set text wordsearch	15 mins + writing time	Paper 2, Part 2/Books			21/89
✓ 22 Find the hidden word	20 mins + writing time	Paper 2, Part 2/Beach holidays			22/90
23 You're making it up!	20-40 mins	Paper 2, Part 2/General			22/91
24 Phrasal verb options	20-25 mins	Paper 3, Part 1/Phrasal verbs			23/92-93
25 Mixed-up story	20 mins	Paper 3, Part 1/Crime			24/94
✓ 26 A hidden message 2	10-15 mins	Paper 3, Part 2/General			24/95
✓ 27 Missing words crossword	30 mins	Paper 3, Part 2/General			25/96-97
28 Missing words Snap!	20 mins	Paper 3, Part 2/General			25/98-100
29 Jumbled transformations	15 mins	Paper 3, Part 3/General			26/101-103
30 Key words casino 1	25 mins	Paper 3, Part 3/General			27/104-105
31 Key words casino 2	25 mins	Paper 3, Part 3/General			28/106-107
32 Key words casino 3	25 mins	Paper 3, Part 3/General			28/108-109
33 Key words bingo	15 mins	Paper 3, Part 3/Phrasal verbs			28/110-112
✓ 34 Text correction matching	10-15 mins	Paper 3, Part 4/General			29/113
35 Corrections race	20-25 mins	Paper 3, Part 4/General			30/114-115
36 Word forms bingo	20 mins	Paper 3, Part 5/Word forms			30/116-119
37 Backslide	15 mins	Paper 3, Part 5/Word forms			31/120-121
38 First to five	5-10 mins	Paper 3, Part 5/Word forms			32/122-124
39 Where are they? bingo	15 mins	Paper 4, Part 1/Services and facilities			32/125-126
40 Where? Why? What?	15-20 mins	Paper 4, Part 1/General			33/127-129
✓ 41 Listening crossword	20 mins	Paper 4, Part 1/General	 		34/130-131
✓ 42 The Rock Star	25-30 mins	Paper 4, Part 2/Music	 		35/132-137
43 Contradictions 1	40 mins	Paper 4, Part 2/General information about FCE			35/138-141

Game/Activity	Time	Exam focus/lexical area	Activity type	Preparation	Pages
44 Who says what?	20 mins	Paper 4, Part 3/ General			37/142-143
45 Listening casino	20 mins	Paper 4, Part 3/Language schools			37/144-145
46 A hidden message 3	25 mins	Paper 4, Part 4/Adventure sports			38/146-147
47 Watch your language!	20 mins	Paper 5, Part 1/General			38/148
48 Find the differences	10-15 mins	Paper 5, Part 2/Location and direction			39/149
49 Find your partner	5-10 mins	Paper 5, Part 2/General			40/150
50 First to ten	10-15 mins	Paper 5, Part 2/General			41/151-152
51 Unusual objects	20 mins	Paper 5, Part 3/General			41/153-154
52 Predictions	10 mins	Paper 5, Part 3/Camping; luxury items			42/155-156
53 Keep on talking	15-30 mins	Paper 5, Part 4/General			43/157-159
54 Useful expressions	10 mins	Paper 5/Spoken expressions			44/160
55 Useful expressions crossword	15 mins	Paper 5/Spoken expressions			44/161-163
56 Contradictions 2	20-30 mins	All papers/General			45/164-166
57 Hot potatoes 1	15-20 mins	Useful structures/General			46/167-170
58 Hot potatoes 2	15-20 mins	Useful vocabulary/General			46/171-174

Introduction

First Certificate Games and Activities is a resource book for teachers containing a collection of 58 photocopiable activities designed to help students prepare for the Cambridge First Certificate in English examination. By doing the games and activities in the book, students will acquire and practise the various skills they will need for the different tasks they will have to do in the exam, while simultaneously acquiring, practising and recycling essential structures and vocabulary. Equally important, however, is the fact that the activities provide a welcome break from the more formal teaching methods often used in exam preparation classes; they allow the students to work together in pairs, groups or teams to solve problems and complete tasks, adding an enjoyable, competitive and non-threatening element to what can otherwise be a fairly 'dry' subject. When I was writing the book, I kept in mind the oft-quoted Confucian maxim which remains as relevant today as it did almost two and a half thousand years ago:

Tell me and I forget

Show me and I remember

Involve me and I learn

Many of the games and activities in the book are variations on traditional card and board games, and a lot have been inspired by, or adapted from, games and activities which have been passed down through 'generations' of EFL/ESL teachers. I must especially mention my colleagues past (Hong Kong, Singapore and London), and present (St. Clare's, Oxford). I would also like to mention the series editor, Peter Watcyn Jones, whose *Vocabulary Games and Activities* laid the format for the book and the template for many of the activities. In other cases I may have devised some activities which someone else can lay prior claim to. If this is the case, I apologize and will gladly make the appropriate acknowledgement in future editions of the book.

The organization of the book

The activities have been grouped into six sections. Five of these are based on the FCE papers, and follow the same order: Reading, Writing, Use of English, Listening and Speaking. A small sixth section covers general aspects of the whole exam and should ideally be used shortly before the students actually sit the exam. Some of the activities in the book use a generic playing board, which can also be found in the sixth section.

The book itself is divided into two parts. Part 1 gives detailed Teachers' Notes (which include an answer key, suggestions for alternative playing strategies and ideas for follow-up activities). Part 2 contains the various cards, hand-outs, etc., to be photocopied.

Classroom dynamics

Class sizes vary considerably, but most of the activities in this book have been designed for classes of between 6 and 20 students. Where possible, your classroom should be physically arranged to facilitate working in pairs or groups. Where you have an uneven number of students in the class, most pairwork activities can be done by three people. There are no getting-up-and-running-around activities, so the activities here should work in even the tiniest bolt hole or broom cupboard!

The role of the teacher

Apart from some of the teacher-led activities (especially in the listening section, where he/she acts as the tape recorder), the teacher's role is largely a passive one. He/She is initially responsible for:

- preparing the material in sufficient quantities
- explaining clearly what has to be done
- monitoring and making all the right noises
- checking answers at the end of an activity.

Once the activity has started, the students should be able to work independently of the teacher at their own pace. The teacher should only interfere or help if absolutely necessary.

I hope that you and your students enjoy these games and activities as much as mine did during the piloting sessions. I would be delighted to receive any comments or suggestions you might have, constructive or otherwise, and would like to wish you lots of happy FCE-ing!

Rawdon Wyatt

Part 1: Teacher's notes

1 Animal court

Time: 15–20 minutes

Exam focus: Paper 1, Part 1. Multiple matching (headings)

Lexical area/topic: Animals/The law

Type of activity: Pairwork activity based on matching paragraphs of a text with suitable headings in order to reveal a mystery word

Preparation: Copy the headings and text on pages 48 and 49 – one copy per pair.

Other materials required: None

Method

- 1 Introduce the activity by asking the students if they have any pets. What do they like about having pets? What are the main problems with pets? What do they do if their pets misbehave?
- 2 Divide the class into pairs. Tell them that they are going to read a text about an unusual way of dealing with the owners of badly-behaved animals. Ask them to predict what this is.
- 3 Give each pair a copy of the text and the headings.
- 4 Explain that they must match the headings with the appropriate section of the text. The first one has been done as an example. Tell them that if they do this correctly, and then take the first letter of each heading, they will reveal the name of a popular pet that very rarely causes problems.
- 5 Allow the students about 10–15 minutes to do this task. At the end of that time, check to see how many identified the pet.
- 6 Once everyone has matched the headings with the text and identified the mystery animal, ask them how they knew which heading went with which paragraph. This will give them an opportunity to focus on the use of synonyms and other reference devices.

Key

- 0 The court with a difference
- 1 One of many incidents in the town
- 2 Receiving the council's approval
- 3 Trial and punishment
- 4 Organising protests
- 5 Irrelevant waste of money
- 6 Setting a trend
- 7 Embarrassment factor encourages good behaviour

The mystery word is **tortoise**.

2 Sports and activities

Time: 30 minutes

Exam focus: Paper 1, Part 1. Multiple matching (headings)

Lexical area/topic: Sports and activities

Type of activity: Teacher-led activity for two teams based on matching short texts with suitable headings or headlines

Preparation: Copy the generic playing board on page 174 – two copies for the whole class. Also copy the sports and activities sheets (Parts A and B) on pages 50–52 – one per pair.

Other materials required: Two dice and two counters or coins

Method

- 1 Introduce the activity by asking the students about the sports they enjoy playing/watching. Ask them about the qualities that are needed to play these sports. Ask them if there are any sports they would like to take part in.
- 2 Divide the class into two teams. Ask each team to choose a captain.
- 3 Give each team a copy of the playing board, a dice and a counter or coin. Give each student a copy of the sports and activities sheets.
- 4
 - Explain that each team must roll their dice and move their counter or coin along the playing board.
 - Each time they land on a numbered space, they must look at the corresponding text from Part A on their sports and activities sheets, and match it with a heading from Part B. The captain in each team can decide who answers each time.
 - If their answer is correct, they stay where they are and write their initials on the square. If their answer is incorrect, they move back the original number they threw on the dice.
 - If they land on any of the symbolled spaces (♣, ♠ or ♀), they should move according to whether their answer is correct or incorrect.
 - If they land on a space which has already been answered by another team, this is a

free space and they do not need to answer again.

- The winning team is the first team to reach the end of the board.

Alternative activity

For larger classes, divide the class into groups of five. Divide these groups into two teams of two and a referee. Give the referee a copy of the answer key below. The teams then play against each other following the rules in part 4 above. The referee can tell them whether their answers are right or wrong.

Follow-up

- 1 In pairs, students choose one of the sports from Part A, make a note of the key words and phrases which helped them identify the sport, and then develop a list of other useful words and phrases which they would associate with that sport.
- 2 On their own, students choose a sport or activity and write a detailed description of how it is played, using key words and phrases, but without actually saying what the sport is. They then give their description to another student, who has to guess what is being described.

Key

A	1	2	3	4	5	6	7	8	9	10
B	30	21	5	29	23	22	27	6	20	14
A	11	12	13	14	15	16	17	18	19	20
B	28	13	26	19	1	10	25	9	4	11
A	21	22	23	24	25	26	27	28	29	30
B	15	2	8	18	7	3	17	24	16	12

3 Identify the organization

Time: 15–20 minutes

Exam focus: Paper 1, Part 2. Multiple choice

**Lexical area/
topic:** The environment

Type of activity: Individual or pairwork activity based on choosing correct answers in a multiple-choice task in order to reveal the name of an organization

Preparation: Copy the text and questions on pages 53 and 54 – one copy per student or pair of students.

**Other materials
required:** None

Method

- 1 Introduce the activity by asking the students about the current state of the world's environment. What are the

problems? What are the causes of these problems? What can we all do to reduce the damage to the world's environment? Write some useful/important words on the board (many of these can be found in the text on page 53).

- 2 Divide the class into pairs (or they can work individually if preferred).
- 3 Give each pair or individual a copy of the text/questions.
- 4 Explain that they should read the text and answer the questions that follow it. They should then take the letters in bold at the end of each of their chosen answers and write them in the appropriate space in the grid at the bottom of the questions sheet. If their answers are correct, the letters they have written in the grid, together with the letters that are already there, will form the name of an international organization.

Key

1ii 2i 3iv 4ii 5ii 6iii 7i 8iv 9i
10iii 11iv 12ii 13i 14iii

The organization is 'Friends of the Earth', an international organization which aims to protect the environment.

4 A hidden message 1

Time: 20 minutes

Exam focus: Paper 1, Part 2. Multiple choice

**Lexical area/
topic:** General

Type of activity Team activity based on choosing correct answers in a multiple-choice task in order to reveal a hidden message.

Preparation: Copy the texts and questions on pages 55 and 56 – one set for the whole class.
Cut the pages into individual cards along the dotted lines.

**Other materials
required:** None

Method

- 1 Divide the class into ten pairs or small teams. It doesn't matter if a 'team' consists of just one student.
- 2 Tell each team to write down on a separate piece of paper the numbers 1–10. This will be their answer sheet.
- 3 Give each team one of the text/question cards.

- 4
- Explain that they have two minutes to read the text on their card, and choose the correct answer, A, B, C or D.
 - Once they have done this, they should write the first word of that answer in the appropriate space on their answer sheet (for example, if one team thinks the answer to card number 1 is B, they should write 'Some' next to number 1 on their answer sheet).
 - Once the two minutes is up, they should pass their card to another team. The above process is then repeated.
 - Continue to do this until all the teams have seen all the cards and answered all the questions, writing down the first word of each correct answer on their answer sheet.
 - When they have finished, explain that the words they have written down on their answer sheet can be rearranged to reveal a message. This message gives them advice about how they should approach the Reading paper in the FCE exam.

Key

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

The first words from each correct answer, when correctly arranged, will give the following message:

Skim the texts for general meaning before attempting the questions.

Follow-up

Ask the students what else they should do when doing the reading paper. Elicit suggestions such as:

- Use a process of elimination to discard the answers that can't be possible.
- Beware of 'distracters' that make you think a particular answer is correct.
- Use a pencil or marker to highlight key words in the text.
- If you can't answer a question, leave it and go back to it later.
- If you are better at some parts of the reading paper than you are at others, do these first and then attempt the more difficult parts.
- Make sure that you fill in your answer sheet correctly!

5 Follow-on connections

Time: 20 minutes

Exam focus: Paper 1, Part 3. Gapped text

*Lexical area/
topic* The weather

Type of activity: Small group activity based on matching two sentences which are related to the same topic using referencing skills (linking words, pronouns, etc.)

Preparation: Copy the sentences on page 57 – one copy per three students. Also copy the answers on page 58 and the playing grid on page 59 – one per three students.

Method

- 1 Introduce the activity by asking students about today's weather. What's their favourite kind of weather? In which situations can the weather be dangerous? You could also get them to brainstorm various words and expressions used to talk about the weather, and write these on the board.
- 2 Divide the class into groups of three.
- 3 Give each group a copy of sentences 1–21 on page 57. Tell them to read through the sentences and check the meanings of any unusual words with their partners or by using a dictionary.
- 4 Give each group a copy of the playing grid. Give them a few minutes to read through the sentences and check for vocabulary problems.
- 5 Tell each group to choose a referee. Give the referee a copy of the answers. He/She should not show these to the other students in the group.
- 6 Explain that for each sentence 1–21, there is an appropriate follow-on sentence on the playing grid. The students should be able to match these sentences together by using linking devices (e.g., conjunctions), pronouns and key vocabulary items.
- 7 Explain that the aim of this game is for two of the students (not the referee) in each pair to collect rows of three spaces, horizontally, vertically or diagonally. They do this by matching a sentence on the grid with its preceding sentence on the sentence sheet.
- 8 In addition to collecting rows of three spaces, they will also have to try to prevent

the other student from collecting a row of four.

- 9 • To begin the game, one of the students in each pair chooses a sentence on the playing grid and says what they think the preceding sentence is from the list of sentences 1–21.
- The referee should ask them why they chose that sentence (e.g., which words helped them identify the connection between the two sentences). He/She will then tell the student if their answer is correct or incorrect.
- If they are correct, they win that space on the playing board, which they tick off with a pen. That space cannot then be taken by the other student.
- If they are incorrect, the space is left blank. The student can either try to win it again on their next turn, or it can be passed to the second student.
- The second student then does the same thing.
- These steps are repeated until one of the students has a row of three spaces.
- The winning student is the student who, after fifteen minutes of play, has the most rows of three spaces.
- If a student wins a space next to, above or below a 'Free square' space, they also win that 'Free square' space.

Follow-up

In pairs, students write their own sentence pairs (one sentence on a sheet of paper, the follow-on sentence on a second sheet of paper), which they then give to another pair of students who must try to match them using the referencing skills practised in this game.

6 Learning languages

- Time:** 15 minutes
- Exam focus:** Paper 1, Part 3. Gapped text
- Lexical area/topic:** Language learning
- Type of activity:** Individual or pairwork activity based on identifying sentences which follow on from previous sentences
- Preparation:** Copy the sentence-matching sheet on page 60 – one copy per student or pair of students.

Other materials required: None

Method

- 1 Introduce the topic by asking students about their own language-learning experiences. What methods do they use to practise their English or acquire new language? How do they remember new words and expressions they have learnt? What advice would they give to other students who are about to start an English course?
- 2 Give each student or pair of students a copy of the sentence-matching sheet.
Explain that the sentences in column A can be followed by a second sentence, which is split into two sections in columns B and C. They must match these sentences, using pronouns and other reference devices to identify which sentences follow which.
- 3 Allow them five minutes to do this. At the end of this time, tell them to stop and join with another student or pair of students to check their answers.
- 4 After another five minutes, tell them to stop. Feedback the answers and write the numbers and letters on the board. The team with the most correct answers is the winner.

Follow-up

In pairs or small groups, students write their own sentences, using the examples on the sheet as a model. They can give these to another group to match.

Key

- A1-B6-C10 A2-B8-C6 A3-B4-C8
 A4-B13-C13 A5-B10-C14 A6-B12-C3
 A7-B11-C12 A8-B5-C5 A9-B3-C7
 A10-B7-C1 A11-B14-C4 A12-B1-C9
 A13-B2-C2 A14-B9-C11

7 Services and facilities

- Time:** 20 minutes
- Exam focus:** Paper 1, Part 3. Gapped text
- Lexical area/topic:** Services and facilities in towns
- Type of activity:** Team/Pairwork activity based on identifying key words related to different services and facilities in a town, and matching these sentences with other sentences which follow them, using key words and other reference devices

Preparation: Copy the *Services and facilities* grid on page 61 – one for each group of four students. Also copy the card sheet on page 62 – one for each group of four students. Cut the cards out and put them into two envelopes, a set of A cards in one envelope and a set of B cards in the other.

Other materials required: None

Method

- 1 Introduce the activity by asking students to brainstorm the names of different services and facilities they might expect to find in a large town (e.g., school, library, restaurant, bus stop). Write these on the board.
- 2 Divide the class into groups of four. Divide these groups of four into teams of two.
- 3 Give each group a copy of the 'Services and facilities' grid.
- 4 Give one of the teams in each group an envelope containing a set of the A cards, and give the other team an envelope containing a set of the B cards. They should spread these cards out so that they can see them.
- 5 Allow them a few minutes to read quickly through their cards to try to decide which service or facility is being described.
- 6 The team with the A cards begins by choosing one of their cards and laying it down in the space next to the appropriate service or facility on the grid. They have a maximum of 30 seconds to choose their card (the other team should time them). If they haven't chosen a card by the end of 30 seconds, they stop playing and play passes to the other team.
- 7 The team with the B cards chooses the card which best follows on from the A card, and which also matches the service or facility in the left-hand column of the grid, and lays it down in the appropriate space on the grid. Alternatively, they can put a card in a different place. Again, they have 30 seconds to choose their card.
- 8 This is repeated until both teams have got rid of all their cards (apart from the ones that they were unable to lay down in the permitted time during the game).
- 9 They should then ask you to check their answers. The team with the most correctly-placed cards is the winner.

Alternative activity

Instead of playing in teams of two, this activity works well with two students playing against each other.

Key

The cards on the card sheet are in the correct order and correspond with the spaces on the grid.

8 Holidays

Time: 15 minutes

Exam focus: Paper 1, Part 4. Multiple-matching/Multiple-choice

Lexical area/topic Holidays and travel

Type of activity: Pairwork activity based on matching a list of different holidays with the people they would be most suitable for, using key words and other reference devices

Preparation: Copy the *People* sheet on page 63 – one copy per pair of students. Also copy the tour company's holiday list on page 64 – one copy per pair of students.

Other materials required: None

Method

- 1 Introduce the topic by asking the students about holidays they have been on. What was their best holiday? What was their worst? What is the most interesting place they have visited? Is there anywhere in the world they would really like to visit? What do they like to do on their holidays?
- 2 Divide the class into pairs.
- 3 Give each pair a copy of the 'people' sheet and a copy of the tour company's holiday list on pages 63 and 64.
- 4 Tell them that they should match the people on the 'people' sheet with a holiday on the list that would be most suitable for them.
- 5 They should then take the first letter of each person's name and write it in the grid under the holiday list (for example, if they think that the Himalaya trekking holiday would be the most suitable holiday for Elizabeth, they should write the letter E in the box for number 1.)

- 6 If their answers are correct, the letters in the boxes will spell out the name of a type of holiday that is becoming increasingly popular.
- 7 Allow them about fifteen minutes to do this. At the end of this time, check to see how many identified the type of holiday.

Key

1 Alan 2 Louise 3 Luke 4 Ian 5 Nigel
6 Charlie 7 Lorraine 8 Ursula 9 Sarah
10 Imogen 11 Veronica 12 Elizabeth

The holiday is an **all-inclusive** holiday (flights, transfers, accommodation, meals and drinks are all paid for before the holiday).

9 Where's Pogle Park?

Time: 15 minutes

Exam focus: Paper 1, Part 4. Multiple-matching/Multiple choice

Lexical area/topic: Towns/location/facilities

Type of activity: Pairwork activity based on matching descriptions of different parks with places on a map, using key words and other reference devices

Preparation: Copy the map on page 65 and the travel book review of parks and gardens on page 66 – one copy of each per pair of students.

Other materials required: None

Method

- 1 Introduce the topic by asking the students about the places they can go to relax on a nice afternoon, either in their home town or in the town in which they are studying. What do they like about these places? What can they do there?
- 2 Divide the class into pairs.
- 3 Give each pair a copy of the map and a copy of the travel book review of parks and gardens.
- 4 Explain that all the parks and gardens on the map have been reviewed except for one – Pogle Park.
- 5 They should read the descriptions of the different parks and gardens, and match them with one of those on the map. By a process of elimination, they should discover which one is Pogle Park.

- 6 Allow fifteen minutes for this. At the end of that time, ask how many students have managed to identify the location of Pogle Park.

Follow-up

Give the students a Paper 1, Part 4 task from a past FCE paper or book of practice tests.

Key

A Tulip Park B Prince Alfred Memorial Garden C Gannett Gardens D Buttercup Park E Cartman Gardens F Cranberry Gardens G Greensward Park H Kenny Park J North Park K Tufnell Park I Pogle Park

10 Character and personality

Time: 20–25 minutes

Exam focus: Paper 1, Part 4. Multiple-matching/Multiple choice

Lexical area/topic: Character and personality

Type of activity: Pairwork activity based on matching different people and adjectives with short texts in which the people describe themselves, using key words

Preparation: Copy the people sheet on page 67 – one copy per pair of students. Also copy the descriptions on page 68 – one copy per pair of students.

Other materials required: None

Method

- 1 Introduce the topic by asking the students about their personalities. How would they describe themselves? What are their good points? What are their bad points? If they could change anything about their personality, what would it be?
- 2 Divide the class into pairs.
- 3 Give each pair a set of people picture cards. Allow them a few minutes to look at the adjectives on the cards and check their meanings, either with each other or by using a dictionary.
- 4 Give each pair a copy of the short descriptions.
- 5 Tell them that they should match the pictures of the different people with the correct text in which they talk about themselves. They should write the people's names in the correct text box.

- 6 Explain that if they do this correctly, then take the first letter of each person's name, they should reveal another name which is very popular in Britain (and in many other countries too).
- 7 Give them about fifteen minutes for this. At the end of that time, ask how many pairs have managed to reveal the 'mystery' name.

Follow-up

Go through the descriptions of the different people and ask how the students were able to match each person with their description (for example, Chris says that he is *not particularly generous* and he *gets irritated over small things*, so these match up with *mean* and *tetchy* on the picture cards).

Individually, students write a brief description of themselves and pass it to you. You then read these out, and the other students have to guess who is being described.

If you're feeling particularly brave, you can get your students to work in small groups to write a description of you.

Key

1 Chris 2 Anne 3 Rebecca 4 Oscar 5 Luke
6 Isabel 7 Nigel 8 Elizabeth

The name that should be revealed is **Caroline**.

11 Job applications

Time: 15 minutes + writing time
Exam focus: Paper 2, Part 1. Transactional letter
Lexical area/topic: Applying for a job
Type of activity: Small group activity based on identifying the correct style and register in a semi-formal transactional letter
Preparation: Copy the job advertisement and letters on pages 69 and 70 – one copy per group of three or four students. Cut the letters into cards along the dotted lines.

Other materials required: None

Method

- 1 Introduce the activity by asking your students about the situations in which they might be expected to write a transactional letter (suggestions include: applying for a job, asking for information, complaining, arranging a meeting, ordering something

by post, making an enquiry about something). Ask them to think about the do's and don'ts of writing such letters (suggestions include: Polite beginning and ending, clear introduction and body, don't use contractions, idioms, colloquialisms or slang. Tell your class to KISS: Keep it short and simple).

- 2 Divide the class into small groups of three or four.
- 3 Give each group a copy of the job advertisement. Check they understand what the advertisement requires them to do (i.e., write a letter stating their interest in the job and explaining why they are interested, why they would be suitable for the job, etc.). Encourage them to highlight the key words and expressions in the advertisement – in the FCE exam this forms an essential part of the essay-planning process.
- 4 Give each group a set of letters. Explain that these are five different applications for the same job from five different people. One of them is perfect, the others all contain mistakes in style and register (the grammar itself is good in all of them).
- 5 In their groups, they should arrange the letters in order, beginning with the least suitable application and ending with the most suitable one. They should do this by looking at the expressions in each one and deciding how formal or informal they are.
- 6 The groups compete against one another to arrange the letters. The first group to correctly put the letters in order is the winner.
- 7 Review the elements that made these letters suitable or unsuitable (for example, the least suitable letter reads more like an informal letter to a close friend – there are lots of idioms, colloquialisms, contractions, etc. The most suitable letter contains all the elements that comprise a good transactional letter.). Get your students to read out some of the 'useful' expressions that are used and write these on the board.

Follow-up

In groups, students can design their own job advertisement similar to the one they have just seen. They can then give these to another group, who can then write an appropriate letter.

Alternative activity

- Instead of giving each group a set of letters, make one copy and put the letters up on the walls around the classroom. Students can either work in groups or individually to find the letter which is (a) the least appropriate and (b) the most appropriate. Each group of students should start at a different letter to avoid a student traffic jam.
- If you don't have time to cut the letters into cards, just make copies of the sheets and give them to the students as they are.

Key

The order of the letters, from the least appropriate to the most appropriate, runs as follows:

Least appropriate = 5 4 1 3 2 = most appropriate

You should explain that the letter they will need to write in the exam does not need to be as long as this. It should be between 120 and 180 words.

12 Holiday in hell

Time: 10–15 minutes + follow-up writing

Exam focus: Paper 2, Part 1/2. Letter of complaint

Lexical area/topic: Complaining about holidays

Type of activity: Pairwork activity based on matching pictures with descriptions, and then writing a letter of complaint

Preparation: Copy the student A and B sheets on pages 71–73 – one set per pair of students.

Other materials required: None

Method

- 1 Introduce the activity by asking your class if they have ever had a bad holiday. What was wrong with it? Did they complain? If so, were they satisfied with the response they got?
- 2 Divide the class into pairs.
- 3 Give one student in each pair the student A sheets ('What the brochure promised' + the pictures) and give the other student the student B sheets ('What you got' + the pictures'). They should not show these to each other.

- 4 Explain that Student A has got some descriptions of a hotel in a holiday brochure, and Student B has got the pictures that go with those descriptions. Student B has got the descriptions of what the hotel was really like, and Student A has got the pictures that match those descriptions.
- 5 In turns, they should read their descriptions to each other and then match their pictures with the descriptions their partner gives them. Each picture has a letter, and they should write these in the grid at the bottom of their descriptions sheet. (For example, if Student A reads description 1 and Student B thinks the picture that accompanies this description is H, he/she should give this letter to student A, who writes it in the box for number 1 at the bottom of their page).
- 6 Allow your students about ten minutes for this. At the end, check their answers. Then with the whole class, review some useful expressions that could be used in a letter of complaint and write these on the board, e.g. *I would like to complain about...*; *On the one hand... On the other hand...*; *Furthermore; To my disappointment/disgust/shock...*; *I must insist you give me a refund/partial refund...*; *I look forward to an early reply.../I look forward to hearing from you soon...*, etc.
- 7 Using these expressions, and the 'What the brochure promised' and 'What you got' information as stimulus, each pair should write a letter of complaint to the hotel or tour operator. They should write about three or four of the problems they encountered. Their letter should be between 120–180 words long.

Follow-up

The pictures could also be used as stimulus for a role-play, one student playing the part of the hotel manager/tour operator, the other playing the disgruntled customer.

Key

Student A
Your partner's answers

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

Student B
Your partner's answers

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

13 Transactional matching

Time: 10–15 minutes

Exam focus: Paper 2, Part 1.

*Lexical area/
topic:* Transactional letters

Type of activity: Team activity based on identifying suitable expressions that can be used in a semi-formal transactional letter, and identifying and correcting some common language mistakes

Preparation: Copy the transactional letter expressions on page 74 – two copies for each group of four students.

*Other materials
required:* None

Method

- 1 Introduce the activity by asking the students about some common expressions that can be used in semi-formal transactional letters. They should be familiar with some expressions such as 'Dear Sir/Madam', 'Yours sincerely', 'I am writing to...', etc.)
- 2 Divide the class into groups of four. Divide each group of four into pairs. The two pairs in each group will be playing against each other.
- 3 Give each pair a copy of the transactional expressions.
- 4 Explain that the sheet contains the beginning and end of different sentences that can be used in transactional letters. The second part of each sentence also contains a mistake (this is either a spelling mistake, a missing word or an extra unnecessary word).
- 5 The student pairs then take it in turns to:
 - Match the beginning of the sentence in the first column to the ending in the second column.
 - Identify and correct the mistake in the second part of the sentence.

They have a maximum of 30 seconds each time. The other team should time them. They should write their answers down on a separate sheet of paper.
- 6 Stop the game after 10–15 minutes and check the answers with the class. The pair in each group that has matched and

corrected the largest number of sentences is the winner in that group.

The scoring works as follows: If they match both the sentence halves and identify the mistake correctly, they win 2 points. If they match the sentences but fail to identify the mistake, they win 1 point. If they fail to match the sentence, they don't win anything, even if they are able to identify and correct the mistake.

Alternative activity

This could be done as a simple pairwork activity, with the students working together to match up the sentence halves and identify the errors.

Follow-up

Choose any semi-formal transactional letter from an FCE past paper or practice tests book and ask the students to decide which of the expressions from the game would be suitable for use in that letter.

Key

- 1 Dear Mr Blackwell sir, (remove)
- 2 Dear Sir/Madame, (spelling – remove the e)
(1 + 2 can be in either order)
- 3 I refer to your advertisement in yesterday's Times for a **tour** guide. (spelling)
- 4 I would like to apply for the post of Assistant Teacher **was** advertised in the Oxford News on 8 April. (remove)
- 5 I am very interested in applying **you** for the post of student reporter. (remove)
- 6 I would like to complain about the service I received recently in your restaurant. (spelling)
- 7 I am writing to thank you for the help you gave me when I visited **to** your school. (remove)
- 8 I would be grateful if you would send me more of information. (remove)
- 9 Thank you very much for your letter of 12 September. (spelling)
- 10 As you requested, I enclose full details of the itinerary for a next weekend. (remove)
- 11 I regret that I am unable to attend **at** the conference next Tuesday. (remove)
- 12 I suggest meeting **with** at 7 o'clock. (remove)
- 13 I hope I have covered **for** the main points. (remove)

Teacher's notes

- 14 If you require any more information, please do not hesitate to get in touch **me**. (remove)
- 15 Please give my best wishes to a Mr Smith. (remove)
- 16 I can usually be contacted by telephone or **the** e-mail. (remove)
- 17 I would be free to attend an interview at any time. (spelling)
- 18 I very much appreciated the effort you went to in order to make this meeting a success. (add)
- 19 I would like to point out that your article contained a number of errors. (spelling)
- 20 I feel that I am owed an apology. (spelling – remove one p)
- 21 I would be grateful if you would let me know when you will **then** arrive. (remove)
- 22 Thank you for your attention to **all** this matter. (remove)
- 23 I look forward to hearing from you so soon. (remove)
- 24 Yours sincerely, (spelling)
- 25 Yours faithfully, (spelling)
(24 and 25 can be in either order)

14 Paragraphs

Time: 10 minutes + follow-up writing

Exam focus: Paper 2, Part 2. Articles

*Lexical area/
topic:* General

Type of activity: Pairwork activity based on dividing a piece of written text into paragraphs

Preparation: Copy the articles on Maltese food and Improving your English on pages 75 and 76 – one copy of each per pair of students.

*Other materials
required:* None

Method

- 1 Introduce the activity by writing the word 'paragraphs' on the board and asking the students if they can explain what the word means and why paragraphs are important in a piece of written text (they break the text up into individual units, with each unit covering a particular aspect of the text, and they make it easier for the reader to follow what is being said).

- 2 Divide the class into pairs.
- 3 Give one student in each pair a copy of the article on Maltese food and the other student a copy of the article on Improving your English. They should not show their papers to each other.
- 4 Ask them to look at their articles and identify what is wrong with them (i.e., there are no paragraph breaks).
- 5 Explain that their articles can be divided into six paragraphs. The text therefore contains five paragraph breaks which come between some of the words in bold. They must identify where the breaks come, and write the words that they come between in the table at the bottom of their sheet.
- 6 The students work on their own to identify where their paragraph breaks come. When they have finished, they get together to see who correctly identified the most breaks (They have each other's answers in the second table at the bottom of their sheet.).
- 7 Ask the students how they were able to identify their paragraph breaks (i.e., each paragraph begins with a paragraph statement, which briefly summarises what that paragraph is going to be about).

Follow-up

Focus class attention on one of the two articles and ask them to think about either (a) food in their country or (b) their own ideas on how best to improve their English. Ask them about the things they would include and write these in note form on the board – these notes can then form the basis of individual paragraphs which the students then write up in the form of a complete essay.

Key

The answers are on the sheets.

15 Complete the composition

Time: 15–20 minutes

Exam focus: Paper 2, Part 2. Composition

*Lexical area/
topic:* Food

Type of activity: Team activity based on using key words to form whole sentences in order to complete a composition

Preparation: Copy the *Complete the composition* sheet on page 77 – one copy per student.

Other materials

required: Three board pens

Method

- 1 Introduce the activity by writing the following on the board
Michel/lives/Paris/capital/France
Ask the students to work in pairs to use these words to form a complete sentence (i.e., Michel lives in Paris, (which is) the capital of France).
- 2 Divide the class into three teams.
- 3 Give each student a copy of the 'Complete the composition' sheet. Give each team a board pen.
- 4 Explain that they must use the words in the boxes to form complete sentences which will form part of the composition. These sentences will either follow on from the previous sentence, or lead into the next sentence (or a combination of both).
- 5 Allow them about ten minutes to work in their teams and write the sentences.
- 6 Divide the board into three sections, one section for each team.
- 7 Ask one student from each team to come up to the board and write their sentences for number 1: (Lack vitamins + minerals).
- 8 Award each team five points for their sentence, and then remove one point from this for each of the following:
 - A wrong word
 - A missing word
 - An extra, unnecessary word
 - A spelling mistake
 So, for example, if one team writes for number 1 'Unfortunately they do lack essential vitamins and the minerals', remove 1 point for spelling (unfortunately), one point for 'do', and one point for 'the', leaving them a total of two points.
- 9 Repeat the process for numbers 2-8.
- 10 The team with the most points is the winner.

Follow-up

In pairs or small groups, students write a composition from a past FCE paper or practice tests book. For every other sentence of their composition, they just write the key words. They then pass their incomplete composition to another team, who must use the key words to complete it.

Key

Suggested sentences (your students may produce equally acceptable variations):

- 1 *Unfortunately, foods such as these lack essential vitamins and minerals.*
- 2 *As a result, many children suffer from malnutrition since they eat too much of the wrong kinds of foods.*
- 3 *Dieticians are always telling us that we should eat a balanced diet.*
- 4 *However, it is not always easy to do this.*
- 5 *These are delicious, but they are not good for us.*
- 6 *We are also told by some scientists that we should not eat genetically modified foods.*
- 7 *Many people eat organic food as they consider it to be more healthy for themselves and better for the environment.*
- 8 *In conclusion, a healthy diet is important, but unfortunately it is not always possible.*

16 Jumbled compositions 1

Time: 15 minutes + writing time

Exam focus: Paper 2, Part 2. Compositions

**Lexical area/
topic:** Education

Type of activity: Pairwork activity based on rearranging the jumbled sentences of a composition so that they are in the correct order

Preparation: Copy the *Jumbled composition* Student A and Student B sheets on pages 78 and 79 – one copy of each per pair.

**Other materials
required:** None

Method

- 1 Introduce the activity by asking the class to brainstorm words connected with education. Write these on the board.
- 2 Divide the class into pairs.
- 3 Give one student in each pair a copy of the Student A sheet and one student a copy of the Student B sheet. They should not show these to each other.
- 4 Explain that they have both got compositions in which the sentences (with the exception of the first sentence) are in the wrong order.

- 5 Individually, they must decide on the order of the sentences in their compositions (i.e., which comes second, which comes third and so on) and write the numbers in the boxes at the end of each sentence.
- 6 When they have finished, they should get together with their partner and check their answers (they have got each other's answers in the box at the bottom of their sheet). The student in each pair with the most correct answers is the winner.

Follow-up

Individually, they write a composition from a past FCE paper or practice tests book, and then put their sentences into the wrong order. They then pass this to a partner to rearrange. This task can provide the opportunity for some constructive peer correction of common mistakes.

Key

The answers are in the boxes at the bottom of their sheets.

17 Jumbled compositions 2

Time: 15–20 minutes + writing time

Exam focus: Paper 2, Part 2. Composition

*Lexical area/
topic* Town and country

Type of activity: Pairwork activity, based on identifying and separating two different compositions about living in towns and the countryside

Preparation: Copy the *Jumbled compositions* sheets on pages 80 and 81 – one copy per pair.

*Other materials
required:* None

Method

- 1 Introduce the activity by asking students about the differences between living in a large town and living in the countryside. What are the advantages and disadvantages of both? Where do/would they prefer to live?
- 2 Divide the class into pairs.
- 3 Give each pair a copy of the jumbled compositions sheets.
- 4 Explain that at the top of the first sheet there are two typical FCE composition tasks. Allow them a couple of minutes to read through these and highlight some of the key words.

- 5 Explain that in the grid there are two answers based on these writing tasks. However, the two answers have been mixed together. They must separate them.
- 6 One student in each pair reads sentence 1, and decides if it belongs to composition A or composition B. They write their answer, A or B, in the box to the right of the sentence.
- 7 The second student then does the same for sentence 2.
- 8 This is repeated until all the boxes have been filled in. You should then check the answers with the whole class.
- 9 The winner is the student in each pair who correctly matched the most sentences with the composition tasks.
- 10 Students then highlight some of the key words in the compositions (e.g., urban, depopulation, etc.) and use them to develop a vocabulary 'bank' on towns and the countryside. You should encourage them to do this for the other activities in this section of the book, and make them aware of the importance of recycling these words whenever possible so that they become an active part of their vocabulary.

Follow-up

Give the class the following composition task: *What do you like and/or dislike about the place where you live?*

The students can write this for homework, using some of the words they highlighted in step 10.

Key

1 A	2 B	3 A	4 A	5 B	6 B	7 A
8 B	9 A	10 A	11 B	12 A	13 B	14 B
15 A	16 B	17 A	18 A	19 B	20 A	21 B
22 B	23 A	24 B	25 B	26 A	27 A	28 B
29 A	30 B	31 B	32 A			

18 Writing Snap!

Time: 15 minutes + writing time

Exam focus: Paper 2. General

*Lexical area/
topic* General

Type of activity: Group activity based on matching different types of FCE writing tasks (e.g., formal letter, composition, report) with sentences which might be used in them

Preparation: Copy and cut up the A cards on pages 82 and 83 – one set per group of three to four students. Also copy and cut out the B cards on pages 84 and 85 – one set per group of three to four students. Keep the two sets separate, but make sure both sets are well shuffled.

Other materials required: None

Method

- 1 Introduce the activity by asking students about the different types of writing task they may be asked to complete in Paper 2 of the FCE exam. These are: formal letter, informal letter, composition, story, report, article, set text.
- 2 Divide the class into groups of three to four.
- 3 Give each group a set of A cards and a set of B cards. They must place these face down on the table in two separate piles.
- 4 Explain that they must turn over one of the cards on both piles and try to decide if the sentence on the B card would form a part of the writing task on the A card. If they think the cards match, they shout 'Snap!'. If they are correct, they win the B card. The A card is put at the bottom of the A cards pile. If they are wrong, both cards are placed back in their respective piles, and the student who incorrectly called 'Snap!' misses a turn.
- 5 Students play the game, taking it in turns to turn over the cards.
- 6 The game is played until all the B cards have been used up.
- 7 The winner is the student who has collected the most B cards at the end of the game.
- 8 Individually, students should then write between five and ten other sentences that could form part of the writing tasks on the A cards. They then pass these to a partner, who should decide to what kind of writing task they belong.

Follow-up

Students can choose one of the B cards and use the sentence on that card to form part of a complete essay or letter, 120–180 words.

Key

Page 84: The first four cards are from formal letters. The second four cards are from informal letters. The next four cards are from compositions. The last two cards are from stories.

Page 85: The first two cards are from stories. The next four cards are from reports. The next four cards are from articles. The last four cards are from set text tasks.

19 The wrong register

Time: 15–20 minutes + writing time

Exam focus: Paper 2, Parts 1 or 2. Informal letters

Lexical area/topic Informal letters – useful expressions

Type of activity: Pairwork activity based on identifying and correcting incorrect register in an informal letter

Preparation: Copy the informal letter and grid on page 86 – one copy per pair.

Other materials required: None

Method

- 1 Introduce the activity by asking your class to review some useful expressions that could be used in informal letters (e.g., 'Thanks for your letter', 'How are you?', 'Long time, no see', 'Keep in touch', etc.).
- 2 Divide the class into pairs.
- 3 Give each pair a copy of the informal letter and the grid on page 86.
- 4 Explain that in the letter there are ten expressions that would be considered inappropriate in an informal letter.
- 5 The students should take it in turns to identify these expressions, then write them in the left-hand column of the grid. They should then think of a more appropriate expression that could be used to replace it.
- 6 When they have finished, they get together with another pair to compare their answers.
- 7 In their original pairs, students then write the original letter that Michel should have sent to Mi Hyun. They should try to use some of the appropriate expressions that they have written in the right-hand column of their grid.

Key

These expressions are inappropriate

These are suggested alternatives

I refer to your letter of 13 April.	Thanks a lot for your last letter.
I would be grateful if you would send me further information.	Can you send me some more information?
I regret that I am unable to give you any further details at this moment.	I'm sorry I can't tell you any more at the moment.
As you requested, please find enclosed details about the English school in Brighton.	You asked me to send some details about the English school in Brighton, so I've included them with this letter.
If you require any further information, please do not hesitate to contact me.	If you want some more information about the school, get in touch.
Thank you for your attention to this matter.	Thanks a lot.
I hope that I have covered the main points.	I think that's all.
I look forward to receiving an early reply.	I'm looking forward to hearing from you.
Please give my kindest regards to ...	Please give my love/best wishes to ...
Yours sincerely	Best wishes/With love

20 The perfect report

Time: 15 minutes + writing time

Exam focus: Paper 2, Part 2. Report

Lexical area/topic: School facilities/formality of words and expressions

Type of activity: Pairwork activity based on identifying neutral/semi-formal expressions that can be used to replace inappropriate (e.g., informal) expressions in a report

Preparation: Copy the report and the playing grid on pages 87 and 88 – one copy per pair.

Other materials required: None

Method

- 1 Introduce the activity by asking your class some questions about writing reports in the FCE exam. What style of writing should they use? What should they avoid using (e.g., colloquialisms, contractions, idioms, informal expressions, etc.)
- 2 Divide the class into pairs.
- 3 Give each pair a copy of the report and a playing grid.
- 4 Explain that the words and expressions in bold in the report are all inappropriate because they are too informal. The appropriate expressions can be found on the playing grid.
- 5 One student in each pair must begin the

game by reading the beginning of the report and pausing at the end of the first inappropriate section (1 Why don't we go to...). They should then find a more suitable alternative on the grid. In some cases, more than one alternative may be possible.

- 6 They then write the number at the beginning of the inappropriate section in the small box below the suitable alternative on the grid. In the larger box, they write their name.
- 7 The second student repeats this process for the second inappropriate section.
- 8 Steps 5–7 are repeated until all of the inappropriate sections have been matched with a suitable alternative on the grid.
- 9 Allow your students about fifteen minutes for this. At the end of that time, discuss the answers. The student in each pair who has made the most correct matches is the winner.

Follow-up

- Reports usually contain sub-headings at the beginning of each paragraph: ask your class to suggest some suitable alternatives for this report (e.g., for the second paragraph: 'An ideal location').
- Individually or in pairs, students use some of the words and expressions from the playing grid to write a report recommending their own school or college. They should do this without looking at the original report they were given.

Key

Inappropriate words or expressions	Suitable alternatives
1 Why don't we go to	I would like to recommend
2 To my amazement	I was pleased to see
3 To kick off	First of all
4 really quiet	peaceful
5 dead easy	very simple
6 really old	historic
7 And then	Secondly
8 absolutely brilliant	high quality/excellent
9 tiny	intimate
10 know their stuff	are all fully qualified
11 loads	a great deal of
12 is good	caters
13 What a pity	However/Unfortunately
14 Added to	In addition to
15 smashing	excellent
16 stuffed	equipped
17 things	resources
18 yummy	delicious and nutritious
19 What's more	Furthermore
20 cosy	comfortable
21 load	large variety
22 great fun	perfect
23 chilling out	relaxing
24 haven't got a clue	do not know
25 drop the school a line	write to the school
26 check this out	make some enquiries
27 If you ask me	In my opinion
28 you'd absolutely love it	you will agree it is ideal for our purposes

21 Set text wordsearch

- Time:** 15 minutes + writing time
- Exam focus:** Paper 2, Part 2. Writing about a set text (The key words could also be used in a report or article recommending a book, and some of them could be used to write about a film or a play.)

Lexical area/topic Words related to books (e.g., novel, characters, etc.)

Type of activity: Small group activity based on identifying and recognising words commonly used to describe different aspects of a book

Preparation: Copy the gapped sentences and word grid on page 89 – one per student.

Other materials required: None

Method

1 Introduce the activity by reviewing some of the aspects of the set text your students are reading. What is the story about? Where is it set? Who are the main characters? What are they like? If the chosen text is a collection of short stories, which of these did the students like the best, and why?

If you are not doing a set text with your class, ask your students about the books they have read recently, either in English or in their own language. What were they about? Did they enjoy them? Who was the author?

- 2 Divide the class into groups of three or four.
- 3 Give each student a copy of the gapped sentences and the word grid.
- 4 Explain that the sentences all contain missing words which can be found in the grid. The first and last letter of each word has already been given to them.
- 5 In their groups, they work together to identify and find the missing words in the grid. Allow them ten minutes.
- 6 The group which has found the most words in the time allowed is the winner.

Follow-up

Students work individually to write a brief review of either their set text or a book they have read recently. They should try to use at least eight words from the grid in their review.

Or

In pairs, students write a brief review of the set text, using at least eight words from the grid. They then remove these words from their review and pass the review to another pair, who must decide which words are missing.

Key

- 1 novel
- 2 written
- 3 characters
- 4 set, fictional
- 5 action
- 6 author

- 7 imagination
- 8 portrays
- 9 narrator
- 10 suspicious
- 11 plot
- 12 humorous
- 13 depressing
- 14 discover
- 15 dramatically
- 16 opinion
- 17 recommend

		O	N	A	R	R	A	T	O	R					
	S	P	O			E		A	C	T	I	O	N	D	
	U	I	V		I	C			H					E	
	S	N	E		M	O			A					P	
F	P	I	L		A	M			R				P	R	
I	I	O			G	M			A	P			O	E	
C	C	N			I	E			C	L			R	S	
T	I				N	N	A	U	T	H	O	R	T	S	
I	O				A	D			E	T			R	I	
O	U				T				R				A	N	
N	S				I				S				Y	G	
A	S	E	T		O	H	U	M	O	R	O	U	S		
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D	R	A	M	A	T	I	C	A	L	L	Y				
		D	I	S	C	O	V	E	R						

22 Find the hidden word

Time: 20 minutes + writing time
Exam focus: Paper 2, Part 2. Writing a story
Lexical area/topic: Beach holidays
Type of activity: Pairwork activity based on identifying words that can be used when telling a story in order to make a story 'flow' and sound more interesting and natural
Preparation: Copy the word grid and sentences on page 90 – one per student.
Other materials required: None

Method

- 1 Introduce the activity by asking students if they have ever been on a beach holiday. What did they like or dislike about it? What did they do? Where's their favourite/least favourite place? If they were going on a beach holiday, what would they take with them?
- 2 Divide the class into pairs.

- 3 Give each pair a copy of the word grid and sentences.
- 4 Explain that the sentences all contain letters in bold which, when rearranged, form a word or words that are often used when telling stories.
- 5 If the letters are correctly rearranged and put into the grid, another useful word will appear in the vertical shaded column.
- 6 The students work in their pairs to rearrange the letters and write the words in the grid.
- 7 The first pair to identify the hidden word is the winner.
- 8 The sentences all form part of the same story, but are in the wrong order. The students should work in their pairs to rearrange the story, then complete it using their own ideas.

Key

- 1 suddenly 2 Furthermore 3 However
 4 Moreover 5 generally 6 eventually
 7 Although 8 Consequently 9 As well as
 10 immediately 11 In spite of 12 As soon as

The hidden word is **nevertheless**

Sentences in order:

- 11 5 4 3 8 6 12 9 2 7 10 1

23 You're making it up!

Time: 20–40 minutes
Exam focus: Paper 2, Part 2. Telling a story
Lexical area/topic: General
Type of activity: Group activity based on telling a story using picture prompts
Preparation: Copy the playing board on page 91 – one copy per four students.
Other materials required: A dice and two differently-coloured counters per four students

Method

- 1 Introduce the activity by asking your class about the elements that make a good story (suggestions: it should be entertaining, funny, surprising, etc. If they write a story in the exam, it should be original and not based on, or copied from, other stories.)
- 2 Divide the class into groups of four.
- 3 Tell each group that they will be working in two teams of two players. They can decide who will be in each team.

- 4 Give each group a copy of the playing board, a dice and two counters.
- 5 Explain that they must roll the dice and move their counter along the playing board, following the arrows.
- 6 Each time they land on a picture, they should use that picture to help them tell a story. This story can be as bizarre and unbelievable as they like. Each time they subsequently land on another picture, they must incorporate that picture into their story. The two teams should tell the same story.
- 7 If they are unable to do this, they must move back to the previous space they occupied and then wait for the other team to have their go before continuing.
- 8 The first team to reach the finishing point is the winner.

Follow-up

After they have done this activity, the students can then do activity 22 (Find the hidden word) on page 90. Using some of the words and expressions from that activity, they can then write up the story they developed while playing the above game.

24 Phrasal verb options

Time: 20–25 minutes

Exam focus: Paper 3, Part 1. Multiple-choice cloze

*Lexical area/
topic:* Phrasal verbs

Type of activity: Group activity based on choosing the correct particle or preposition to complete a phrasal verb


Preparation: Copy the generic playing board on page 174 – one copy per five students. Also copy the 'Phrasal verb options' sentences on pages 92 and 93 – one copy per pair.

*Other materials
required:* A dice and two differently-coloured counters per group of five students

Method

- 1 Introduce the activity by reviewing the construction and function of phrasal verbs (i.e., verb + adverbial particles where the addition of the particle usually, but not always, changes the meaning of the verb). Use 'take' as an example and write it on the board. Ask your class how many different prepositions or particles they can

add to this word to make phrasal verbs. Remind them that many phrasal verbs have more than one meaning.

- 2 Divide the class into groups of five.
- 3 Divide each group into teams of two and a referee.
- 4 Give each group a copy of the generic playing board, a dice and two counters. Give each pair of students a copy of the phrasal verb options sheets. Give the referee a copy of the answers which you will find at the end of these instructions. He/She should not show this to the others in the group.
- 5 Explain that the two teams must take it in turns to roll their dice and move their counter along the board, beginning from the 'Start' space.
- 6 Each time they land on a numbered space, they must look at the corresponding number on their phrasal verb options sheets and choose the correct preposition to complete the sentence.
- 7 If their answer is correct, they wait for the next team to play before rolling the dice again and continuing to move along the board. The referee should tell them if they are right or wrong.
- 8 If their answer is wrong, they wait for the other team to play before choosing another preposition for that sentence. If they are then correct, they can roll their dice again and move on. If they are wrong, they must stay where they are and try again on their next go.
- 9 The teams cannot occupy the same square at once. They must roll the dice again if this happens.
- 10 The winning team is the first team to reach the 'Finish' space.
- 11 Note that while they are playing, they must observe the 'bonus' and 'penalty' spaces, and move their counters accordingly (for example, if they land on the  space, and their answer is wrong, they must move back to the beginning).

Follow-up

- At the end of the game, the students review the answers they got wrong by writing their own sentences using the correct phrasal verbs.
- Encourage students to keep a record of the phrasal verbs that they learn, and to

try to recycle these in their productive English whenever possible.

Key

1 down 2 up 3 off 4 across 5 off
6 through 7 on 8 off 9 on 10 forward to
11 off 12 after 13 up 14 out 15 up
16 down 17 up 18 away 19 on 20 up
21 away 22 up against 23 up 24 by 25 off
26 down on 27 by 28 behind 29 off 30 up

25 Mixed-up story

Time: 20 minutes

Exam focus: Paper 3, Part 1. Multiple-choice cloze

Lexical area/topic: General/crime

Type of activity: Small-group activity based on choosing the correct words to complete a gapped sentence, and rearranging sentences so that they tell a story

Preparation: Copy and cut up the mixed-up story on page 94 – one set per group of three to four students.

Other materials required: None

Method

- 1 Introduce the activity by writing the following sentence and words on the board, and asking the class to choose the correct word to complete the sentence:

*Preparing for an interview is _____ preparing for an exam.
as same like similar*

(Answer = like)

- 2 Divide the class into groups of three or four.
- 3 Give each group a set of cards.
- 4 Explain that they must work together to choose the correct word to complete each sentence on the cards. Tell them to ignore the numbers (these are a quick reference for you to check the answers below).
- 5 They must then rearrange the cards so that they tell a story.
- 6 After twenty minutes, stop the activity and ask the class for (a) the correct order of the story, and (b) the correct answers.

Alternative activity

For smaller classes: Make one copy of the mixed-up story and cut it into cards. Divide the class into three groups, and give each group five cards. In their groups they should complete their sentences, then get together

with the other groups to put the story into the correct order.

Follow-up

Practise more multiple-choice cloze exercises with a Paper 3, Part 1 task from a past FCE paper or practice tests book.

Key

1 D 2 D 3 B 4 C 5 A 6 D 7 B 8 D 9 A
10 C 11 B 12 B 13 C 14 D 15 C

Sentences in order:

8 15 1 3 4 10 6 7 14 12 13 2 5
11 9

26 A hidden message 2

Time: 10–15 minutes

Exam focus: Paper 3, Part 2. Open cloze

Lexical area/topic: General

Type of activity: Pairwork activity based on completing gapped sentences using a single word, and using these words to reveal a secret message

Preparation: Copy the hidden message sheet on page 95 – one copy per pair.

Other materials required: None

Method

- 1 Introduce the activity by writing the following sentence on the board and asking the class to fill in the gap with an appropriate word:
Teaching is a job in _____ frequent breaks are needed.
(Answer = which)
- 2 Divide the class into pairs.
- 3 Give each pair a copy of the hidden message sheet.
- 4 Explain that they must use one word only to complete each sentence. They should write this word in the appropriate space in the table at the bottom of the sheet. Contractions (e.g. *don't*) count as two words.
- 5 If they do this correctly, the words they chose, combined with the words already in the table, will reveal a hidden message which gives them some essential information about this part of the FCE exam.
- 6 Allow the students about ten minutes to do this, then check their answers and see if any of them identified the hidden message.

Follow-up

Students can work in their pairs to think of some other important information or advice regarding this part (and also the rest of Paper 3, and Paper 1) of the exam.

For example:

- If you can't answer a question, go to the next one, then come back to it later.
- You must use a pencil to fill in the answer sheet.
- Make sure that you fill in the correct spaces on the answer sheet.

Key

1 in 2 this 3 of 4 the 5 you 6 can 7 only 8 use 9 one 10 for 11 each

The message reads:

In this part of the exam, you can only use one word for each gap.

27 Missing words crossword

Time: 30 minutes

Exam focus: Paper 3, Part 2. Open cloze

Lexical area/topic General

Type of activity: Pairwork activity based on completing gapped sentences with one word, and using the words to complete a crossword puzzle

Preparation: Copy the crossword and clues on pages 96 and 97 – one copy per pair.

Other materials required: None

Method

- 1 Introduce the activity by writing the following sentence on the board and asking the class to decide which word could be used to fill the gap:
Teachers are responsible _____ both the education and well-being of their students.
(Answer = for)
- 2 Divide the class into pairs.
- 3 Give each pair a copy of the crossword and a set of clues.
- 4 Together they complete the sentences and transfer their answers to the crossword grid. For some of the sentences, more than one answer is possible, but only one will fit in the grid.
- 5 The first pair to complete the crossword is the winner.

Alternative activity

Instead of waiting for them to complete the crossword, set them a time limit of ten minutes. The winning pair is the pair who complete the greatest number of crossword clues in that time.

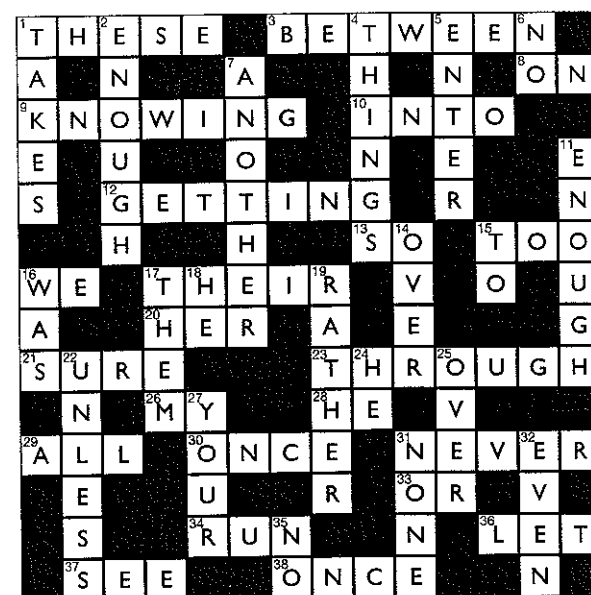
Follow-up

For small classes, divide the class into two groups. Then give them a Paper 3, Part 2 gapped-text task from a past FCE paper or practice tests book (each group should receive a different one). They should complete the task then transfer their answers to a word square. The words can go anywhere in the word square: vertically, horizontally or diagonally. They then fill in the rest of the word square with randomly chosen letters to create a wordsearch puzzle (See 'Set text wordsearch' on page 89 for an example).

Next, they pass their gapped text and wordsearch puzzle to the other group, who must identify and find the correct words.

Key

The completed crossword puzzle should look like this:



28 Missing words Snap!

Time: 20 minutes

Exam focus: Paper 3, Part 2. Open cloze

Lexical area/topic General

Type of activity: Small-group activity based on completing gapped sentences with one word in the form of a game of Snap!

Preparation: Copy and cut into cards the set A and set B sheets on pages 98-100 – one copy per group of four students. These sets should be kept separate, and each set should be well-shuffled.

Other materials required: None

Method

- 1 Introduce the activity by writing the following sentence on the board:
I've _____ been fond of travelling, and prefer to stay at home.

Tell the class that you are going to read them a list of words. As soon as they hear a word that can be used to fill the gap in the sentence, they should shout 'Snap!' Read the following words clearly (the correct word is the last one):

*always have really rather often
being frequently never*

- 2 Divide the class into groups of four.
- 3 Give each group a set of both the set A cards and set B cards. They should place these face down in two separate piles.
- 4 One of the students should begin by turning over a set B card. They all read it and make a mental note of what the missing word should be.
- 5 The students then take it in turns to turn over the set A cards.
- 6 As soon as one of them thinks they recognise the correct word, they shout 'Snap!' If they are correct, they win the set B card. The set A cards are then replaced in the pile. If they are wrong (they may need to check their answers with you), both the set A cards and the set B card are put back at the bottom of their respective piles, and that student misses out on the next round.
- 7 The game continues until all the set B cards are used up.
- 8 The winner is the student who has won the most set B cards.

Follow-up

For further practice, give the students a Paper 3, Part 2 task from a past FCE paper or practice tests book.

Key

A It B the C is D with E of F in G had
H these I much J which K One L was
M and N many O so P as Q at R on S to
T their U if V too W by X after

29 Jumbled transformations

Time: 15 minutes

Exam focus: Paper 3, Part 3. Key word transformations

**Lexical area/
topic** General

Type of activity: Pairwork activity based on using key words and other words to change the construction of a sentence without changing its original meaning

Preparation: Copy the jumbled transformation sentences and answers on pages 101-103 – one copy per pair.

Other materials required: A watch or clock with a second hand – one per pair.

Method

- 1 Introduce the activity by writing the following on the board:
*1. Richard is nothing like his father.
take
2. Richard _____ his father in any way.
does after take like not similar*

Tell the class that they should complete sentence 2 using the key word 'take' and some of the other words underneath the sentence (the key word is repeated in this list) so that it has the same meaning as sentence 2. They must use between two and five words, including the key word, and they should not change the form of the key word.

- 2 Allow them to discuss this in small groups for a few moments, then ask them for their answers. (Answer = *Richard does not take after his father in any way.*)
- 3 Divide the class into pairs.
- 4 Give each pair a copy of the jumbled transformation sentences, and tell them that one student in each pair is student A and the other is student B.
- 5 Explain that they must take it in turns to complete the second gapped sentences on the sheet using the key word and some of the other words from the boxes below the gapped sentences. Student A completes the A sentences, student B completes the B sentences. They have a maximum of one minute for each sentence – their partner should time them.

6 When they have finished, give each student a copy of the answers. They then mark their partner's answers as follows:

- 2 points for a correct answer.
- 1 point if they have either (a) included an extra word, (b) missed a word or (c) put a word in the wrong position.
- 0 points if they have made more than one of the above mistakes.

7 The winning student is the student in each pair with the most points.

Alternative activity

With smaller classes, this activity works well if they are divided into two groups of four or five. One group completes the A sentences, one group completes the B sentences.

Follow-up

In their pairs, students use the key words and the constructions from this activity to write their own sentences.

Take student A's first sentence as an example:

I wouldn't have passed the exam if you hadn't helped me.

The students might produce sentences like:

– *She wouldn't have got her car started if her brother hadn't helped her.*

– *They would have failed the exam if their teacher hadn't helped them.*

– *We wouldn't have got lost if you had helped us.*
etc.

30 Key words casino 1

Time: 25 minutes

Exam focus: Paper 3, Part 3. Key word transformations

Lexical area/
topic: General

Type of activity: Small-group activity based on using key words and other words to change the construction of a sentence without changing its original meaning

Preparation: Copy the sentences on page 104 – one copy per three to four students. Also copy the answer sheet on page 105 – one copy per three to four students.

Other materials
required: None

Method

1 Divide the class into groups of three or four.

2 Introduce the activity by writing the following on the board:

I wouldn't have passed the exam without your help.

helped

I wouldn't have passed the exam _____ me.

Tell the class that they must use a minimum of two words and a maximum of five words, including the key word in bold, to complete the second sentence so that it has the same meaning as the first sentence. They must not change the form of the key word, and contractions (e.g., I've) count as two words.

3 Get feedback from the different groups, and write their answers on the board.

4 Ask each group how certain they are that their answer is correct. If they are 100% sure, they can 'gamble' 15 points; if they are 75% sure, they can gamble 10 points and if they are 50% sure or less, they can gamble 5 points.

If their answers are correct, they win these points. If their answers are wrong, they lose them.

5 In their groups, the students decide how certain they are of their answers and tell you. Award or remove points accordingly. (Answer = *if you hadn't helped*)

6 Give each group a copy of the sentences and an answer sheet.

7 Explain that they must transform the sentences using the key word and any other words they think are appropriate. They should write these words in the appropriate space on their answer sheets.

8 Also explain that they have 150 points. They can use these points to gamble with, based on how certain they are of their answers. They should write the number of points gambled in the boxes to the right of their answers.

9 Allow them about fifteen minutes to transform their sentences, and to write their answers and points gambled with on their answer sheet.

10 At the end of the allocated time, they should pass their answer sheets to another group.

11 Read out the answers while the groups check one another's work, and add or remove the gambled points accordingly. They write the total in the box at the

bottom of the answers table, before returning the sheets to the original group.

- 12 The winning group is the group which ends up with the most points.

Follow-up

Give the class a Paper 3, Part 3 task from a past paper or book of practice tests.

Key

- 1 John wouldn't have changed
- 2 is being released from
- 3 lives in Oxford, doesn't
- 4 don't mind lending
- 5 doesn't take after
- 6 I hadn't gone
- 7 don't feel like going
- 8 look up to
- 9 in spite of a / the change
- 10 time I went jogging

31 Key words casino 2

Time: 25 minutes

Exam focus: Paper 3, Part 3. Key word transformations

Lexical area/topic General

Type of activity: Small-group activity based on using key words and other words to change the construction of a sentence without changing its original meaning

Preparation: Copy the sentences on page 106 – one copy per three to four students. Also copy the answer sheet on page 107 – one copy per three to four students.

Other materials required: None

Method
See the teacher's notes for Key words casino 1, page 27.

Key

- 1 advised Jim not to go
- 2 were being examined by
- 3 miss hearing
- 4 if he could help
- 5 most exciting film I've
- 6 in case Joan forgets
- 7 put you up
- 8 is supposed to be
- 9 had difficulty telling her
- 10 insisted we come/came on time

32 Key words casino 3

Time: 25 minutes

Exam focus: Paper 3, Part 3. Key word transformations

Lexical area/topic General

Type of activity: Small-group activity based on using key words and other words to change the construction of a sentence without changing its original meaning

Preparation: Copy the sentences on page 108 – one copy per three to four students. Also copy the answer sheet on page 109 – one copy per three to four students.

Other materials required: None

Method
See the teacher's notes for Key words casino 1, page 27.

Key

- 1 if he (had) remembered
- 2 is rare for our teacher
- 3 apologized for missing
- 4 don't live far from
- 5 haven't heard from Michael
- 6 must be filled in/has to be filled in
- 7 (very) grateful for your
- 8 you have any plans for
- 9 have no idea why/haven't any idea why
- 10 fallen out over

33 Key words bingo

Time: 15 minutes

Exam focus: Paper 3, Part 3. Key word transformations

Lexical area/topic Phrasal verbs

Type of activity: Teacher-led group activity based on using key words to form phrasal verbs which can be used to replace other verbs

Preparation: Copy the team sheets on pages 110 and 111 – one copy only – and cut up into individual cards (Team 1, Team 2 etc.). Also make one copy of the words sheet on page 112, cut into individual cards and put into an envelope.

Other materials required: None

Method

- 1 Introduce the activity by writing the following on the board:
1. *The employees in my firm have no respect for their boss.*

up

2. *None of the employees in my firm _____ their boss.*

Tell the students to decide individually which words are missing from the second sentence and write them down on a piece of paper. One of these words must be the key word in bold. The meaning of the second sentence should be the same as the first.

Then explain that you are going to read out a list of words. If they hear you read out any of the words they have used to complete the sentence, they should put a tick next to them. As soon as they have heard all the words, they shout 'Bingo!' Read the following words clearly, pausing between each one:

respect admire up for with look on to

The missing words are **look up to**.

- 2 Divide the class into five groups.
- 3 Give each group a Team card. Make sure all the students in each group can see the card.
- 4 Allow them about five to ten minutes to complete the sentences using the key words and any other words they think are appropriate.
- 5 Explain that you are going to select words at random from the envelope and read them out. If they hear you read any of the words that they have written in their sentences, they tick them off on their card. As soon as they have ticked off all their words, they must shout 'Bingo!'.
- 6 Take the word cards out of the envelope at random and read each word clearly.
- 7 As soon as one of the groups shouts 'Bingo!', check their answers. If they are all correct, they are the winner. If not, continue until someone else wins.

Key

- Team 1: carry out the/took up learning
 Team 2: called off the/taken up by
 Team 3: filled in before/brought up the
 Team 4: look it up/takes after his
 Team 5: look after the/you carry on

34 Text correction matching

- Time:** 10–15 minutes
- Exam focus:** Paper 3, Part 4. Error correction
- Lexical area/
topic:** General
- Type of activity:** Group activity based on identifying unnecessary words in a sentence
- Preparation:** Copy the text correction sheets on page 113 – one copy per four students.
- Other materials
required:** None

Method

- 1 Introduce the activity by writing the following sentences on the board:
 1. *The programme I saw on television last night was terrible, but there was quite entertaining nevertheless.*
 2. *I'll be here on my own all day, so if you come round there, I'll make you some dinner.*

Tell the class that in each sentence there is an extra unnecessary word that should not be there. They should decide what is in each case. (In both sentences, *there* is unnecessary.)

- 2 Divide the class into groups of four. These groups should then divide themselves into pairs.
- 3 Give one pair in each group the 'Group A' sheet, and the other pair the 'Group B' sheet.
- 4 Explain that each sentence contains one extra unnecessary word. In their pairs they should identify these words in each sentence.
- 5 Also explain that although the sentences on group A's sheet are different from those on Group B's sheet, the extra unnecessary words are all the same, but in a different order. Once both pairs have identified the words on their sheet, they should get together to match their sentences based on the extra unnecessary word that is not needed in both of them. They should match the numbers on group A's sheet with the letters on Group B's sheet.

For example: In Group A's number 1, the extra word is *to* ('...he didn't arrive to home until...'). The same mistake appears in student B's letter H ('...so asked to his mother...')

Teacher's notes

- 6 Allow about fifteen minutes for the activity. At the end of this time, check to see how many groups correctly matched their sentences.

Alternative activity

With smaller classes, students can play in pairs instead of in groups of four.

Follow-up

Give the class a Paper 3, Part 4 task from a past FCE paper or book of practice tests.

Key

1 H: to 2 E: by 3 L: will 4 J: the 5 A: is
6 K: have 7 B: of 8 C: so 9 D: it
10 I: with (in sentence I, this would be acceptable in American English. American English is acceptable in the FCE, provided it is used consistently.) 11 G: much 12 F: if

35 Corrections race

Time: 20–25 minutes

Exam focus: Paper 3, Part 4. Error correction

**Lexical area/
topic** General

Type of activity: Pairwork activity based on identifying unnecessary words in a sentence


Preparation: Copy the sentences sheet on page 114 – one set per pair. Also copy the playing board on page 115 – one copy per pair.

**Other materials
required:** A dice and two differently-coloured counters (or coins) per pair

Method

- 1 Introduce the activity by writing the following sentence on the board and asking the class if they can identify a word which should not be there:
Once you have get to the airport, give me a call and I'll come to pick you up. (have is the word which should not be there).
- 2 Divide the class into pairs.
- 3 Give each pair a playing board, a copy of the sentence sheet, a dice and two coloured counters.
- 4 Each student takes a counter and places it in one of the two shaded spaces at the corners of the board.
- 5 Both the students read sentence 1. They should decide what the extra, unnecessary word is, but they should not tell their

partner. They should then look for that word on the playing board.

- 6 Both students in turn then roll the dice and move towards the word they chose on the board, space by space. They can move horizontally (left or right) or vertically (up or down) but not diagonally. They are not allowed to cross any of the spaces containing a .
- 7 The first player to reach what they think is the correct word writes their initials next to that word. They must move the same number of spaces as decided by their dice. For example, if they are four spaces away from their chosen word and they throw a five, they will have to overshoot the space containing that word, then wait for their next turn to try to throw a one. If they throw a six, they can overshoot the space and then double back on themselves to claim it.
- 8 Stages 5–7 are then repeated for the other sentences on the sentences sheet.
- 9 Allow them about 15–20 minutes to play the game. At the end of this time, go through the answers with them. The student in each pair who identified and reached the most correct answers is the winner.

Follow-up

The students can work on a Paper 3, Part 4 task using a past paper or practice tests book. Remind them that in this part of the exam, not all lines in the text contain a mistake.

Key

1 since 2 got 3 going 4 who 5 much
6 for 7 as 8 on 9 just 10 more 11 out
12 in 13 that 14 most 15 by 16 up
17 they 18 through

36 Word forms bingo

Time: 20 minutes

Exam focus: Paper 3, Part 5. Word formation

**Lexical area/
topic** General: word forms

Type of activity: Teacher-led group activity based on changing the base form of a word so that it is structurally accurate in a sentence

Preparation: Copy and cut up the bingo team cards (Team 1, Team 2 etc.) on pages 116-118 – one copy only. Also copy and cut up the word cards on page 119 – one copy only – and put the cards into an envelope.

Other materials required: None

Method

- 1 Introduce the activity by writing the word 'happy' on the board and asking the class how many different forms of the word they know. If necessary, prompt them with some gapped sentences. For example:
He smiled _____ and then began to laugh. (happily)
She sighed _____ and then began to cry. (unhappily)
Everybody wants a bit of _____ in their life. (happiness)
It was his _____ that eventually led him to attempt suicide. (unhappiness)
- 2 Divide the class into six teams.
- 3 Give each team a bingo card.
- 4 Explain that they should look at their cards and decide which form of the word in bold would fit into each sentence. They should write the correct form of the word in the appropriate space. Allow them about 5 – 10 minutes for this.
- 5 Then explain that you are going to pick some cards from an envelope. On each card there is a word which you will read aloud. If that word matches exactly one of the words they have used to complete one of their sentences, they should tick that word on their card.
- 6 As soon as they have ticked all their words, they should shout 'Bingo!'.
- 7 Take the word cards one at a time from the envelope and read each word clearly, twice.
- 8 The first team to shout 'Bingo!' is the winner, providing the answers they have written on their cards match exactly the words you have called out.

Alternative activity

If you prefer to make this a student-centred activity, divide the class into groups of seven. Six students in each group have their own bingo card, the seventh has the word cards and calls out the words.

Follow-up

Students can work individually or in pairs on a Paper 3, Part 5 task from a past FCE paper or practice tests book.

Key

Team 1:

1 highly 2 dangerously 3 advantageous
4 Advertisements 5 employees 6 immature

Team 2:

1 height 2 amusing 3 disadvantage
4 Freezing 5 employer 6 flight

Team 3:

1 flying 2 harmful 3 amusement 4 ability
5 maturity 6 freezers

Team 4:

1 unable 2 unfit 3 harmless 4 injured
5 attractive 6 safety

Team 5:

1 completely 2 attraction 3 fitness
4 evidence 5 injuries 6 unaware

Team 6:

1 safely 2 evidently 3 dangerous
4 completion 5 awareness 6 advertising

37 Backslide

Time: 15 minutes

Exam focus: Paper 3, Part 5. Word formation

**Lexical area/
topic** General: word forms

Type of activity: Group activity based on changing the base form of a word so that it is structurally accurate in a sentence

Preparation: Copy the Backslide playing board on page 120 – one copy per five students. Also copy the referee's sheet on page 121 – one copy per five students.

Other materials

required: A dice and two differently-coloured counters per five students

Method

- 1 Introduce the activity by writing the following on the board:

*able: dis- un- re- ir- pre- -ility -d
-ness -ent*

Ask your class to decide which of the prefixes and suffixes can be added to the word *able* to make different forms of the word.

(Answers = *disable unable ability inability disability disabled*)

Teacher's notes

- 2 Divide the class into groups of five. Give each group a copy of the playing board, a dice and two coloured counters.
- 3 Tell each group to divide themselves into a referee and two teams of two. The teams will be playing against each other.
- 4 Give the referee a copy of the referee's sheet. These contain the answers, so he/she should not show it to the others in the group.
- 5
 - Explain that each team must roll the dice and move their counter along the board, following the arrows. Each time they land on one of the spaces, they must say the correct form of the word in bold.
 - They must spell the word correctly. The referee should tell them if they are right or wrong.
 - If they are right, they stay where they are while the other team plays, and then they roll their dice again.
 - If they are wrong, they must move back **double** the number on their dice. The referee must tell them that they are wrong, but cannot give them the correct answer.
 - If they land on a space which has already been answered, they do not have to give the word form again. Instead, they move forward to the next unanswered space. If they get this wrong, they move back double the number of their last roll of the dice.
- 6 The winning team is the first team to reach the end of the board.

Follow-up

- Give the students a copy of a Paper 3, Part 5 task from a past FCE paper or book of practice tests.
- Using a dictionary to help them, the students can work in pairs to find other forms of the words on the playing board.

Key

The answers are on the referee's sheet.

38 First to five

Time: 5–10 minutes

Exam focus: Paper 3, Part 5. Word formation

*Lexical area/
topic* General: word forms

Type of activity: Group activity based on changing the base form of a word so that it is structurally accurate in a sentence

Preparation: Copy and cut up the players' cards on pages 122 and 123 – one set of cards per five students. The cards do not need to be shuffled. Also copy the referee's answer sheet on page 124 – one copy per five students.

*Other materials
required:* None

Method

- 1 For a suitable introduction to this activity, see the teacher's notes for 'Word forms bingo' or 'Backslide' on pages 30 and 31.
- 2 Divide the class into groups of five. A student in each group is the referee.
- 3 Give each group a set of players' cards, which they should place face down between them.
- 4 In turn, each student turns over a card, reads the sentence and decides on the correct form of the word in bold, which they must tell the referee. Their spelling should be correct. The numbers on the card are not important – they are just so that the referees can check the answers quickly.
- 5 If they are correct, they win that card. If they are wrong, the card is placed at the bottom of the pile. The referee should tell them that they are wrong, but should not give them the correct answer.
- 6 The first student in each group to win five cards is the winner.

Key

The answers to this activity are on the referee's sheet.

39 Where are they? bingo

Time: 15 minutes

Exam focus: Paper 4, Part 1. Multiple choice

*Lexical area/
topic* Services and facilities

Type of activity: Teacher-led group activity based on listening to short passages and deciding where the speaker is

Preparation: Copy and cut up the bingo playing cards on page 125 – one copy only. Also copy the calling cards sheet on page 126, cut this up into cards and put them into an envelope.

Other materials

required: None

Method

- 1 Introduce the activity by asking your class about the different services and facilities they might expect to find in and near a large town or city. Write a few of their suggestions on the board. Ask them if they know any words related to these services and facilities (Example: supermarket = checkout, aisles, staff, customers, etc.). You may need to pre-teach *registry office*, as your students may not know what this is.
- 2 Divide the class into pairs. If there are more than 16 students in the class, some students will have to have the same copy of one or more of the bingo cards.
- 3 Give each pair a bingo playing card.
- 4 Explain that you are going to read out some descriptions of different services and facilities. If the students hear a description of one of the places on their bingo cards, they put a tick next to it. Once they have ticked all the words on their card, they shout 'Bingo!' and win the game.
- 5 Pick one of the calling cards from the envelope and read the description clearly, but at normal speed. Read it twice (for your reference, the answers to each place are in brackets at the end of the description). With lower-level FCE classes, when you read the description a second time, pause slightly between the sentences.
- 6 Repeat this until one of the groups calls 'Bingo!'
- 7 When a group calls 'Bingo!', check that the places on their bingo card match the places you have read out.

Follow-up

Ask the students if they can remember any of the key words that helped them to identify the places on their bingo cards. Encourage them to keep a record of these, and to review them from time to time.

Key

The names of each place are in brackets on the bingo calling cards.

40 Where? Why? What?

Time: 15–20 minutes

Exam focus: Paper 4, Part 1. Multiple choice

Lexical area/
topic: General

Type of activity: Teacher-led group activity based on students listening to short passages and deciding what is being described in each one

Preparation: Copy the pictures and the questions on pages 127 and 128 – one copy per three to four students. Copy and cut up the situations cards on page 129 – one copy only – and put the cards into an envelope.

Other materials

required: None

Method

- 1 Introduce the activity by writing the following sentences on the board:
It was hot. It was raining. It was very windy.

Explain that you are going to read a short passage, and the students should decide what the weather was like, choosing from the options on the board.

Read the following passage twice, at normal speed:

A light wind picked up and for a while it looked like it was going to rain, but the sky cleared and the breeze did little to take the edge of the terrible heat.

Ask the students what the weather was like (Answer = *It was hot.*)

- 2 Divide the class into groups of three or four.
- 3 Give each group a copy of the pictures and questions. In their groups they should look at the pictures and decide what they can see and what is happening in each one.
- 4 Explain that they are going to hear twelve short passages and a question (which they have a copy of). For each passage, they should find a picture on their sheet which most closely matches the answer to that question. They then write the number in the space next to each question.
- 5 Begin the game by taking a card at random from the envelope, giving the students the number of the question that the card corresponds to, and then reading the passage. Read it *twice*, clearly, at normal speed.

Teacher's notes

- Repeat this until you have used up all the cards or until you have been playing the game for about fifteen minutes (whichever comes first).
- Check their answers. The group that identified the most correct pictures is the winner.

Follow-up

- You might like to point out the use of distracters in this (and other) sections of the exam. For example, number 1 mentions a tent, and one of the pictures on the sheet shows a camping site, although that picture is not the correct one.
- Give the class a Paper 4, Part 1 task from a past FCE paper or practice tests book.

Key

a-13 b-15 c-6 d-4 e-24 f-26 g-9 h-29
i-17 j-33 k-11 l-18

41 Listening crossword

Time: 20 minutes

Exam focus: Paper 4, Part 1. Multiple choice

Lexical area/
topic: General

Type of activity: Teacher-led pairwork activity based on students listening to short passages and deciding what is happening in each passage, then transferring their answers to a crossword grid

Preparation: Copy the questions and the crossword grid on page 130 – one copy per pair of students. Copy the situations sheet on page 131 – one copy only.

Other materials
required: None

Method

- Introduce the activity by writing the following on the board:
A The beach B The bars C The hotel

Explain that you are going to read a short passage to your class, and they should decide which of the three things on the board you found disappointing about your holiday. Read the following passage twice. Read it clearly at normal speed:

The beach was splendid, and there were lots of lively bars and some excellent restaurants nearby, which helped to make up for the accommodation we had chosen which, quite frankly, wasn't up to much.

(Answer = C)

- Divide the class into pairs.
- Give each pair a copy of the questions and a crossword grid.
- Explain that they are going to hear you reading out fifteen short passages. For each passage, they should look at the appropriate question and choose the answer, A, B or C, that best fits.
- When they have heard all the passages and answered all the questions, they should take the key word in bold in each of their answers, and transfer it to the crossword grid. If their answers are correct, the words will all link with one another in the same way crossword answers do.
- Point out that there will be several empty squares in the crossword when they have written down all their answers. The grid does not have any black squares, as this would make it too easy (the students would just need to count the number of letters in each word!).
- Read each passage on the situations sheet clearly, but at normal speed. Each passage should be read twice.
- After reading all the passages, allow the students a few minutes to transfer their answers to the crossword grid. The first pair in the class to do so should call out 'Finished!'. They are the winners.

Key

The completed grid should look like this:

1	I	N	T	E	R	N	E	T		
	N		H			E		H		
3	D	R	E	A	M	S		R		
	E		A			5	T	I	E	
7	P	E	T	E	R				E	
	E		R							
8	N	I	E	C	E					
	D			A		10	B		11	Y
12	E	V	E	R	M	O	R	E		
	N			P		N			L	
13	C	A	S	E		E			L	
	E			T		S			O	
		14	L	A	S	T				W

42 The Rock Star

Time: 25–30 minutes

Exam focus: Paper 4, Part 2. Note-taking

**Lexical area/
topic** Music

Type of activity: Teacher-led team activity based on listening for information and answering questions.

Preparation: Copy the questions sheet on page 133 – one copy per group of three students. Also copy and cut into separate sections the articles on pages 134–137 – one copy only.

**Other materials
required:** Blu-tack or sticky tape

Method

- 1 Introduce the activity by telling students that they are going to hear a passage in which a rock star talks about himself and the group he plays for. Ask them to predict some of the words/expressions he might use. Ask them if they would like to be a rock star, or another famous person. What are the advantages and disadvantages of being famous?
- 2 Divide the class into groups of three.
- 3 Give each team a questions sheet and give them a few moments to read through the questions. While they are doing this, stick the individual articles on the walls around the classroom.
- 4 Read the passage on page 132 aloud to the class. Speak clearly, but at normal speed. Read it twice. While they are listening, the students work together to answer the questions on their sheet. One of them should write the answers in the appropriate box.
- 5 When you have finished, explain that on the walls around the classroom there are seven magazine articles based on the information they have just heard. However, only one of the articles is correct – the others all contain small factual mistakes. The students should work in their teams of three, walk around the classroom and find the correct article, using the answers on their question sheet to help them. (Make sure that they don't all start off gathered round the same article.)
- 6 The winning group is the first group to find the correct article.

Alternative activity

Give each student a copy of the questions sheet so that after they have finished listening to the passage, they can compare their answers

in their groups of three and discuss which of their answers are correct and why.

Follow-up

Students do a Paper 4, Part 2 listening task from a past FCE paper or practice tests book.

Key

1 Edward Bevdawn 2 The Happy Lights
3 the guitar 4 Eight years 5 Six 6 *Waiting for Nothing to Happen* 7 rock music 8 They didn't like it 9 Canada 10 the USA
11 passionate/likes it a lot 12 in restaurants
13 taxi/cab

The correct article is F.

43 Contradictions 1

Time: 40 minutes

Exam focus: Paper 4, Part 2. Note-taking

**Lexical area/
topic** General information about the FCE exam

Type of activity: Student-centred group activity based on listening for information and answering questions

Preparation: Copy the exam information cards on pages 138 and 139 and cut them up – one set per five students. Also copy the question sheets on pages 140 and 141 – one copy per student.

**Other materials
required:** None

This activity should be done shortly before the students take the FCE exam.

Method

- 1 Introduce the activity by asking your class a few general questions about the FCE exam. For example: *How many papers are there? What does each paper test? What advice would you give to somebody who is going to take the exam next year?*
- 2 Divide the class into groups of five. (If your class does not divide exactly into groups of five, some groups can have more or fewer than five students.)
- 3 Give each student in each group a copy of the question sheets on pages 140–141.
- 4 Give each student in each group a different exam information card (one student should have the information card for Paper 1, another student should have the information card for Paper 2 and so on). If there are fewer than five students in a group, one student will have more than one

- exam information card, if there are more than five students in a group, two of them will have to share a card). They should not show these to the others in their group.
- 5 Explain that each student should read their information card to the rest of the group, who should listen carefully and answer the questions on their sheets. Their answers should be based on what they hear, and not what they think is the correct answer.
 - 6 Allow them a couple of minutes to read through their information cards. The first student to speak is the student holding the Paper 1 card, the second student to speak is the one holding the Paper 2 card and so on.
 - 7 When they have finished, rearrange the class into five different groups; one group of students should get together and compare their answers to Paper 1, another group of students should get together and compare their answers to Paper 2 and so on. The students should not discuss the papers that they themselves read out.
 - 8 Next, explain (if your class have not already pointed this out), that the answers they have all written are all wrong regarding the FCE exam (for example, Paper 1 does not last for one hour, it lasts for one hour and fifteen minutes).
 - 9 In their new groups, they should identify the mistakes and correct them.
 - 10 The winning group is the group which identifies and corrects the most mistakes.

Key

	Answers based on the listening task	Why these answers are wrong regarding the FCE exam.
Paper 1	1 One hour	It lasts for one hour and 15 minutes.
	2 45	There are 35 questions.
	3 A pen	You should use a pencil.
	4 Ask for a new one	You should erase the mistake and fill in a new box on the answer sheet.
	5 Three	They carry one mark each.
	6 Five	Four
	7 No	It is different – you have to put different paragraphs into the text.
Paper 2	1 Three	Two.
	2 An informal letter	It may be a formal letter or an informal letter.
	3 A separate sheet of paper	On the question paper.
	4 Seven	Four, including one on the set text.
	5 Yes	No. There is a list of set texts which you can choose from.
	6 At least 250 words	You are advised to write between 120 and 180 words.
	7 Waste time planning your essays	You should always plan your essays before writing them.
Paper 3	1 One and a half hours	It lasts one hour and fifteen minutes.
	2 Forty	Sixty five.
	3 Four parts	All five parts.
	4 Three	Four.
	5 Yes	No – the key word must remain the same.
	6 In each line of the text	In most lines of the text.
	7 No	Yes – all the words must be changed.
Paper 4	1 One hour and fifteen minutes	About forty minutes.
	2 Three times	Twice.
	3 Lots of different people speaking	(Usually) One person speaking.
	4 Decide where they are	Fill in information or answer questions (like this activity).
	5 A song	Usually an interview or dialogue between two people.
	6 Change the mistakes in the words	Read some questions and choose from a selection of three possible answers.
	7 While you are listening	After you have finished listening – you are given five minutes to transfer your answers from your question paper.
Paper 5	1 They both ask you questions	Only one of them asks you questions.
	2 Don't know, next question please	You should be able to talk about yourself!
	3 Describe them in as much detail as possible	Compare and contrast them, and describe your feelings about the pictures.
	4 Try to speak more than them	You should work together – you should not dominate the conversation.
	5 False	True – you should try to be yourself.
	6 Keep quiet and say nothing at all	You should ask the examiner to repeat the question.
	7 They tell you your score	No they don't. They give no indication as to whether you have done well or badly.

44 Who says what?

Time: 20 minutes

Exam focus: Paper 4, Part 3. Multiple-matching

*Lexical area/
topic* General

Type of activity: Group activity based on listening to different people talking about a particular event or place, and identifying who says what about the event

Preparation: Copy the playing grid and questions on page 142 – one copy per four students.
Copy the teacher's script on page 143 – one copy only.

Other materials required: A dice and two coloured counters per four students

Method

- 1 Introduce the activity by asking your class about the kinds of films they enjoy. Have they seen any good films recently? What were they about? Who were the actors / actresses / director etc? Would they recommend these films to their friends? Why? Why not?
- 2 Divide the class into groups of four. Divide each group into teams of two.
- 3 Give each group a copy of the playing board, a dice and two counters. Each team places their counter in one of the shaded start boxes at the top and bottom of the board.
- 4 Explain to the students that they are going to hear five people talking about a film they have all seen and they must decide what these people are saying, choosing from the options A – F on their question paper. They must then role their dice and move their counter along the playing board towards the box containing the letter they think is correct. They can move vertically or horizontally, or a combination of the two (e.g., if they roll a 6 with the dice, they can move along 4 and up 2). They cannot move diagonally. They may not move across the black areas.

Explain that there is one extra option which is not described by any of the speakers.

- 5 Read the teacher's script through once, at normal speed. In their teams of two the students decide what the correct answers are.

- 6 Read the script again, this time stopping after the first speaker. The teams take it in turns to roll their dice and move their counter towards the correct box. The first team to reach a box writes their initials in it. Do not tell them if their answers are right or wrong at this stage.
- 7 As soon as one team in each group has reached a box and written their initials, continue reading the script, stopping it after the second speaker. The teams repeat the process in stage 6 above.
- 8 Repeat steps 6 and 7 until all the speakers are finished.
- 9 Give the class the answers. The winning team in each group is the student pair who reached the most correct boxes first.

Key

Speaker 1 = C Speaker 3 = A Speaker 5 = D
Speaker 2 = E Speaker 4 = F

45 Listening casino

Time: 20 minutes

Exam focus: Paper 4, Part 3. Multiple-matching

*Lexical area/
topic* Language schools

Type of activity: Teacher-centred pairwork activity based on listening to different people talking about an English school, and identifying who says what about it

Preparation: Copy the selection sheet on page 144 – one copy per pair. Also copy the teacher's script on page 145 – one copy only.

Other materials required: None

Method

- 1 Introduce the activity by asking your class to describe their 'ideal' English school. What facilities would it have? What sort of activities would students be able to participate in? What would the ideal class size be? What would the accommodation be like?
- 2 Divide the class into pairs.
- 3 Give each pair a copy of the selection sheet.
- 4 Explain that they are going to hear some comments made by five people who have been learning English at a language school in Britain. They should choose from the list A – F on their selection sheet what each speaker says. They should make sure that

the other pairs in the class do not hear their answer. They should write the answer (A, B, C, D, E or F) in the appropriate space on their answer grid.

- 5 They should then decide how certain they are that their answers are correct and 'gamble' points on each answer. If they are 100% sure, they gamble 15 points, if they are 75% sure they gamble 10 points and if they are 50% or less sure they gamble 5 points.
- 6 Read out the different passages in the teacher's script on page 145. Read each passage clearly, but at normal speed. Read each passage twice. The students choose their answers, and the points they are going to gamble, after each passage.
- 7 After you have read all the passages, they should swap their answer grids with another pair for marking. You should then give them the correct answers. If their answers are correct, they win the number of points they have gambled. If they are wrong, they lose the number of points they have gambled.
- 8 The winning pair are the students who have won the most points.

Alternative activity

This game can be played using any Paper 4, Part 3 listening test from a past paper or practice tests book.

Key

The answers are at the end of each passage in the teacher's script.

46 A hidden message 3

Time: 25 minutes

Exam focus: Paper 4, Part 4. Selection from 3 possible answers

Lexical area/topic: Parachuting/adventure sports

Type of activity: Pairwork activity based on listening to a passage about parachuting, and choosing the correct option from a list of questions

Preparation: Copy the multiple-choice questions on page 146 – one copy per pair. Copy the teacher's script on page 147 if you wish.

Other materials required: None

Method

- 1 Introduce the activity by asking your class

about the most exciting sports they have watched or taken part in. Have any of them ever done any 'dangerous' sports? Are there any sports they wouldn't do because they consider them too dangerous?

- 2 Write the word 'parachuting' on the board and check they understand the word. Draw a simple picture of a parachute if none of them understands it.
- 3 Divide the class into pairs.
- 4 Give each pair a copy of the multiple-choice questions and allow them a minute to read through the questions and answers. They should ignore the words in bold which follow each answer.
- 5 Explain that they are going to hear a passage in which somebody talks about making a parachute jump for the first time. They will hear the passage twice. The first time they hear it, they should decide on the correct answers to the questions on their question sheet.
- 6 The second time they hear it, they should check their answers.
- 7 Read the passage about parachuting (Teacher's script, page 147) aloud to the class. Read it through once, clearly but at normal speed, while the students choose their answers. Then read it again, stopping briefly after each paragraph to allow the students to check their answers.
- 8 Next, explain to the students that if they take the word in bold after each answer they have chosen, then put those words together in the table at the bottom of their question sheets, they should reveal an important piece of advice that the parachuting instructor gave to his students during their training session. This advice refers to something they should do just before they land. The advice will only be revealed if all of their answers are correct.
- 9 The winning pair is the first pair to discover what that advice is.

Key

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

The advice that the instructor gave is:
Don't forget to put your feet together.

47 Watch your language!

Time: 20 minutes

Exam focus: Paper 5, Part 1. Talking about yourself

**Lexical area/
topic** General, based on common topics
in Paper 5 of the FCE

Type of activity: Pairwork activity based on
responding to questions, giving
personal information, etc. while
avoiding the use of certain
'overused' words

Preparation: Copy and cut up the *Watch your
language!* card sheets on page
148 – one copy per two students.

**Other materials
required:** One student in each group of four
will need a watch or clock with a
second hand, or a stopwatch.

Method

- 1 Introduce the activity by asking students if they are familiar with the format of the FCE Speaking test (i.e., that they do it with another student, there are two examiners in the room, one of whom asks them questions, it lasts about 14 minutes, there are four parts, etc.). Also ask them if they know some of the questions they might be asked in the first part of the FCE Speaking test. Generally these are questions about their lives, where they live, their studies, hobbies, etc. They need to talk for about one minute on their own.
- 2 Divide the class into pairs.
- 3 Give each pair a set of cards, which they should place face down on the table.
- 4 Explain that they are going to ask each other questions, and must respond to questions that they themselves are asked. They will need to speak for one minute for each question they are asked.
- 5 While they are speaking, they should try to avoid using the words 'Eh' (or variations such as 'Um', 'Uh'), 'Well', and 'You know'. They should also avoid pausing for more than five seconds. Each time they do this, their partner will tick off the words on their card. If their partner ticks off any word three times, they must stop speaking.
- 6 The students then start the game, with one student turning over the top card on the set, asking their partner the question and then monitoring them to check they don't overuse the 'taboo' words. Their partner then does the same, and this process is repeated until all the cards have been used up.
- 7 Walk around the class and monitor the pairs. Pay particular attention to 'looping'

(i.e., students repeating what they have already said in an attempt to fill in the time allocated for each question).

- 8 The student in each pair who is able to answer the most questions without over-using the words on the cards is the winner.

Follow-up

This activity provides a useful opportunity to review some of the expressions and devices students could use instead of the words on their cards (e.g., conjunctions, discourse markers and common expressions which are useful when being interviewed). See also activity 54 *Useful expressions* and activity 55, *Useful expressions crossword*.

Some expressions which your students might find useful include:

May I think about that for a moment?

In short ...

What I'm trying to say is ...

To sum up ...

How can I put this?

To tell you the truth ...

I've never really thought about it before.

Perhaps I should make that clearer by saying ...

How can I best say this?

Actually, ...

To put it another way ...

48 Find the differences

Time: 10–15 minutes

Exam focus: Paper 5, Part 2. Picture contrast
and comparison

**Lexical area/
topic** General/location and direction

Type of activity: Pairwork activity based on
comparing and contrasting two
pictures to find the differences
between them

Preparation: Copy and cut out the *Find the
Difference* pictures on page 149 –
a set of pictures per pair of
students.

**Other materials
required:** None

Method

- 1 Introduce the activity by asking the class about the different things they would expect to see/do on the beach. Brainstorm a list of nouns/verbs and write these on the board.
- 2 Divide the class into pairs.
- 3 Give one student in each pair a copy of picture A, and one student in each pair a

copy of picture B. They should not show these to each other.

- 4 Explain that their pictures are very similar, but there are ten small differences.
- 5 They must describe their pictures to each other and find the differences.
- 6 The first pair in the class to find all ten differences is the winner.

Alternative activity

Instead of playing this in pairs, it can be done as a whole class activity. Divide the class into teams of three or four and give each team a copy of picture B. You have a copy of picture A. The teams should take it in turns to ask you questions about your picture, to try to find the differences between their picture and yours. Each time a team asks you a question that leads them to identifying a difference, award them 1 point. The team with the most points after all the differences have been found is the winner.

Follow-up

In the exam, students are given two pictures to compare and contrast, but they do not need to describe the pictures in detail. Instead they are asked to describe what is happening in their pictures. They are also asked to talk about other aspects of the pictures (for example, how the people in the pictures feel, how the students would feel if they were in the same situation, etc.). When they have finished this activity, your students should work in pairs or small groups to think about the different things they could say about the pictures. This can be developed into a whole class activity, with students providing feedback which you write on the board.

Key

In picture B, these are the differences:

The lizard is climbing down the tree trunk, not up.

The man on the towel is sitting up, not lying down.

He isn't wearing sunglasses.

The stripes on the towel are running along the length of the towel, not across it.

The bottle is lying on its side.

The yacht with B13 on its sail is ahead of the yacht with V30 on its sail.

The ball player on the left is wearing a hat, while the player on the right is bare-headed.

The aeroplane is flying from the right to the left, not from the left to the right.

The island is in the distance – it isn't so close to the beach.

There are no coconuts on the tree.

49 Find your partner

Time: 5–10 minutes

Exam focus: Paper 5, Part 2. Picture contrast and comparison

Lexical area/topic General/office equipment/clothes/hair

Type of activity: Whole class activity based on describing pictures and finding another student who has the same pictures

Preparation: Make two copies of the *Find Your Partner* pictures on page 150 and cut up into pairs of pictures.

Other materials required: None

Method

- 1 Introduce the activity by asking the class to describe different aspects of the room they are in (How big is it? What can they see in it?) and different features of the other students in the class (What are they wearing? What about their hairstyles? etc.).
- 2 Give each student a pair of pictures. (If you have more than ten students in your class, some of them will have to work together in pairs.) These should be distributed in such a way that each student has the same pair of pictures as another student in the class. They should not show their pictures to one another.
- 3 Explain that every student in the class has the same set of pictures as another student in the class.
- 4 They must walk around the classroom describing their pictures to one another. As soon as they think they have found another student who has exactly the same pictures, they should sit down with them, but they shouldn't show each other their pictures yet.
- 5 When all the students are sitting with their partners, they should compare their pictures to see if they were correct.

Alternative activity

If you have a large class of 20 or more, cut the pictures into individual pictures rather than pairs, and follow the same procedure as above.

Follow-up

In the exam, they are given two pictures to compare and contrast, but they do not need to describe the picture in detail. They are asked to talk about other aspects of the picture (for example, What sort of activity are the people in the picture doing? How might the people in

the pictures feel? How might the students feel if they were in both situations? etc.). When they have finished this activity, your students should work with their partner and think about the questions they might be asked in the exam if they were given the pictures from this activity, and how they would respond. This can be developed into a whole-class activity, with students giving feedback which you can write on the board.

50 First to ten

Time: 10–15 minutes

Exam focus: Paper 5, Part 2. Picture contrast and comparison

Lexical area/topic: General

Type of activity: Pairwork activity based on describing and matching identical pictures

Preparation: Copy the *First to Ten* picture sheets on pages 151 and 152 – one copy per pair.

Other materials required: None

Method

- 1 Introduce the activity by asking the class about some of the different aspects of a picture they should discuss when they are asked to compare and contrast pictures in Part 2 of the FCE Speaking test. (Some possible suggestions: where the picture was taken, what people are doing in the pictures, some of the main/dominant features of the pictures, how the students would feel if they were one of the people in the pictures, etc.)
- 2 Divide the class into pairs.
- 3 Give one student in each pair a copy of the 'Student A' pictures, and one student a copy of the 'Student B' pictures. They should not show these to each other.
- 4 Explain that both students have the same pictures, but they are in a different order. They must choose pictures on their sheets and describe them to their partner, who must decide which picture is being described.
- 5 Student A begins by choosing any picture on their sheet and describing it. Student B decides which picture is being described (they can ask each other questions if they need to clarify any points) and then gives Student A the corresponding letter for that

picture. Student A writes this in the table at the bottom of their page. They then switch roles, with Student B describing a picture and Student A matching it.

- 6 As soon as they have matched ten pictures, they say 'Finish' and stop playing. Check that they have made correct matches. The first pair in the class to correctly match ten pictures is the winner.

Alternative activities

- Instead of a 'First to ten' race, set the students a time limit of five minutes, then stop them and see which pair matched the most pictures.
- You can make this activity longer or shorter by increasing or reducing the number of pictures that students have to match (e.g., the first to match 5, the first to match 15, etc.)

Follow-up

When they have finished, the students can work in their pairs to choose two pictures which are thematically linked (e.g., the picture of the rock concert and the picture of the classical concert) and decide what sort of questions they might be asked about these pictures in the exam. They can then take it in turns to compare and contrast the pictures and discuss other aspects of them based on the questions they predicted they might be asked.

Key

1 G 2 B 3 H 4 P 5 C 6 F 7 E 8 A 9 J
10 N 11 T 12 D 13 I 14 Q 15 O 16 S
17 R 18 K 19 L 20 M

51 Unusual objects

Time: 20 minutes

Exam focus: Paper 5, Part 3. Working together

Lexical area/topic: General

Type of activity: Group activity based on explaining why a certain object might be required in a certain situation

Preparation: Copy and cut out the situations cards on page 153 – one set per four students. Also copy the objects sheet on page 154 – one copy per four students.

Other materials required: None

Method

- 1 Introduce the activity by writing the following on the board:
You are going to school.
pen walkman mobile phone knife cat
Ask the class to work in small groups and discuss reasons why they might take each of the objects listed to school with them.
- 2 Divide the class into groups of four.
- 3 Give each group a set of situation cards and an objects sheet. They should place the cards face down on the table.
- 4 Explain that the aim of this game is for students to 'collect' different items on the objects sheet by explaining why they would use those items in different situations.
- 5 The game is played as follows:
 - Each group nominates a student to start the game.
 - That student then chooses an item from the objects sheet.
 - He/She then picks a situation card from the top of the pile and tries to explain why they would use the item they have chosen in the situation they have picked.
 - The other students in the group must then decide whether or not that student's explanation is reasonable. They do this individually and then vote: *yes* if they think the explanation is reasonable, *no* if they don't.
 - If all three, or two out of three of them vote *yes*, the student writes his/her initials next to the item they have 'won'. This object is now 'dead' and cannot be chosen again.
 - If all three, or two out of three of them vote *no*, the student does not write their initials next to the item, and that item can be chosen again later on.
 - The situation card is put to the bottom of the set, and the above procedure is repeated by the next student, and so on.
 - The winner is the first student in each group to successfully 'win' 5 items.

Follow-up

In the same groups, the students can choose a situation card and then select four items that they would use in that situation. They should then reduce these four objects to three, then three to two, and finally two to one, by arguing the various merits of each object, and why one would be more important than another.

52 Predictions

- Time:** 10 minutes
- Exam focus:** Paper 5, Part 3. Working together
- Lexical area/topic:** Camping/luxury items
- Type of activity:** Group activity based on choosing items from a list, and making predictions about which items people will choose
- Preparation:** Copy the Team A/Team B picture sheets on pages 155 and 156 – one copy of each per four students.
- Other materials required:** Each group will need a watch or clock, preferably one that counts seconds as well as minutes.

Method

- 1 Introduce the activity by writing the following words on the board:
Sun cream Walkman Insurance
First aid kit Towel Swimming costume
Camera Mobile phone Books Sunglasses
Tell the class to imagine that they are going on a two-week holiday, but they are only allowed to take five of the objects from the list of words on the board. The students should work with a partner and discuss which five objects they would take. Allow them about three minutes for this, then ask them for their comments.
- 2 Divide the class into groups of four. Divide these groups into pairs.
- 3 Give one pair in each group a copy of the Team A sheet and one pair a copy of the Team B sheet.
- 4 Explain that they are going to work in their pairs to choose items based on the task at the top of their sheet. They are also going to predict which items the other pair will choose based on the task at the bottom of their sheet.
- 5 They should begin by looking at the information in the bottom box and work in their pairs to decide on six items the other pair will choose. They should tick these items, but it is important that the other pair do not see what they have ticked or overhear them when they make their decisions. (if necessary, at the beginning of this activity, you can put the Team A students at one end of the room, and the Team B students at the other, then put them together for the next stage of the activity).

- 6 The activity continues with the two students in Team A talking for three minutes about the six items they would take with them on their camping holiday, and why. Team B should time them for three minutes. Team B should also listen carefully to them, and tick off the items that Team A choose. They should then award themselves one point for each item they correctly predicted.
- 7 Team B then talk for three minutes about what they would spend their money on. Team A listens and ticks off the items they choose. They then award themselves one point for each item they correctly predicted Team B would spend their money on.
- 8 The winning team is the pair in each group who most accurately predicted the items that the other team would choose.

Alternative activity

In addition to predicting what the other team chooses from their list, the two teams could also think of three other items that their opponents would choose, and write these on their sheet. Then, before each team begins talking, you should tell them that, in addition to choosing six items from their sheet, they must also decide on three other items that are not on their sheet. If these are items that the other team predicted, the other team wins two bonus points per item.

Follow-up

- This activity is based on the decision-making task in Part 3 of the FCE Speaking test. For further practice, choose a similar task for the students to do from a past paper or practice test book.
- You could also ask your class about the things they should and shouldn't do in this part of the exam (for example, they shouldn't try to dominate the conversation, they should work with their partner, agreeing and disagreeing when necessary, they shouldn't keep interrupting their partner, they should speak clearly so that both examiners can hear them, etc.).

53 Keep on talking

Time: 15–30 minutes

Exam focus: Paper 5, Part 4. Working with each other and the examiner

**Lexical area/
topic**

General: based on typical questions asked in the final part of the speaking test

Type of activity: Group activity based on talking about different topics that students should be familiar with

Preparation: Copy the topic sheets on pages 157–159 and cut into cards – one set per five students.

Other materials required: None

Method

- 1 Introduce the activity by asking your class to think about some topics they might be asked to discuss in the final part of the Speaking test (suggestions might include: tourism/the environment/work/travel and holidays/celebrations/technology/entertainment/education).
- 2 Divide the class into groups of five. Divide these groups into two teams of two and an 'interviewer'.
- 3 Give the interviewer in each group a copy of the topic cards.
- 4 Explain that the interviewer is going to ask each team of two to talk about some subjects that are typical in the Speaking test of the FCE exam. For each subject, the teams will have to talk for two minutes.
- 5 The interviewer should take a card at random from the set of topic cards, and read the question to one of the teams. He/She should not show the card to the teams.
- 6 The two members in that team should talk together for two minutes. While they are doing this, the interviewer will be listening for key words that are in the grid below each topic.
- 7 Each time the interviewer hears the students use one of the key words, he/she ticks it on the grid. At the end of the two minutes, they must stop talking, and the interviewer awards them 1 point for each key word they spoke.
- 8 Steps 5–7 are repeated with the second team, using a different topic card.
- 9 Steps 5–8 are then repeated until each team has talked about five different topics. The winning team is the team that accumulated the most points by using the most key words.

Alternative activities

- You can make this activity shorter or longer by reducing or increasing the number of topics each team should talk about. The activity can be 'dipped into'

on an occasional basis during your course.

- In the FCE exam, the final part of the Speaking test lasts for about four minutes, so if you want your students to get a more genuine feel for the length of time they must talk, increase the length of time they should talk to four minutes. The examiner also takes part in this part of the test, usually prompting students when they 'dry up', so you can do likewise.

54 Useful expressions

Time: 10 minutes

Exam focus: Paper 5, General

Lexical area/topic: Spoken expressions that might be useful in the Speaking test

Type of activity: Pairwork activity based on identifying useful expressions for disagreeing/agreeing/asking people what they think, etc.

Preparation: Copy the useful expressions sheet on page 160 – one copy per pair.

Other materials required: None

Method

- 1 Divide the class into pairs.
- 2 Give each pair a copy of the useful expressions sheet.
- 3 Explain that the grid at the top of the sheet contains words which can be used to make sentences. These sentences are all expressions that the students might find useful in the Speaking test in the FCE exam.
- 4 The students should take it in turns to choose a word from the grid and write it in the appropriate space at the bottom of their sheet. They should tick off each word they use in the grid, and they should not use it again. To help them, the first and last word of each sentence are already in place. They should be careful, however, as there are four words in the grid which do not belong in any of the sentences.
- 5 Set them a time limit of about ten minutes and then tell them to stop. Give them (or ask them for) the answers. For each word they put in a correct space, they should award themselves 1 point.
- 6 The winning student is the student in each pair who has the most points.

Follow-up.

Your students might also like to try the useful expressions crossword on pages 161–163.

Key

Situation 1: I'm afraid I don't agree with you.

Situation 2: Could you repeat that please?

Situation 3: What do you think about it?

Situation 4: That's just what I was thinking.

Situation 5: What I'm trying to say is...

Situation 6: Can I think about that for a moment?

The words which do not fit are:

confusing rubbish help no

55 Useful expressions crossword

Time: 15 minutes

Exam focus: Paper 5, General

Lexical area/topic: Spoken expressions that might be useful in the Speaking test

Type of activity: Pairwork activity based on completing sentences with one word, and putting that word into a crossword

Preparation: Copy the crossword grid on page 161 – one copy per pair. Also copy and cut up the clue cards on pages 162 and 163 – one set per pair. These cards do not need to be in any particular order.

Other materials required: None

Method

- 1 Divide the class into pairs.
- 2 Give each pair a copy of the crossword grid and a set of cards, which should be placed in a pile face down.
- 3 Explain that on each card there is an expression that the students might find useful in the Speaking test of the FCE. The function of that expression (e.g., agreeing with somebody) is also given. In each expression, there is one word missing.
- 4 The students must take it in turns to pick a card from the top of the pile, read the function and the expression that follows it, and decide what the missing word is. If they know the word, they should write it in the appropriate space on the crossword grid. To help them, the first letter of each word has been put in the grid.

If they don't know the word, the card should be placed to the bottom of the pile. For each word they identify and place in the crossword grid, they win 1 point.

- 5 They play the game for fifteen minutes. At the end of this time they should stop playing.
- 6 The student who filled in the most words on the crossword grid is the winner.

Follow-up

The students should keep a record of these useful expressions, and should be encouraged to use them in class discussions and practice sessions for the FCE Speaking test.

Key**Clues across**

3 view 8 moment 9 mind 10 trying
12 thinking 15 agree 16 sure 17 differently
19 opinion 20 matter 22 catch 23 butt

Clues down

1 right 2 own 4 feelings 5 words 6 repeat
7 same 11 views 13 interrupt 14 pardon
15 another 18 conclusion 21 that

56 Contradictions 2

Time: 20–30 minutes

Exam focus: All papers

**Lexical area/
topic:** General

Type of activity: Group activity based on reviewing the format of the FCE exam and contradicting given facts about it that are not true

Preparation: Copy the generic playing board on page 175 – one per group of five students. Also copy the FCE contradictions sentences on pages 164 and 165 – two copies per five students – and the referee's sheet on page 166 – one copy per five students.

**Other materials
required:** A dice and two coloured counters per group of five students

Method

- 1 Introduce the activity by reading the following sentences to your students and getting them to say whether they are right or wrong. If they are wrong, the students should explain why, using a complete sentence. For example: *Birmingham is the capital of the United Kingdom. (No, it isn't – London is the capital of the United Kingdom.)*
People who suffer from claustrophobia are scared of open spaces. (Suitable response: No, they aren't. People who suffer from claustrophobia are scared of confined spaces.)

Charles Dickens wrote 'Romeo and Juliet'. (No, he didn't. Shakespeare wrote Romeo and Juliet.)

The first moon landing was made in 1969. (Yes, it was.)

Spanish is the national language of Brazil. (No, it isn't. Portuguese is the national language.)

Add your own questions if you want to develop this further, using other modal verbs (e.g., *don't/wasn't/can't* etc.).

- 2 Divide the class into groups of five.
- 3 Ask each group to divide into two teams of two, and a referee.
- 4 Give each group a copy of the playing board, two copies of the First Certificate Contradictions sheets, a dice and two coloured counters.
- 5 Give the referee in each group a copy of the referee's sheet. They should not show this to the other students in the group.
- 6 Explain that the sentence sheet contains 30 sentences about the FCE exam. Some of the sentences are true, but most them are false.
- 7 The two teams must take it in turns to roll the dice and move their counter along the board. The numbers in the spaces refer to the sentences on their sentence sheets. Each time they land on a space, they must look at the corresponding sentence and decide if it is true or false. If it is false, they must say why, using a complete sentence. (Number 1 has been given to them as an example.)
- 8 The referee will tell them if their answer is right or wrong. If it is wrong, they must move back the original number they threw on the dice, then wait for the other team to play before continuing.
- 9 The first team is the pair in each group who reach the 'Finish' space first.

Bonuses and penalties

If they land on a space containing a rain cloud, and their answer is wrong, they must move back five spaces in addition to the number they threw on the dice (see step 8 above).

If they land on a space containing a lightning strike, and their answer is wrong, they must move back to the beginning of the board. If their answer is correct, they stay where they are.

If they land on a space containing a sun, and their answer is correct, they move forward an extra five spaces.

Alternative activities

- For a shorter version of the game, let the students play for ten minutes. The winning team is the pair in each group who are the closest to the finish space.
- If you don't want to use the playing board, give the referee a copy of both the sentences sheets and referee's sheet (the other students in the group do not have their own copies). The referee gives the two teams in turn one of the sentences, and the team should say whether it is right or wrong. If it is wrong, they should say why. They win 1 point for each correct answer they give.

Key

See the referee's sheet.

57 Hot potatoes 1

Time: 15–20 minutes

Exam focus: Useful grammar and structures for the FCE exam

*Lexical area/
topic* General

Type of activity: Group activity based on answering questions about grammar and structures in the form of a simple card game

Preparation: Copy and cut up the cards on pages 167–169 – one set per five students. Also copy the referee's answer sheet on page 170 – one copy per five students.

*Other materials
required:* None

Method

- 1 Before you play the game, you might like to tell your students that a 'hot potato' is an idiomatic expression referring to a difficult situation or problem – something that you want to get rid of as soon as possible.
- 2 Divide your class into groups of five. Give each group a set of cards, which they should place face down on the table. One student is the referee: give him/her a copy of the referee's answer sheet. He/She should not show this to the others in the group.
- 3 Each student, apart from the referee, takes four cards from the top of the pile. The aim of the game is for the students to then get rid of all their cards.
- 4 One student begins the game by looking at one of their cards and answering the questions on it. The referee should tell

them whether their answers are right or wrong (the cards are numbered for quick reference). If they get 2 out of the 3 questions correct, they give their card to the referee. If they get 2 or more questions wrong, they should place that card to the bottom of the pile on the table, and then take another card from the top of the pile. If this happens, the referee should not give them the correct answers.

5 Stage 4 is repeated by each of the students in turn.

6 The winning student is the first student in each group to get rid of all their cards.

Alternative activities

- Play the game for fifteen minutes and then tell the groups to stop. The winning students in each group are those who managed to get rid of most of their cards.
- If you want to play a longer or shorter version of the game, increase or decrease the number of cards that the students take at the beginning of the game.

58 Hot potatoes 2

Time: 15–20 minutes

Exam focus: Useful vocabulary/phrasal verbs for the FCE exam

*Lexical area/
topic* General

Type of activity: Group activity based on answering questions about vocabulary and phrasal verbs in the form of a simple card game

Preparation: Copy and cut up the cards on pages 171–173 – one set per five students. Also copy the referee's answer sheet on page 174 – one copy per five students.

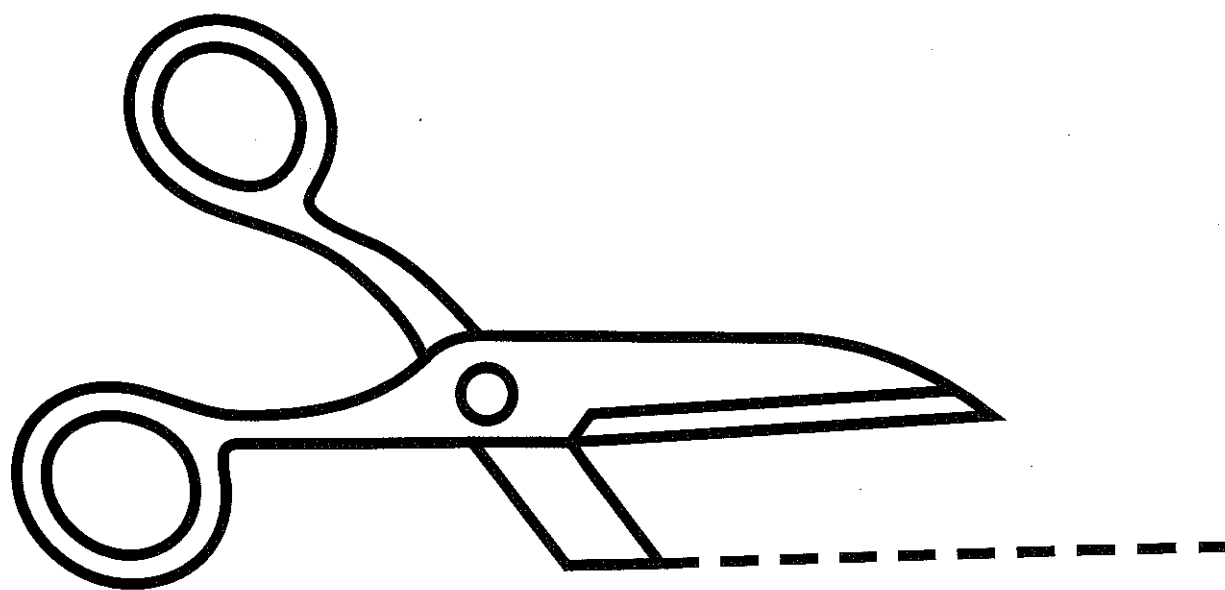
*Other materials
required:* None

Method

See teacher's notes for activity 57.

Part 2:

Material for photocopying



Headings

- Setting a trend
- One of many incidents in the town
- Organising protests
- Embarrassment factor encourages good behaviour
- The court with a difference
- Receiving the council's approval
- Trial and punishment
- Irrelevant waste of money

1

The idea for an animal court originally occurred to local writer Michael Giddings when his neighbour's dog persistently came into his garden and dug holes in his vegetable patch. When the neighbour refused to do anything to prevent his pet from misbehaving, Mr Giddings was forced to take legal action. The neighbour was taken to court, and it was then that Mr Giddings discovered exactly how many people had problems with neighbours with badly-behaved pets.

0 The court with a difference

It's a busy day in court number 3 in the market town of Great Bleating. The judges have already been working for six hours, and in that time they have dealt with over twelve wrongdoers. But unlike their colleagues in the other courtrooms, they do not have to face bank robbers, shoplifters and muggers. Their 'clients' are more likely to have overturned dustbins, dug holes in someone's garden or bitten the local postman. These wrongdoers are all animals, and they have all been brought to court by their owners who must account for their crimes.

2

'When I suggested an animal court to the local authority, they agreed it would be an excellent idea,' Mr Giddings told us. 'Great Bleating is a reasonably prosperous town and most people have pets of one kind or another. For the most part they are well-behaved, but there are troublemakers.'

3

It was decided that Wednesdays should be 'animal' days. The owner comes with his pet and faces a panel of three judges. If the animal is found guilty, the owner is told to act in order to prevent the animal misbehaving again. In some cases, the owner may be forced to pay a fine, and in the most extreme cases the animal may have to be put down.

4

Of course, not everybody agrees that this is a good idea. Linda Thompson, a local member of the RSPCA, is furious. She is collecting signatures from other angry Great Bleating residents who want to end this scheme.

5

'Animals are animals,' she says, 'and you can't stop them acting the way nature intended. I really can't see the point of this ridiculous scheme. I can't help feeling that the funds the council have put aside for this scheme could be better spent elsewhere'.

6

However, she is in a minority. Most Great Bleating residents support the scheme and the neighbouring towns of Barkley and Mewton are considering setting up similar courts. As town councillor Richard Woofton told us, 'Residents are becoming increasingly annoyed with the thoughtless behaviour of their neighbours' animals. This scheme helps to ensure that all animals keep within the law.'

7

Mr Woofton continued, 'Of course, in most cases it is not the animal who suffers, but the owner. And anyway, most cases never get to court. A telling-off from the council is usually enough to ensure that most owners restrain their pets, rather than face the humiliation of appearing in court.'

2 Sports and activities

Paper 1, Part 1

Part A

- 1 The training was easy, but once I was up in the air, staring down at the ground a thousand metres below us, I had second thoughts about hurling myself towards it. 'Don't worry mate,' the pilot told me, 'most people survive.'
- 2 The referee blew his whistle. 'What's up?' I asked him. 'That's your third foul of the match,' he replied, and sent me off.
- 3 Afterwards, I lay on the ground exhausted. My trainer rushed up to me. 'You've done it!' he cried. 'Done what?' I replied. 'The record!' he exclaimed. 'You've broken the international record for the 1000 metres!'
- 4 She dived into the deep end, and with long, graceful strokes made her way swiftly to the other end.
- 5 I realised I was in trouble when the force of the current started turning my canoe around. As soon as I was at right angles to the current, I felt myself suddenly capsize.
- 6 'It looks a long way up,' I said. 'Oh sure,' replied Brian, 'but once you're standing on the top, you'll feel like the king of the world. Now, whatever you do, hold on tight and watch where you put your feet.'
- 7 For the last two hundred metres they were neck and neck. Then, at the last moment, Happy Monday slipped and threw his jockey off.
- 8 'Right, now keep your legs together, hold the poles tightly and keep your eyes on the slope ahead, not on your feet,' the instructor said. 'Like this?' I replied, promptly losing my balance and falling over.
- 9 The game had degenerated into a fight, the players hitting each other with their sticks. The keeper picked up the puck and hurled it at the referee, who everybody felt was really the one to blame.
- 10 The ball flew to the other end of the pitch, but before it reached the goal, Jennings rode up and smacked it sharply with his stick, sending it flying off the field and into the spectators.
- 11 Coastguards are still searching for the crew of the *Sydney Flyer*, which sank off Cape Horn last night. At least one body has been recovered.
- 12 Hakmaccher stayed ahead for most of the race, but at the last minute veered off the track, leaving the path clear for Frentzvine to take the chequered flag in his Ferrari. The crowd gasped in astonishment.
- 13 The batsman's Holden, the bowler's Bishop and, oh dear, it's started pouring down again and the players are leaving the pitch. Oh well, let's hope it clears up soon.
- 14 Allman and Butch faced each other across the ring. The bell rang. Allman's first punch knocked Butch out cold. The fight had finished almost before it had started.
- 15 The instructor checked my equipment, making sure that my mask was on correctly and that my oxygen tank was working properly. 'Now remember,' he said, 'if you get into trouble down there, give me the signal immediately and we'll get you back to safety.'

2 Sports and activities

Paper 1, Part 1

Part A (continued)

- 16** You get a huge adrenaline rush as you jump, then a few moments of sheer terror that last until the elastic breaks your fall and pulls you back up. It's sheer exhilaration, and I can't wait to try it again.
-
- 17** My first ball hit the net, my second ball went outside the line and my racket missed the third ball altogether. 'Game, set and match to Bryant,' the umpire announced solemnly, and I stormed off the court in rage.
-
- 18** The ball went back and forth over the net, anxious hands reaching out to hit it whenever it came to their side. And then, with one final lunge, I hit it with my fist and sent it flying out of the court.
-
- 19** Going up the hill was tough, but going down the other side was easy, and I took my feet off the pedals as I freewheeled my way towards the finishing line and victory. Suddenly a dog ran out in front of me, I braked hard, skidded and fell off.
-
- 20** You need to grasp the bow tightly in your left hand, and hold the arrow tightly with your right against the string. Keep your eye on the target, and when you're ready, let go of the string.
-
- 21** You need a good pair of trainers and light, comfortable clothes. Don't try to run too far at first. Remember – you're just taking a bit of exercise, not trying to win a marathon.
-
- 22** Hold the shuttlecock lightly in your left hand and raise your racket with the other. Then, with a gentle movement, throw the shuttlecock into the air and at the same time hit it as hard as you can. Preferably over the net, not under it!
-
- 23** Up and down and left and right and in and out! That's great! Come on people, I want to see those muscles working. Now, arms out, legs together and swing to the left and swing to the right and left and right ...
-
- 24** I bounced the ball along the court, avoiding the other players, and then made a leap for the hoop. The ball went in easily and the other members of my team ran up to congratulate me.
-
- 25** It's a very violent game, of course. Since I've been playing, I've broken one of my arms, three ribs and my left ankle. And I've never even scored a try!
-
- 26** It's important to hold the barrel firmly and to keep your eye on the target. When you fire, try to squeeze the whole thing, and not just the trigger. And whatever you do, don't point it at anyone!
-
- 27** You just can't beat it – a warm, sunny day, a gentle breeze, birds singing and the whole countryside to explore at your leisure. Just remember to wear a comfortable pair of boots.
-
- 28** Keep your arms slightly bent as you swing the club, and straighten them out just as you hit the ball. Try to avoid bunkers and other hazards – and other players on the course!
-
- 29** After half an hour in the pool, I was freezing cold and my arms and legs really ached. My hands were also sore from hitting the ball, and I had a black eye from when it had hit me in the face.
-
- 30** I started low – just a couple of kilos – and gradually worked my way up. You should see the muscles I've developed since I started.
-

2 Sports and activities

Paper 1, Part 1

Part B

- 1 Last minute scuba diving instructions.
- 2 Badminton instructions for idiots.
- 3 Basic shooting instructions.
- 4 Near win ends in failure as cyclist loses control of bike.
- 5 The world's greatest runner.
- 6 A poor skier.
- 7 The dangers of rugby.
- 8 Aerobics – the ideal way to get fit.
- 9 An energetic game of volleyball.
- 10 The thrills of bungee jumping.
- 11 Archery for beginners.
- 12 Building your strength by weightlifting.
- 13 Grand Prix victory surprises everyone.
- 14 Polo – the sport of kings.
- 15 Getting fit by jogging.
- 16 Water polo – a game of stamina.
- 17 The joys of hiking.
- 18 Basketball champion scores again.
- 19 A very quick boxing match.
- 20 A violent ice hockey match.
- 21 A dirty game of football.
- 22 A novice mountain climber.
- 23 Danger in the river.
- 24 Golf for beginners.
- 25 A bad tempered tennis player.
- 26 Rain stops cricket match.
- 27 A close horse race.
- 28 Yacht race ends in tragedy.
- 29 An elegant swimmer.
- 30 My first parachute jump.

Text and questions

Nowadays, it is difficult to avoid environmental issues. Every time we turn on the television or open a newspaper, there are new horror stories about how pollution is having an adverse effect on our planet. Poisonous gases from factories destroy the ozone layer, contributing to the greenhouse effect which results in global warming. Acid rain is destroying forests. As more and more rainforest is destroyed, the threat to wildlife increases, with several endangered species already on the verge of extinction. In brief, we are heading towards an ecological disaster.

However, we can all do something to help protect the environment. For a start, we

should try to conserve energy resources such as oil and coal by turning down our central heating and air-conditioning, or making less use of our cars. Most cars use unleaded petrol, but this still damages the environment. Secondly, since many everyday items such as glass and paper can be recycled, we should try to re-use them rather than throwing them away. Thirdly, we can join pressure groups such as *Greenpeace* or *Friends of the Earth*, which can be very effective in persuading governments to adopt greener policies, such as subsidising public transport and protecting wildlife. The basic message we should all bear in mind is this: Think globally, act locally!

1 Why do environmental issues play such an important part in our lives?

- i Because we like horror stories. S
- ii Because environmental issues dominate the media. F
- iii Because we read a lot of newspapers. K
- iv Because we watch a lot of television. G

2 According to the text, pollution ...

- i is damaging the planet. R
- ii is not a major problem. I
- iii results in more factories being built. O
- iv is caused by the ozone layer. U

3 Poisonous fumes from factories

- i don't contribute much to the greenhouse effect. S
- ii reduce global warming. C
- iii are a major problem in all countries. M
- iv destroy the ozone layer. I

4 The greenhouse effect is caused by

- i an increase in the ozone layer. K
- ii a reduction in the ozone layer. N
- iii more trees being planted. A
- iv the extinction of many different animals. S

5 What does acid rain do?

- i It kills animals. M
- ii It destroys trees. D
- iii It kills people. J
- iv It destroys factories. U

6 A lot of animals are threatened because...

- i hunters kill them. E
- ii they suffocate on poisonous gases. G
- iii their natural environment is being destroyed. S
- iv they are being killed for food. Y

3 Identify the organization

Paper 1, Part 2

Text and questions (continued)

7 What do you understand by the term 'endangered species'?

- i A species of animal at risk from extinction. **F**
- ii A species of animal which is already extinct. **L**
- iii A species of animal which is dangerous to humans. **D**
- iv A species of animal which is not affected by the destruction of the environment. **S**

8 According to the text, what can we all do to help protect the environment?

- i Make more use of energy resources. **E**
- ii Close down factories which cause the most pollution. **N**
- iii Use alternative sources of energy. **I**
- iv Reduce our consumption of energy resources. **T**

9 According to the text, unleaded petrol ...

- i is harmful to the environment. **H**
- ii should be made cheaper than it is now. **P**
- iii causes more harm to the environment than leaded petrol. **Y**
- iv is not used as much as it should be. **C**

10 According to the text, which of the following items can we recycle?

- i Petrol **K**
- ii Plastic **C**
- iii Glass **E**
- iv Food **H**

11 What do pressure groups do?

- i They close down factories and other organizations which cause pollution. **B**
- ii They force everybody to adopt greener policies. **C**
- iii They form governments. **Y**
- iv They encourage governments to be more concerned about the environment. **A**

12 What do you understand by the expression 'subsidising public transport'?

- i Using more public transport whenever possible. **S**
- ii Helping public transport companies by giving them money. **R**
- iii Buying more buses and trains. **O**
- iv Encouraging more people to leave their cars at home. **P**

13 What do you think the expression 'Think globally, act locally' means?

- i We can all help the world's environment by changing the things we do at home. **T**
- ii We should travel to as many places in the world as possible and try to persuade governments to help the environment. **Y**
- iii It is pointless trying to save the environment. **E**
- iv We should all stay at home and avoid travelling if possible. **K**

14 What is the basic message of this text?

- i It is too late to save the environment. **D**
- ii The environment is not in as much trouble as people think. **S**
- iii The environment is in trouble, but we can still do something to help improve it. **H**
- iv Governments don't care about the environment. **M**

1	2	3	4	5	6
		E			

7
O

8	9	10

11	12	13	14
E			

- 1 In Paper 1 of the First Certificate, you have to read four different texts which come from a variety of published sources. Some of them are slightly longer than others, although the level is the same for each one. If you can't answer one of the questions that accompany each text, leave it, do the others and then come back to it.

Three of the following sentences are false. Only one of them is true. Which one?

- A Texts are taken from different kinds of publications.
- B Some of the texts are more difficult than others.
- C All of the texts are quite long.
- D If you don't know the answers to any of the questions, ignore them and do the others.

- 2 No sooner had I fallen asleep than I was immediately woken up. I thought at first it was the sound of my dog barking or the sudden noise of a car driving along the lane outside my house that did it, or maybe it was the sound of the clock chiming midnight in the living room. However, looking back at the event I get the strongest feeling that it was the noise of something moving about in the attic that really brought me back to consciousness.

According to the writer of this text, what probably woke him up?

- A His pet making a noise.
- B A nearby vehicle.
- C His alarm clock ringing in the living room.
- D The strange sound coming from the top of his house.

- 3 The quiz will be divided into five rounds. There will be a round on sport and one on music. These will be preceded by a round on literature, and I think we should kick the whole thing off with one on general knowledge. It would probably be a good idea if we round it all off with a section on entertainment.

Which of the following rounds in the quiz will come first?

- A Sport
- B Literature
- C General knowledge
- D Entertainment

- 4 How did I break my leg? Well, it's rather complicated. I was on a photography holiday in Spain and had gone out walking. I was about a mile from the hotel when I came across a beautiful field full of flowers. I decided the best view of the field would be from the top of a wall that ran alongside it. I climbed on top and looked through the viewfinder on my camera. I couldn't get the whole field into the picture, so stupidly took a step backwards. I lost my footing, fell off the wall, and, well, that's how it happened.

How did the writer break his leg?

- A Climbing a wall.
- B Walking across a field.
- C Losing his shoe.
- D Attempting to take a photograph.

- 5 In the last five years I've had several different jobs. I've worked in a shop selling women's clothes and I've also spent some time doing administrative work in a busy office. Prior to these I taught English in a school in Oxford, where I also had an evening job working as a waitress in a cocktail bar. My first job was helping to run a summer holiday camp on the coast. At the moment I'm doing some part-time work in a factory.

When did the writer teach English?

- A Before she worked in a shop.
- B After working in a factory.
- C Shortly before working in a cocktail bar.
- D Shortly before working at a summer camp.

- 6 I'm not having a very nice time here in London. I'm not very keen on the food, although it's not as bad as people back home say, and I must admit I find some of the people a bit rude and intolerant of foreigners, although that's probably the case in most large cities. What really drives me mad is the weather, although even that is not as bad as the fact that most of the bars close before midnight!

What does the writer of the above letter dislike the most about London?

- A British weather
B Unfriendly people
C The bars closing early
D British food

- 7 The actor Victor Richards is a wonderful man to interview, and he always makes journalists and reporters feel welcome when they come to talk to him. While he detests answering questions about his childhood, he is perfectly content to talk about his film and television career, and is always willing to show us pictures from his photo album. When I interviewed him, he was even kind enough to give me a signed picture.

What does the actor Victor Richards dislike when he is being interviewed by a journalist?

- A Questions concerning the time he was growing up.
B Requests for autographs.
C Talking about the films he has appeared in.
D People looking at his album of photographs.

- 8 Valerie Mills is our customer relations manager. She joined our company on her 24th birthday. Prior to this she had done a course at university and then completed an evening course in customer relations. At first, she was given secretarial duties in the customer relations department. That was five years ago. After a couple of years she was promoted to customer relations manager, and has been doing that ever since.

How long has Valerie Mills been in charge of the customer relations department?

- A Since she finished university.
B Ever since she joined the company.
C Roughly two years.
D For three years.

- 9 It was a very strange book and I found it difficult to follow. I'm sure the writer was trying to make a point about something, and I got the impression that he was very unhappy and angry when he wrote it, despite the overall cheerful nature of the story, but I really couldn't understand what he was trying to say.

According to the person who wrote the passage above, what didn't he understand about the book he had read? Was it the author's

- A unhappiness?
B anger?
C meaning?
D cheerfulness?

- 10 Once you've boiled the milk and added the flour, it's advisable to let it cool. It is essential that you remove the skin that forms on the top before pouring it into a glass bowl. I also think that stirring it briskly will help to remove any remaining lumps. Adding salt and pepper is optional, but helps to improve the flavour.

In the above instructions, what is the most important thing you should do?

- A Give the liquid time to become cool.
B Skim the surface of the liquid.
C Stir the liquid to get rid of any big pieces.
D Season it.

Sentences

- 1 It had been a sweltering day, but as the sun went down, a cool, pleasant breeze started blowing.
- 2 The sudden rain was torrential.
- 3 Roaring winds accompanied by rainstorms are common throughout the summer in the Far East.
- 4 The hailstones were huge.
- 5 The sudden flash of lightning gave everyone a fright.
- 6 A chilly wind picked up, and thick, grey clouds rolled across the sky.
- 7 I saw the children playing in the garden, even though there was a huge storm approaching.
- 8 When I woke up this morning, there was a thin grey mist covering the hills.
- 9 The combination of cold, damp weather and traffic fumes can often cause smog in cities.
- 10 We woke up to find the whole town covered in a blanket of crisp snow.
- 11 Blizzards are quite common in winter.
- 12 The passengers were terrified as the plane flew through the storm.
- 13 Early frosts can cause a lot of damage to plants.
- 14 A thick fog made visibility on the roads very poor.
- 15 The hurricane blew for three whole days.
- 16 It's absolutely boiling outside.
- 17 Weather forecasters often make mistakes.
- 18 A fascinating film about thunderstorms has just been produced.
- 19 The temperature has dropped a lot today.
- 20 The football teams continued playing, despite the sudden downpour.
- 21 The children took one look at the fresh snow and ran into the garden.

5 Follow-on connections

Paper 1, Part 3

Answers (to be used by the referee only)

- 1 J** ('It' refers to the breeze; 'The heat' refers to 'sweltering day')
- 2 R** ('It' refers to the 'sudden rain'; 'torrential' refers to 'pour down')
- 3 G** ('There' refers to 'the Far East'; 'they' refers to 'roaring winds')
- 4 S** ('Some of them' refers to 'hailstones'; 'the size of tennis balls' tells us that they were 'huge')
- 5 Q** ('It' refers to 'flash of lightning'; 'thunder' usually follows lightning)
- 6 M** ('They' refers to 'clouds'. When clouds hide the sun, it can become quite dark.)
- 7 I** ('them' refers to 'the children'. It often rains during a storm.)
- 8 P** ('It' refers to 'thin grey mist'. Mist often disperses, or disappears, when the sun shines on it.)
- 9 A** ('This' refers to 'smog'. Smog is bad for people who have breathing problems.)
- 10 O** ('It' refers to the 'blanket of crisp snow'. Crisp snow makes a crunching noise when you walk on it.)
- 11 B** ('They' refers to 'blizzards'. A lot of snow falls during a blizzard.)
- 12 T** ('They' refers to the 'passengers'. During a storm, an aircraft experiences turbulence, which can 'throw' passengers around in their seats.)
- 13 U** ('a particularly harsh one' refers to 'frosts'; 'fruit harvest' refers to 'plants')
- 14 C** ('this' refers to 'poor visibility'; 'very few accidents' refers to 'on the roads')
- 15 D** ('as a result' refers to the hurricane – in other words, buildings were destroyed as a result of the hurricane)
- 16 L** ('the heat' refers to 'boiling'. 'Boiling' is an informal word which means 'very hot' when we are talking about the weather.)
- 17 H** ('This' refers to the weather forecasters making mistakes. People make mistakes because 'nobody is perfect'.)
- 18 F** ('it' refers to the 'film about thunderstorms'; 'footage' is a piece of film showing an event)
- 19 E** ('it' refers to the temperature. Temperatures can 'fall' or 'drop'.)
- 20 N** ('they' refers to the 'football teams'; 'sudden downpour' refers to the 'rain')
- 21 K** ('them' refers to the 'children')

5 Follow-on connections

Playing grid

FREE SQUARE	A This can be very dangerous for people who have breathing problems.	B They can deposit several metres of snow in a matter of hours.	C Despite this, there were very few accidents.	FREE SQUARE
D Hundreds of buildings were destroyed as a result.	E If it keeps on falling, we'll need to put the heating on.	F Six months in the making, it has some fascinating footage from around the world.	G There they are known as hurricanes or typhoons.	H This just goes to show that nobody is perfect.
I I told them to come inside immediately before it started raining.	J It gently rustled the trees and took the edge off the heat.	K Everyone else stayed inside in the warm and watched them from the window as they built a snowman.	L I can't stand the heat – it drives me mad.	M They hid the sun and it became very dark.
N As far as they were concerned, a bit of rain wasn't going to stop the match.	O It crunched underfoot as I walked to school.	P It gently dispersed as the sun came up.	Q It was immediately followed by crashing thunder.	R Everyone ran for shelter as it started to pour down.
FREE SQUARE	S Some of them were the size of tennis balls.	T They were thrown around in their seats, as lightning flashed outside.	U Last year's fruit harvest was completely ruined by a particularly harsh one which even froze the water on the lake.	FREE SQUARE

6 Learning languages

Paper 1, Part 3

A

- 1 Toby speaks five languages fluently.
- 2 Apart from English, Sarah speaks two languages perfectly.
- 3 Michelle's French is perfect.
- 4 My Spanish is adequate for everyday needs.
- 5 Alan's Greek is really good.
- 6 I really can't understand what he's saying.
- 7 When Steffen speaks English, he always seems to use the wrong tense.
- 8 When you are preparing for your FCE, you should use an English-English dictionary.
- 9 I bought this book last week.
- 10 I've been studying English for five years.
- 11 I don't go to English lessons.
- 12 Our school has an excellent language laboratory.
- 13 What's the best way to remember new words?
- 14 Before I went to Italy to work, I didn't go to Italian classes.

B

- 1 It's here that I can develop my listening...
- 2 Well, I always make a note of them and then...
- 3 With a bit of luck it should help me...
- 4 She finds it really useful when...
- 5 A lot of teachers will tell you that monolingual versions like these have a lot of advantages over...
- 6 Unlike him, I am not...
- 7 In all that time, I've never actually met...
- 8 She tries to use both...
- 9 However, I managed to pick some up while...
- 10 And while he doesn't exactly speak it like a native,...
- 11 It was grammar problems like these that prevented him...
- 12 It could be his pronunciation that makes...
- 13 It helps me to get by whenever I go...
- 14 To be honest, I find them boring...

C

- 1 ...anyone from Britain.
- 2 ...try to recycle them whenever possible.
- 3 ...it difficult to follow him.
- 4 ...and tedious, and anyway, I can learn more by working on my own.
- 5 ...bi-lingual ones.
- 6 ...of them as much as possible.
- 7 ...to develop my vocabulary.
- 8 ...she is travelling around France and Belgium.
- 9 ...skills for the FCE.
- 10 ...multilingual, and I can only speak English and French.
- 11 ...I was travelling around Tuscany.
- 12 ...from getting a good grade in the First Certificate.
- 13 ...to countries in which it's spoken.
- 14 ...he manages to converse really well.

7 Services and facilities

Paper 1, Part 3

The restaurant	A	B
The school	A	B
The library	A	B
The station	A	B
The health centre	A	B
The health club	A	B
The town hall	A	B
The job centre	A	B
The local park	A	B
The law courts	A	B
The taxi rank	A	B
The museum	A	B
The local college	A	B
The hotel	A	B

7 Services and facilities

Paper 1, Part 3

Card sheet

A You need to make a reservation for a table here at least a day in advance.

B The service here is excellent and there is a good choice of starters and main courses.

A There are over 20 members of staff and almost 300 pupils here.

B It has an excellent academic record, and most of the children get excellent exam results.

A This building has a large variety of materials to borrow.

B It has an excellent range of audio-visual resources and specialist journals to take out.

A The platform and waiting room are crowded every morning with commuters.

B There's usually a long line of passengers queuing impatiently at the ticket office.

A Five doctors work here, helped by a small team of nurses and a pharmacist.

B They can treat minor illnesses here, but for more serious problems they send you to the hospital.

A The facilities are excellent, with two gyms, a swimming pool and a sauna.

B After burning up all your energy, you can recover in the café, where they serve good nutritious food.

A This building is right in the middle of the town, and deals with civic administration.

B It's here that the mayor and town councillors all have their offices.

A If you suddenly find yourself unemployed, like me, this is the place to go.

B I go here every week, but so far I've been unable to find work.

A I love coming here for a picnic on a Sunday afternoon. My children think it's great.

B The kids love playing on the swings and roundabouts, or feeding the ducks in the pond.

A This place is always busy, with judges, lawyers, police officers and members of the public.

B The place is always crowded with defendants, witnesses, jurors and spectators.

A There's always a long queue here after the pubs and clubs have closed.

B You should make sure you have enough money for your fare and a tip for the driver.

A There is an interesting art gallery and a large and fascinating display of artefacts.

B The objects on show here come from all over the world, and many are considered to be priceless.

A A large variety of courses are run here.

B Some of the courses are vocational, others are purely educational.

A Their singles, twins and doubles all have en-suite facilities, mini bar and satellite TV.

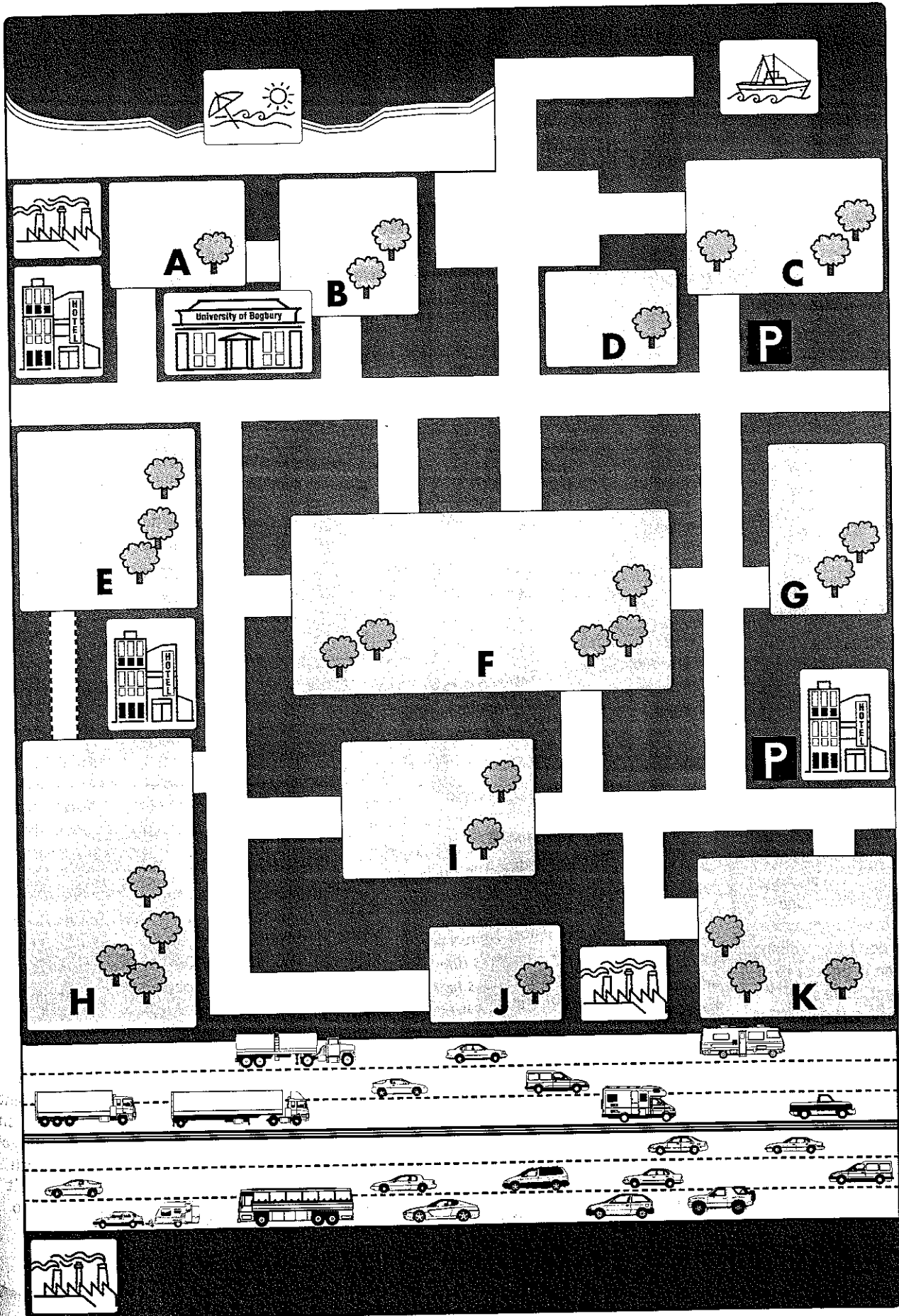
B There is a foreign exchange desk next to reception, which you'll find in the lobby.

People

<p>LORRAINE is interested in wildlife, especially birds, and is a keen photographer. She doesn't enjoy long-distance travel, and really detests the heat, which brings her out in a rash.</p>	<p>NIGEL has always considered himself to be a bit of an explorer and loves to get off the beaten track whenever possible. As a committed environmentalist, he's interested in visiting areas of unspoilt natural beauty.</p>	<p>SARAH is a hardworking mother and spends her life looking after her children. Just for a change, she would like someone to look after her and make her feel special. Unfortunately, she can't spend too long away from home.</p>
<p>My name's LOUISE. I really adore the seaside, and I'm passionate about water sports. On the other hand, I detest crowds, and don't like staying in modern hotels.</p>	<p>IAN admits he is a bit of a party animal and would like to spend his holiday partying and generally having fun. He also loves the beach and is mad about water sports.</p>	<p>IMOGEN has never been abroad as she doesn't like flying or travelling by sea. However, she's decided she would love to see more of the world.</p>
<p>LUKE is interested in history and one of his favourite pastimes is visiting sites where famous battles have taken place. However, he's in a wheelchair and finds it difficult to get around a lot of places.</p>	<p>VERONICA is a very energetic person and loves sports of all kinds. She usually goes on beach holidays, where she enjoys water-skiing and swimming, but this year she has decided she would like to do something different.</p>	<p>ELIZABETH has decided she would like to get fit and is looking for a holiday that will help her lose a bit of weight.</p>
<p>My name's ALAN. I love mountains and the countryside, but I'm not very keen on winter sports. My hobbies are hiking and photography.</p>	<p>URSULA enjoys visiting interesting places, but doesn't like travelling on her own. She's particularly interested in learning about ancient empires, as she hopes to study this subject at university.</p>	<p>CHARLIE has always been interested in ancient civilizations but has already visited most of the historical sites in Europe, Asia and Africa. He a bit of a lone wolf, however, and prefers to travel on his own.</p>

9 Where's Pogle Park?

Map



9 Where's Pogle Park?

Paper 1, Part 4

Travel book review

Where's Pogle Park? Read the descriptions of the following parks and gardens, and mark their names on the map.

Tulip Park would be much more pleasant if it weren't so close to one of Bogbury's few industrial zones. However, it does have the advantage of a wonderful view of the beach, and is popular with visitors staying at the nearby Bogbury Intercontinental Hotel.

Cartman Gardens is a delightful space, undiscovered by most visitors to Bogbury as it's only accessible via an underground passageway which leads north from one of Bogbury's least pleasant open spaces. There's a wonderful picnic area, children's rides and, if the weather is bad, some greenhouses with a beautiful collection of tropical plants to wander around in.

*Just about all natural life in **Kenny Park** has been killed thanks to the combination of the M6 and the fumes from the De Gruchy oil works on the opposite side. For a more pleasant experience, pop into the Royal Bogbury Hotel where you can enjoy one of their excellent cream teas.*

A short walk south of the harbour, **Buttercup Park** is one of Bogbury's most pleasant public gardens, despite its proximity to a busy and rather noisy crossroads; small, intimate and home to over two hundred varieties of plants, this is more like a miniature botanic garden. If you want more space, head for one of the other parks or gardens nearby.

Apart from its size and central location, **Cranberry Gardens** doesn't really have much to recommend it. It's fine if you just want to kick a ball around or play frisbee, but if you're looking for real peace and beauty, you would do better to head north for one of the parks near the sea.

Gannett Gardens should really be called Seagull Gardens, as the place is full of them, especially in the morning when the fishing boats arrive. If you don't like walking, you'll be delighted to hear that there's adequate adjacent parking. While there are no cafés in the gardens themselves, a short walk will bring you to a busy square by the harbour, where there is a large selection of sandwich bars and other shops.

Tufnell Park is reasonably close to the residential area surrounding the Bogbury Hilton Hotel, but unless your idea of fun is to choke on fumes from motorway traffic, you'd do well to avoid this place. There's very little here apart from a few children's rides and a rather scruffy picnic area. It does have the advantage, however, of a large car park a short walk to the north.

***Greensward Park** is not far from the seafront. Most of the guests from the nearby Bogbury Astoria Hotel like to spend some time in this ideal little oasis, with its beautiful flower beds and shady spots. If you're looking for more space, a short walk to the west will bring you to the open fields of Cranberry gardens.*

The people who planned **North Park** were probably being ironic; it's not in the north of the town and it isn't really a park. Here you'll find a collection of sad-looking trees and a choice of two views: one of the motorway, and the other of the Muggs and Grotts rubber factory next door. The only people who come here are bored kids looking for trouble.

The **Prince Alfred Memorial Garden**, with its duck pond, children's rides and small zoo, is a delightful place to spend a warm, sunny afternoon, although you'll probably have to fight for space with the students from the university. If it gets too crowded, a quick stroll onto the adjacent beach should give you more room.

10 Character and personality

Paper 1, Part 4

People



Rebecca

conceited • industrious
impulsive • generous
cheerful • open-minded
energetic • ambitious



Luke

bitchy • absent-minded
gregarious • obedient
easy-going • lazy
adventurous • friendly



Nigel

optimistic • open-minded
sensitive • gregarious
romantic • independent
impulsive • ambitious



Anne

bossy • punctual
witty • obstinate
independent • suspicious
sensitive • honest



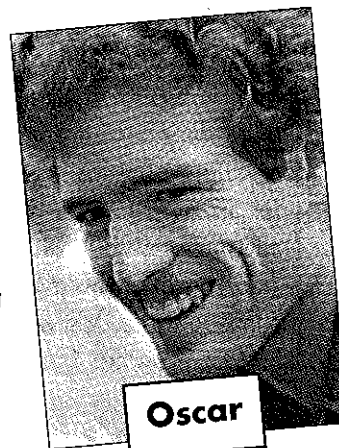
Elizabeth

cheerful • reliable
punctual • unpopular
energetic • timid
industrious • honest



Isabel

reliable • punctual
industrious • garrulous
absent-minded • tetchy
bossy • adventurous



Oscar

bigoted • private
garrulous • changeable
artistic • untidy
creative • pessimistic



Chris

tetchy • reliable
stoical • mean
optimistic • intellectual
romantic • popular

Descriptions

<p>1 People seem to like me, even though I'm not particularly generous and I tend to get irritated over small things. On the whole I'm a fairly calm sort of person. Maybe it's because people feel they can trust me to help them, or maybe it's because I usually feel that things will work out for the best. My idea of a perfect evening is reading a good book – something fairly academic and thought-provoking – or a candlelit dinner with my partner.</p> <hr/>	<p>5 I really enjoy the company of other people, and I love going to parties and nightclubs with my friends, although they would probably avoid me if they knew what I say about them behind their backs! I also love doing crazy things like parachuting and bungee jumping! I'm a fairly relaxed sort of person – some people might say I'm relaxed to the point of idleness – and I can also be a bit forgetful. I usually do what I'm told.</p> <hr/>
<p>2 I'm a very truthful person, so I'm not going to hide my real personality from you. I like ordering people around and I rarely change my mind (even if it's for the best) and I don't really trust people. I also get upset if people say bad things about me. On the positive side, I have a great sense of humour, I'm always on time and I work well on my own.</p> <hr/>	<p>6 People say I have my bad points – I get irritated very easily, I talk too much and I like to tell people what to do. I'm also rather forgetful. On the other hand, they say they can always trust me to help them, I work hard and I'm always on time. I like doing fairly wild things – last year I went motor racing and next week I'm going on a two-month trek around Nepal.</p> <hr/>
<p>3 I love life, I really do! I work hard and have high hopes for the future; I want to be a millionaire by the time I'm thirty! I'd love to be able to buy wonderfully expensive presents for all my friends. I like to keep myself busy at all times, although it drives my family mad when I do things without thinking of the consequences. It's very hard to shock me. Perfect? You bet I am!</p> <hr/>	<p>7 I'm equally happy in a large crowd at a nightclub, or sharing a glass of champagne and a candlelit meal with my partner. I work well on my own and have great plans and hopes for the future – maybe Prime Minister, who knows! I'm always willing to listen to other people's ideas, although I can get upset if they criticize me. I often do things without thinking of the consequences.</p> <hr/>
<p>4 People say I'm a different person every day; sometimes I'm very chatty and friendly, and other days I keep myself to myself. I enjoy painting and making things – that's probably why I live my life in a permanent mess. On the negative side, I suppose I have rather strong and often unreasonable beliefs, especially about politics and religion. I'm not a very optimistic person.</p> <hr/>	<p>8 I can't understand why people at work don't like me very much; I work really hard, I'm always on time and if anyone asks me to do something, they know I'll do it. I never tell lies and I'm happy most of the time. Maybe it's because I'm a bit shy, and they mistake this for snobbishness. I regularly go for a run or go to the gym to work out – it helps me relax after work.</p> <hr/>

Advertisement

THE OXFORD TIMES, 24 APRIL

The Waltonian School of English

is looking for a

SOCIAL ACTIVITIES ORGANISER

*to help organise and develop their
social programme*

You must be friendly, approachable and flexible.

You should enjoy working with people.

If you are interested in this post and would like to know more about it, write to the Principal, John Blackwell, saying why you would like the job, why you feel you would be suitable for it, and when you are free to attend an interview.

Please also say when you can start work, and send details of your previous work experience.

Letters

1

Dear Manager,

I'd like to apply for the job advertised in the paper the other day, which looks nice. Please send me more information.

I'm 22 years old and an English student at a school in Oxfordshire. Next month I'm going to do the First Certificate.

I want this job because I'm keen to make new friends and help people. I'm friendly, approachable and flexible, and I work really hard. If you want proof of this, you can ask the last person who employed me, and you'll find her name and address on the paper attached to this letter.

I don't mind when I come for an interview. Any time is fine by me. Give me a call and we can sort something out.

If you want to know anything else about me, give me a call, but not before 5 o'clock as I don't get home until then.

Get in touch soon.

Best wishes,

Menno

Letters

2

Dear Mr Blackwell

I would like to apply for the post of Social Activities Officer advertised in the Oxford Times of 24 April, and would be grateful if you would send me more information.

I am 24 years old and am currently studying English at the Edderson School of English in Wheatley, Oxfordshire. I will be taking the Cambridge First Certificate in June and would be free to take up the post after that.

I am interested in applying for this post as I enjoy working with people and am keen to develop my English in a real-life context. I feel I would be suitable as I consider myself to be friendly, approachable and flexible.

I am free to attend an interview at any time.

As you requested, I enclose details of my previous work experience. If you would like any more information, please do not hesitate to contact me. I can usually be contacted on the above number after 5pm.

I look forward to hearing from you.

Yours sincerely,

Robert Téphany

3

Dear Mr. Blackwell,

I would like to apply for the job advertised in the Oxford Times a few days ago. It looks very interesting. Could you send me some details?

I am 25 years old and am studying English at the Boydwell School of English. My English is probably quite good because I am going to do the First Certificate.

I would like this job because I like meeting people and helping them. I'm a very helpful person and I work hard. My last employer can tell you this. I also think I'm friendly, approachable and flexible, so you would not be disappointed with me.

I can come for an interview whenever you want.

In this letter, you'll also find some notes I've made about the other jobs I've had. If you need to know anything else, please give me a call. After 5 o'clock is best for me.

Hopefully hear from you soon,

All the best,

N. Laudebat

4

Dear John

I saw your ad and I thought it looks like a great job. I want it. Please send me some details.

I'm 21 years old and I'm a student. I'm going to do the FCE soon.

My friends say I'm really friendly, and I've got loads of girlfriends, so this must be true. I love going to nightclubs and meeting people, so I'm energetic as well. I can play football and tennis, so I could keep all those kids entertained.

Anyway, I think I'd be great for your job because I work hard. If you don't believe me, you can write to my last boss (I did some work last holiday for her, but didn't like it as it was really difficult and so I left). She thought I was brilliant!

I've made a few notes about my life on a bit of paper.

If you want a chat about this job, give me a ring on my mobile or drop me a line and we can get together to talk about it.

I can't wait to hear from you.

Regards, Julian

5

Hi there John,

I would like to have the job that's going. Tell me more about it – it looks absolutely brilliant!

I'm a student at the moment, but won't be for much longer because I've got some exams soon and then I'm free.

I'm friendly and great fun to be with. I've got loads of energy and I can work really hard. People really like me, and kids think I'm really funny. That's why I'd be good at your job. My last boss told me this, so it must be true.

Take a look at my work experience on the other sheet. As you can see, I've done loads of things. That's because I'm so flexible, you see.

You really should get in touch, and then I can tell you all about myself. You won't regret it.

Anyway, must go now. Take care.

Byeee,

Paul

Student A

What the brochure promised

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 The Coconut Beach Hotel is one of the finest hotels in the world. It occupies a beautiful 18th century mansion with 18 rooms on three floors. 2 You can take a dip in the pool or sit by the thatched poolside bar with a cold drink. 3 If you get tired of just sitting around, why not take a stroll along the beautiful palm-fringed beach, or sit in the shade of a coconut tree listening to the waves lapping the sand. 4 If you're feeling adventurous, go for a swim with the dolphins that regularly visit Coconut Beach. 5 Or why not go for a walk around the | <ol style="list-style-type: none"> well-kept gardens, with over 300 species of plants and flowers? 6 The weather is always wonderful and the sunsets are considered to be the most beautiful in the world. 7 The catering is of the highest quality, with plenty of local fruit and vegetables, not to mention some excellent local seafood. 8 The rooms are luxuriously appointed and come complete with mini-bar, telephone, fax and 24-hour room service. 9 The friendly staff are always pleased to help you. 10 At the Coconut Beach Hotel, we guarantee to make you smile! |
|--|--|

Your partner's answers

1	2	3	4	5	6	7	8	9	10

Student B

What you got

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 The hotel was dreadful. It was a tiny building by the harbour and was very basic. 2 The beach near the hotel was disgusting. It was covered in litter and old boats! 3 You should have seen the garden. It was a building site! They hadn't finished landscaping it! 4 The hotel didn't have its own pool. We had to walk several kilometres to a public beach near the city – it was so crowded we couldn't even find a place to sit. 5 The sun didn't shine for the whole time we were there. It poured down for almost two weeks. 6 I'm surprised we didn't die from starvation. The portions were very small, and the selection very limited. We were | <ol style="list-style-type: none"> forced to eat in a restaurant belonging to another hotel. 7 The sea was full of dangerous fish. One day we even saw a shark. There were no dolphins; the sharks had probably eaten them! 8 The staff were really miserable. The manager was always in a bad temper and sometimes he even shouted at the guests! 9 The accommodation was dreadful; the air-conditioning didn't work, the windows were filthy and I'm sure there was a rat hiding somewhere. It was more like a dormitory in a cheap hostel. 10 We had a thoroughly miserable time and I'll never go back again! |
|--|--|

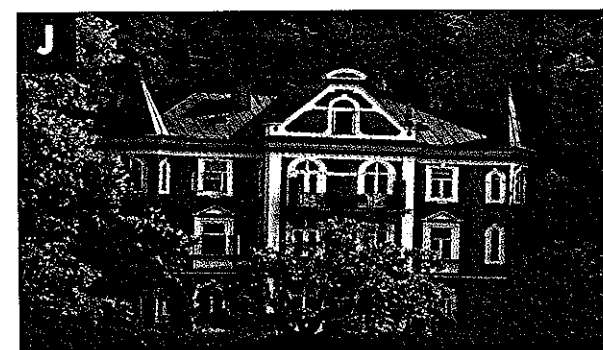
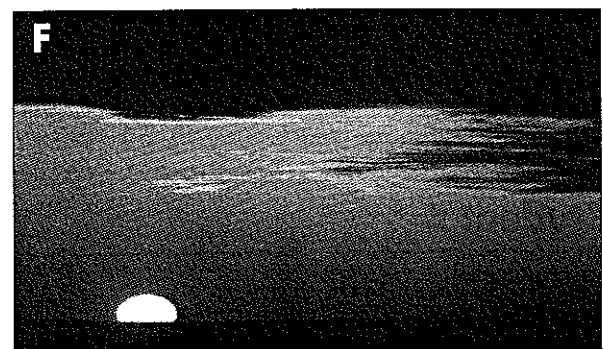
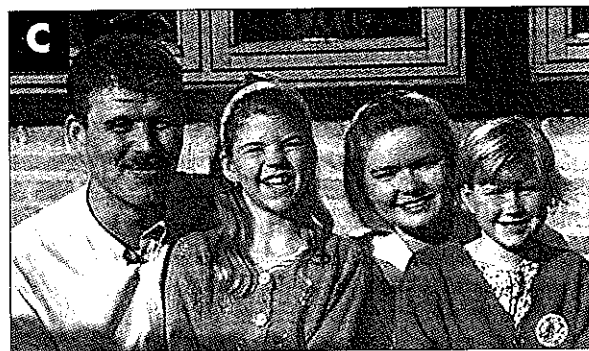
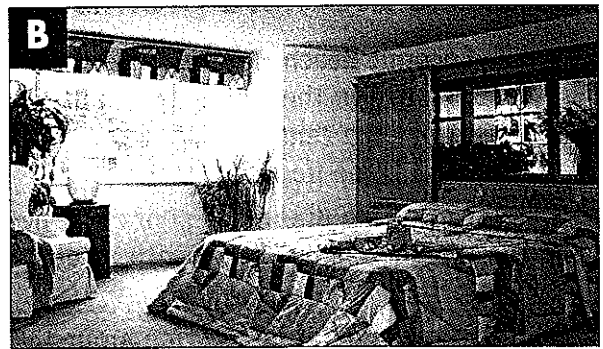
Your partner's answers

1	2	3	4	5	6	7	8	9	10

12 Holiday in hell

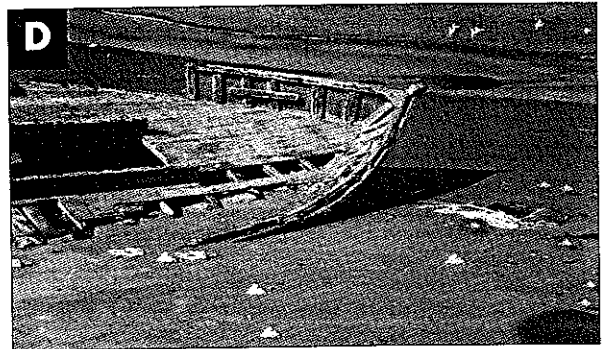
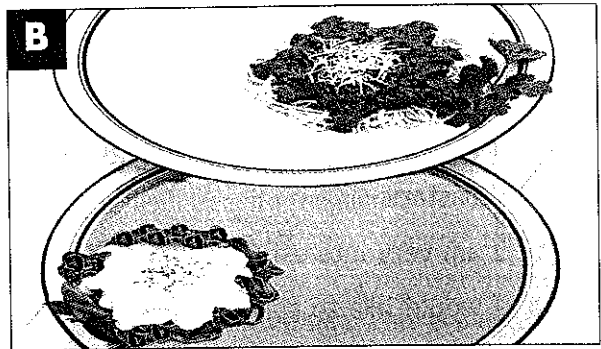
Paper 2, Part 2

Student B pictures



12 Holiday in hell

Student A pictures



13 Transactional matching

Paper 2, Part 1

- 1 Dear
- 2 Dear
- 3 I refer to your advertisement
- 4 I would like to apply for the post of Assistant
- 5 I am very interested in
- 6 I would like to complain
- 7 I am writing to thank you
- 8 I would be grateful if you
- 9 Thank you very much for
- 10 As you requested,
- 11 I regret that I am
- 12 I suggest
- 13 I hope I have
- 14 If you require any more information,
- 15 Please give my best wishes
- 16 I can usually be contacted
- 17 I would be free to attend
- 18 I very much appreciated the
- 19 I would like to point out
- 20 I feel that I am
- 21 I would be grateful if you would
- 22 Thank you for your attention
- 23 I look forward to
- 24 Yours
- 25 Yours

- ... an interview at any time.
- ... in yesterday's Times for a tour guide.
- ... meeting with at 7 o'clock.
- ... to a Mr Smith.
- ... for the help you gave me when I visited to your school.
- ... let me know when you will then arrive.
- ... effort you went to in order make this meeting a success.
- ... owed an apology.
- ... unable to attend at the conference next Tuesday.
- ... faithfully,
- ... Mr Blackwell sir,
- ... covered for the main points.
- ... about the service I received recently in your restaurant.
- ... Teacher was advertised in the Oxford News on 8 April.
- ... applying you for the post of student reporter.
- ... to all this matter.
- ... that your article contained a number of errors.
- ... Sir/Madame,
- ... I enclose full details of the itinerary for a next weekend.
- ... would send me more of information.
- ... hearing from you so soon.
- ... your letter of 12 September.
- ... by telephone or the e-mail.
- ... please do not hesitate to get in touch me.
- ... sincerely,

An international students' magazine has asked you to write an **article** about food in your country.

Maltese food

I come from Malta, a country where people really enjoy their food. Despite the country's small size, we have a huge variety of delicious **dishes**. I would like to tell you a bit about some of **them**. **First** of all, Malta is an island surrounded by the Mediterranean, and so it is only natural that we eat a lot of **seafood**. **One** of the most popular dishes is called *torta tal-lampuki*. This is basically a pie filled with a local fish called *lampuka*, which has been cut up and fried, then mixed with onions, olives, tomatoes and other vegetables. It's absolutely **delicious**. **We** also eat a lot of pasta, and every Maltese person loves a plate of *timpana*. **Various** meats are mixed with eggs, tomatoes and a pasta such as macaroni, then wrapped in pastry and baked in the **oven**. *Timpana* is a dish that is very high in calories, so you should avoid it if you are on a **diet**! **We** do, of course, have some lighter **dishes**. **If** you don't eat meat or fish and are trying to avoid pasta, you should try *bigilla*, a spread made with broad **beans**. **You** might also like to try *hobz biz-zejt*, a popular snack which consists simply of bread covered with tomatoes, olives, capers and **oil**. **Cheese** is used in both sweet and savoury dishes, and Maltese cheese, especially the local rikotta, is wonderful covered in honey and nuts and eaten as a **dessert**. **If** you don't have a sweet tooth, but still enjoy cheese, you ought to try *pastizzi*, little cheese pies which are sold in bakeries all over the **island**. **These** are just a few of the wonderful dishes you would find if you came to Malta. So, what are you waiting **for**? **Catch** a plane tomorrow and visit Malta, home to some of the best food in the world!

Note: This article is longer than that required in the FCE, where you are advised to write between 120 – 180 words.

There should be a paragraph break between:

	and	
	and	
	and	
	and	
	and	

Your partner's answers should be:

<i>them.</i>	and	<i>First</i>
<i>English.</i>	and	<i>It's</i>
<i>useful.</i>	and	<i>You</i>
<i>students.</i>	and	<i>If</i>
<i>assistants?</i>	and	<i>If</i>

Your school magazine has asked you to write an **article** telling other English students about the best ways of learning English.

The best ways of improving your English

A lot of students think that you only need to attend lessons regularly and do all your homework in order for your English to **improve**. **These** are important, of course, but there are many other things you should **do**. **I** would like to tell you about a few of **them**. **First** and foremost, it is important to try to use the English you have learnt whenever possible. If you have learnt new words or expressions, try to incorporate them into your **conversations**. If you have learnt new grammatical constructions, try to use them where relevant in your written and spoken **English**. **It's** also very important to read as much as **possible**. **In** addition to helping you learn new words, this is a great way of relaxing. Ask your teacher to help you choose something that is both interesting and relevant to your level of English. Graded readers are good in this **respect**. **Newspapers** and magazines are also very **useful**. **You** should also consider investing in a good dictionary. There are lots of excellent monolingual versions **available**. **These** not only show you what a word means and how it is pronounced, but also give examples of the word in a sentence, show different word forms of the same word and provide you with other essential **information**. **My** favourite is the *Longman Active Study Dictionary*, which is great for First Certificate **students**. **If** you are studying English in an English-speaking country, you should try to practise your English with the **locals**. **It isn't** always easy to do this, but you could try joining a local sports club where you can meet and speak with like-minded **people**. **Or** how about going shopping and practising your speaking skills on the shop **assistants**? **If** you are serious about improving your English, these are just a few of the things you could do. There are many other ways, of course, and you probably have some ideas and methods of your own. If so, don't keep them to yourself; share them with your fellow-students!

Note: This article is longer than that required in the FCE, where you are advised to write between 120 – 180 words.

There should be a paragraph break between:

	and	
	and	
	and	
	and	
	and	

Your partner's answers should be:

<i>them.</i>	and	<i>First</i>
<i>delicious.</i>	and	<i>We</i>
<i>diet.</i>	and	<i>We</i>
<i>oll.</i>	and	<i>Cheese</i>
<i>island.</i>	and	<i>These</i>

15 Complete the composition

Paper 2, Part 2

Nowadays, it is difficult to eat a healthy diet.

Do you agree with this?

Children love eating fast food such as pizzas and burgers.

1 Lack vitamins + minerals

They also contain large amounts of fat and carbohydrates.

2 Many children: malnutrition; too much wrong food

In fact, in many developed countries, it is very common to see children who are too fat or too thin, or have skin problems as a result of their diet.

3 Dieticians: 'eat balanced diet'

This means that we should eat enough quantities of food from the different food groups, such as fruit, vegetables, grains, etc.

4 Not always easy

Our busy lifestyles mean that we don't have time to prepare food, and so instead we buy ready-made meals from supermarkets.

5 Delicious, but not good

For example, they contain lots of calories, carbohydrates and fat, and this can result in obesity or heart problems.

6 Scientists: 'Don't eat genetically modified food'

So far, there is no evidence that this is harmful, but until we know for sure that it's safe we should avoid these.

7 Many people – organic food, more healthy + better environment

Unfortunately, this is expensive and not always easily available.

8 Conclusion: healthy diet important, but not always possible

16 Jumbled compositions 1

Paper 2, Part 2

Student A

Education does not have to end when we leave school.

Do you agree with this statement?

- 1 From an early age, education plays an important role in shaping our lives.
- Another is to get day release from their place of work so they can attend a course at a local college.
- Once they have graduated from university, some will even study for an advanced degree such as an M.A.
- Through kindergarten, primary school and secondary school we learn about ourselves and the world around us.
- However, even if they can't go to university, there are other options.
- A final option, of course, is one that we all face: the things we learn just by living in the great 'University of Life'.
- Alternatively, if their boss is reluctant to let them take time off work, they can attend evening courses after work at a local College of Further Education.
- For most people, this process ends when they are in their mid to late teens.
- One of these is to follow a correspondence course using mail and the internet.
- For example, a lot of people go to university where they work hard for a degree, in the hope they will get a good job afterwards.
- For others, however, it is the beginning of a lifetime of learning.

These are your partner's sentences in the correct order.

Do not show them to your partner until you have finished the game.

- 1 In this composition, I would like to tell you about the educational system in England.
- 2 For many children, education begins with kindergarten, or nursery school, where learning is usually fun and informal.
- 3 Although this is optional, it is compulsory to begin full-time education at the age of five.
- 4 When they reach this age, children go to primary school.
- 5 It is here that they will learn basic skills such as literacy and numeracy, and after about seven years here they progress to secondary school.
- 6 They have to remain here for about five years, or until they are sixteen, at which time they do something called GCSEs.
- 7 These are exams which all schoolchildren must take, and once they have completed them, they can leave school and start work.
- 8 Many, however, stay on at school to do something called A-Levels.
- 9 These are advanced exams which you take after two years of studying, and you need to sit them in order to enter university.
- 10 Most people do this when they are eighteen or nineteen, although others might take some time off studying to work or travel.
- 11 The majority of university courses last for three or four years, and then students graduate with a degree in their chosen subject.

16 Jumbled compositions 1

Paper 2, Part 2

Student B

Describe the educational system in your country.

- 1** In this composition, I would like to tell you about the educational system in England.
- They have to remain here for about five years, or until they are sixteen, at which time they do something called GCSEs.
 - Most people do this when they are eighteen or nineteen, although others might take some time off studying to work or travel.
 - These are exams which all schoolchildren must take, and once they have completed them, they can leave school and start work.
 - For many children, education begins with kindergarten, or nursery school, where learning is usually fun and informal.
 - These are advanced exams which you take after two years of studying, and you need to sit them in order to enter university.
 - When they reach this age, children go to primary school.
 - Although this is optional, it is compulsory to begin full-time education at the age of five.
 - The majority of university courses last for three or four years, and then students graduate with a degree in their chosen subject.
 - Many, however, stay on at school to do something called A-Levels.
 - It is here that they will learn basic skills such as literacy and numeracy, and after about seven years here they progress to secondary school.

These are your partner's sentences in the correct order.

Do not show them to your partner until you have finished the game.

- 1** From an early age, education plays an important role in shaping our lives.
- 2 Through kindergarten, primary school and secondary school we learn about ourselves and the world around us.
- 3 For most people, this process ends when they are in their mid to late teens.
- 4 For others, however, it is the beginning of a lifetime of learning.
- 5 For example, a lot of people go to university where they work hard for a degree, in the hope they will get a good job afterwards.
- 6 Once they have graduated from university, some will even study for an advanced degree such as an M.A.
- 7 However, even if they can't go to university, there are other options.
- 8 One of these is to follow a correspondence course using mail and the internet.
- 9 Another is to get day release from their place of work so they can attend a course at a local college.
- 10 Alternatively, if their boss is reluctant to let them take time off work, they can attend evening courses after work at a local College of Further Education.
- 11 A final option, of course, is one that we all face: the things we learn just by living in the great 'University of Life'.

17 Jumbled compositions 2

Paper 2, Part 2

Composition A:

Write a composition about the advantages and disadvantages of living in a big city. Use a specific example, or examples, to support your arguments.

Composition B:

Write a composition about the advantages and disadvantages of living in the countryside. Use a specific example, or examples, to support your arguments.

A / B

1	I live in Singapore, a metropolis of about 3 million people.	
2	I live in Holtley, a village of about 200 people.	
3	It is a cosmopolitan society, with people from all over the world living and working together.	
4	I enjoy the lifestyle I lead there, and make the most of all the superb amenities.	
5	It's a rural community, with most of the population involved directly or indirectly in agriculture.	
6	I enjoy the lifestyle I lead there, and make the most of the environment.	
7	These range from an amazing variety of shops to some of the best restaurants in the world.	
8	For example, there are fields and forests where you can go walking or have a picnic.	
9	In the evening there are always cultural events.	
10	The cinemas, theatres and concert halls host a range of productions from around the world.	
11	There are also rivers and streams where, in the summer, you can go fishing or swimming.	
12	Alternatively, there are nightclubs and bars where you can meet your friends and have a good time.	
13	In the evening, you can wander along the lanes to the local pub for something to eat and drink.	
14	Alternatively, you can stay at home with your friends and enjoy the peace and quiet.	
15	One of the most impressive features of the place is its efficient public transport system.	
16	Of course, like all such areas, there are disadvantages, such as the lack of a good public transport system.	

17 Jumbled compositions 2

A / B

17	This enables commuters to travel in quickly from the surrounding suburbs.	
18	Of course, there are disadvantages, as there are in any urban location.	
19	This means that unless you have a car, getting around can be a bit of a problem.	
20	The cost of living is very high, for a start.	
21	Also, the prospects aren't good for people working here, and people are abandoning their traditional lifestyles for a better life elsewhere.	
22	In fact, depopulation has become a major problem in the last few years, and there aren't enough people left to look after the fields.	
23	For example, it costs a small fortune to rent an apartment in the centre.	
24	Furthermore, thanks to all the pesticides and chemical fertilisers that are used on crops, the environment is beginning to suffer.	
25	However, this is beginning to change, with 'greener' approaches to farming in general.	
26	The place also suffers from urban sprawl, with housing estates being continually built to house the population explosion.	
27	Fortunately, unlike some similar places, pollution isn't a big problem as the government works hard to keep it to a minimum.	
28	Also, tourism is bringing some much needed money and employment to the local villages.	
29	They do this by imposing heavy taxes on private vehicles and limiting traffic coming into the central district.	
30	They love coming here because it means they can escape from the noise and pollution they have to live with at home.	
31	On the whole, I would say that the advantages of living in the countryside greatly outweigh the disadvantages.	
32	On the whole, I would say that the advantages of living in a place like Singapore greatly outweigh the disadvantages.	

A cards

Formal letter

Formal letter

Formal letter

Formal letter

Informal letter

Informal letter

Informal letter

Informal letter

Composition

Composition

Composition

Composition

Story

Story

18 Writing Snap!

Paper 2, general

A cards (continued)

Story

Story

Report

Report

Report

Report

Article

Article

Article

Article

Set text

Set text

Set text

Set text

18 Writing Snap!

Paper 2, general

B cards (continued)

Thank you very much
for your letter of
18 July.

If you would like
any more information,
please do not hesitate
to contact me.

I look forward to
hearing from you soon.

I would like to apply
for the job advertised
in yesterday's
Southampton Echo.

Thanks a lot for your
letter.

It was great to hear
from you again.

Give my love to your
mum and dad.

Take care,
and keep in touch.

I would like to present
the argument
for and against more
freedom for children.

On the one hand, I believe
children should have more
freedom. On the other hand, I
think it's necessary for them to
respect their parents.

In conclusion, I would like to
say that travel helps us
understand more about the
world around us.

In my opinion, live music is
better than recorded music
because it has more
atmosphere.

A few years ago, my family
decided to visit relatives in
Canada.

I was horrified to discover that
the box contained my
grandmother's false teeth!

B cards (continued)

To my surprise, he smiled at me and offered me one of his biscuits.

It wasn't until I got home that I realised I had forgotten to buy any food!

For our exchange programme, I would like to recommend St. Blodwyn's, a large school in Oxford.

In my opinion, the Brighton Centre would be an ideal venue for our conference.

I am sure you will agree that these two films are the best choice for our international film night.

In addition to the excellent facilities, the Royal Neasden Hotel is within easy walking distance of the school.

Have you ever wondered what it's like to be stranded on a remote and deserted island?

If you want to know more about living and working in Britain, read on!

So what are you waiting for? Write to the *Student Review* and tell us what you think!

British food is often criticised by foreign students, but having read this, I feel sure you'll want to try some!

Rebecca is both a love story and a mystery, full of action, romance, intrigue and atmosphere.

There are two main characters in the story, but we never get to find out their names.

It ends very dramatically, with the hero jumping to his death from the roof of a burger restaurant.

The story is mainly set in New York, although some of the action also takes place on the moors in Yorkshire.

19 The wrong register

Paper 2, Parts 1/2

Dear Michel,

I refer to your letter of 13 April. It was great to hear from you again. I'm so glad your exams went well and that you had a nice time in Italy.

I would love to come on holiday with you next summer. The resort sounds brilliant. I would be grateful if you would send me further information. I'm not sure if I'll be free in July, but August might be possible. I regret that I am unable to give you any further details at this moment. I'll let you know as soon as I can.

As you requested, please find enclosed details about the English school in Brighton. As you can see from the brochure, it's in a great location and has a really good social programme. If you require any further information about the school, please do not hesitate to contact me.

Do you still have the photographs you took of me in Oxford? If so, could you send me some copies? Thank you for attention to this matter.

I hope that I have covered the main points. Don't forget that you can call me at any time, or alternatively get in touch by e-mail (miyun@spamweb.co.uk). I look forward to receiving an early reply.

I must go now, but I'll drop you a line very shortly. Please give my kindest regards to Christian and all the other guys at St. Mathilda's.

Yours sincerely,

Mi Hyun

Mi Hyun

These expressions are not appropriate

These expressions would be a suitable alternative

Report

To: Mrs Tara Rigden, English Department
From: Dilek Aksoy
Re: A suitable English School in Britain

¹**Why don't we go to** St. Mark's, a large school in Cambridge. I visited the school last month and was shown what it has to offer us. ²**To my amazement**, it offers almost everything that we need.

³**To kick off**, the school is located in a ⁴**really quiet** residential district of North Cambridge, within easy reach of the city centre, so it would be ⁵**dead easy** for our students to visit the university colleges, museums and galleries in this ⁶**really old** city.

⁷**And then** the school has a reputation for ⁸**absolutely brilliant** teaching, with ⁹**tiny** classes of no more than ten students. The teachers themselves ¹⁰**know their stuff** and have ¹¹**loads** of experience. The school ¹²**is good** for students of all levels.

¹³**What a pity** the minimum age is sixteen; this will prevent some of our younger students from attending.

¹⁴**Added** to the teaching, the school has ¹⁵**smashing** facilities, including a computer room and a self-access centre which is ¹⁶**stuffed** with a large variety of books and other learning ¹⁷**things**. A restaurant and snack bar provide students with ¹⁸**yummy** food throughout the day.

¹⁹**What's more**, the accommodation is very ²⁰**cosy**. Most of the rooms have their own bathroom, and each accommodation block has a ²¹**load** of recreational facilities such as darts and snooker, which are ²²**great fun** for ²³**chilling out** in the evenings.

The school runs an active social programme, with a selection of activities in and around Cambridge, but I ²⁴**haven't got a clue** if these are included in the price of the course. I will ²⁵**drop the school a line** and ²⁶**check this out**.

²⁷**If you ask me**, for the above reasons St. Mark's would be perfect for our forthcoming exchange programme. I'm sure ²⁸**you'd absolutely love it**.

20 The perfect report

Paper 2, Part 2

Playing grid

Furthermore <input type="checkbox"/> _____	caters <input type="checkbox"/> _____
historic <input type="checkbox"/> _____	First of all, <input type="checkbox"/> _____
write to the school <input type="checkbox"/> _____	perfect <input type="checkbox"/> _____
high quality <input type="checkbox"/> _____	a great deal of <input type="checkbox"/> _____
relaxing <input type="checkbox"/> _____	large variety <input type="checkbox"/> _____
resources <input type="checkbox"/> _____	In addition to <input type="checkbox"/> _____
I would like to recommend <input type="checkbox"/> _____	peaceful <input type="checkbox"/> _____
you will agree it is ideal for our purposes <input type="checkbox"/> _____	intimate <input type="checkbox"/> _____
do not know <input type="checkbox"/> _____	delicious and nutritious <input type="checkbox"/> _____
are all fully qualified <input type="checkbox"/> _____	Secondly, <input type="checkbox"/> _____
excellent <input type="checkbox"/> _____	equipped <input type="checkbox"/> _____
very simple <input type="checkbox"/> _____	I was pleased to see <input type="checkbox"/> _____
In my opinion <input type="checkbox"/> _____	comfortable <input type="checkbox"/> _____
make some enquiries <input type="checkbox"/> _____	However/Unfortunately, ... <input type="checkbox"/> _____

21 Set text wordsearch

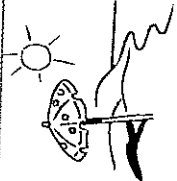
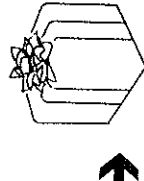

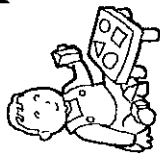



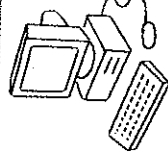







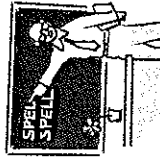
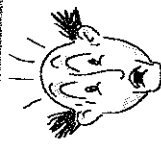
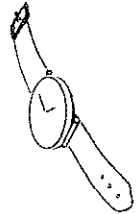

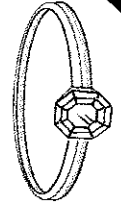

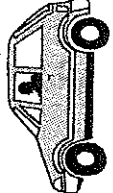
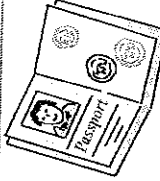
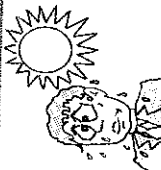


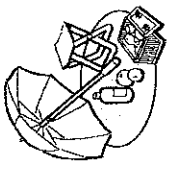




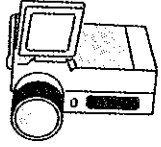


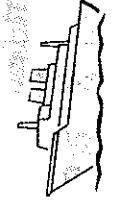
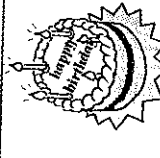





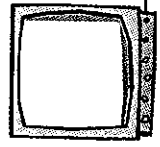
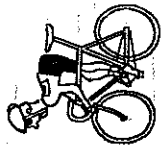
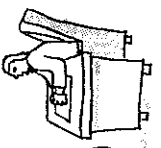
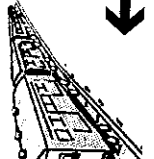
- 1 *Pink Seagulls* is a n _ _ _ l by Charles Saddleback.
- 2 It was w _ _ _ _ n in the 1980s.
- 3 The main c _ _ _ _ _ s are Bobby Bluefly and Molly Softword.
- 4 The story is s _ t in a f _ _ _ _ _ l town called Smogton-Under-Weir.
- 5 Most of the a _ _ _ _ n takes place in Bobby's flat.
- 6 The a _ _ _ _ r of the story used words to great effect.
- 7 He also had a very vivid i _ _ _ _ _ n.
- 8 He p _ _ _ _ s Bobby as a small-time criminal with a heart of gold.
- 9 Bobby is the n _ _ _ _ _ r of the story, and proudly tells the readers of his little crimes.
- 10 Molly is a slightly s _ _ _ _ _ s person who works her way into his life.
- 11 The p _ _ t revolves around Bobby's relationship with Molly.
- 12 On the whole, it's a very h _ _ _ _ _ s story.
- 13 However, it can sometimes be a bit d _ _ _ _ _ g.
- 14 We d _ _ _ _ _ r, for example, that Molly has a drug problem.
- 15 The story ends very d _ _ _ _ _ y, when Bobby accidentally kills Molly.
- 16 In my o _ _ _ _ _ n, *Pink Seagulls* is one of the best books I have ever read.
- 17 I would r _ _ _ _ _ d this book to anyone.

Q	W	O	N	A	R	R	A	T	O	R	E	R	T	Y
U	S	P	O	I	P	E	A	A	C	T	I	O	N	D
S	U	I	V	D	I	C	F	G	H	H	J	K	L	E
Z	S	N	E	X	M	O	C	V	A	B	N	M	Q	P
F	P	I	L	E	A	M	R	T	R	Y	U	I	P	R
I	I	O	P	A	G	M	S	D	A	F	P	G	O	E
C	C	N	X	C	I	E	V	B	C	N	L	M	R	S
T	I	N	B	V	N	N	A	U	T	H	O	R	T	S
I	O	K	J	H	A	D	G	F	E	D	T	S	R	I
O	U	W	E	R	T	T	Y	U	R	I	O	P	A	N
N	S	H	G	F	I	D	S	A	S	P	O	I	Y	G
A	S	E	T	Y	O	H	U	M	O	R	O	U	S	T
L	H	G	F	D	N	S	A	W	R	I	T	T	E	N
D	R	A	M	A	T	I	C	A	L	L	Y	U	I	T
K	P	D	I	S	C	O	V	E	R	W	E	F	V	F

23 You're making it up!

Playing grid

Paper 2, Part 2

						START	
							
							
							
							
FINISH!							
							

24 Phrasal verb options

Paper 3, Part 1

1	The car broke _____ in the middle of nowhere. A up B down C out D off
2	Her parents died when she was young, and she was brought _____ by her grandmother. A down B out C up D on
3	If this weather persists, we'll have to call _____ the picnic. A off B out C away D down
4	We came _____ a wonderful restaurant when we were walking through the city. A over B round C into D across
5	In the middle of our telephone conversation, we were suddenly cut _____. A out B across C off D out
6	Her plans fell _____ when she had to return home to look after her sick mother. A down B through C in D out
7	At first, she didn't get _____ very well with her boss. A off B through C down D on
8	The milk had gone _____, so we had black coffee instead. A out B through C off D down
9	If you don't succeed at first, you should keep _____ trying. A down B back C off D on
10	I'm looking _____ hearing from you soon. A forward to B back on C up to D down on
11	The meeting was put _____ until the following week. A down B off C away D forward
12	Brian takes _____ his father; they're so similar. A on B in C after D over
13	I didn't go to German classes, but managed to pick some _____ when I was working in Munich. A out B by C over D up
14	He has a strong accent and it can sometimes be a bit difficult to make _____ what he's saying. A out B up C over D of
15	They promised to back him _____ if he complained to the boss. A down B away C off D up

24 Phrasal verb options

Paper 3, Part 1

16	She decided to turn _____ the job because the salary was too low. A off B away C down D up
17	One of the first steps to becoming healthy is to give _____ smoking. A away B off C up D back
18	He said he was French, but we knew he was really British as his accent gave him _____. A up B away C off D over
19	When business picked up, the company had to take _____ extra staff. A off B out C over D on
20	He set _____ a company which made computers, and within a few years he was a millionaire. A about B off C up D back
21	The restaurant was very busy, and the manager had to turn _____ a lot of customers. A away B back C off D into
22	We ran _____ a few problems when we tried to enter the country without our passports. A up to B up against C out on D down with
23	I can't make _____ my mind where to go for my holiday this year. A out B over C of D up
24	I managed to put _____ some money for a holiday to Spain. A by B through C off D down
25	The burglar alarm went _____ in the middle of the night and woke everybody up. A out B off C up D through
26	She's a bit of a snob and tends to look _____ people. A out for B up to C over D down on
27	They didn't have much money, but somehow they managed to get _____. A by B over C off D down
28	If you miss too many lessons, you'll begin to fall _____. A down B off C behind D away
29	She was very pretentious, and liked showing _____ to everybody. A out B down C up D off
30	When her boyfriend told her he wanted them to split _____, she was upset for a long time. A through B down C up D in

25 Mixed-up story

Paper 3, Part 1

- 1 In desperation, he decided to _____ a bank in London.
A burgle B break in C steal D rob
- 2 No sooner had he decided on this plan than a car _____ up in front of him.
A arrived B moved C pushed D pulled
- 3 He drove to the city, but was _____ on the motorway because of heavy traffic.
A cancelled B delayed C prevented D postponed
- 4 After several hours he arrived, and _____ to park his car outside the bank.
A coped B able C managed D succeeded
- 5 He threw open the door and _____ loudly at the driver 'Quick! Get me out of here!'
A yelled B whispered C muttered D moaned
- 6 One of the cashiers _____ him the money.
A provided B supplied C lent D handed
- 7 As he was leaving, the manager tried to _____ him leaving the bank.
A avoid B prevent C deny D miss
- 8 Adam Waugh is probably the unluckiest thief in the _____. Here is his story.
A earth B planet C ground D world
- 9 The car he had stopped was a police car, and he was immediately _____ for robbery.
A arrested B accused C charged D convicted
- 10 He went inside and ordered the _____ to give him £10,000.
A gang B team C staff D crew
- 11 When the driver turned round to look at him, Mr Waugh _____ what a terrible mistake he had made.
A observed B realised C watched D checked
- 12 To his _____, he discovered that while he had been in the bank, somebody had stolen his car!
A delight B horror C fright D scare
- 13 In desperation, he decided to stop the first car that came along and _____ it.
A rescue B demand C hijack D kidnap
- 14 Eventually, after a brief struggle, he managed to _____ free from him, and ran towards his car.
A escape B run away C get away D break
- 15 A few years ago he was _____ of cash and was unable to pay his rent or bills.
A low B scarce C short D small

26 A hidden message 2

Paper 3, Part 2

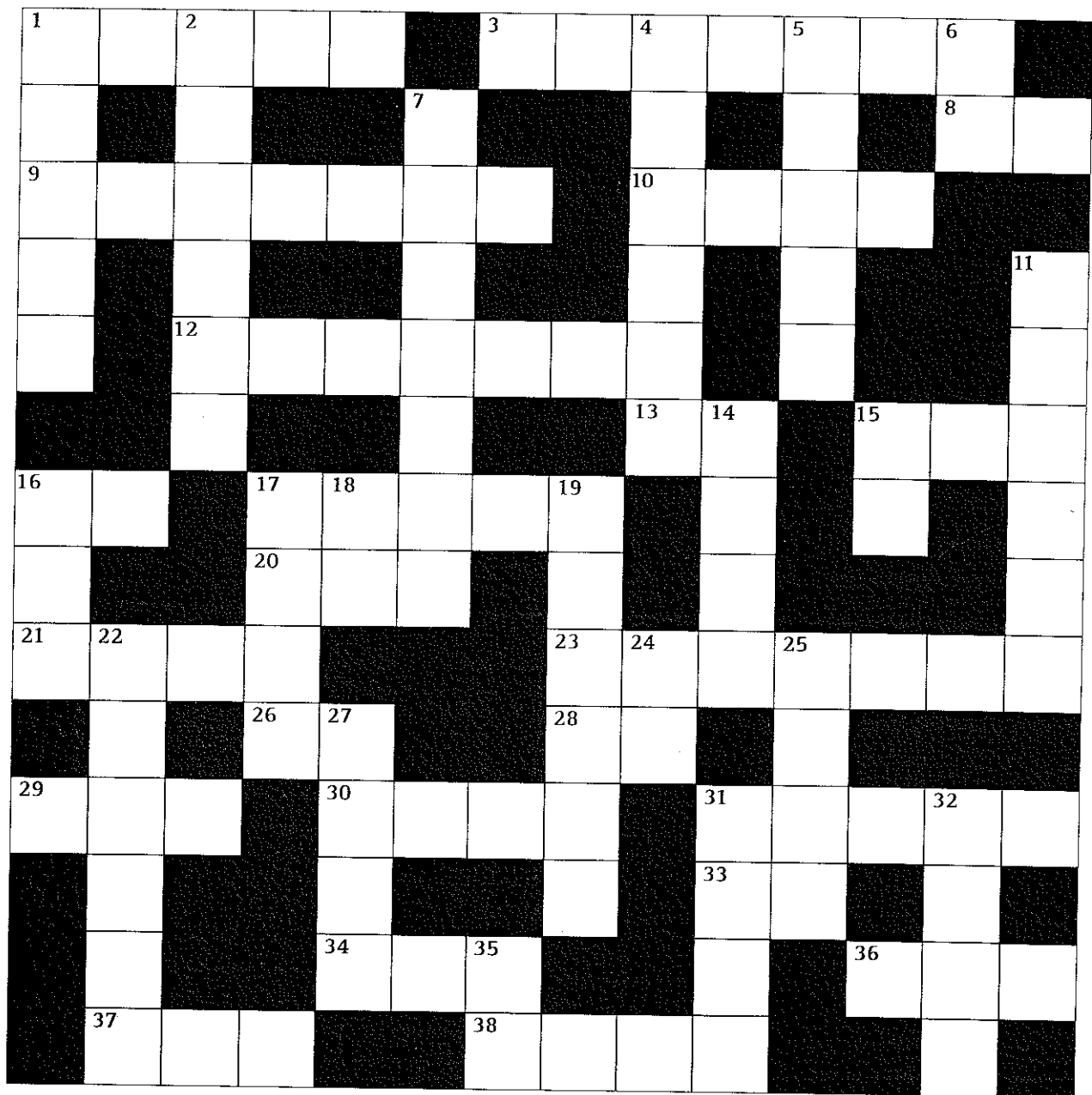
- 1 You should take two pens into the exam _____ case one of them runs out.
- 2 Vocabulary is very important. For _____ reason, you should record and recycle any new words you learn.
- 3 The chances _____ being involved in a plane crash are very small indeed.
- 4 At _____ end of the show, thunderous applause filled the theatre.
- 5 Unless _____ work hard, your chances of passing the exam are very small.
- 6 She's the only person I know who _____ speak six languages fluently.
- 7 She's _____ got a few dollars, which isn't enough to buy dinner.
- 8 If you make a mistake, _____ an eraser to remove the word.
- 9 _____ of the advantages of living in a city is the incredible nightlife.
- 10 James Moriarty is responsible _____ looking after visitors to the centre.
- 11 Although they spoke to _____ other in whispers, everybody could hear what they were saying.

1	2	part	3	4
exam,	5	6	7	8
9	word	10	11	gap.

Write the complete message here.

27 Missing words crossword

Paper 3, Part 2



Clues

Across

- 1 Half a century ago, most British people stayed at home for their holidays. _____ days, the majority go abroad.
- 3 _____ 1996 and 2001, two thousand people enrolled on the course.
- 8 It is important to concentrate _____ areas of your English that are important to you.
- 9 _____ how many people would be going to the beach, we decided to stay at home.
- 10 There have been several road accidents in the area, and the town council have promised to look _____ the matter.
- 12 It is _____ more and more difficult to find enough time to do the things you want.
- 13 A lot of students buy dictionaries _____ as to improve their vocabulary.
- 15 It often rains in England. It can be quite cold, _____.
- 16 Not knowing what to do with all our money, _____ gave it to charity.

27 Missing words crossword

Paper 3, Part 2

- 17 Many people study a second language simply to enrich _____ lives.
- 20 Mary Mulligan's mother insisted she become a teacher, but _____ father encouraged her to take up dancing.
- 21 If you're not _____ what to do, you should ask someone.
- 23 We drove _____ several towns, but didn't stop in any of them.
- 26 I showed her _____ photos, and she said I had a good eye for a picture.
- 28 Nowadays, Van Gogh's paintings are priceless, but during his lifetime _____ made almost no money from them.
- 29 The worst thing about being a taxi driver is sitting down _____ day long.
- 30 _____ you've learned new vocabulary, you should try to recycle it as much as possible.
- 31 I've _____ been fond of travelling; I prefer to stay at home.
- 33 It doesn't matter whether you're rich _____ poor.
- 34 He was _____ over while crossing the road.
- 36 The teacher wouldn't _____ her students leave early.
- 37 A lot of students can't _____ why they have to study so hard.
- 38 The same as 30 across

Down

- 1 The test _____ about one and a half hours to complete.
- 2 A lot of restaurants are forced to close because they don't get _____ customers.
- 4 There are several _____ you should remember to pack for your holiday.
- 5 She didn't think she would win the competition, but she decided to _____ it anyway.
- 6 I wanted to do the exam, but my teacher told me I had _____ chance of passing it.
- 7 The doctors spoke to one _____ in low voices.
- 11 A lot of people don't have personal insurance because they don't have _____ money.
- 14 He never really got _____ the death of his wife.
- 15 Attendance has dropped _____ a terrible level.
- 16 He explained to the waiter he _____ looking for his wallet which he had left in the restaurant.
- 17 Long-sighted people have difficulty focusing on objects which are directly in front of _____.
- 18 The police accused him of stealing the car, but _____ denied everything.
- 19 If I had the choice of going to England or the USA, I think I would _____ go to the USA.
- 22 _____ you work hard, you probably won't pass the exam.
- 24 The same as 18 down.
- 25 When he retired in 1986, his son took _____ the company.
- 27 When you come to school, don't forget _____ dictionary.
- 31 _____ of the students present have remembered to bring a pen with them.
- 32 They will refuse to let you in, _____ if you're wearing a tie.
- 35 He told us we had _____ chance of succeeding.

28 Missing words Snap!

Paper 3, Part 2

Set A

it

the

is

with

of

in

had

these

much

which

one

was

and

many

so

as

at

on

to

their

if

too

by

after

Set B

A The First Certificate is a popular exam. _____ is held every March, June and December.

B The artist Imogen Rigden lives in _____ remote highland village of Little Snuffling.

C Decorating the house at Christmas _____ a tradition that goes back hundreds of years.

D Michael Taylor came up _____ the idea of walking around the world after a trekking holiday in the Himalayas.

E She didn't enjoy her English classes much at first, but after a while she grew fond _____ them.

F When the internet was first set up, very few people showed any interest _____ it.

G Before the invention of the telephone or telegraph, people often _____ to wait months to hear from friends overseas.

H You can learn English by reading dictionaries or doing endless grammar exercises, but _____ methods are not considered satisfactory.

I Despite huge technological advances, passenger aircraft these days are not very _____ faster than they were forty years ago.

J The college, _____ has about 2,000 students, is located right in the middle of the city centre.

K _____ of the reasons I came to England was to improve my English.

L In the 1960s, going abroad _____, for most people, a rare and exciting prospect.

28 Missing words Snap!

Paper 3, Part 2

Set B (continued)

M The first passenger aircraft were small, noisy _____ generally very uncomfortable.

N Modern cruise ships can accommodate as _____ as 2,000 passengers at a time.

O It was _____ cold that their cameras stopped working and had to be warmed up using cigarette lighters.

P Lessons are voluntary but, _____ a general rule, students are encouraged to attend as often as they can.

Q He had never been particularly good _____ skiing as a child, but became an expert in later life.

R When you're driving, it is important to concentrate _____ the road in front of you rather than your passengers behind you.

S After videos were invented in the 1970s, attendance at cinemas fell _____ an all-time low.

T Teachers spend a large part of _____ working day marking homework and preparing lessons.

U He'll help you _____ you want him to, but otherwise he'll leave you alone.

V It was _____ hot to go outside in the middle of the day, so most of us stayed inside where it was marginally cooler.

W A lot of people dislike driving long distances, and would rather go _____ air.

X Three weeks _____ I returned from my holiday, I received something interesting in the post.

29 Jumbled transformations

A1 I wouldn't have passed the exam without your help.

helped

I wouldn't have passed the exam me.

to	if	helped	you	not	had
----	----	--------	-----	-----	-----

B1 I was surprised to get such good grades in my exams.

expect

I such good grades in my exams.

me	get	to	did	not	expect
----	-----	----	-----	-----	--------

A2 'Have you cooked dinner yet?' Jane asked her mother.

prepared

Jane asked her mother dinner yet.

she	a	prepared	if	had	been
-----	---	----------	----	-----	------

B2 Martin had never been to a football match before.

time

It Martin had been to a football match.

the	at	time	was	first	for
-----	----	------	-----	-------	-----

A3 My brother thinks he's an authority on bringing up children!

be

My brother considers an authority on bringing up children!

be	to	that	is	himself	he
----	----	------	----	---------	----

B3 The students spent the whole evening watching television.

but

The students watch television all evening.

and	were	nothing	they	but	did
-----	------	---------	------	-----	-----

A4 I wish I hadn't given Sue my address.

regret

I Sue my address.

that	I	regret	had	was	giving
------	---	--------	-----	-----	--------

B4 He didn't knock before coming into the room.

without

He came into the room first.

without	not	a	on	knocking	at
---------	-----	---	----	----------	----

29 Jumbled transformations

Paper 3, Part 3

A5 They say that house was built in the 14th century.

said

That house is in the 14th century.

built	said	been	to	being	have
-------	------	------	----	-------	------

B5 I haven't seen Jo for many years.

ages

It's Jo.

since	been	long	ages	saw	I
-------	------	------	------	-----	---

A6 Nobody failed the test except for Sarah.

exception

With, everyone passed the test.

the	Sarah	failed	exception	she	of
-----	-------	--------	-----------	-----	----

B6 I can't do this exercise because it is so difficult.

is

This exercise me to do.

too	no	very	is	difficult	for
-----	----	------	----	-----------	-----

A7 Is this dictionary yours?

belong

Does this?

you	belong	dictionary	with	to	anyone
-----	--------	------------	------	----	--------

B7 How much did your ticket to London cost?

pay

How much your ticket to London?

did	must	pay	to	for	you
-----	------	-----	----	-----	-----

A8 Jeremy likes classical music.

interested

Jeremy is classical music.

for	interested	the	much	in	is
-----	------------	-----	------	----	----

B8 He wishes he hadn't telephoned her.

regrets

He telephoned her.

having	he	regrets	to	had	not
--------	----	---------	----	-----	-----

Student B

Here are the correct answers (*the words in bold*) to your partner's sentences:

A1 I wouldn't have passed the exam **if you had not helped** me.

(Note: If we were speaking this sentence, we would say 'hadn't' instead of 'had not'. Both of these would be correct in this part of the FCE exam.)

A2 Jane asked her mother **if she had prepared** dinner yet.

A3 My brother considers **himself to be** an authority on bringing up children.

A4 I regret **giving** Sue my address.

A5 That house is **said to have been built** in the 14th century.

A6 With **the exception of Sarah**, everyone passed the test.

A7 Does this **dictionary belong to you**?

A8 Jeremy is **interested in** classical music.

Student A

Here are the correct answers (*the words in bold*) to your partner's sentences:

B1 I **did not expect to get** such good grades in my exams.

(Note: If we were speaking this sentence, we would say 'didn't' instead of 'did not'. Both of these would be correct in this part of the FCE exam.)

B2 It **was the first time** Martin had been to a football match.

B3 The students **did nothing but** watch television all evening.

B4 He came into the room **without knocking** first.

B5 It's **been ages since** I saw Jo.

B6 This exercise **is too difficult for** me to do.

B7 How much **did you pay for** your ticket to London?

B8 He **regrets having** telephoned her.

30 Key words casino 1

Paper 3, Part 3

Sentences

1 John only changed jobs because his friend suggested it.

John

If his friend hadn't suggested it, jobs.

2 They are letting Brian out of prison next week.

released

Brian prison next week.

3 Sarah's home is still in Oxford, isn't it?

in

Sarah still she?

4 You can borrow my dictionary if you've forgotten yours.

mind

I you my dictionary if you've forgotten yours.

5 Joanne is nothing like her mother.

take

Joanne her mother in any way.

6 I regret going to the party last night.

I

I wish to the party last night.

7 I'd rather not go out for dinner tonight.

feel

I out for dinner tonight.

8 The students in my class all have a lot of respect for their teachers.

look

The students in my class all their teachers.

9 Although the weather changed for the worse, the football match wasn't cancelled.

spite

The football match wasn't cancelled in the weather.

10 I haven't been jogging for two weeks.

jogging

The last was two weeks ago.

30 Key words casino 1

Paper 3, Part 3

Answer sheet

- Use a minimum of two words and a maximum of five words to complete the sentences.
- Contractions (e.g., *I've*) count as two words.
- Do not change the form of the key word.

Opening credit: 150 points

Gambling points

If you are *100% sure* that your answer is correct, you may gamble *15 points*.

If you are *75% sure* that your answer is correct, you may gamble *10 points*.

If you are *50% or less sure* that your answer is correct, you may gamble *5 points*.

	Your answers (only write the missing words)	Points gambled	Points won	Points lost
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
Your total score				<input type="text"/>

31 Key words casino 2

Paper 3, Part 3

Sentences

1 'I wouldn't go to the city centre at night, Jim,' I said.

advised

I to the city centre at night.

2 The local council were examining the effects of air pollution on people's health.

examined

The effects of air pollution on people's health the local council.

3 I wish Mary still called me occasionally.

miss

I from Mary.

4 'Can I help you, sir?' the shop assistant asked the customer.

he

The shop assistant asked the customer him.

5 I've never seen a film as exciting as this one before.

film

This is the ever seen.

6 Joan may forget her umbrella, so I'll take mine.

in

I'll take my umbrella hers.

7 You can stay with me if you're ever in London.

put

I will if you're ever in London.

8 They say that the Caribbean is the ideal place to take a holiday.

supposed

The Caribbean the ideal place to take a holiday.

9 I found it hard to tell her I didn't love her.

difficulty

I I didn't love her.

10 'You really must come on time to your lessons,' he said to us.

insisted

He to our lessons.

31 Key words casino 2

Answer sheet

- Use a minimum of two words and a maximum of five words to complete the sentences.
- Contractions (e.g., *I've*) count as two words.
- Do not change the form of the key word.

Opening credit: 150 points

Gambling points

If you are *100% sure* that your answer is correct, you may gamble *15 points*.

If you are *75% sure* that your answer is correct, you may gamble *10 points*.

If you are *50% or less sure* that your answer is correct, you may gamble *5 points*.

	Your answers <i>(only write the missing words)</i>	Points gambled	Points won	Points lost
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
Your total score				<input type="text"/>

32 Key words casino 3

Paper 3, Part 3

Sentences

1 'Did you remember to post my letter, Bill?' I asked.

he

I asked Bill to post my letter.

2 Our teacher rarely comes late.

rare

It to come late.

3 'I'm sorry I missed your party,' he said.

apologized

He my party

4 We live quite near the airport.

far

We the airport.

5 Michael hasn't contacted me since my birthday.

heard

I since my birthday.

6 You must complete this form before you leave.

filled

This form before you leave.

7 It was very kind of you to help me.

grateful

I am help.

8 Are you planning to do anything at the weekend?

plans

Do the weekend?

9 I don't know Geoff's reasons for leaving so early.

idea

I Geoff left so early.

10 Helen and Richard quarrelled about the exam results.

fallen

Helen and Richard have the exam results.

32 Key words casino 3

Answer sheet

- Use a minimum of two words and a maximum of five words to complete the sentences.
- Contractions (e.g., *I've*) count as two words.
- Do not change the form of the key word.

Opening credit: 150 points

Gambling points

If you are *100% sure* that your answer is correct, you may gamble *15 points*.

If you are *75% sure* that your answer is correct, you may gamble *10 points*.

If you are *50% or less sure* that your answer is correct, you may gamble *5 points*.

	Your answers <i>(only write the missing words)</i>	Points gambled	Points won	Points lost
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
Your total score				<input type="text"/>

33 Key words bingo

Paper 3, Part 3

Team cards

Team 1

You must do exactly what the teacher tells you.

out

You must teacher's instructions exactly.

Dobriła started to learn English because she wanted to get a job in London.

up

Dobriła English because she wanted to get a job in London.

Team 2

The teacher cancelled the test because none of the students had done any work.

off

The teacher test because none of the students had done any work.

Nobody accepted his offer of a free holiday.

up

His offer of a free holiday wasn't anyone.

Team 3

You need to complete an immigration card before the plane lands.

in

An immigration card needs to be the plane lands.

At the meeting she raised the question of extra holidays.

up

She question of extra holidays at the meeting.

33 Key words bingo

Team cards *(continued)*

Team 4

If you don't understand a word, check the dictionary for its meaning.

up

If you don't understand a word , in a dictionary.

James is similar to his father in so many ways.

after

James father.

Team 5

Can you take care of the children for me while I'm at work.

after

Can you children for me while I'm at work.

If you continue trying, you should succeed.

on

If trying, you should succeed.

33 Key words bingo

Paper 3, Part 3

Words

carry	out	the
took	up	learning
called	off	taken
up	by	filled
in	before	brought
look	it	takes
turn	go	follow
after	his	looks
you	make	on

Group A

- 1 The film was longer than he expected, and he didn't arrive to home until past midnight.
- 2 I'm working as hard as possible so that I can get by a good result in the FCE.
- 3 Unless you will work hard, you won't get the grades you want in the exam.
- 4 One reason that the swimming is so popular is that it's considered to be the best form of exercise.
- 5 There are a lot of people at the airport who will tell you which is bus stop to go to for the London bus.
- 6 You should have be quite fit and healthy to take up adventure sports such as skiing and climbing.
- 7 Her house is opposite of the station, so when you leave the station you can't miss it.
- 8 We were all exhausted because it was so very hard work preparing for the exam.
- 9 The plane which was supposed to take me to New York it was cancelled.
- 10 Like with so many other people, I really hate hospitals.
- 11 Despite what he says, I don't much expect he'll miss his girlfriend when she moves abroad.
- 12 I've been taking photographs for years now, as if you can see from all my photograph albums.

Group B

- A I'd like to know exactly what is kind of car you drive and how often you use it.
- B I have terrible problems understanding what he's saying because of his pronunciation is so bad.
- C Despite what some people say, I really don't think so learning English is that difficult.
- D There's a language school nearby which you can join it if you want to improve your English.
- E You must believe that it wasn't by my fault that the computer crashed when I put in the CD Rom.
- F If you come late to my classes every day, and never do any of the homework.
- G Although I really enjoy my job, I want much a holiday just so that I can relax for a few days.
- H He wanted a party, so asked to his mother if he could invite some friends round at the weekend.
- I I'm afraid I am unable to meet with you when you arrive at the station.
- J He tried to telephone her all day, and he even called round at her house, but without the success.
- K Once you have get to the airport, give me a call and I'll come to pick you up.
- L You won't feel much better unless you will take a short break from work.

35 Corrections race Sentence sheet

Paper 3, Part 4

1 We met since two years ago and are great friends now, even though we argue from time to time.

2 I'm rather busy and I don't have got much time, so I'm afraid I can't help you.

3 I have no doubt that Havana is one of the most interesting cities I have ever been going to.

4 Ben and Jerry who have been helping me to decorate the house so that it looks nice when my parents visit me.

5 People say she's intelligent, but I'm not so much sure, as she always seems to say such stupid things.

6 She loves him for so much that she says she couldn't live without him, although to be honest I'm not so sure.

7 I hope you are as well, and I look forward to hearing from you soon, so drop me a line when you get the chance.

8 I bought this car on second hand, and I haven't had any trouble with it so far, although it does need some new tyres.

9 Some people say that it's just quite difficult travelling to other countries, and so spend their holidays at home.

10 Despite being a rather slow way of travelling, it's much more cheaper to travel by coach than it is to travel by train.

11 If you walk down this street, turn right at the traffic lights, then turn left by the bank, you'll find out the post office.

12 She comes from a small town called Eynsham, where she was born in, and is now working in a hotel in Brighton.

13 I thought the film was great, even though that it was so long and some of the acting was a bit below average.

14 The holiday was one of the most worst I've ever had, and I have every intention of complaining to the tour operator.

15 Although the beach was wonderful, the hotel by itself was appalling and I would suggest you avoid it if you go there.













16 The computer costs £950, and comes up with pre-loaded software, a free colour printer and a selection of games.

17 I'm not particularly keen on football, but my friends they are mad about it and go to just about every match possible.

18 We did our best to follow through what he was saying, but eventually we gave up and told him to shut up.

35 Corrections race Playing board

Paper 3, Part 4

ago		have	that	ever	so	most	you	of	B
	the			been	to		me		
even	from	rather	out	had	such	and	not	are	
from	for	a	had	quite	far	does	got	some	
as		by	quite	at	since	other		on	
more	their	going	at	in	despite	who	being	just	
is	up	if	in	then	through	through	was	now	
	below		one	every		out	itself		
there	about	possible	they	much	through	through	through	no	A

36 Word forms bingo

Team cards

Team 1

- 1 She's the most paid singer in the world.
- 2 He was standing close to the crocodile.
- 3 He was standing in an position and could see everything that was happening.
- 4 on TV are often more entertaining than the programmes they accompany.
- 5 The manager was forced to make fifteen of his redundant.
- 6 He lacks respect because he's considered so for his age.

high
danger
advantage

advertise

employ

mature

Team 2

- 1 What's the of Mount Everest?
- 2 She was good at making comments.
- 3 The only in staying here is that you might get bored.
- 4 meat helps to preserve it.
- 5 My has warned me that if I don't work harder, he will fire me.
- 6 The from London to Singapore takes about twelve hours.

high
amuse
advantage

freeze
employ

fly

36 Word forms bingo

Paper 3, Part 5

Team cards (continued)

Team 3

- 1 He had always hated and preferred to go by train.
- 2 It's quite a disease, and you should get it treated immediately.
- 3 'I'm not a doctor, I'm a plumber!' he said with in his voice.
- 4 The only thing I share with my brother is his to spend all day doing nothing.
- 5 Some adults lack sufficient and behave like children.
- 6 Before were invented, food quickly turned bad.

fly

harm

amuse

able

mature

freeze

Team 4

- 1 She was to take the pressure and was forced to quit the course.
- 2 He was rather and had to drop out of the race.
- 3 The dog looked dangerous, but in fact it was quite
- 4 He was seriously in the crash.
- 5 Many people regard photographers as having an job.
- 6 Her job is to look after the and comfort of the passengers.

able

fit

harm

injure

attract

safe

36 Word forms bingo

Paper 3, Part 5

Team cards (continued)

Team 5

- 1 The car was destroyed in an accident.
- 2 The main of living in a city is probably the abundance of amenities.
- 3 Regular exercise helps to control body weight and improves overall physical
- 4 They found no for the existence of life on other planets.
- 5 Her weren't very severe and didn't require hospital treatment.
- 6 She seemed of the danger, and continued walking towards the elephant.

complete

attract

fit

evident

injure

aware

Team 6

- 1 Despite the damage to the plane, it was able to land
- 2 He was wearing pyjamas, and had just woken up.
- 3 For some people, exercise can develop into a obsession.
- 4 On of the course, please fill in a questionnaire.
- 5 We were told to develop an of how DVD players work.
- 6 They organised an campaign to promote their product.

safe

evident

danger

complete

aware

advertise

36 Word forms bingo

Paper 3, Part 5

highly	dangerously	advantageous
advertisements	employees	immature
height	amusing	disadvantage
freezing	employer	flight
flying	harmful	amusement
ability	freezers	maturity
unable	unfit	harmless
injured	attractive	safety
completely	attraction	fitness
evidence	injuries	unaware
safely	evidently	dangerous
completion	awareness	advertising

Players' board

<p>FINISH!</p>	<p>She's very and loves to paint whenever possible.</p> <p>← art</p>	<p>We need to the importance of staying fit and healthy.</p> <p>← emphasis</p>	<p>A vegetarian diet is considered, provided it is well-balanced.</p> <p>← benefit</p>	<p>She suffered from and asked her doctor to prescribe something to help her sleep.</p> <p>← anxious</p>
<p>It's quite a painting and would cost a lot to buy.</p> <p>→ value</p>	<p>One way of remembering new words you learn is to use them as much as possible.</p> <p>→ effect</p>	<p>After his promotion, he became more than ever before.</p> <p>→ power</p>	<p>Her first novel was successful, and she became a millionaire almost overnight.</p> <p>→ incredible</p>	<p>She's an important person, and you should treat her with respect.</p> <p>↑ extreme</p>
<p>The company isn't very and needs to change its marketing strategy.</p> <p>↑ compete</p>	<p>She's an person and hopes to be Managing Director of the company within five years.</p> <p>← ambition</p>	<p>The Kalahari Desert experiences some of the rainfall in the world.</p> <p>← low</p>	<p>If there is no in his condition, he should see a doctor.</p> <p>← improve</p>	<p>Owing to the of the film, we missed the last bus home.</p> <p>← long</p>
<p>We are sorry for any caused while repairs are made to this shop.</p> <p>→ convenient</p>	<p>I don't think your behaviour is at all and you ought to apologize to him.</p> <p>→ reason</p>	<p>He was extremely when he discovered he had failed the exam.</p> <p>→ disappoint</p>	<p>Can you give an for your continual absence from your lessons?</p> <p>→ explain</p>	<p>..... before the exam, I had a terrible attack of nerves.</p> <p>↑ short</p>
<p>I would be grateful if you would send me more</p> <p>↑ inform</p>	<p>We are facing serious problems, and need to spend less if the company is to keep going.</p> <p>← finance</p>	<p>We wanted to go abroad for our holiday, but we didn't have enough money.</p> <p>← fortunate</p>	<p>The audience applauded enthusiastically after the actors' performance.</p> <p>← ordinary</p>	<p>The film wasn't particularly and we left before the end.</p> <p>← enjoy</p>
<p>START</p> <p>→</p>	<p>After a long, we all agreed we needed a holiday.</p> <p>→ discuss</p>	<p>At one time, he was probably the man in the world.</p> <p>→ wealthy</p>	<p>If you want to see the manager, you'll need to make an</p> <p>→ appoint</p>	<p>Bob is very and is always playing sports.</p> <p>↑ energy</p>

37 Backslide

Referee's sheet

- Correct answers are at the bottom of each box.
- Do **not** show this sheet to the players in your group.
- When they give you the answers, make sure they spell the words correctly.
- If their answer is wrong, you should tell them that they are wrong, but you should **not** give them the correct answer.

FINISH!	She's very, and loves to paint whenever possible. ← artistic	We need to, the importance of staying fit and healthy. ← emphasise	A vegetarian diet is considered, provided it is well-balanced. ← beneficial	She suffered from and asked her doctor to prescribe something to help her sleep. ← anxiety
	It's quite a painting and would cost a lot to buy. → valuable	One way of remembering new words you learn is to use them as much as possible. → effective	After his promotion, he became more than ever before. → powerful	Her first novel was successful, and she became a millionaire almost overnight. → incredibly
The company isn't very and needs to change its marketing strategy. ↑ competitive	She's an person and hopes to be Managing Director of the company within five years. ← ambitious	The Kalahari Desert experiences some of the rainfall in the world. ← lowest	If there is no in his condition, he should see a doctor. ← improvement	Owing to the of the film, we missed the last bus home. ← length
We are sorry for any caused while repairs are made to this shop. → inconvenience	I don't think your behaviour is at all and you ought to apologize to him. → reasonable	He was extremely when he discovered he had failed the exam. → disappointed	Can you give an for your continual absence from your lessons? → explanation before the exam, I had a terrible attack of nerves. ↑ shortly
I would be grateful if you would send me more ↑ information	We are facing serious problems, and need to spend less if the company is to keep going. ← financial	We wanted to go abroad for our holiday, but we didn't have enough money. ← unfortunately	The audience applauded enthusiastically after the actors' performance. ← extraordinary	The film wasn't particularly and we left before the end. ← enjoyable
START →	After a long, we all agreed we needed a holiday. → discussion	At one time, he was probably the man in the world. → wealthiest	If you want to see the manager, you'll need to make an → appointment	Bob is very and is always playing sports. ↑ energetic

Players' cards

1 for the job are required to fill in a form outlining their experience.

apply

2 He was late for his classes and, as a result, didn't learn very much.

frequent

3 The school has a lot of afternoon such as swimming and horse riding.

active

4 He is regarded as one of the best in the world.

act

5 I'm afraid I find your quite intolerable.

behave

6 He didn't get the job because he was told he lacked sufficient

confident

7 The teacher stressed the of coming on time to class.

important

8 This is the pizza I have ever eaten!

tasty

9 He left his job because he couldn't handle the

press

10 Our of the world is largely based on what we see on the television.

know

11 In some villages, the have to walk three miles to get water.

inhabit

12 I couldn't help that one of his legs was shorter than the other.

notice

13 I _____ go to the cinema; once or twice a year at the most.

rare

14 Despite his unfriendly, he's really a very nice person.

appear

15 After breaking into the bank, the robbers began taking the money.

success

16 The part of the country is mainly agricultural.

south

Players' cards (continued)

17 The is over 50 storeys high, with a revolving restaurant at the top.
build

18 She has a role in the film.
centre

19 In order to succeed, you need ambition and
intelligent

20 I'm afraid 4.30 is for me. Can we meet at 5.30 instead?
convenient

21 So far, investigation has failed to provide evidence of ghosts.
science

22 My job is very and I'm considering leaving.
stress

23 People think he's stupid, but he's quite intelligent.
actual

24 When he was released from prison, it took him some time to get used to his new-found
free

25 I don't like learning languages, but generally , I enjoy my English classes.
speak

26 The Reliant Robin was most cars, as it only had three wheels.
like

27 We about where to go for our holiday, and so ended up staying at home.
agree

28 There is no that he actually committed the crime.
evident

29 We couldn't find what we wanted in the local shop, and had to look
else

30 I'd like to help you, but I'm too busy.
natural

Referee's answer sheet

- The numbers below correspond to the numbers on the cards.
- Do not show this sheet to the other students in your group.
- Their *spelling* must be correct.

- 1 Applicants for the job are required to fill in a form outlining their experience.
- 2 He was **frequently** late for his classes and, as a result, didn't learn very much.
- 3 The school has a lot of afternoon **activities** such as swimming and horse riding.
- 4 He is regarded as one of the best **actors** in the world.
- 5 I'm afraid I find your **behaviour/behavior** (American spelling) quite intolerable.
- 6 He didn't get the job because he was told he lacked sufficient **confidence**.
- 7 The teacher stressed the **importance** of coming on time to class.
- 8 This is the **tastiest** pizza I have ever eaten!
- 9 He left his job because he couldn't handle the **pressure**.
- 10 Our **knowledge** of the world is largely based on what we see on the television.
- 11 In some villages, the **inhabitants** have to walk three miles to get water.
- 12 I couldn't help **noticing** that one of his legs was shorter than the other.
- 13 I **rarely** go to the cinema; once or twice a year at the most.
- 14 Despite his unfriendly **appearance**, he's really a very nice person.
- 15 After **successfully** breaking into the bank, the robbers began taking the money.
- 16 The **southern** part of the country is mainly agricultural.
- 17 The **building** is over 50 storeys high, with a revolving restaurant at the top.
- 18 She has a **central** role in the film.
- 19 In order to succeed, you need ambition and **intelligence**.
- 20 I'm afraid 4.30 is **inconvenient** for me. Can we meet at 5.30 instead?
- 21 So far, **scientific** investigation has failed to provide evidence of ghosts.
- 22 My job is very **stressful** and I'm considering leaving.
- 23 People think he's stupid, but **actually** he's quite intelligent.
- 24 When he was released from prison, it took him some time to get used to his new-found **freedom**.
- 25 I don't like learning languages, but generally **speaking** I enjoy my English classes.
- 26 The Reliant Robin was **unlike** most cars, as it only had three wheels.
- 27 We **disagreed** about where to go for our holiday, and so ended up staying at home.
- 28 There is no **evidence** that he actually committed the crime.
- 29 We couldn't find what we wanted in the local shop, and had to look **elsewhere**.
- 30 **Naturally** I'd like to help you, but I'm too busy.

39 Where are they? bingo

Paper 4, Part 1

Playing cards

school			library		court		registry office
station		bus stop	health centre	post office		taxi rank	museum
	health club	park	youth hostel	hotel	college	bank	
chemist	airport	theatre		library			chemist
	funfair		library	taxi rank	court	station	museum
youth hostel	college	court		college		bus stop	
library	chemist			taxi rank		station	
	youth hostel	registry office	bank	health club	college		theatre
airport	school		funfair	museum	funfair		health centre
	bank	hotel		chemist	theatre		library
taxi rank	health club	school				station	court
youth hostel		library	chemist	bus stop	registry office	funfair	

Calling cards

There are over 20 members of staff and almost 200 pupils. The national syllabus is supplemented by a variety of extra-curricular activities.

(School)

I go there quite a lot because there is such a large variety of materials to borrow, including magazines, journals and audio-visual resources.

(Library)

There was a really long queue of commuters at the ticket office, so by the time I got to the platform, I was too late.

(Station)

We waited in the shelter for the number 7 to take us into town. Eventually one came along, but the conductor said it was full and we had to wait for the next one.

(Bus stop)

The staff here is quite small – eight altogether, if you include the nurse, the receptionist and the pharmacist – and we can only treat minor illnesses and injuries.

(Health centre)

It costs £120 for a year's membership, and this gives you use of the gym, the sauna, a small pool and the café which serves a good variety of nutritious food.

(Health club)

I love the atmosphere of these places: the screams and laughter; the hair-raising rides and silly games where you can win a prize; the smell of popcorn and greasy fried food; the flashing lights and loud music. Fantastic!

(Funfair)

This is your boarding pass which shows your seat allocation. You need to go through passport control over there and then through a security check. You may need to show what you're carrying in your hand luggage.

(Airport)

It was so nice on Saturday, sitting on the grass eating our picnic while the children fed the ducks and played on the swings and roundabouts.

You must come with us next time.

(Park)

We always stay there. There's a kitchen, lounge and eighteen beds in two dormitories. The wardens are very friendly, but get a bit annoyed if you wear your muddy boots inside.

(Youth hostel)

The whole place was very busy and confusing, with judges, lawyers, police officers and ordinary members of the public, including defendants, witnesses and jurors.

(Court)

We got married here, because we wanted a civil wedding. This is where you come if you want to check birth, marriage and death records.

(Registry office)

There were long queues everywhere, with people paying their bills, renewing their road tax and buying their television licences. I just wanted a first class stamp.

(Post office)

These places are always very busy late at night when everybody is going home. Make sure you stand in line and have enough money for your fare. It's customary to give the driver a tip, too.

(Taxi rank)

It only opened to the public last year. There's a large display of artefacts from all over the world and a gallery of fine art. Every month there are exhibitions, talks and workshops run by experts.

(Museum)

All our singles, twins and doubles have en-suite facilities, satellite television, mini-bar and room service. Many have a balcony. There are always porters to help you carry your luggage.

(Hotel)

A variety of courses are run here. You can join an evening class if you work during the day. Vocational training is also offered.

(College)

We weren't able to sit together. John was downstairs in the stalls, but Jenny and I had excellent circle seats. The audience went quiet as the lights went down and the curtain came up to reveal the stage.

(Theatre)

I asked what the current exchange rate was and whether or not they charged commission. Apparently, if you hold an account with them, all transactions are commission-free.

(Bank)

Hand over your prescription to the pharmacist and she'll get your medicine. While you're waiting, could you also get me some shampoo, toothpaste and something for my cough?

(Chemist)

40 Where? Why? What?

Paper 4, Part 1

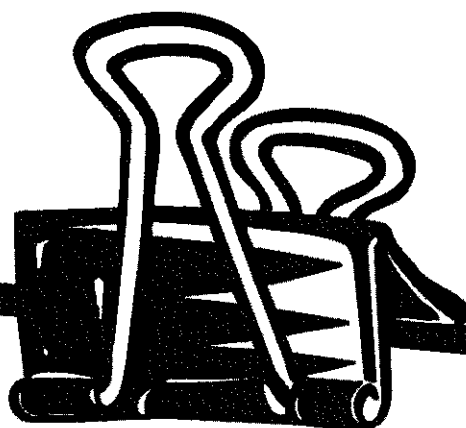
Playing board



40 Where? Why? What?

Paper 4, Part 1

Questions



- a Where is the speaker?

- b What is the speaker's job or occupation?

- c Where is the speaker going?

- d How did the speaker feel?

- e Why is the speaker going to Italy?

- f Which sport is the speaker describing?

- g What's the weather going to be like?

- h What kind of film is being described?

- i What facility does the school lack?

- j What did the speaker find disappointing about her holiday?

- k What is the speaker's relationship with the person she is talking about?

- l Where is the speaker going to stay on his holiday?

40 Where? Why? What?

Paper 4, Part 1

Situation cards

a I bought it last week but it's much too big. It makes me look like a tent. Can you exchange it, or perhaps give me a refund?

Where is the speaker?

b The students are really nice, but the only time I meet them is when they come to the office to register, pay their fees, or complain about something.

What is the speaker's job or occupation?

c Well, the trains are on strike and the motorway into the city will be busy, so we'll have to leave early otherwise it will have taken off by the time we arrive.

Where is the speaker going?

d He stared at me with such anger that I thought he was going to turn violent, and although I should have been terrified, I found the whole thing hilarious.

How did the speaker feel?

e Well, of course they're famous for their pasta and pizza, and they have some lovely scenery, although I'll be too busy getting to grips with the language to get out much.

Why is the speaker going to Italy?

f His first two shots hit the top of the net, and one of them flew into the spectator stand. The third hit the umpire and knocked his hat off, which went sailing into the crowd.

Which sport is the speaker describing?

g After the beautiful sunny weather we've had recently, we're going to see a change for the worse. While we're not likely to see any rain, clouds will be moving in from the north.

What is the weather going to be like?

h There's not much romantic interest in this film and there is hardly any humour either. As you'd expect, there's lots of screaming, shouting and blood. I hated it.

What kind of film is being described?

i The students are all complaining that there's nowhere to go to relax after their lessons, apart from the classrooms, and the garden, which is so tiny it might as well not exist.

What facility does the school lack?

j The hotel wasn't too bad, and there were some lively bars and clubs nearby, which helped to take our mind off the beach which was, quite frankly, a bit of a let down.

What did the speaker find disappointing about her holiday?

k I'm quite surprised that anyone would think I love him, or am even fond of him. Quite the opposite in fact – I could quite happily murder him!

What is the speaker's relationship with the person she is talking about?

l I know it's little more than a box on wheels, but it's better than camping and certainly doesn't cost as much as a hotel. At least if you get bored in one place, you can move on somewhere else.

Where is the speaker going to stay on his holiday?

41 Listening crossword

Paper 4, Part 1

Crossword

1▶		2▼		3▼		4▼
5▶						
			6▶			
7▶						
8▶		9▼				
			10▼		11▼	
12▶						
13▶						
	14▶					

Questions

Across ▶

- What problems is the speaker having with his new computer?
 - Getting the **internet** to work
 - Attaching the **printer** to the computer
 - Operating the **scanner**
- What interrupted the speaker's sleep?
 - The **noises** coming from the top of the house
 - The sound of wild **animals**
 - Some strange **dreams**
- What did the speaker have to go and buy?
 - Another cup of **tea**
 - A new **tie**
 - A new **cup**
- Who broke the speaker's stereo system?
 - Sarah**
 - Roger**
 - Peter**
- What relationship is Olivia to the speaker?
 - His **niece**
 - His **sister**
 - His **cousin**

- According to the speaker, what is the name of his favourite rock group's best album?
 - Evermore**
 - Timeless**
 - Mango-go**
- What was the only thing the thieves didn't steal from the speaker?
 - His **money**
 - His new **coat**
 - His **case**
- Where did Joe come in the race?
 - First**
 - Second**
 - Last**

Down ▼

- What did the speaker most enjoy about leaving home?
 - His new-found **independence**
 - The fact that it was so easy living on **his own**
 - Meeting **new people**
- Where did the speaker go?
 - To the **cinema**
 - To a **concert**
 - To the **theatre**
- Where did the bird fly?
 - Into the **house**
 - Over the speaker's **head**
 - To its **nest**
- How many people were in the room?
 - Two**
 - Three**
 - Four**
- What is the speaker looking at?
 - Carpets**
 - Curtains**
 - Sofas**
- What did the speaker find underneath his kitchen floor?
 - Rats**
 - A **cat**
 - Some **bones**
- What colour is the jacket the speaker is talking about?
 - Black**
 - Yellow**
 - Blue**

41 Listening crossword

Paper 4, Part 1

Situations

-
- 1 across** I had no problems plugging the printer into the computer, and although the scanner gave me problems at first, I was able to sort it out, but when I tried to access the web I just couldn't get it to work. What do you think I should do?
-
- 5 across** There were some strange noises coming from my attic during the night, but that's quite usual as the water tank is up there and it occasionally makes a bit of a noise. What probably woke me up were the strange nightmares I kept having about wild animals.
-
- 6 across** I was sitting in the café reading the newspaper when one of the customers pointed out that the end of my tie was dipping in the cup of tea I had just bought. I had to rush out and buy a new one before my interview.
-
- 7 across** I accused Sarah of breaking my stereo, but she told me she was out with Roger all evening and the only person who was in the house was Peter. I wondered why he had such a guilty look on his face when I came home.
-
- 8 across** Felicity is my sister, she's married to Andrew and they have two lovely children, Olivia and Claudia.
-
- 12 across** The group's first album was called 'Timeless'. It was good, but not as good as their second album 'Mango-go', and that wasn't even half as good as their latest album, 'Evermore'.
-
- 13 across** Although they left my case with all my clothes, the thieves made off with my cash and my new coat.
-
- 14 across** The race ended when Carol crossed the finishing line first, followed by Mary, who in turn was followed by Joe, who was clearly exhausted and out of shape.
-
- 1 down** When I first left home, I found things were not as easy as I had originally thought, and for a while I was quite lonely, but I soon came to enjoy doing what I wanted when I wanted without someone breathing down my neck all the time.
-
- 2 down** The actors were wonderful and the scenery was stunning, but I was sitting so far from the stage I couldn't hear what anyone was saying.
-
- 3 down** I startled the bird, which flew round my head a few times, before flying over the house and then back to its home in the trees.
-
- 4 down** Bill was shouting at Jenny, and Jenny was shouting at me. I was really worried that the noise would wake up Susan who lived next door.
-
- 9 down** I don't like any of them. I think the colours are dreadful. I certainly wouldn't want any of them in my living room. The only nice one is that white one, but it would show the dirt when you walked on it.
-
- 10 down** There was a rather strange smell coming from under the kitchen floor and I had a horrible feeling there were rats there, so you can imagine my surprise when I lifted up the floor and discovered the skeleton of a large cat-like animal!
-
- 11 down** Why do you want a jacket that colour? Blue would be OK, as it matches your eyes, and a black one would suit those trousers you always wear, but nobody in their right mind wants a jacket that's the same colour as a banana!

Text

My name is Edward Bevdawn – that’s spelt B-E-V-D-O-W-N – and I used to play drums for a group called *The Happy Lights*, although last year our lead guitarist resigned, so I took over his job. The group was formed ten years ago, but I only joined them after they had been playing for two years. We are currently working on our seventh album, which is called *Frightened of the Dark*, and it’s due to be released early next year. Our last album, *Brown Carnation* was an international best seller, although it, and the others, weren’t as successful as the first album, *Waiting for Nothing to Happen*, which sold over five million copies. We mostly play rock music, although we occasionally used to record reggae songs and once we even included a couple of classical tracks on one of our albums, although these didn’t go down very well with our fans and we didn’t repeat the experiment. We are based in the USA and spend most of our time either there or at our studio in Britain, but occasionally we manage to get back to our homeland in Canada. When we’ve finished recording the current album, we’re going on a world tour. This will take in Europe and Australia, although we’ll be kicking the whole thing off in the USA, where we’ll be doing shows in New York, San Francisco, Los Angeles and Chicago. I’m passionate about what I do, and I think it’s great when people tell me how good they think the group is, although I do get a bit fed up when people come up to me when I’m eating out and ask me for my autograph or take a photograph of me when I’m trying to enjoy a private moment with my friends. Anyway, I have to go now – I have to get back to the studio, and you know how difficult it is to get a taxi at this time of the day! See you!

42 The rock star

Questions sheet

- 1 What is the speaker's name?
- 2 What is the name of his group?
- 3 Which instrument does he play?
- 4 How long has he been playing with the group?
- 5 How many albums has the group released?
- 6 What is the name of their best-selling album?
- 7 What kind of music do they usually play?
- 8 How did the group's fans feel when the group experimented with its musical style?
- 9 Where does the group come from?
- 10 Where is their world tour starting?
- 11 How does he feel about his job?
- 12 Where does the speaker hate being interrupted by fans?
- 13 How is he getting back to the studio?

Articles

A

I met Edward Bevdawn in the bar at the Hilton Hotel. For those of you who don't know him, he is a musician with a group called *The Happy Lights*, and has been for the last eight years. The group have been extremely successful and have released six albums so far, although none has been as successful as their first album, *Frightened of the Dark*, which sold over five million copies. They concentrate primarily on rock music, but they have also experimented with other musical styles, although their fans have made it clear that they don't like this very much and the group have stopped doing it.

Although they originally come from Canada, they are based in the USA, but like to get home whenever possible. When they have finished recording the current album, they are going to start a world tour, beginning in Europe before moving to the USA and Australia. Edward Bevdawn clearly enjoys his job, although he admits it annoys him when he's out at a restaurant and his fans ignore him. I didn't talk to him for long, as he had to get a taxi back to the studio, but during the time I spent with him I felt I had got beneath the skin of a real rock legend.

B

I met Edward Bevdawn in the bar at the Hilton Hotel. For those of you who don't know him, he plays the drums with a group called *The Happy Lights*, and has been doing so for the last eight years. The group have been extremely successful and have released six albums so far, although none have been successful as their first album, *Waiting for Nothing to Happen*, which sold over five million copies. They concentrate primarily on rock music, but they have also experimented with other musical styles, which was very popular with their fans. Although they originally come from Canada, they are based in the USA, but like to get home whenever possible. When they have finished recording the current album, they are going to start a world tour, beginning in the USA before moving to Europe and Australia. Edward Bevdawn clearly enjoys his job, although he admits it annoys him when he's out at a restaurant and his fans ignore him. I didn't talk to him for long, as he had to get a taxi back to the studio, but during the time I spent with him I felt I had got beneath the skin of a real rock legend.

Articles

C I met Edward Bevdawn in the bar at the Hilton Hotel. For those of you who don't know him, he is a musician with a group called *The Happy Nights*, and has been for the last eight years. The group have been extremely successful and have released seven albums so far, although none have been successful as their first album, *Waiting for Nothing to Happen*, which sold over five million copies. They concentrate primarily on rock music, but they have also experimented with other musical styles, although their fans have made it clear that they don't like this very much and the group have stopped doing it. Although they originally come from the USA, they are based in Canada, but like to get home whenever possible. When they have finished recording the current album, they are going to start a world tour, beginning in the USA before moving to Europe and Australia. Edward Bevdawn clearly enjoys his job, although he admits it annoys him when he's out at a restaurant and his fans interrupt him. I didn't talk to him for long, as he had to get a taxi back to the studio, but during the time I spent with him I felt I had got beneath the skin of a real rock legend.

D I met Edward Bevdawn in the bar at the Hilton Hotel. For those of you who don't know him, he is a musician with a group called *The Happy Lights*, and has been for the last ten years. The group have been extremely successful and have released six albums so far, although none have been successful as their third album, *Waiting for Nothing to Happen*, which sold over five million copies. They concentrate primarily on rock music, but they have also experimented with other musical styles, although their fans have made it clear that they don't like this very much and the group have stopped doing it. Although they originally come from Canada, they are based in the USA, but like to get home whenever possible. When they have finished recording the current album, they are going to start a world tour, beginning in the USA before moving to Europe and Australia. Edward Bevdawn clearly enjoys his job, although he admits it annoys him when he's out at a restaurant and his fans interrupt him. I didn't talk to him for long, as he had to get a taxi back to the studio, but during the time I spent with him I felt I had got beneath the skin of a real rock legend.

Articles

E I met Edward Bevdown in the bar at the Hilton Hotel. For those of you who don't know him, he is a musician with a group called *The Happy Lights*, and has been for the last eight years. The group have been extremely successful and have released six albums so far, although none have been successful as their first album, *Waiting for Nothing to Happen*, which sold over five million copies. They concentrate primarily on reggae, but they have also experimented with other musical styles, although their fans have made it clear that they don't like this very much and the group have stopped doing it. Although they originally come from Canada, they are based in Britain, but like to get home whenever possible. When they have finished recording the current album, they are going to start a world tour, beginning in the USA before moving to Europe and Australia. Edward Bevdown seems to dislike his job, and he admits it annoys him when he's out at a restaurant and his fans interrupt him. I didn't talk to him for long, as he had to get a taxi back to the studio, but during the time I spent with him I felt I had got beneath the skin of a real rock legend.

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Articles

G I met Edward Bevdawn in the bar at the Hilton Hotel. For those of you who don't know him, he is a musician with a group called *The Happy Lights*, and has been for the last eight years. The group have been extremely successful and have released six albums so far, although none have been successful as their first album, *Waiting for Nothing to Happen*, which sold over five million copies. They concentrate primarily on rock music, but they have also experimented with other musical styles, although their fans have made it clear that they don't like this very much and the group have stopped doing it.

Although they originally come from Canada, they are based in the USA, but like to get home whenever possible. When they have finished recording the current album, they are going to start a world tour, beginning in the USA before moving to Europe and Asia. Edward Bevdawn clearly enjoys his job, although he admits it annoys him when he's out at a restaurant and his fans interrupt him. I didn't talk to him for long, as he had to get a bus back to the studio, but during the time I spent with him I felt I had got beneath the skin of a real rock legend.

Exam information cards

Paper 1

Paper 1 of the First Certificate is the Reading paper and it lasts for one hour. There are four texts and a total of 45 questions to answer. Your answers have to be put onto a separate answer sheet using a pen. If you make a mistake on your answer sheet, you should ask for a new one. The questions for the first two texts carry two marks each, and the answers for the last two texts carry three marks each. In the first part, there is a newspaper or magazine article with missing sentences, which you have to replace in the text. In the second part, there is another article with some questions, each question has five possible answers, A, B, C, D and E, and you have to choose the correct one. The third part is exactly the same as the first, and the fourth part has a selection of texts and a list of statements, and you have to match the statements with the appropriate text.

Paper 2

Paper 2 of the First Certificate is the Writing paper and it lasts for one and a half hours. You have to answer three of the questions. The paper is divided into two parts. In Part 1, you are given some information and you have to use that information to complete a writing task. This task is always an informal letter which you must write on a separate sheet of paper. In Part 2, you are given a selection of 7 writing tasks to choose from. These tasks might include an article, a composition, a report, a story or a letter. The final task is a question based on a book you have read, and you can write about any book you have read in the past year. Each piece of writing should be at least 250 words long. You should not waste time planning your essays.

Paper 3

Paper 3 of the First Certificate is the Use of English paper and it lasts for one and a half hours. There are five parts in this paper, with a total of 40 questions. You only need to answer four parts altogether. In Part 1 there is a text with some missing words. You have to choose which word is missing from a choice of three possible options, A, B or C. In Part 2, there is another text with missing words, but this time you are not given a list of answers. In Part 3, you have to rewrite a sentence using a key word which is given to you, but you can change the form of this word if you want. In Part 4 there is a text, but in each line of the text there is a mistake – usually an extra and unnecessary word – which you have to identify. In the final part, there is a short text with a list of words which you have to put into their correct form, although many of the words do not need to be changed, and you have to identify which ones. You should write all your answers on a separate answer sheet.

Exam information cards *(continued)*

Paper 4

Paper 4 of the First Certificate is the Listening paper and it lasts for about one hour and fifteen minutes. There are four parts altogether, with a total of 30 questions. You will hear each part three times. In Part 1, you hear different people speaking in different situations and you have to identify what is happening from a selection of three possible choices, A, B or C. In Part 2, you will hear lots of different people speaking, and you must decide where they are. In Part 3, you hear five different people speaking about an event or experience, and you need to identify who is saying what, choosing from a selection of different options. In the final part of this paper you listen to a song, and you need to change the mistakes in the words which are printed on the paper. While you are listening to all of the parts of this paper, you must write your answers in pencil on the separate answer sheet.

Paper 5

Paper 5 of the First Certificate is the Speaking test and it lasts slightly less than 15 minutes. You do the test with another student, and there will be two examiners who both ask questions. There are four parts in the test. In Part 1, you will be asked questions about yourself, and if you don't know what to say, you should say 'Don't know, next question please'. In Part 2, you are given two photographs to look at, and you must describe them in as much detail as possible. You will also be asked a question that is connected in some way with your partner's photograph. In Part 3, you are given a set of pictures and you have to complete a task based on these pictures. You do this with your partner and you should try to speak more than your partner as you will get extra marks for dominating the conversation. In the final part, you will be asked questions that are in some way connected with the pictures in Part 3. Don't forget that in the Speaking test, you should try to be as formal and polite as possible. Also remember that if you don't understand what the examiner says to you, just keep quiet and say nothing at all. When the interview is over, the examiners will tell you your score.

43 Contradictions 1

Paper 4, Part 2

Questions *(continued)*

Paper 4

- 1 How long does the Listening test last?
- 2 How many times do you hear each part?
- 3 What do you hear in Part 2 of this paper?
- 4 What should you do in Part 2?
- 5 In Part 4 of this paper, what do you listen to?
- 6 What should you do while you are listening to it?
- 7 When should you write your answers on the separate answer sheet?

Paper 5

- 1 What do the examiners do during the Speaking test?
- 2 What should you say in Part 1 if you don't know what to talk about?
- 3 What should you do when you are given the photographs in Part 2 of the Speaking test?
- 4 When you are working with your partner in Part 3, what should you try to do?
- 5 True or false: during the Speaking test, you should behave in a friendly and informal manner.
- 6 If you don't understand something that you are asked, what should you do?
- 7 What do the examiners do at the end of the Speaking test?

44 Who says what?

Paper 4, Part 3

Playing board

Team A Start ↓

A B

C D

E F

↑ Team B Start

Which speaker...

- A ...thought the film was too violent?
- B ...thought the film was better than the book?
- C ...found the film quite amusing?
- D ...left the cinema before the end of the film?
- E ...recommends the film to other people?
- F ...is going to see the film again?

Teacher's script

Speaker 1

I wasn't sure what to expect, but in the event it was quite an enjoyable film. The acting was excellent, and there were a lot of funny moments which made us all laugh. There was some violence, but it was quite restrained, if you know what I mean. I'm not sure I'd particularly recommend this film to everyone, but as far as I'm concerned it was a good evening out.

Speaker 2

I don't usually enjoy films like this, as they can be quite violent, but there wasn't as much as I expected. The story was very intriguing, and the acting was way above average. It might not be to everyone's taste, but I think that if you enjoy action movies, you should go and see this.

Speaker 3

I read the book last year, and as the newspapers gave the film such a good review I thought I'd go and see it. It was dreadful! There were almost no funny lines, the acting was terrible and there was far too much blood and fighting. There's no way I would recommend this film to others.

Speaker 4

A lot of people walked out halfway through the film because they thought it was too violent, but I decided to watch it all the way through - there's so much happening that you need to watch the film at least twice to appreciate it, and I've already bought my ticket for tomorrow night's performance. It's not half as good as the book, of course, but entertaining nevertheless.

Speaker 5

Some of my friends loved it and are going to see it again, but I began to feel bored with the film about ten minutes into it - there was very little real action, the acting wasn't particularly good and there were very few funny moments. I gave the film about half an hour and then decided to get away. Apparently I missed all the best bits as a result, but I'm not really disappointed.

45 Listening casino

Paper 4, Part 3

Selection sheet

You are going to hear some comments made by five people who have been learning English at a language school in Britain. Choose from the list A–F what each speaker says. There is one extra letter which you do not need to use. Write your answer in the answer grid below, and then decide how many points you wish to gamble:

- If you are *100% sure* that your answer is correct, you may gamble 15 points.
- If you are *75% sure* that your answer is correct, you may gamble 10 points.
- If you are *50% or less sure* that your answer is correct, you may gamble 5 points.

Write the number of points you are gambling in the 'Points gambled' box on the grid.

You begin the game with 75 points.

- A** I thought the quality of the food in the canteen was good.
- B** I had to be careful I didn't spend too much money.
- C** I was happy with the quality of the teaching.
- D** I ran out of money.
- E** I was surprised that I never got to meet the Director.
- F** I was amazed at how lazy and unenthusiastic the other students were.

Your answers

	Answer (A, B, C, D, E or F)	Points gambled	Points won	Points lost
Speaker 1				
Speaker 2				
Speaker 3				
Speaker 4				
Speaker 5				
			Your total score	

Teacher's script

Do not show this sheet to your students
Read each passage twice, clearly but at normal speed.

.....

Speaker 1

The teacher was a bit strange. He had a very unusual taste in fashion, for a start, and he was always picking his nose, which I found a bit disgusting. However, his lessons were always well-prepared and he could motivate everyone, even the students who didn't really want to be there. Thanks to him I passed my First Certificate with a 'B'.

(Answer = C)

.....

Speaker 2

In the brochure he's on the front page, smiling at the camera. He had written a brief introduction, talking about all the positive aspects of the school, such as the high quality of catering and the fact that the teachers would always be there to help us. The funny thing is, I didn't see him the whole time I was there. He stayed in his office all the time, and apparently only ever came out to eat.

(Answer = E)

.....

Speaker 3

The classrooms were well-equipped, there was a lively social programme of sports, activities and trips which were well-priced and didn't eat into my money too much, and the teachers were very friendly. I had been warned about the horrors of British cooking, but was pleasantly surprised by the catering, which was of a very high standard.

(Answer = A)

.....

Speaker 4

Attendance and punctuality in my class were dreadful, which came as a big surprise to me. I mean, you would think that having paid so much money to do a course here, people would want to make the most of every opportunity to learn. I guess some people just can't be bothered.

(Answer = F)

.....

Speaker 5

In my country, the cost of living is much higher, so the prices here came as a pleasant surprise. However, I still had to watch my budget and make sure I didn't get through everything too quickly. I knew the school would help me out if I ran out of money, but I didn't want to be in a position where I had to go to them for ask for some cash.

(Answer = B)

Questions

- 1 Why did the speaker decide to go parachuting?**
 - A** Because his friends thought he was crazy, and he wanted to show them he wasn't. **(Go)**
 - B** So he could become a better window cleaner. **(You)**
 - C** So he would no longer be afraid of heights. **(Don't)**
- 2 In which section of the telephone directory did he find parachute clubs?**
 - A** Flying clubs **(and)**
 - B** Adventure activities. **(forget)**
 - C** Sports **(are)**
- 3 Why was he surprised when he telephoned the parachute club?**
 - A** Because he needed a certificate from his doctor. **(completely)**
 - B** Because it was so expensive. **(take)**
 - C** Because the training course was so short. **(to)**
- 4 Why did he drive badly?**
 - A** Because he was frightened. **(put)**
 - B** Because he decided to have a few drinks before he went. **(out)**
 - C** Because he felt sick. **(a)**
- 5 Why was he disappointed when he arrived at the club?**
 - A** The club buildings weren't as impressive as he had hoped. **(your)**
 - B** His weekend accommodation was very basic and there wasn't much room. **(long)**
 - C** Because there weren't many aeroplanes. **(of)**
- 6 Why did he fall asleep so quickly?**
 - A** Because he had eaten too much. **(running)**
 - B** Because he was so tired. **(feet)**
 - C** Because he had to remember so many things. **(your)**
- 7 What did he feel most strongly after his parachute jump?**
 - A** Disappointed. **(jump)**
 - B** Relieved. **(mind)**
 - C** Proud. **(together)**

The instructor's advice to his students:

--	--	--	--	--	--	--

Teacher's script

Read this **once** all the way through. Read it clearly, but at normal speed.

Then read it **again**, stopping briefly at the end of each paragraph while the students check their answers.

When I said I was going to make a parachute jump, people kept telling me I must be mad, but I did have a good reason. You see, a few weeks before I had been up a ladder cleaning some upstairs windows, and I looked down for a moment and I saw the ground a long way below me, and my head started spinning, I felt dizzy, terrible. I was terrified. Anyway, I decided the best way to cure this would be to jump out of an aeroplane.

So, I looked in the telephone directory to see if there were any clubs where I could learn how to make a parachute jump. It took me a while to find them, because I couldn't find anything listed under 'parachuting', and I had no luck when I looked under 'Sports'. Then I looked under 'Adventure activities', but most of the clubs there were miles away. I also had a look in the 'Flying Clubs' section, but there didn't appear to be anything there.

However, I was determined and didn't really care how far I would have to travel to make my jump. I therefore made a few calls to some of the clubs and asked about prices and training and so on, and then booked myself onto a course. They told me that it would cost about £200, which seemed reasonable, and the training would last about ten hours, which I found a bit strange as I expected it would take at least a week. They also advised me that before I did it I would have to go for a medical check-up with my doctor, which worried me a bit as I hate going to the doctor's.

Anyway, a few weeks later I found myself driving up the motorway to the parachute club. I was really nervous, and I'm sure this had a negative effect on my driving. The drivers that passed me on the motorway kept giving me funny looks,

wondering if I was sick or had been drinking. Fortunately, I got to the club in one piece.

My first impressions weren't very positive, I'm afraid. The club is based at an airfield near the coast, and I was expecting a large, modern, high-tech place like something in a James Bond film. Instead it was a collection of old wooden huts with a few aeroplanes parked on the grass outside. One of the club's instructors met me and showed me to my accommodation for the weekend – another small old hut – although it was warm, clean and comfortable, which was a relief.

My training began almost immediately. I had to learn how to enter and exit the aircraft, how to land, what to do in an emergency and so on. It was all very active, and by the end of my first session, I was covered in bruises. After four hours I was absolutely exhausted, and after a quick meal in a nearby bar, I went back to my accommodation hut and fell asleep almost immediately.

The next day we did some more training, and then it was time to make my first jump. I was in the first flight with three other students and our instructor. The little plane took off, and when we reached the right height the trainer told the pilot to cut the engine to slow us down. I climbed out onto a little step on the side of the aircraft and then, at a signal from the instructor, jumped. Everything went very smoothly, my parachute opened properly and I floated to the ground. How did I feel afterwards? Relief, I suppose, and to some degree disappointment that it was all over so quickly. But above all, I felt a great sense of pride at my achievement.

Key

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

47 Watch your language!

Paper 5, Part 1

Can you tell me something about the town you come from?

Eh... Well...
You know... Pause

What is the most interesting part of your town or village?

Eh... Well...
You know... Pause

Can you tell me something about yourself?

Eh... Well...
You know... Pause

What do you enjoy most about your English studies?

Eh... Well...
You know... Pause

Do you have any hobbies?

Eh... Well...
You know... Pause

What is there to do in the evenings in the town you come from?

Eh... Well...
You know... Pause

How do you usually spend your holidays?

Eh... Well...
You know... Pause

What do you hope to do in the next few years?

Eh... Well...
You know... Pause

What kinds of jobs do people do in the town you come from?

Eh... Well...
You know... Pause

What's the countryside like around your town?

Eh... Well...
You know... Pause

Can you tell me something about your family?

Eh... Well...
You know... Pause

How important is your English to you?

Eh... Well...
You know... Pause

What sort of television programmes do you enjoy?

Eh... Well...
You know... Pause

What kind of music do you enjoy the most?

Eh... Well...
You know... Pause

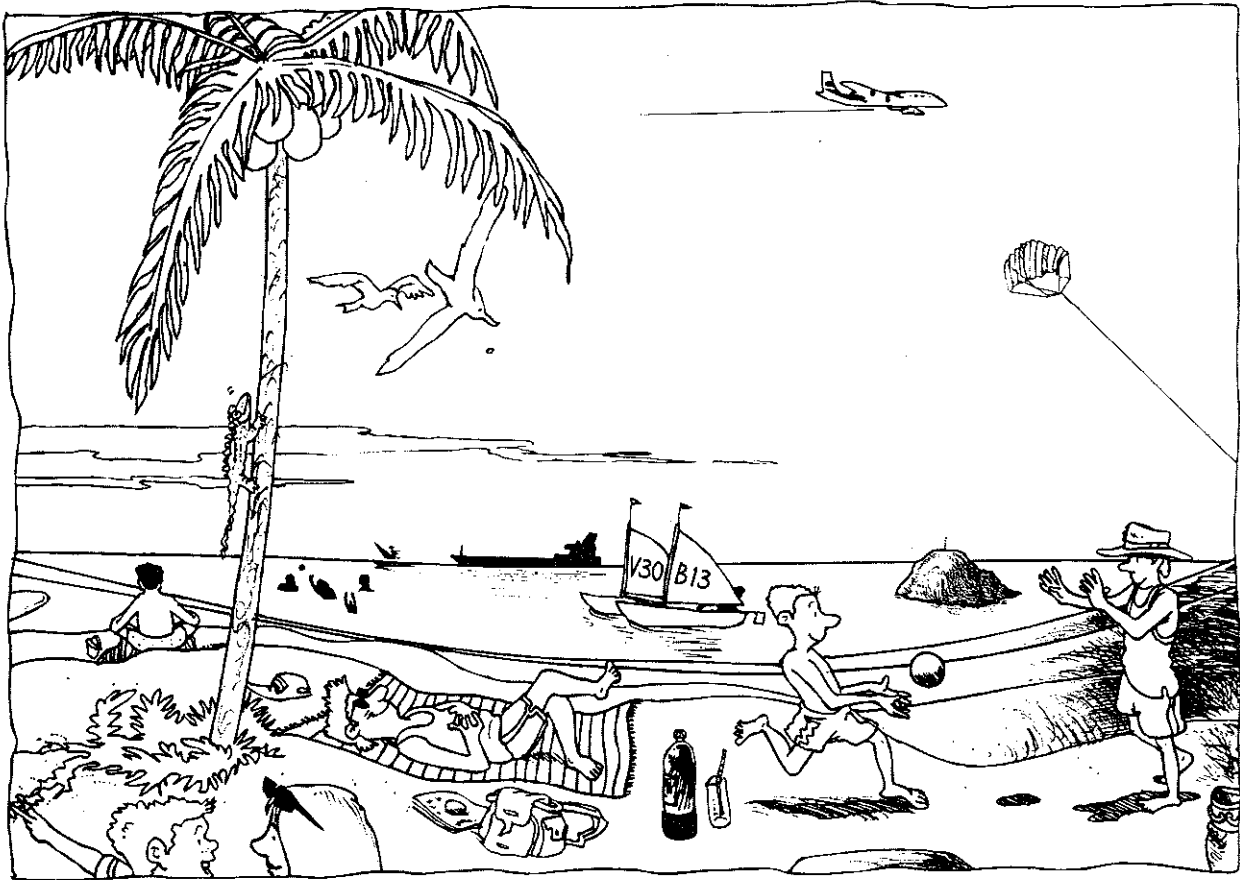
Is there anywhere in the world you would particularly like to visit?

Eh... Well...
You know... Pause

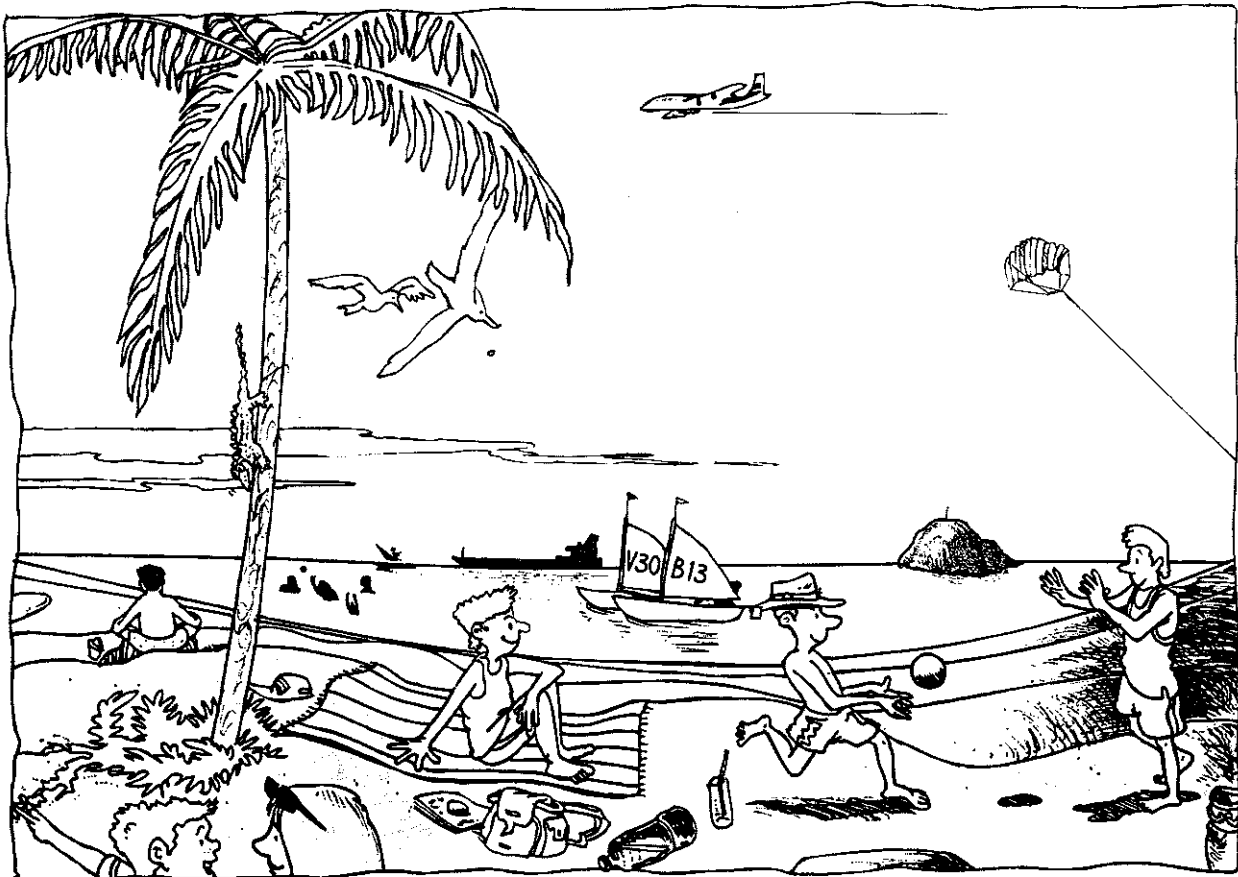
What kinds of sports are you most interested in?

Eh... Well...
You know... Pause

Picture A

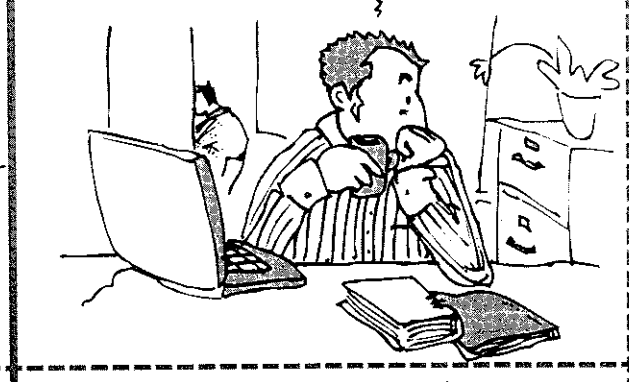
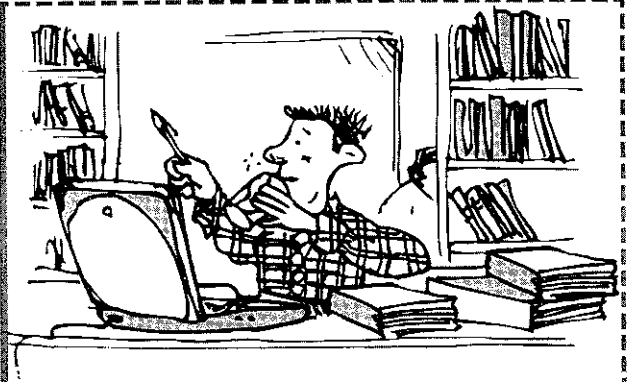


Picture B







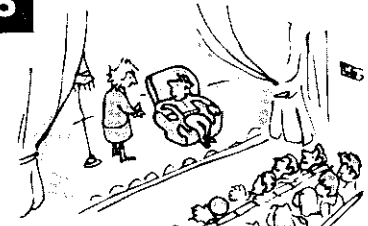

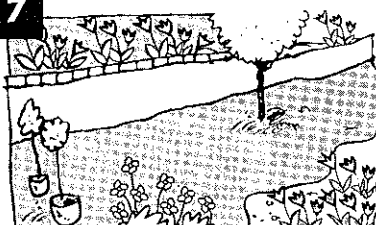
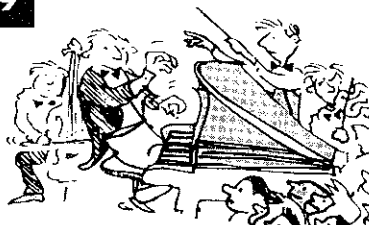
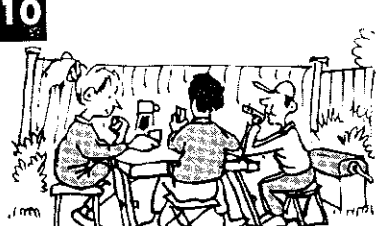
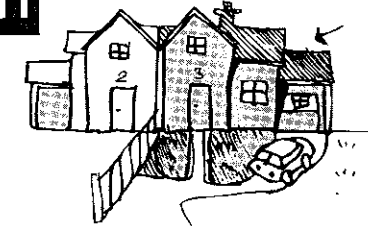

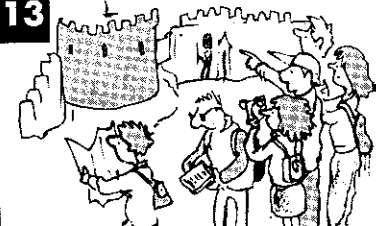

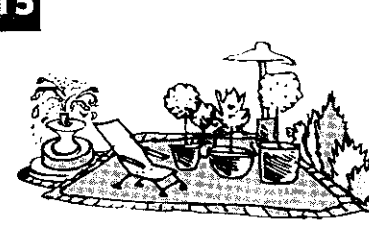
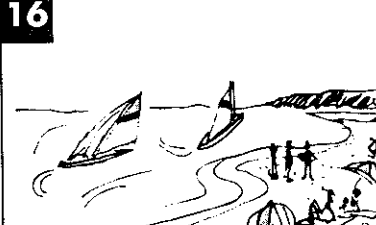


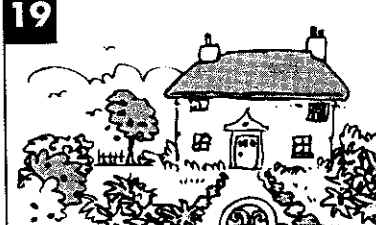
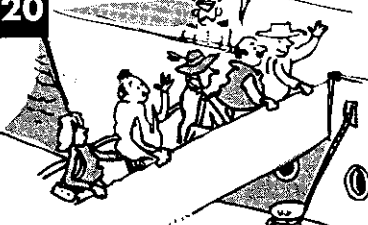
49 Find your partner

Paper 5, Part 2



50 First to ten

Student A

<p>1</p> 	<p>2</p> 	<p>3</p> 																				
<p>4</p> 	<p>5</p> 	<p>6</p> 																				
<p>7</p> 	<p>8</p> 	<p>9</p> 																				
<p>10</p> 	<p>11</p> 	<p>12</p> 																				
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Student B

<p>A</p>	<p>B</p>	<p>C</p>
<p>D</p>	<p>E</p>	<p>F</p>
<p>G</p>	<p>H</p>	<p>I</p>
<p>J</p>	<p>K</p>	<p>L</p>
<p>M</p>	<p>N</p>	<p>O</p>
<p>P</p>	<p>Q</p>	<p>R</p>
<p>S</p>	<p>T</p>	<p>A= B= C= D= E= F= G= H= I= J= K= L= M= N= O= P= Q= R= S= T=</p>

51 Unusual objects

Situation cards

<p>You are going on a beach holiday and are going to stay in a luxury resort.</p>	<p>You are going to spend two weeks in a luxury hotel in a busy city.</p>
<p>You are going to celebrate your friend's birthday.</p>	<p>You and your friends are going on a picnic in the countryside.</p>
<p>You are going to an expensive restaurant for a meal.</p>	<p>You are going camping.</p>
<p>You are going shopping.</p>	<p>You are going on an adventure holiday in the Amazon.</p>
<p>You are going for a walk in the countryside.</p>	<p>You are about to take your FCE exam.</p>
<p>You are going for a day at the zoo.</p>	<p>You are going to the local swimming pool.</p>
<p>It is a national holiday and you are going to celebrate it with your friends.</p>	<p>You are going to celebrate your parents' wedding anniversary.</p>
<p>You are going to spend a month on a deserted island.</p>	<p>You are going out for an evening at a nightclub.</p>

51 Unusual objects

Paper 5, Part 3

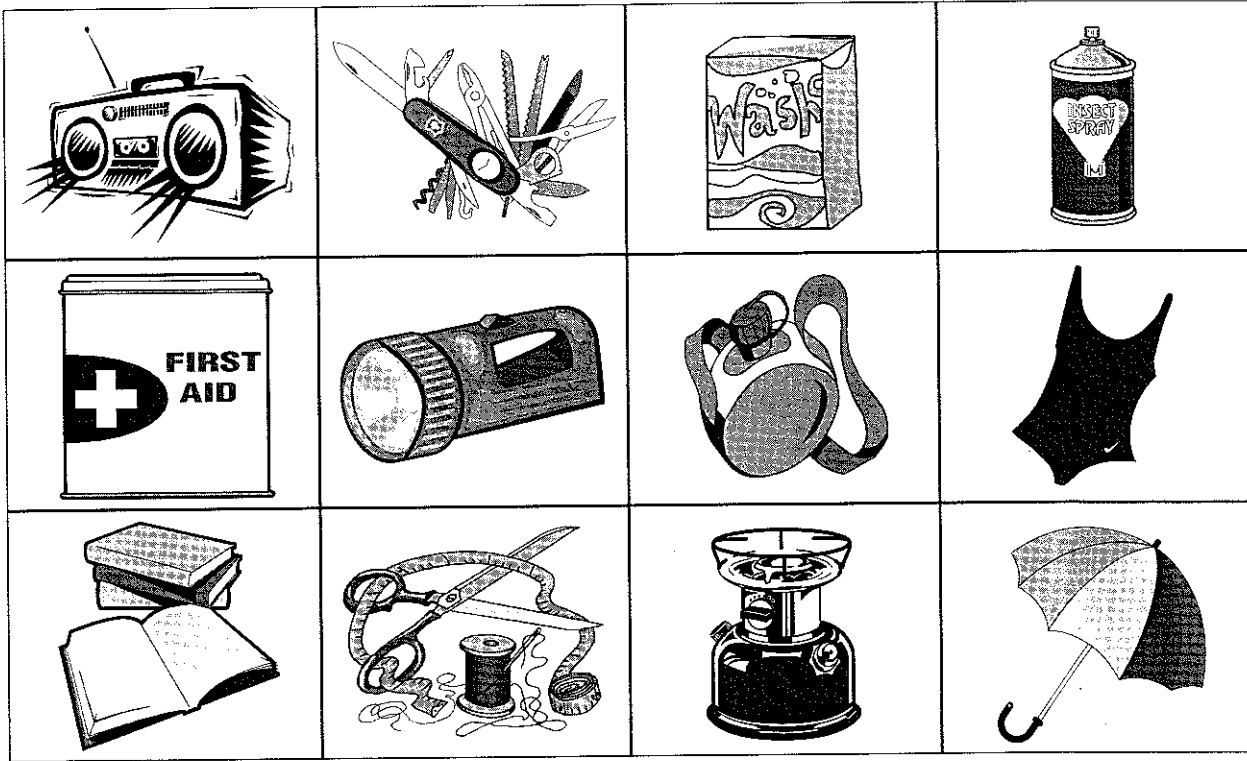
Objects



Team A

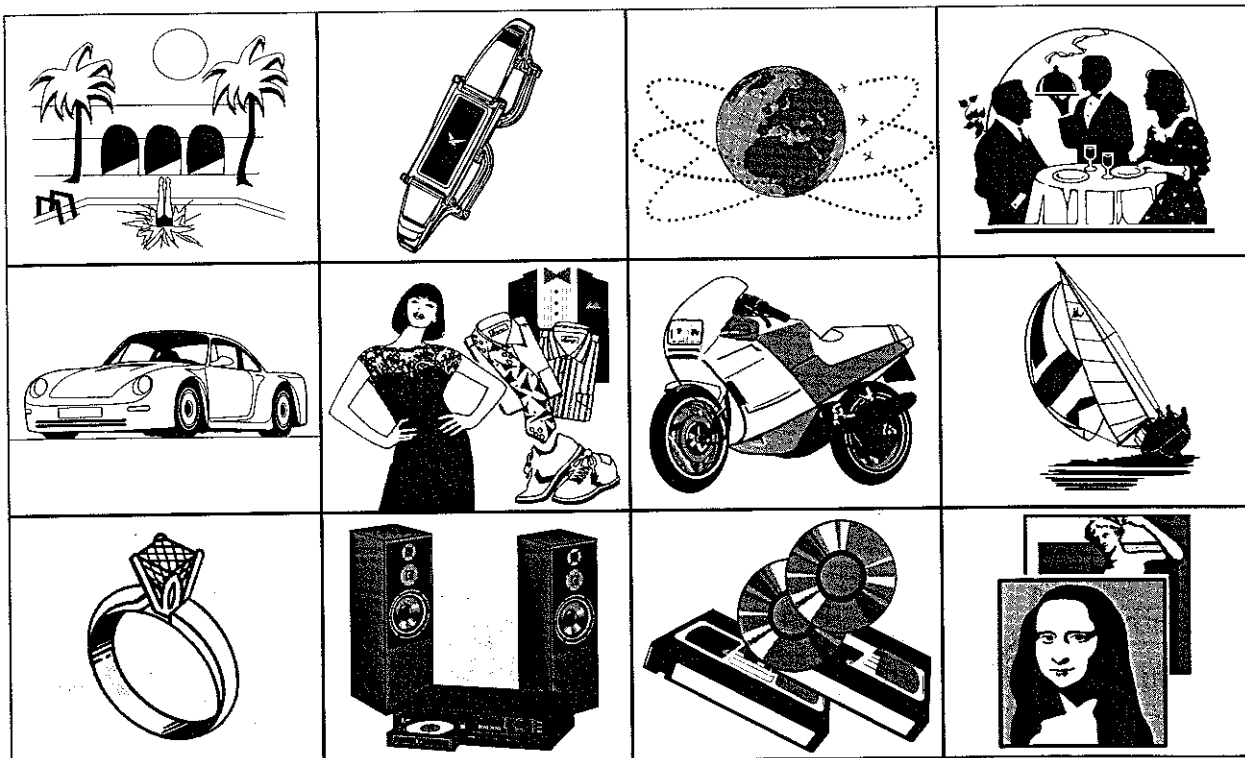
Your situation:

You are going on holiday together. You are going to spend two weeks camping near the beach. Look at the objects below and choose six to take with you. You have three minutes to decide.



The other team's situation:

They have just won a lot of money and are going to choose six objects below on which to spend it. With your partner, decide which six objects they will choose, and tick them. Do **not** let the other team see what you have chosen.



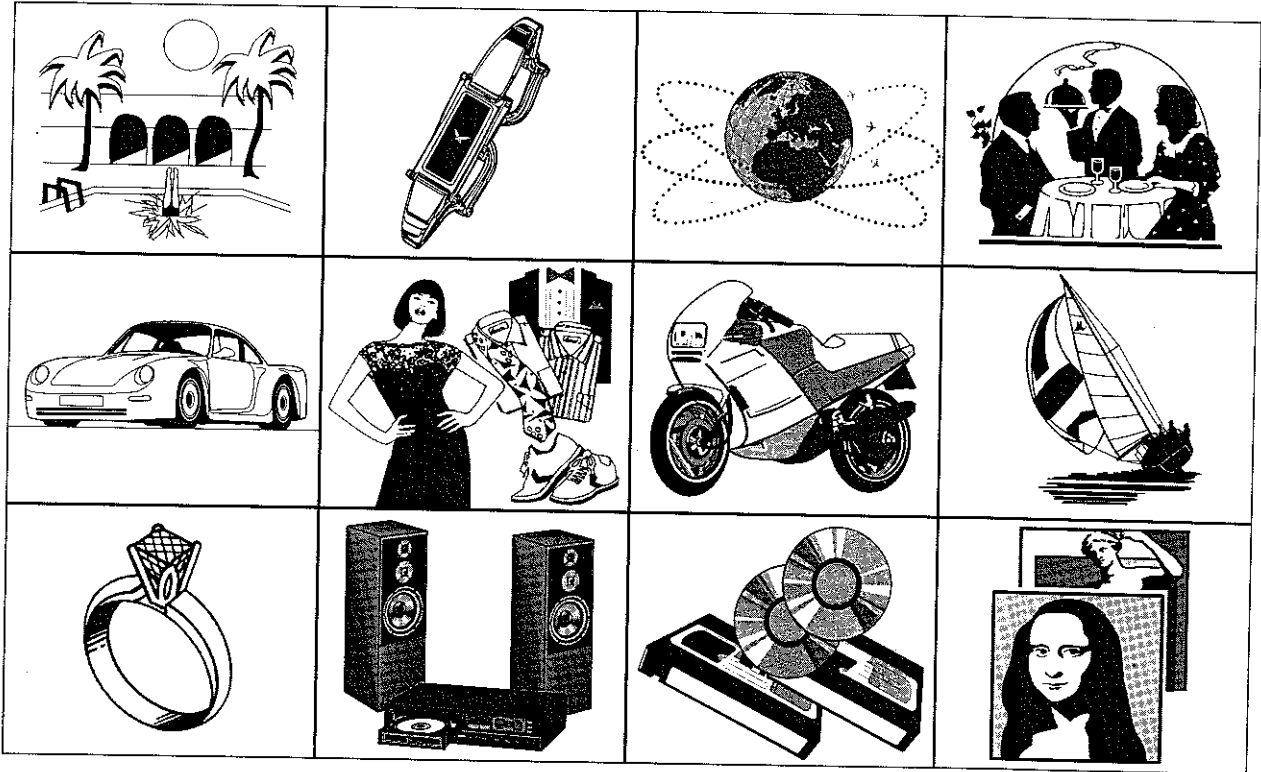
52 Predictions

Paper 5, Part 3

Team B

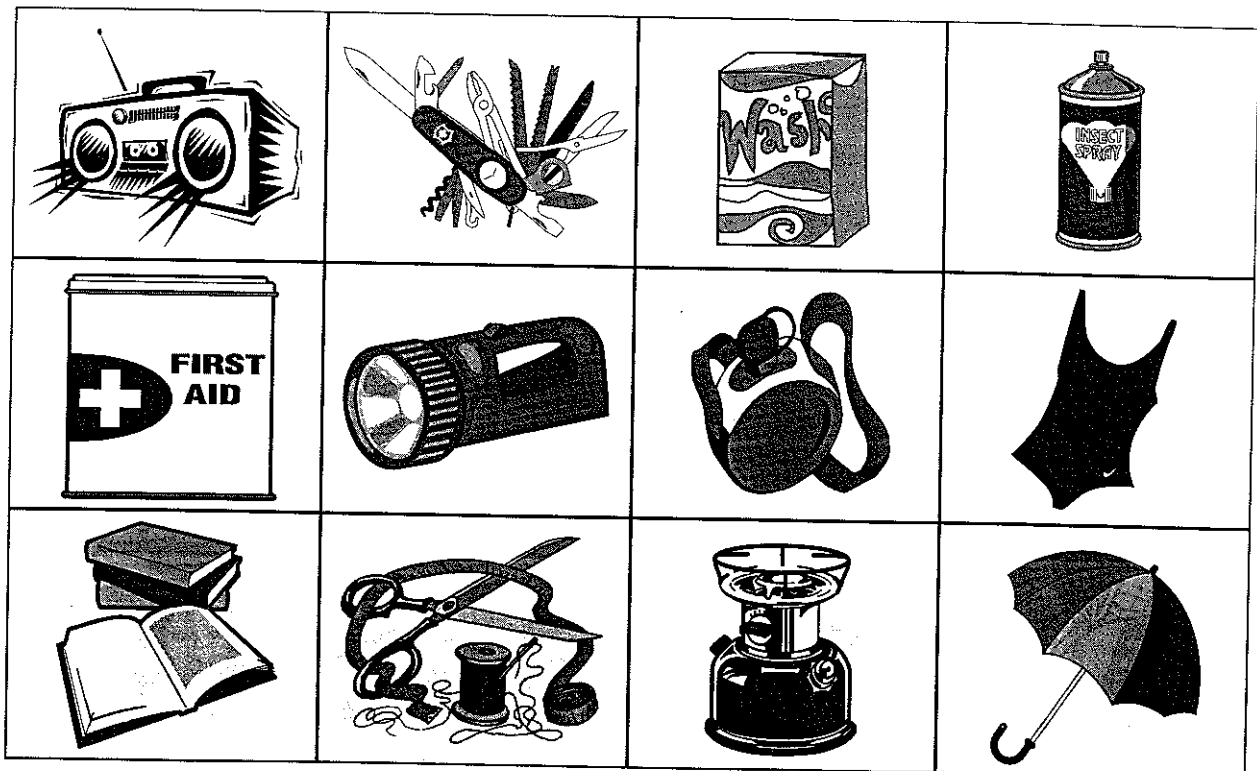
Your situation:

You have just won a lot of money and have decided to spend it. Look at the objects below and choose six to buy. You have three minutes to decide.



The other team's situation:

They have decided to go on holiday together and are going to spend two weeks camping near the beach. They are going to take six of the objects below with them. With your partner, decide which six objects they will choose, and tick them. Do *not* let the other team see what you have chosen.



Topic cards

Tell me a little bit about tourism in your country/countries.

tourists	sightseeing	mountains	museums	hotels
beach	holiday	visit	cities	attractions

What do you both think of the current state of the world environment?

pollution	ozone layer	progress	acid rain	industry
factories	weather	global warming	climate	rainforest

What do you think we could all do to help protect the environment?

conserve	energy	resources	unleaded	recycle
public transport	turn down	save	cut down	pollution

What features would you both look for in a good job, and why?

employer	salary	holidays	promotion	security
earn	prospects	satisfaction	benefits	environment

Tell each other about your idea of a perfect holiday.

beach	relaxing	sightseeing	warm	(water) sports
weather	countryside	friends	nightlife	adventure

What are the most important things to take on holiday with you?

essential	necessity	camera	passport	sun cream
depends	swimming costume	insurance	friends	money

Tell each other about the most interesting place you have ever visited, and why you found it so interesting.

trip	fantastic	history	travel	attractions
beautiful	friendly	unusual	exciting	return

Topic cards (continued)

What sorts of things do people celebrate in your country/countries, and how do they celebrate them?

birthday	wedding	anniversary	festival	presents
party	family	friends	eat	religious

Do you think that the next hundred years will be better or worse than the last hundred?

technology	war	pollution	health	peace
famine	Earth	disaster	environment	population

Do you think that technology has become too advanced?

computers	confusing	e-mail	mobile phones	scientists
develop	advances	complicated	internet	future

What kinds of films do you both enjoy watching?

cinema	video	comedy	action	funny
entertaining	actors	famous	romance	adventure

Can you tell each other a little bit about the educational system in your country/countries?

school	university	kindergarten/nursery	learn	secondary/high(school)
pupil	student	exams	subjects	college

Do you agree that we should be more aware of the kinds of food we eat?

organic	balanced	fat	variety	healthy
fruit	vegetables	meat	cut down on	fast food

What, in your opinion, are the best ways of remaining fit and healthy?

active	give up	cut down on	smoking	drinking
exercise	running	swimming	avoid	(balanced) diet

Topic cards (continued)

What changes has/have your country/countries seen in the last fifty years?

urban	development	technology	population	political
countryside	cities/town	crime	environment	tradition

What advice would you give someone who is about to start studying on an English course?

practise	dictionary	progress	read	write
pronunciation	vocabulary	homework	grammar	use

A lot of people are victims of crime. What do you think we could all do to reduce the risk?

self-defence	locks	drugs	prevent	aware
protect	lights	security	take care	police

What role do you think newspapers and television play in our lives today?

information	educate	entertain	interesting	advice
warn	journalists	provide	programmes	news

Describe your ideal town and tell each other about the services and facilities it would have.

clean	safe	sports	beautiful	entertainment
nightclubs	shopping	education	communication	housing

Do you enjoy shopping? Why? Why not?

bargain	clothes	department store	spend	expensive
variety	food	market	buy	window shopping

54 Useful expressions

Paper 5, general

trying	2. Could	please?	think	5. What	you
agree	just	say	afraid	do	that
moment?	a	I	confusing	don't	repeat
it?	think	1. I'm	is...	rubbish	help
that	6. Can	thinking	about	4. That's	I
what	to	about	no	you	you
I	3. What	was	with	for	I'm

Situation 1: Disagreeing with somebody

I'm *you.*

Situation 2: Asking somebody to say something again

Could *please?*

Situation 3: Asking somebody for their opinion

What *it?*

Situation 4: Agreeing with somebody

That's *thinking.*

Situation 5: Saying something in another way

What *is...*

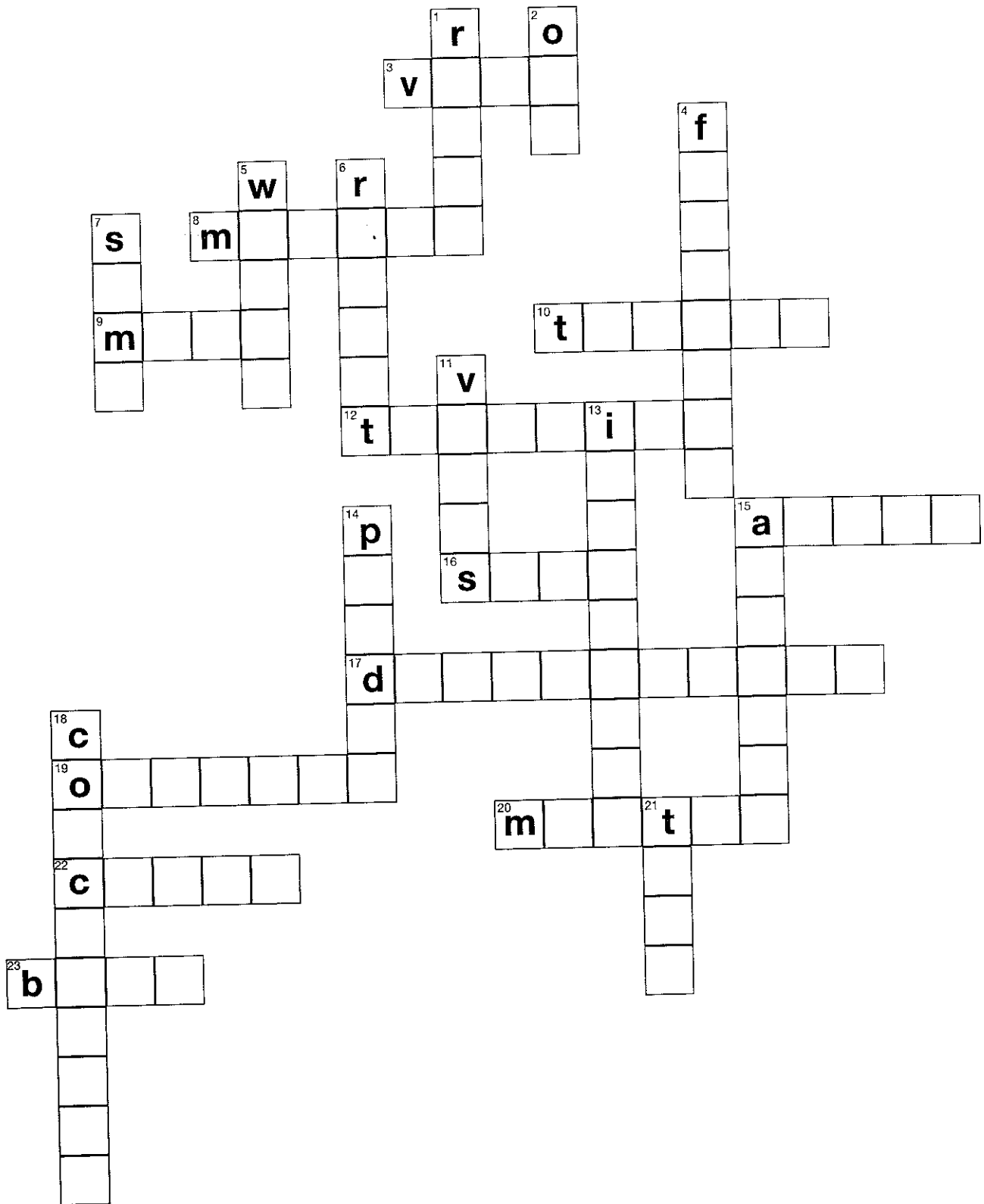
Situation 6: Giving yourself time to think

Can *moment?*

55 Useful expressions crossword

Paper 5, general

Crossword grid



Clue cards ACROSS

3 across

Agreeing with somebody

That's my exactly.

9 across

Asking somebody to say something again

Would you repeating that?

12 across

Agreeing with somebody

I can't help the same.

16 across

Disagreeing with somebody

I'm not so about that.

19 across

Asking somebody what they think

What's your ?

22 across

Asking somebody to say something again

I'm afraid I didn't that.

8 across

Giving yourself time to think

May I think about that for a ?

10 across

Saying something in another way

What I'm to say is...

15 across

Disagreeing with somebody

I don't entirely with you.

17 across

Disagreeing with somebody

I see things rather myself.

20 across

Disagreeing with somebody

Well, as a of fact... *.(followed by your opinion)*

23 across

Interrupting somebody

Sorry to in. *(a colloquial expression)*

Clue cards DOWN

1 down

Agreeing with somebody
That's

4 down

Ask somebody what they think
What are your about... ?

6 down

Asking somebody to say something again
Could you what you said?

11 down

Asking somebody what they think
What are your on...?

14 down

Asking somebody to say something again
..... ?

18 down

Summing up
So, in, ...

2 down

Disagreeing with somebody
Well, my opinion is that...

5 down

Saying something in another way
In other

7 down

Agreeing with somebody
I can't help feeling the

13 down

Apologizing for breaking into a conversation
Sorry to, but...

15 down

Saying something in a different way
To put it way, ...?

21 down

Asking somebody to say something again
What was ?

56 Contradictions 2

All papers

Sentences

All of the sentences below are about the First Certificate exam. Some are correct, but most of them are incorrect. Correct the wrong ones using complete sentences. The first one has been done as an example.

1 Paper 1 is the Writing paper.

No it isn't. Paper 1 is the *Reading* Paper.

2 Paper 2 is the Speaking test.

3 Paper 3 is the Use of English paper.

4 Paper 4 is the Use of English paper.

5 Paper 5 is the Listening paper.

6 There are five parts in the Reading paper.

7 The Reading paper lasts for one hour and fifteen minutes.

8 You only have to do three parts of the Reading paper.

9 You can use a dictionary in the Reading paper.

10 You should use a pen to fill in the answers on your answer sheet.

11 You can have more time to complete the Reading paper if you need it.

12 You have two hours to do the Writing paper.

13 The Writing paper is divided into two parts.

14 You have to answer three questions in the Writing paper.

15 Each of your answers in the Writing paper should be between 190 and 250 words long.

56 Contradictions 2

All papers

Sentences (continued)

- 16** You should always answer the questions in the Writing paper without writing a plan beforehand.
-
- 17** It is always necessary to include addresses when you write a letter in the Writing paper.
-
- 18** Your answers in the Writing paper should be written in pencil.
-
- 19** In the Use of English paper, there are five parts.
-
- 20** You must only answer three parts of the Use of English paper.
-
- 21** In Part 1 of the Use of English paper, you have a choice of five answers (A, B, C, D and E) for each question.
-
- 22** In Part 5 of the Use of English paper, you need to change the forms of some words (for example, *value* should be changed to *valuable*).
-
- 23** There are four parts in the Listening paper.
-
- 24** You hear each part of the Listening paper once only.
-
- 25** In Part 1 of the Listening paper you hear an interview between two people.
-
- 26** In Part 3 of the Listening paper you hear five people talking about the same subject.
-
- 27** The Speaking test lasts for half an hour.
-
- 28** You do the Speaking test with three other students.
-
- 29** You should speak as quickly as possible in the Speaking test.
-
- 30** If you don't understand something in the Speaking test, you can ask the examiner to repeat it.
-

56 Contradictions 2

All papers

Referee's sheet

- 1 No, it isn't. Paper 1 is the Reading paper.
- 2 No, it isn't. Paper 2 is the Writing paper.
- 3 Correct.
- 4 No, it isn't. Paper 4 is the Listening paper.
- 5 No, it isn't. Paper 5 is the Speaking test.
- 6 No, there aren't. There are four parts in the Reading paper.
- 7 Correct.
- 8 No, you don't. You have to do all four parts.
- 9 No, you can't use a dictionary in the Reading paper.
- 10 No, you shouldn't. You should use a pencil.
- 11 No, you can't have any more time.
- 12 No, you don't. You have one and a half hours to do the Writing paper.
- 13 Correct.
- 14 No, you don't. You have to answer two questions in the Writing paper.
- 15 No, they shouldn't. Each of your answers should be between 120 and 180 words long.
- 16 No, you shouldn't. You should always write a plan first.
- 17 No, it isn't. You don't need to include addresses.
- 18 No, they shouldn't. They should be written in pen.
- 19 Correct.
- 20 No, you mustn't. You must answer all five parts.
- 21 No, you don't. You have a choice of four answers.
- 22 Correct.
- 23 Correct.
- 24 No, you don't. You hear each part twice.
- 25 No, you don't. You hear different people talking in different situations.
- 26 Correct.
- 27 No, it doesn't. It lasts between 12 and 15 minutes.
- 28 No, you don't. You usually do it with one other student.
- 29 No, you shouldn't. You should speak clearly and naturally.
- 30 Correct.

Cards

1 One word in each of these sentences is wrong. Correct it.

- A He did really good in the exam.
- B He smiled happy and kissed her.
- C He spoke brief about his plans for the company.

3 Put the verbs in brackets into the correct tense.

- A While we (watch) television last night, the phone (ring).
- B I (play) computer games this morning when suddenly the computer (catch) fire.
- C As I (walk) to school this morning, I (slip) on a banana skin.

5 Rearrange the words to form questions.

- A homework done yet have your you ?
- B met you have anyone famous ever ?
- C fighting you been again have ?

7 Complete the gaps using a relative pronoun.

- A Longman is one of several companies _____ produces English dictionaries.
- B Prague, the city _____ I met my wife, is one of the most beautiful in Europe.
- C James, _____ father owns the company, starts university next month.

9 Correct the mistake in each of these sentences.

- A You should give up to smoke as soon as possible.
- B I look forward to hear from you soon.
- C I really detest to go to the dentist.

2 Correct the tense in each of these sentences.

- A I am meeting her after school every day.
- B Be quiet! I try to concentrate.
- C It's almost midnight – where do you go?

4 Put commas into the correct places in these sentences.

- A Princess Diana who died in 1997 was a popular member of the Royal Family.
- B Cambridge which is famous for its university is one of the most beautiful cities in Britain.
- C My youngest brother who lives in Spain is a teacher.

6 These sentences contain the definite article *the*. Which are correct and which are wrong?

- A When Julie had her operation, her friends went to the hospital to see her.
- B Most people who commit minor crimes are not sent to the prison.
- C I'm tired. I want to go to the bed.

8 Correct the mistake in each of the following sentences.

- A I've been studying English since two months.
- B I've met Steven Spielberg last week!
- C Carol and Rick have got married in 1998.

10 Put the verbs in brackets into their correct form.

- A She considered (go) to Italy for her holiday.
- B They denied (steal) my money.
- C He failed (understand) the seriousness of his mistake.

57 Hot potatoes 1

General (grammar)

Cards (continued)

11 Put the verbs in brackets into the correct future form.

- A My sister (have) a baby next month.
- B Are you thirsty? I (get) you something to drink.
- C I can't see you on Saturday because I (play) football.

12 Correct the mistakes in each of the following sentences.

- A Unless you will work harder, you will fail your exams.
- B If I am late, I telephone you to let you know.
- C As long as the weather will be good, we can go for a picnic.

13 Choose the correct form of the verbs in brackets.

- A This morning, most of the students (arrive) at school fifteen minutes after the lesson (begin).
- B The traffic was terrible, so by the time we (arrive) at the airport, our flight (leave).
- C When we (meet), I had a strange feeling I (saw) him somewhere else.

14 Change the following sentences to reported speech. Use the words in brackets. Begin each sentence with 'He'.

- A 'Please, please marry me!' (beg)
- B 'I didn't steal your money.' (deny)
- C 'I can't let you in.' (refuse)

15 Change the following sentences to the passive voice.

- A The teacher asked the students about their plans for the future.
- B A journalist from the local newspaper is interviewing our teacher.
- C The police have caught the man who burgled our house.

16 Change the following sentences to the passive voice.

- A Somebody has broken my computer.
- B They will close the road for repairs next week.
- C Two men were attacking him.

17 Change the two sentences in A, B and C to single sentences using a conditional structure.

- A I wish I had arrived on time. I missed the beginning of the film.
- B You didn't do your homework. That's why your teacher shouted at you.
- C I wish you had called me last night. I was so bored.

18 Change the following statements to questions.

Example: Brian has been a teacher *for five years*.

How long has Brian been a teacher?

- A Oxford is *about 100 miles* from Cambridge.
- B *John's* mother is a doctor.
- C She had to wait almost *an hour* for the bus.

19 Change the following statements to questions.

Example: Brian has been a teacher *for five years*.

How long has Brian been a teacher?

- A Molly speaks *French and German* fluently.
- B I met my girlfriend *on a beach in Spain*.
- C We arrived at the airport *half an hour before our flight left*.

20 In each of the following sentences there is an extra, unnecessary word. Remove it.

- A I really want to get by a good result in my FCE exam.
- B You can't miss my house; it's opposite of the supermarket.
- C I don't like tennis, but my girlfriend she is mad about it.

Cards (continued)

21 In each of the following sentences there is an extra, unnecessary word. Remove it.

- A** My teacher Jan who has been helping me to prepare for my FCE exam.
B He wanted to borrow some money, so asked to me if I could lend him £500.
C It's difficult to understand him because of his pronunciation is so bad.

23 Complete these sentences with an appropriate preposition.

- A** I'm sorry, but I'm ____ a hurry at the moment.
B I'm always helping you. You should help me ____ a change.
C If ____ first you don't succeed, you should try again.

25 Put the words in bold into their correct form.

- A** The teacher **emphasis** the importance of working hard.
B If I don't see any **improve** in your work, you'll have to leave the company.
C He hoped to pass the exam, but **fortune** he failed.

27 Match the first part of the sentence in 1, 2 and 3 with the second part in A, B and C.

- 1** I always feel like crying ...
2 I wasn't too upset ... **3** I'll call you ...
A ...once I know what's happening.
B ...whenever I hear of people being cruel to animals.
C ...in spite of missing my train.

29 Each of the following sentences contains a mistake. Find it and correct it.

- A** I couldn't reach the dictionary, so asked Joe to throw it at me.
B I always feel boring during my English lessons.
C For breakfast I had some cereal, a glass of milk and a toast.

22 Match the first part of the sentence in 1, 2 and 3 with the second part in A, B and C.

- 1** We'll go for a picnic ...
2 The harvest this year will be good ...
3 You should take an umbrella ...
A ...in case it rains.
B ...unless it rains.
C ...provided it rains.

24 Complete these sentences with an appropriate preposition.

- A** ____ the time the police arrived, it was too late.
B I've seen a beautiful house ____ sale which I'd love to buy.
C Oh dear! Billy's ____ trouble again!

26 Put the words in bold into their correct form.

- A** There will be a general **know** quiz in the bar tonight.
B Local **reside** are angry about plans to build a busy road through the village.
C She looks a bit **friend**, but actually she's very nice.

28 Each of the following sentences contains a mistake. Find it and correct it.

- A** I'm sorry for not call sooner, but I've been away on holiday.
B Everyone were angry because of his terrible behaviour at the party.
C He very much likes learning English, even though he's not very good at it.

30 Each of the following sentences contains a mistake. Find it and correct it.

- A** We've got some milk and eggs, but we haven't got some sugar.
B She has few interest in her lessons, and prefers to chat with her friends.
C I've made plenty of food - do you like some more?

57 Hot potatoes 1

General (grammar)

Referee's answer sheet

Do not show this to the other students in your group.

<p>1 A good = well B happy = happily C brief = briefly</p>	<p>2 A I am meeting = I meet B I try = I'm trying C where do you go/ = where are you going?/where have you been?</p>
<p>3 A were watching/rang B was playing/caught C was walking/slipped</p>	<p>4 A ...,who died in 1997,... B ...,which is famous for its university,... C ...,who lives in Spain,...</p>
<p>5 A Have you done your homework yet? B Have you ever met anyone famous? C Have you been fighting again?</p>	<p>6 A correct B wrong C wrong</p>
<p>7 A which/that B where C whose</p>	<p>8 A since = for B I've met = I met C have got married = got married</p>
<p>9 A to smoke = smoking B to hear = to hearing C to go = going</p>	<p>10 A going B stealing C to understand</p>
<p>11 A is having/is going to have B will get/'ll get C am playing/am going to play</p>	<p>12 A you will work = you work B I telephone = I will telephone C will be good = is good</p>
<p>13 A arrived/had begun B arrived/had left C met/had seen</p>	<p>14 A He begged me to marry him. B He denied stealing my money. C He refused to let me in.</p>
<p>15 A The students were asked (by their teacher) about their plans for the future. B Our teacher is being interviewed (by a journalist from the local newspaper). C The man who burgled our house has been caught (by the police).</p>	<p>16 A My computer has been broken. B The road will be closed for repairs next week. C He was being attacked (by two men).</p>
<p>17 A If I had arrived on time, I wouldn't have missed the beginning of the film. B If you had done your homework, your teacher wouldn't have shouted at you. C If you had called me last night, I wouldn't have been so bored.</p>	<p>18 A How far is Oxford from Cambridge? B Whose mother is a doctor? C How long did she have to wait for the bus?</p>
<p>19 A Which languages does Molly speak fluently? B Where did you meet your girlfriend? C When did you arrive at the airport?</p>	<p>20 A by B of C she</p>
<p>21 A who B asked to me = asked me C of</p>	<p>22 1 = B 2 = C 3 = A</p>
<p>23 A in B for C at</p>	<p>24 A By B for C in</p>
<p>25 A emphasised B improvement C unfortunately</p>	<p>26 A knowledge B residents C unfriendly</p>
<p>27 1 = B 2 = C 3 = A</p>	<p>28 A call = calling B were = was C very much likes learning English = likes learning English very much</p>
<p>29 A at = to B boring = bored C a toast = toast</p>	<p>30 A some sugar = any sugar B few interest = little interest C do you like = would you like</p>

58 Hot potatoes 2

General (Phrasal verbs and vocabulary)

Cards

1 Complete the following phrasal verbs with an appropriate preposition or particle.

- A** We were out walking when we came ____ a wonderful restaurant.
- B** Come ____, or we'll miss the beginning of the film.
- C** The other team were very good, and as a result we came ____ badly in the game.

3 Complete the following phrasal verbs with an appropriate preposition or particle.

- A** I can't do ____ this zip – can you help me?
- B** I did my back ____ while digging the garden, and had to go to hospital.
- C** I can't do ____ a cup of tea first thing in the morning.

5 Complete the following phrasal verbs with an appropriate preposition or particle.

- A** My doctor advised me to give ____ smoking immediately.
- B** That shop is giving ____ a free printer with every computer they sell.
- C** The bank robber gave himself ____ to the police.

7 Complete the following phrasal verbs with an appropriate preposition or particle.

- A** Things have been bad for a while, but at last they're beginning to look ____.
- B** He promised to look ____ my plants while I was away on holiday.
- C** Look ____! You're driving too fast!

9 Complete the following phrasal verbs with an appropriate preposition or particle.

- A** I don't earn much, but I always manage to put some money ____ at the end of the month.
- B** We're not cancelling the match; we're just putting it ____ to next month.
- C** I'm trying to concentrate – please don't put me ____.

2 Complete the following phrasal verbs with an appropriate preposition or particle.

- A** As I hadn't paid my bill, the electric company cut me ____.
- B** My doctor advised me to cut ____ sweet things from my diet.
- C** Don't cut ____ when I'm speaking – I hate it when people interrupt me!

4 Complete the following phrasal verbs with an appropriate preposition or particle.

- A** Jane and Ben don't get ____ with each other at all.
- B** She didn't remarry because she never got ____ the death of her husband.
- C** If you move to the country, how are you going to get ____ without a car?

6 Complete the following phrasal verbs with an appropriate preposition or particle.

- A** The fire alarm went ____ in the middle of the night.
- B** The price of milk went ____ again last month, from 40 pence to 45 pence.
- C** He went ____ his new girlfriend when he saw her picking her nose.

8 Complete the following phrasal verbs with an appropriate preposition or particle.

- A** I've already made ____ my mind, and nothing you say will change it.
- B** I can't make ____ why she didn't come to the party. Maybe she was ill.
- C** This letter is very strange. What do you make ____ it?

10 Complete the following phrasal verbs with an appropriate preposition or particle.

- A** She was crossing the road when she was run ____ by a car.
- B** I met Jim last week, and then I ran ____ him again this morning.
- C** The batteries are flat; somebody must have run them ____.

58 Hot potatoes 2

General
(Phrasal verbs and vocabulary)

Cards (continued)

11 Complete the following phrasal verbs with an appropriate preposition or particle.

- A We've set ____ a company that produces computer parts.
- B He had a long journey, so had to set ____ before it was light.
- C We wanted to leave tomorrow but have had to set our trip ____ to next week.

13 Complete the following phrasal verbs with an appropriate preposition or particle.

- A He offered me a job, but unfortunately I had to turn ____ his offer.
- B I've lost my umbrella, but it will probably turn ____ somewhere.
- C The restaurant was full, and the waiters had to turn new customers ____.

15 Complete sentences A–C with one of the words below. You will need to put the words into their correct form.

crawl **creep** **stagger**

- A The injured man ____ into the hospital before collapsing.
- B She ____ through the smoke-filled room on her hands and knees.
- C I watched as the cat ____ slowly towards the bird.

17 Choose the correct word in bold in the following sentences.

- A His pronunciation sometimes **affects/effects** his ability to communicate in English.
- B Her limited vocabulary **avoided/prevented** her from getting a good grade in the FCE.
- C He asked me to **lend/borrow** him £10 until the weekend.

19 Complete these sentences with an opposite of the word in bold.

Example: We didn't **spend** much money; in fact we managed to **save** a lot.

- A After he had **emptied** the bottle, he ____ it with water.
- B The police told him to **confess** to the crime, but he ____ everything.
- C He had **hoped** to **pass** the exam, but he ____ with a very low score.

12 Complete the following phrasal verbs with an appropriate preposition or particle.

- A Joan doesn't take ____ her mother at all; she looks more like her father.
- B When Linda left the department, Henry took ____ her job.
- C I needed to get fit, so took ____ jogging and swimming in my free time.

14 Complete the following phrasal verbs with an appropriate preposition or particle.

- A If you don't succeed at first, you should keep ____ trying.
- B Thieves broke ____ the bank and stole over a million pounds.
- C The car has broken ____ again; we'll have to take it to the garage.

16 Complete sentences A–C with one of the words below.

distinguish **differ** **discriminate**

- A The United Kingdom and my country ____ from each other in many ways.
- B I find it difficult to ____ between British English and American English.
- C In my country it is illegal to ____ between men and women.

18 Complete these sentences using **make**, **do** or **take**.

- A Why don't you ____ a picture of us with your new camera?
- B Don't forget to ____ your homework.
- C At the wedding, I was suddenly asked to ____ a speech.

20 Complete sentences A–C with an appropriate word below.

impulsive **industrious** **bossy**

- A Tony is rather ____ and likes to tell everyone what to do.
- B Julie is quite ____ and always seems to be working.
- C Andy is rather ____ and often does things without thinking.

58 Hot potatoes 2

General
(Phrasal verbs and vocabulary)

Cards (continued)

21 Complete sentences A–C with an appropriate word below.

niece brother-in-law cousin

- A** Emma is my sister, and Olivia is her daughter, so Olivia is my ____ .
B Ray is my uncle and Stuart is his son, so Stuart is my ____ .
C Beth is my sister and Andy is her husband, so Andy is my ____ .

22 Complete sentences A–C with an appropriate word in bold.

- A** I would love to go on a round-the-world **travel/excursion/sightseeing/trip**.
B We went on a cruise, but the weather was so bad we spent most of our time in our **resort/cabin/chalet/hostel**.
C You can pick up a holiday **booklet/magazine/brochure/catalogue** from the travel agency.

23 Look at these descriptions of houses, and decide if they are nice places or not. Use the words in italics to help you decide.

- A** It's *pretentious, draughty and depressing*.
B It's *cramped, damp and squalid*.
C It's *cosy, bright and homely*.

24 Match the first half of each sentence A–C with the second half, 1–3.

- A** A cool, pleasant breeze ...
B Huge, fluffy clouds ...
C A torrential rainstorm ...
1 ... filled the sky.
2 ... turned the roads into rivers.
3 ... blew gently through the trees.

25 Rearrange the letters in bold to make words connected with education.

- A** In Britain, children between the ages of 11 and 16 go to **neycdsaro** school.
B I **neradel** French and Spanish at school.
C Did you have to wear a **minofur** when you went to school?

26 Each of the following sentences contains a spelling mistake. Find it and correct it.

- A** I think my English pronunciation is terrible.
B Alan speaks Japanese and Chinese almost fluently.
C You should practise your English grammar and vocabulary as much as possible.

27 Choose the correct word in each of these sentences.

- A** Pandas, tigers and whales are all **dangerous/endangered** species.
B Industrial pollution **injures/damages** the environment.
C Everyone agrees we are heading towards an **ecology/ecological** disaster.

28 Choose the correct word in each of these sentences.

- A** The **audience/spectators** at the theatre applauded enthusiastically.
B *The Full Monkey* is a film which is **set/located** in a zoo.
C It was a great film, but I can't remember the name of the **conductor/director**.

29 There is a wrong word in each of these sentences. Find it and correct it.

- A** If you want to get fit, you should do swimming.
B If we fail the game, we'll be out of the competition.
C Which football team are you going to encourage in the Cup Final?

30 Look at these sentences and decide if they are true or false.

- A** *Boiling* food is healthier for you than *frying* it.
B Everybody should eat more food that is high in *fat* and low in *fibre*.
C You should always *swallow* food before you *chew* it.

58 Hot potatoes 2

General
(Phrasal verbs and vocabulary)

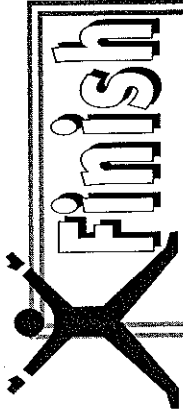
Referee's answer sheet

Do not show this to the other students in your group.

1 A across B on/along C off	2 A off B out C in
3 A up B in C without	4 A on B over C by/along
5 A up B away C up/in	6 A off B up C off
7 A up B after C out	8 A up B out C of
9 A aside/by B off C off	10 A down/over B into C down
11 A up B off C back	12 A after B over C up
13 A down B up C away	14 A on B into C down
15 A staggered B crawled C crept	16 A differ B distinguish C discriminate
17 A affects B prevented C lend	18 A take B do C make
19 A filled B denied C failed	20 A bossy B industrious C impulsive
21 A niece B cousin C brother-in-law	22 A trip B cabin C brochure
23 A Not nice B Not nice C Nice	24 A = 3 B = 1 C = 2
25 A secondary B learned C uniform	26 A pronunciation = pronunciation B fluentley = fluently C vocabulery = vocabulary
27 A endangered B damages C ecological	28 A audience B set C director
29 A do swimming = go swimming B fail = lose C encourage = support	30 A True B False C False

Generic playing board

This playing board can be used with games: 2, 24, 56



Finish

25 ↑ 	26 ↑ 	27 ↑ 	28 ☁ ↓ 	29 ↑ 	30 ↑
24 ☀	23 ← 	22 ☁ ← 	21 ☁ ↓ 	20 ← 	19 ←
13 ☁ ↑ 	14 ☀ ↑ 	15 ↑ 	16 ☁ ↑ 	17 ↑ 	18 ☀ ↑
12 ☁ ↑ 	11 ☁ ↓ 	10 ☀ ← 	9 ← 	8 ← 	7 ←
1 ↑ 	2 ↑ 	3 ☀ ↑ 	4 ↑ 	5 ☁ ↑ 	6 ☀ ↑
START					

Key to symbols:
☁ = Back 5 spaces

☀ Wrong answer
= Back 5 spaces

☁ Correct answer
= Forward 5 spaces

☀ Wrong answer
= Back to the beginning!