

FCE

REVISION BOOKLET

Knowledge
Sharing
Program



2015

HOW TO REVISE FOR THE FCE EXAM

“By failing to prepare, you are preparing to fail.” – Benjamin Franklin

As with all things in life, the better prepared you are, the more likely you are to succeed. So how do you best prepare for the FCE exam? Here are three initial simple steps you should take:

1. Make sure that your level of English is correct for the FCE exam.
2. Decide when you want to do the FCE exam.
3. Make a study plan.

STEP 1: TEST YOUR LEVEL OF ENGLISH

If you are not sure if your level of English is correct for the FCE exam, you can test your English level on the Cambridge University website for free. This 25 multiple-choice test has no time limit and you get the result straight away with a recommendation of which Cambridge ESOL exam is best suited for you.

STEP 2: WHEN TO DO THE FCE EXAM?

Be realistic and make sure that you give yourself plenty of time to prepare for the FCE exam. Check with your nearest exam centre and pick a date that suits you. The Cambridge University website has a great exam centre locator.

The introduction of computer based FCE (CB FCE) exams means that Cambridge ESOL now offers FCE exams every month. However, not all centres are currently offering this option, so you may have to “shop around” to find a centre that best suits you. If you prefer the traditional paper-based exam, it is also offered throughout the year and you should check with your local exam centre(s) which exam dates they have available.

STEP 3: MAKE A STUDY PLAN

Most of us are “time poor” and need to fit as much as possible into our daily schedule. The best way to ensure that you don’t end up panicking and cramming the last few weeks before the FCE exam date is to ensure that you have drawn up a study plan, and most importantly, followed it ...

Making a study plan may take a bit of time, but it is time well spent. You can’t learn English overnight – it takes time to build up your knowledge of the language. Too many times have I encountered students who come to me in the weeks leading up to the exam, wanting a “quick-fix” solution to passing the FCE exam – it doesn’t exist!

USE OF ENGLISH

MODAL VERBS

- You will need to be able to use modal verbs (must, should, could etc.) and the different verb forms which come after them.
- There are 5 patterns you need to remember which follow modal verbs:

Modal + verb	
He should go.	a single action (usually future) or a state (now)
Modal + be + verb-ing	
He should be going.	an action in progress (usually now)
Modal + have + past participle (e.g. done, gone, been)	
He should have gone.	a finished action (usually past)
Modal + be + past participle (e.g. done, gone, been)	
He should be told.	passive (someone else does it to him)
Modal + have + been + past participle (e.g. done, gone, been)	
He should have been told.	past passive (someone did it to him)

Obviously, the exact meaning depends on the modal verb used. For example, "He should have gone" means "he didn't go, and this was a mistake", while "He must have gone" means "I am sure that he went."

- In the FCE exam, you might get questions for this in part 2 (open cloze). Choose the best word to complete these sentences.

1. No one knows how he died, but one theory is that it _____ have been a tragic accident.
2. The potato crops may have _____ destroyed by insects.
3. Scientists have many theories about what might _____ causing global warming.
4. When zoologists measured the spiders, they realised that they must _____ been at least 16cm in length.
5. I should have _____ homework more often when I was at school.
6. It is not true that the Great Wall of China can _____ seen from the moon.

- You might also get this tested in the Key Transformations. Rewrite these sentences using 2-5 words. Be very careful that you keep the time the same!!!

1. I'm sure he didn't understand what I was saying to him.
He _____ what I was saying to him. **(misunderstood)**
2. It's possible that he missed his train.
He _____ his train. **(might)**
3. It was very wrong of you to borrow my car without asking.
You _____ my car without asking. **(have)**
4. Maybe Tom is looking for a new place to live.
Tom _____ for a new place to live. **(could)**
5. Why aren't you at home revising for your exam?
You _____ for your exam at home now. **(be)**
6. He looks really disappointed. Obviously he expected to win the race.
He looks really disappointed. He _____ to win the race. **(expected)**

MODAL VERBS AND SEMI-MODAL VERBS

The most frequently recurring modal verb transformations are:-

PREFER to WOULD RATHER	BE ALLOWED TO to LET
I prefer to arrive an hour early. RATHER I <u>would rather arrive</u> an hour early.	He wasn't allowed to go because of his parents. LET His parents <u>would not let him</u> go.
It was bad of you to use my mobile without my permission OUGHT You <u>ought to have asked</u> before you used my mobile.	

MODAL VERB KEY WORD TRANSFORMATIONS

- Use the key word and a maximum of four more words to fill the gap so that the second sentence means the same as the first sentence.

1. We knew we had to arrive by nine.

NECESSARY

We knew that by nine.

2. They weren't allowed to stay out late when they lived with their parents.

LET

Their parents stay out late when they lived at home.

3. Because of the snow, we weren't allowed to take the mountain road.

LET

Because of the snow, the police the mountain road.

4. It was careless of him to go without checking the times.

OUGHT

He the times before going.

5. It was very bad of you to use my mobile without asking my permission.

OUGHT

You before you used my mobile.

6. "Is Andy accustomed to the climate yet?"

USED

"Has Andy yet?"

7. Dave prefers eating sandwiches to a proper meal.

RATHER

Dave than a proper meal.

8. I prefer to arrive an hour early.

RATHER

I an hour early.

ACTIVE VOICE TO PASSIVE TRANSFORMATIONS

- The most frequent type of passive transformation use the key word SAID, which to a native speaker sounds rather contrived and belongs more to the narrative genre than standard English use.

See an example below:-

They say he eats snakes.
SAID
He <u>is said to eat</u> snakes.

- **Make sure you understand how and when to use passive structures.**

A kind man took us to the airport.

= **We were taken** to the airport by a kind man.

- **We also use passives to report what people think / say.**

People believe that chewing gum improves your memory.

= **It is believed that** chewing gum improves your memory.

= **Chewing gum is believed to** improve your memory.

- **Finally, we can make passives with the structure "to have something done".**

The hairdresser cut my hair.

= I **had my hair cut**.

= My hair **was cut** by the hairdresser.

- **In the FCE exam, you might get questions for this in part 2 (open cloze). Choose the best word to complete these sentences.**

1. I've _____ my kitchen decorated.
2. Tomatoes are thought _____ be a fruit.
3. _____ is claimed that violent crime is increasing.
4. I think I was _____ followed as I walked home from work last night.
5. Cosmetics have _____ tested on animals for many years now.

- **You might also get this tested in the Key Transformations. Rewrite these sentences using 2-5 words. Be very careful that you keep the tenses the same!!!**

1. People have known that smoking causes cancer for many years.

It _____ smoking is unhealthy for many years. **(been)**

Smoking _____ unhealthy for many years. **(be)**

2. I need someone to test my eyesight as soon as possible.

My eyesight _____ as soon as possible. **(tested)**

I need _____ tested. **(have)**

ACTIVE TO PASSIVE TRANSFORMATIONS

- Use the key word and a maximum of five more words to fill the gap so that the second sentence means the same as the first sentence.

1. According to the papers, the driver of the sportscar was a drunk politician.

BEING

According to the papers, the sportscar a drunk politician.

2. Her father drove us to the station and put us on a train.

DRIVEN

We by her father and put on a train.

3. Bad weather meant that the climbers could not reach the base camp.

PREVENTED

The climbers the base camp by the bad weather.

4. They have postponed the tennis match and it will not take place until July.

PUT

The tennis match July.

5. You must show your ID as you enter.

REQUIRED

You your ID as you enter.

6. They say he eats snails.

SAID

He

7. They say the ancient forests of Indonesia are disappearing very quickly.

SAID

The ancient forests of Indonesia very quickly.

8. A local took them to the lake

TAKEN

They by a local.

TO HAVE SOMETHING DONE

A strange type of passive which you sometimes get in Part 4 is TO HAVE SOMETHING DONE.

Have Done Exercise

I repaired my computer - *I did it myself*

I had my computer repaired -*Someone else repaired it for me*

Choose the correct answer.

1. We _____ the roof repaired last year. It cost us a packet.
A. has B. had C. have D. having
2. Anne _____ her hair done every Friday afternoon.
A. having B. have C. has D. had
3. I _____ the brakes checked three times a year.
A. had B. have C. having D. has
4. The government _____ the whole town evacuated yesterday.
A. had B. have C. has D. having
5. I _____ my hard drive changed for a bigger one last week.
A. has B. have C. had D. having
6. When did you last _____ the air conditioning serviced?
A. had B. having C. has D. have
7. You don't think Liv Tyler's beautiful?! You should _____ your eyes tested.
A. having B. have C. had D. has
8. After the plague of fleas, the boss _____ the office disinfected.
A. has B. had C. have D. having
9. Your cat's coughing. You need to _____ him treated for parasites.
A. has B. have C. having D. had
10. Daphne _____ her legs done once a fortnight
A. having B. have C. had D. has
11. I normally _____ my suit dry cleaned before a wedding.
A. having B. had C. have D. has
12. The headmaster _____ all the lockers searched for the missing footballs yesterday.
A. has B. having C. had D. have
13. Have you _____ your house double-glazed?
A. have B. had C. has D. having
14. Have you _____ that poster I bought you framed yet?
A. had B. having C. has D. have
15. The house is in chaos. We're _____ a new kitchen put in at the moment.
A. having B. have C. has D. had

CAUSATIVES 2

have something done / make somebody do something

get somebody to do something / let somebody do something

• **Choose the best answer.**

1. She _____ that he wouldn't tell anyone.
a) made him promised b) made him promise c) promised to make
2. Does your tooth still hurt? Yes, I have to get a dentist _____ soon.
a) look at it b) to get it looked at c) to look at it
3. I _____ a couple of days ago.
a) had my bike to be fixed b) had my bike fix c) had my bike fixed
4. I will not _____ with this!
a) allow you get away b) let you get away c) to let you get away
5. Don't _____ these things about you!
a) let him say b) let him to say c) let him said
6. The movie _____ sad.
a) made to feel b) made him feel c) made him to feel
7. I get my _____ from my other address.
a) mail forward b) mail to forward c) mail forwarded
8. Have your assistant _____ these letters immediately!
a) to send b) to be sent c) send
9. He _____ yesterday.
a) had his hair cut b) had his hair to be cut c) had hair to be cut
10. The professor _____ early.
a) to let the students leave b) let the students leave c) let the students to leave

GERUNDS AND INFINITIVES

(verb-ing and to + verb)

Elementary/Pre-Intermediate Level Verbs	
like, love, hate, don't mind, can't stand, enjoy, finish	+ verb-ing (gerund)
would like, want, need, hope, expect, plan, decide, arrange, learn	+ to + infinitive

Intermediate/Upper-Intermediate Level Verbs	
miss, practise, admit, deny, suggest, recommend, consider, imagine, fancy, postpone, avoid	+ verb-ing (gerund)
seem, tend, offer, pretend, manage, agree, appear, can't wait, can't afford, prepare	+ to + infinitive

Gerunds and Infinitives after prepositions and adjectives

Preposition + Gerund

After a preposition, we always use a noun or the -ing form of a verb - the gerund. For example:

I'm very good at speaking English.

I went home after finishing my work.

Adjective + Infinitive

After many common adjectives, we often use "to + verb" - the infinitive. For example:

It's rude to eat with your mouth open.

Problems

Don't forget that "to" can also be a preposition, not just part of the infinitive.

For example: I'm looking forward **to** seeing you this weekend.

I'm used **to** getting up early in the morning.

I object **to** smoking in public.

He confessed **to** stealing the money.

Verbs which can use gerunds or infinitives

- Some verbs can be used with a gerund or an infinitive, but the meaning changes.

For example: I stopped working to answer the phone.

I stopped working.

= I was working, then I stopped.

I stopped to answer the phone.

= this is the reason I stopped.

More verbs which use a gerund OR infinitive:

Remember/Forget	Try
I'm sure I bought the milk - I remember buying it! = I remember that I did it.	I couldn't sleep, so I tried drinking warm milk. = this was one possible way to achieve what I wanted.
I remembered to buy the milk. = I remembered that I needed to do it.	I tried to go to sleep. = this is what I wanted to achieve, but it was difficult.
Need	Go on
I need to clean the toilet. = active, I should do it.	I went on working all night. = I continued this.
The toilet needs cleaning. = passive, it should be done.	I was a teacher, but I went on to work as a journalist. = this is what I did next

- However, some verbs can be used with a gerund or an infinitive and the meaning is the same.

For example:

I started to watch/watching TV.
I began to watch/watching TV.
I continued to watch/watching TV.

- Usually, if the main verb in the sentence is continuous, we use the infinitive, not the gerund.

For example:

I'm starting to learn English. ✓
I 'm starting learning English. X (or less common)

Many English people use **like** with both gerunds and infinitives, without much change in meaning. However, if you want to show that you **enjoy** something, we say **like + gerund** and if you want to say that you think it's a **good idea**, we say **like + to + infinitive**.

For example:

I like going on holiday.
I like to go to the dentist every 6 months.

GERUND / INFINITIVE

Rewrite the following sentences without changing the meaning.

1. He should work harder to be a champion in Olympics. It's worth it.

It's worth _____.

2. "Let's go to a hotel in Ayvalik this weekend" Cenk said.

Cenk suggested _____.

3. It's not a good idea to borrow a lot of money from a bank.

It's better to avoid _____.

4. Semih really loves to drive race cars so he's going to join a racing club.

Semih really enjoys _____.

5. I made an effort to reach that rope but I couldn't.

I tried _____.

6. Metin hates travelling by train.

Metin can't stand _____.

7. Having a good night sleep is important for babies.

It's important for babies _____.

8. Don't miss seeing the Ephesus when you are in Turkey.

Don't forget _____.

9. My father and I can't wait to watch Galatasaray-Fenerbahçe match.

My father and I are looking forward to _____.

10. Monitoring the workers is necessary in my job.

It's necessary for me _____.

REPORTED SPEECH TRANSFORMATIONS

- Here is an example:-

'How far is Madrid from here?' Pepe asked Almudena.
FAR
Pepe asked Almudena how <u>far</u> Madrid was from there .

- Reported Speech and Reporting Verbs**

You will need to know the rules for reporting speech (statements and questions) as well as the patterns following reporting verbs (e.g. "apologise for doing something"). If you need more information about these rules, look at my lessons for [reported speech](#), and [reporting verbs](#).

"I want to be a doctor," said Tom.

- Tom told **me** (that) he wanted to be a doctor.
- Tom said (that) he wanted to be a doctor.

"Will you help me," she asked.

- She asked (me) if I would help her.
- She wondered if I would help her.

- Note the difference between "say" and "tell". We say something, but we tell someone something.**

Similar to 'say'	Similar to 'tell'
mention, explain, point out, agree, promise, threaten, pretend, claim, recommend, suggest, admit, deny, boast, complain, insist, propose, reply	promise, advise, warn, remind

- Here are some common reporting verbs with the patterns which follow them. You should learn and remember these.

Subject	Verb	to do	
I	offered agreed refused promised threatened pretended claimed	to make a cup of tea.	This pattern is common with verbs which mean "I'll do it!" Here, the person who is speaking does the action.
Subject	Verb	Object	to do
I	told ordered asked begged advised reminded persuaded encouraged warned invited	him	to make me a cup of tea.
This pattern is common with verbs which mean "You do it!". Here, the person who is listening does the action. Note that "warn" is usually used with a negative. ("I warned him not to go.")			
Subject	Verb	doing	
I	admitted denied suggested recommended	eating all the cake	A lot of students make mistakes with "suggest" and "recommend" so make sure you learn these.

- Finally, there are a lot of reporting verbs which use prepositions. Again, you have to remember all these patterns.

I blamed him for doing it.	I confessed to doing it.
I accused him of doing it.	I apologised for doing it.
I congratulated him on doing it.	I insisted on doing it.

- Practice: Rewrite each of these sentences so they have the same meaning as the first. Use between 2 and 5 words, and do not change the word in brackets.**

- "Can you open the window?" asked Sarah.
Sarah _____ open the window. **(I)**
- "If you remind me, I'll help," said Sam.
Sam said that he _____ him. **(reminded)**
- "I'm sorry I broke your computer," said Frank.
Frank _____ my computer. **(for)**
- "Don't forget to do your homework tonight," said the teacher.
The teacher _____ homework. **(us)**
- "It was Andy who stole the money," said Mary.
Mary _____ the money. **(of)**

- This grammar might also appear in part 1 of Use of English (multiple choice cloze).**

- I ___ him for everything.
a. accused b. apologised c. blamed d. confessed
- I congratulated him ___ winning the competition.
a. on b. of c. in d. for
- I ___ him that we should go on holiday.
a. suggested b. told c. explained d. invited
- I ___ that I would never do it again.
a. told b. promised c. refused d. wondered
- I ___ that I would help him if he needed it.
a. offered b. persuaded c. refused d. agreed

- Complete the sentences so each pair has the same meaning. Use the same verb in both sentences, where possible.**

- She told me that she wouldn't give me any money.
She refused _____ me any money.
- He told me that he had stolen the car.
He confessed _____ the car.
- He threatened that he would kill me.
He threatened _____ me.
- She pretended that she was a doctor, and I believed her.
She pretended _____ a doctor, and I believed her.
- She said that I should study chemistry at university.
She encouraged _____ chemistry at university.
- He said it was my fault that the computer was broken.
He blamed _____ the computer.

7. He told me not to forget to bring my swimming costume.
He reminded _____ my swimming costume.
8. He asked me again and again if I would go out with him.
He begged _____ out with him.
9. He agreed that he would do the washing up.
He agreed _____ the washing up.
10. I asked him if he wanted to come to my party.
I invited _____ to my party.
11. I told them I was sorry burning the dinner.
I apologised to them _____ the dinner.
12. He said it would be nice if we went skiing.
He suggested _____ skiing.
13. He told me that I had to tidy my bedroom.
He ordered _____ my bedroom.
14. He asked me if I could open the window.
He asked _____ the window.
15. She said I shouldn't get angry.
She advised me _____ angry.

Reported Speech Transformations

Use the key word and a maximum of four more words to fill the gap so that the second sentence means the same as the first sentence.

1. "How far is Valencia from here?" Pepe asked Almudena.

FAR

Pepe asked Almudena from there.

2. "Did you go on the demonstration on Sunday?" Maria asked Carlos.

GONE

Maria asked Carlos the demonstration on Sunday.

3. "Could I borrow your mobile, Mike?" asked Tracy.

LEND

Tracy asked Mike his mobile.

4. "What is the length of the pool?" Sam asked the lifeguard.

LONG

Sam asked the lifeguard

5. "Don't play computer games without regular breaks," our parents told us.

WARNED

Our parents computer games without taking regular breaks.

6. "Do you realise what time it is?" Steve asked Chris.

WHAT

Steve asked Chris it was.

CONDITIONALS

You will definitely need to know the rules for making conditionals, as well as similar structures with 'wish' and 'would rather'. Look at the following examples of key transformations.

third conditionals for the past

I crashed the car because I was talking on my mobile.

If I hadn't been talking on my mobile, I wouldn't have crashed the car.

second conditionals for the present

He is always late because he forgets to set his alarm clock.

He wouldn't be late if he remembered to set his alarm clock.

wish / if only for past and present

I regret not studying for the exam.

I wish I had studied for the exam.

I would like to be rich and famous.

I wish I was rich and famous.

would rather/sooner/prefer)

I think it's better to be rich than famous.

I'd sooner be rich than famous.

I'd rather be rich than famous.

others

We should go now.

It's (high) time we went.

- **Now rewrite each of these sentences so they have the same meaning as the first. Use between 2 and 5 words, and do not change the word in brackets.**

2. He doesn't understand because he never listens.

_____ understand. **(if)**

3. He was sick because he ate too much.

He _____ if he hadn't eaten so much. **(been)**

4. She got lost because she didn't have a map.

She wouldn't have got lost _____ a map. **(if)**

5. I regret studying politics at university.

I _____ politics at university. **(studied)**

6. I wish I had listened more at school.

I _____ more at school. **(regret)**

7. I don't want to be a nurse, I want to be a doctor.

I _____ doctor than a nurse. **(sooner)**

8. We should have dinner now.

It _____ dinner. **(high)**

THE THIRD CONDITIONAL

THE CONSEQUENCES OF STATES, ACTION OR INACTION
IF + PAST PERFECT, WOULD HAVE + PAST PARTICIPLE
<i>If I hadn't had a cold, I would have gone out on Friday</i>
WOULD HAVE + PAST PARTICIPLE + IF + PAST PERFECT
<i>I would have gone out on Friday if I hadn't had a cold</i>

- **Fill the gap using the verb in brackets. Think very carefully about the meaning of the phrase before deciding whether to use a negative or positive verb form.**

1. I wouldn't have been angry if you my chocolate mousse. (to eat)
2. If he had known you were in hospital, he you. (to visit)
3. We wouldn't have come by taxi if we the right bus. (to find)
4. We would have visited the Prado gallery if we time. (to have)
5. If you hadn't been asking me questions all the time, I the film. (to enjoy)
6. If I your number, I would have phoned. (to know)
7. If just one person had remembered my birthday, I sad. (to be)
8. I would have understood the film if it in German. (to be*)
9. They to see you if they hadn't been away. (to come)
10. If she on a double yellow line, she wouldn't have got a fine. (to park)
11. If I'd known you were coming, I a cake. (to bake)
12. If she the shed unlocked, they wouldn't have stolen her bike. (to leave)
13. If you had told me about the concert, I (to go)
14. The storm a lot of damage if it had come this way. (to do)
15. The holidays would have been great if the weather better. (to be)
16. I the party if you hadn't behaved so badly. (enjoy)
17. If I a smaller car, I would have spent less money on petrol. (to rent)

REGRET AND WISH: e.g. He regretted being rude = He wished he hadn't been rude

- **Use the key word and a maximum of five more words to fill the gap so that the second sentence means the same as the first sentence.**

1. They regretted not installing solar panels.

HAD

They wished
solar panels.

2. Bob wished he had found out about the Open University five years earlier.

REGRETTED

Bob about the
Open University five years earlier.

3. He wishes he had studied harder for the exam.

REGRETS

He the exam.

4. I regret not contacting Jon when I was in Rochester.

WISH

I when I was in
Rochester.

5. He wishes he had done more to help.

REGRETS

He to help.

6. Mark regretted lying to his teacher.

WISHED

Mark to his
teacher.

7. He regretted not learning to type at school.

WISHED

He to type at
school.

VERB TENSES

PAST AND PRESENT

Simple Past	A: He spoke. N: He did not speak. Q: Did he speak?	<ul style="list-style-type: none"> • action in the past taking place once, never or several times • actions taking place one after another • action taking place in the middle of another action 	this morning... (hours passed) this week (days have passed) this year../this decade/last night/yesterday/last week/last year/January 10, 1999/in August 1960/1992 if sentence type II (If I talked, ...)
Past Progressive	A: He was speaking. N: He was not speaking. Q: Was he speaking?	<ul style="list-style-type: none"> • action going on at a certain time in the past • actions taking place at the same time • action in the past that is interrupted by another action 	when, while, as long as

TIME ADVERBS

PAST		PRESENT PERFECT	
Activities that occurred in the past and have entered a past time frame in the mind of the speaker.		Activities and events that began in the past and have continued up until the present (or recent past) and remain current in the mind of the speaker.	
this morning... (hours passed) this week (days have passed) this year.. this decade. last night yesterday last week last year January 10, 1999 in August 1960 1992	May 5th, at 5:00 a.m. (if it has already passed) twenty years ago at that time (that indicates distance or time passed) when I saw it (saw indicates the past tense time frame) while I was studying (studying event was in a past time frame)	up to / until now so far before now to date until this moment since noon (exact time) since this morning since July 2003 since yesterday since the 1900s ever since I met you since a month ago	*this morning (hours ongoing) *this week (days ongoing) *this year (days ongoing) *this decade (years ongoing) *this century (years ongoing) for two minutes (quantity time) for an hour for three days over the past 3 years in my life (current) in these times (current) * used with present perfect progressive

PRESENT PERFECT ADVERBS

NONPROGRESSIVE & PROGRESSIVE			
ADVERBS OF FREQUENCY	SO FAR / THIS	SINCE / FOR	REPETITION (not often used with progressive)
always (routinely, customarily, normally, as a rule, in general) usually (most of the time) often (frequently, half of the time) sometimes (occasionally, on occasion) rarely (seldom, hardly ever) never (not ever)	so far (to date, up to now, until now) this week (morning, evening, week, month, year) over the past two years in my life (in these times)	since noon (exact time – midnight, 3:00 a.m.) since this morning (today, this week, this year, etc.) since July 2003 (summer, 1900, the 4th century) ever since then (I met you, he arrived) for a minute (hour, day, week, month, year, decade) for a while (quantity of time) for the time being (for now) (quantity of time)	repeatedly several times continuously continually over and over again and again

- There are several ways of writing the same sentence using present perfect or past simple tenses. These three sentences have the same meaning:

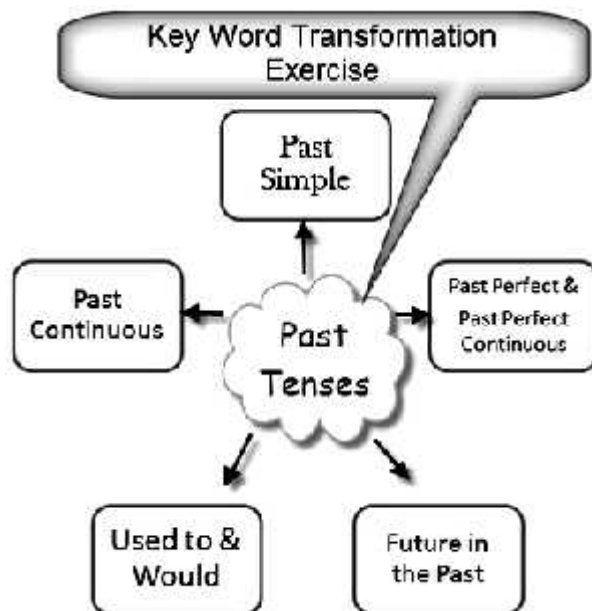
I haven't seen my brother for five years.
 It has been five years since I saw my brother.
 The last time I saw my brother was five years ago.

SENTENCES WHICH GIVE THE SAME MEANING

- 1) I have never watched such a boring film. or It's the most boring film I have ever watched.
- 2) When did Derya start work? or How long is it since Derya started work? or How long ago did Derya start work?
- 3) My parents haven't reached Marmaris yet. or My parents still haven't reached Marmaris.
- 4) Duygu moved to Karşıyaka five months ago. or Duygu has been in Karşıyaka for five months.
- 5) I haven't been to the Fenerbahçe's football match for three years.
 or The last time I went to Fenerbahçe's football match was three years ago.
- 6) It's a long time since we went out. or We haven't been out for a long time.
- 7) Alex has never eaten Turkish food before. or It's the first time Alex has ever eaten Chinese food.
- 8) Melisa started cooking as soon as her husband (had) left home.
 or Melisa started cooking when her husband left.
 or Melisa waited until her husband had left before she started cooking.
 or Melisa didn't start cooking until after her husband had left.
- 9) They got married ten years ago. or They have been married for ten years.

- Rewrite each of these sentences so they have the same meaning as the first. Use between 2 and 5 words, and do not change the word in brackets.

1. I haven't been on holiday for three years.
 It _____ I went on holiday. **(since)**
 The last time I _____ years ago. **(went)**
2. It has been six months since she visited us.
 She _____ six months. **(not)**
 The last time she _____ months ago. **(was)**
3. The last time I ate chocolate was last week.
 I _____ last week. **(eaten)**
 It _____ I last ate chocolate. **(been)**
4. It hasn't rained for 4 weeks.
 The last time _____ ago. **(weeks)**
 It _____ it rained. **(four)**
5. I don't know where my keys are. **HAVE**
 I _____.
6. Paul is different from what he used to be. **HAS**
 Paul _____.
7. This has been my home for thirty years. **HAVE**
 I _____ years.
8. Eating Chinese food is new to me. **BEFORE**
 I _____.
9. Is there any news? **HAPPENED**
 _____ ?



Past Tenses - Key Word Transformation Exercise

1. I intended to send the postcard yesterday, but I couldn't. (**going**)
I _____, but I couldn't.
2. We used to talk until the wee hours after dinner on Saturdays. (**would**)
We _____ on Saturdays.
3. John had the irritating habit of chewing gum in class. (**always**)
John _____ in class.
4. Lindsay wasn't always as kind as that. She changed a lot after she had her first child. (be)
Lindsay _____ as kind as that. She changed a lot after she had her first child.
5. I felt so sad about the deterioration in Paul's condition. (**worse**)
I felt so sad _____.
6. I was very keen on cooking in those days. (**use**)
I _____ in those days.
7. I don't know if you want to come to the theatre with me tonight. (**wondering**)
I _____ to the theatre with me tonight.
8. I had to go past Mary's office so I decided to drop in. (**passing**)
I _____, so I decided to drop in.
9. Jerry had the accident before we got to his apartment. (**by the time**)
_____ Jerry's apartment, _____ the accident.
10. What did you do at the moment of the crash? (**when**)
What _____ occurred?

FUTURE TENSES IN ENGLISH - CONTRASTED

will-future	going to-future	Simple Present	Present Progressive	Future Progressive	Future Perfect
prediction, assumption; spontaneous action	planned action in the future; logical consequence (sth. is going to happen)	future action is fixed (e.g. timetable)	planned action in the near future	action will definitely happen (it usually happens)	sth. will already have happened before a certain time in the future
will + infinitive	to be (am, are, is) + going to + infinitive	infinitive 3rd person singular (he, she, it) infinitive + -s	to be (am, are, is) + infinitive + -ing	will + be + infinitive + -ing	will + have + past participle

- Please put the verb in brackets in the most suitable form, more than one answer may be possible

a) I'm very sorry Mr. Smith (not be) _____ back in the clinic until 6. You can leave a message for him if you like.

b) I don't think you (have) _____ any problems when you land in Boston.

c) By the time we get home, the football match (start) _____.

d) In years time I (live) _____ in a different country

e) When you get off the train, I (wait) _____ for you outside near the car park.

f) (you take) _____ your children with you to Spain

g) This time next week I (ski) _____ in Italy!

QUESTIONS

Subject question

Question word	Verb	Rest	Subject	Verb	Object - Place - Time
Who	runs	to the shop?	Peter	runs	to the shop.

Object question

Question word	Auxiliary	Subject	Verb	Rest	Answer
Who	do	you	like?		I like my mum.
Who	did	Mandy	phone	last Monday?	Mandy phoned her uncle.

Indirect Questions

Question phrase	Q Word	Subject + Verb
Can you tell me	who	you love?
Could you tell me	why	he was late?
Do you know	when	we are going?
Would you mind telling me	if	you can swim?
I don't know	why	he left.
I can't remember	how	I did it.
I understand	what	you said.

- **Change each question to an indirect question.**

What time is it? Could you tell me _____?

Where have you been? Can you tell me _____?

Will it rain tonight? Do you know _____?

Can he speak French? Do you know _____?

When does the bank close? Would you mind telling me _____?

- **Now you need to write the main question part too (e.g. Would you mind telling me ...)**

Did you pay for dinner? Can _____ for dinner?

Why did you do that? Would _____ that?

Is she married? Can _____?

Who were you talking to? Could _____ to?

How long has he had that car? Do _____ that car?

• **Write indirect questions.**

1. Have you ever been to Kapadokya?

I wonder

2. Who scored Fenerbaçe's first goal last night?

Do you know.....?

3. When is Hakan going to move to Ankara?

I have no idea

4. Who brought this computer to the office?

I want to know.....

5. Does your new girlfriend smoke?

I wonder.....

6. How many times has Mel been to Bodrum?

Could you tell me

7. Can she play the guitar?

I wonder

8. What were you doing when the earthquake happened?

I don't remember.....

9. Has Aylin moved to Izmir?

I don't know.....

10. What time did Osman leave the office?

I don't remember.....

PHRASAL VERBS AND MULTI-WORD VERBS

- There is a wide variety of these verbs can turn up in the exam. Here are some examples:-

CARRY ON	to continue	PAY ATTENTION TO	to take notice of
CARRY OUT	to do or follow instructions or orders	PUT OFF	to postpone or delay
COME UP WITH	to have an idea	SET UP	to establish
GET IN TOUCH WITH	to contact	TAKE CARE OF	to look after
LOOK UP TO	to admire	TURN UP	to arrive or attend

PHRASAL VERB TRANSFORMATIONS

- Use the key word and a maximum of five more words to fill the gap so that the second sentence means the same as the first sentence.
 - Pete Johnson continued to get up at 6:30 even after he retired.
CARRIED
 Pete Johnson at 6:30 even after he retired.
 - You must do exactly what he instructs you to do.
CARRY
 You must exactly.
 - They discussed the situation but nobody had a solution.
CAME
 They discussed the situation but a solution.
 - I regret not contacting Marco when I was in Bologne.
TOUCH
 I wish that I Marco when I was in Bologne.
 - The coach had the respect of the whole team.
UP
 The whole team the coach.
 - Carlos never takes any notice of my recommendations.
ATTENTION
 Carlos never my recommendations.
 - The boss postponed the meeting until the following week.
OFF
 The meeting the boss until the following week.
 - Ana's mother started the club that Ana now presides.
SET
 The club that Ana now presides her mother.
 - "Can you look after my pet tarantula while I'm on holiday?"
CARE
 "Would you mind pet tarantula while I'm on holiday?"
 - I arrived late because I just missed the train.
TURN
 If I had caught the train, I time.

PHRASAL VERBS WITH 'UP'

It's hard to predict what phrasal verbs you might see in the FCE exam, but here are some you should try to learn. Look at the phrasal verbs and their definitions for 1 minute and try to remember as many as possible. Then try to answer the questions.

Phrasal Verb	Meaning
Don't worry, I'll back you up	help/support sb
The bully beat up the other children.	hit/kick sb repeatedly
Terrorists tried blow up the station.	explode
Why did he break up with me?	end a relationship
You mustn't bring up his divorce.	mention sth
His divorce might come up .	a topic is mentioned
We always end up eating fast food.	finally do this thing
I usually get up early.	leave my bed
I tried to give up eating chocolate.	stop a habit
Children grow up quickly nowadays.	become older/an adult
I can't keep up .	do sth fast enough
If you don't understand, look it up .	look for a piece of info
You should take up a new sport.	start doing a hobby
Don't turn up late on a first date.	arrive
Please don't throw up on the sofa.	be sick

- **Multiple Choice Cloze: Choose the best word to complete the following sentences.**

- I _____ up football when I was 12 years old, and I loved it.
a. came b. took c. brought d. turned
- I _____ up football after I broke my leg, because I didn't enjoy it.
a. gave b. took c. kept d. turned
- I couldn't _____ up with the work my teacher gave me - it was too difficult.
a. back b. end c. bring d. keep
- "Tell your boss you want more money. I'll _____ you up.
a. bring b. back c. look d. put
- She's sensitive about her weight, so only talk about it if she _____ it up.
a. makes b. gets c. brings d. comes

- **Open Cloze: The missing word could be the verb (e.g. bring/brought/bringing), the pronoun (e.g. it) or the particle (e.g. up).**

- I woke up at 6 am, but I didn't _____ up until I heard the phone ring.
- If you don't know the answer, you could _____ it up on the Internet.
- I love films with explosions and things being _____ up.
- Did Tom tell you about his new job? No, it never _____ up.
- I'm not coming to work today. I've _____ up three times this morning.
- You don't need an appointment - just _____ up when you like.
- He's depressed because he's _____ up with his girlfriend.
- I promise I'll back _____ up if you need my help.
- Simon was attacked on the way home last night. The robbers beat _____ up badly.
- It's bad manners to _____ up the topic of religion at the dinner table.

11. The party started well, but I _____ up fighting with my best friend.
12. He ran so fast. I tried to _____ up but it was impossible.
13. I _____ up in a small town in Scotland.
14. Biting your fingernails is disgusting. You should really give _____ up.
15. I'd never _____ up skiing. It looks really dangerous to me.

PHRASAL VERBS WITH 'DOWN'

Assuming you already know 'sit down', 'lie down' and 'write down' which just have their literal meaning, look at the phrasal verbs and their definitions for 1-2 minutes and try to remember as many as possible. Then try to answer the questions.

Phrasal Verb	Meaning
I said 'no', but then I backed down .	change your original position
I turned down his offer.	refuse an offer (say 'no thank you')
The vet put down my dog.	kill an animal which is suffering
My car broke down on the motorway.	stop working (machine)
The noise died down .	become quieter
He really let me down .	disappoint sb
I'll settle down when I'm 30.	start living a sensible, adult life
He should slow down .	do sth more slowly
The prime minister had to stand down after the scandal.	resign from a position of power
Please calm down .	become less excited/angry

• **Multiple Choice Cloze: Choose the best word to complete the following sentences.**

1. I haven't got any clean clothes because my washing machine has _____ down.
a. turned b. taken c. settled d. broken
2. He promised he'd drive me to the airport, but he _____ me down.
a. let b. took c. turned d. backed
3. I can't understand you - you're too fast! Please _____ down and speak clearly.
a. settle b. take c. slow d. let
4. At first, mum wouldn't let me go to the party, but she _____ down when I promised to get home before 11pm.
a. backed B. turned c. slowed d. let
5. I don't ever want to get married and _____ down. I'm having too much fun!
a. make b. settle c. turn d. let

• **Open Cloze: Be careful - the missing word could be any part of the verb (e.g. bring/brought/bringing).**

1. You mustn't rely on her - she always _____ people down.
2. I'll buy a house and _____ down in a few years.
3. We had to _____ down our cat when she got sick.
4. He waited for the applause to _____ down before he started speaking.
5. If Manchester United keep losing, their manager should _____ down.
6. She was so upset it took 20 minutes for her to _____ down and explain the problem.
7. I'm late because the train _____ down and I had to get another one.
8. I know he said 'no' before, but if you explain why you want to borrow the car, I'm sure he'll _____ down.
9. She offered me the job, but I _____ it down.
10. Would you mind _____ down? You're walking much too fast for me.

THREE WORD PHRASAL VERBS

Look at the phrasal verbs and their definitions for 1 minute and try to remember as many as possible. Then click to hide the information and try to answer the questions.

Phrasal Verb	Meaning
I really look up to him	admire sb
He looks down on everybody.	think you are better than sb
We have to put up with the cold weather.	tolerate (you can't do anything about it)
She came up with a really good plan.	think of an idea
He comes across as a bit rude.	appear to be
The thief got away with the robbery.	not get caught
I always look forward to seeing him.	be excited about a future event
I come down with a cold every winter.	get sick
I'll never grow out of liking sweets.	stop liking
You need to cut down on chocolate.	do sth less
Slow down. I can't keep up with you.	do sth fast enough
He won't own up to his mistakes.	admit sth
I don't get on with him.	have a good relationship with sb
I often fall out with my sister.	argue and stop being friends
You should make up with your ex-boyfriend.	start being friends again after an argument
I think he's going to break up with me.	end a romantic relationship
You should stand up for yourself.	defend yourself (verbally)
Oh dear. We've run out of bread.	used all of something

• **Multiple Choice Cloze: Choose the best word to complete the following sentences.**

- He thinks he's so fantastic. That's why he _____ down on me.
a. gets b. puts c. looks d. falls
- I just can't put _____ with his rude behaviour any more.
a. up b. down c. on d. out
- I'm looking forward _____ on holiday next month.
a. to go b. on going c. to going d. of going
- Susan and Steve had a fight last week and they _____ up with each other.
a. got b. kept c. came d. broke
- The grammar is so difficult, I can't _____ with the other students.
a. get on b. fall out c. keep up d. come up

- **Open Cloze: The missing word could be the verb (e.g. bring/brought/bringing), or the particle (e.g. up).**

1. We need to _____ up with a solution to our problem.
2. Dave got away _____ cheating in the exam.
3. I feel terrible. I must be _____ down with something.
4. I should really cut down _____ coffee. I can never sleep at night.
5. I thought "Inception" was a really complicated film. I couldn't _____ up with the plot.
6. I grew _____ of playing with dolls when I was 10.
7. I don't really get _____ with my boss - he's really aggressive..
8. Don't let your boss speak to you like that. You should _____ up for yourself.
9. I'm calling the police. I just can't put _____ with my neighbour's loud music any more!
10. Children often _____ up to celebrities like football players.
11. William went travelling round the world, but he had to come home when he _____ out of money.
12. Susan and Steve had a fight last week, but they've _____ up with each other now.
13. I _____ out with my sister when she borrowed my clothes without asking.
14. He _____ across as a bit stupid, but he's actually very intelligent.
15. No one _____ up to breaking the window, but we all thought it was Maria.

PHRASAL VERBS - ROUTINES

Look at these phrasal verbs and definitions. When you think you can remember them, click 'hide words and test me' to practise using them.

wake up	to stop sleeping
get up	to leave your bed
put something on	to get dressed
take something off	to remove clothes
go out	to leave the house (not for work)
set off	to leave (possibly for work)
get in	to return home
wash up	to wash the plates and cups
tidy up	to put things into the right places
drop off	to fall asleep (usually for a short time)
turn something on	e.g. a light, a shower (to start)
turn something off	e.g. a light, a shower (to stop)

- **Complete these sentences using just one word. Make sure you use the correct form of the verb (wake, woke, woken ...)**

Yesterday I _____ up at 7 am. I turned _____ the alarm clock and fell asleep again. I got _____ at about 7.45. I had breakfast, brushed my teeth, had a shower and got dressed. My bedroom was a mess with clothes everywhere, so I _____ up quickly. I _____ off for work at about 8.30.

I got _____ from work at about 5.30, _____ off my work clothes and put _____ my jeans. Then I had dinner. I washed _____ after eating and then went _____ to see my friends. I _____ in again at about 11.00, and _____ on the TV. I watched a comedy programme, and _____ off in front of the TV before midnight.

PHRASAL VERBS FOR ILLNESSES

We can use a lot of phrasal verbs to talk about illnesses. Look at these examples for 1-2 minutes and try to remember as many as possible. Then click to hide the information and try to answer the questions.

Phrasal Verb	Meaning
You'll throw up if you keep eating.	be sick, vomit
I think I'm coming down with a cold.	become sick (not serious)
It took me weeks to get over my cold.	recover from sth
I'll pass out if you don't open a window.	faint, lose consciousness
When she came to , she was in hospital.	recover consciousness
When she came round , she was in hospital.	recover consciousness
Eat oranges to help fight off a cold.	stop yourself getting ill
I've broken out in a rash.	sth appears suddenly
He was run over by a lorry.	hit by a vehicle
He passed away peacefully in the night.	die

- **There are also some adjectives which look like phrasal verbs to talk about illness.**

I feel really **worn out**. = tired

I feel really **run down**. = tired and ill

- **Some phrasal verbs can become nouns. For example to break out can also mean to start suddenly. The noun is an outbreak.**

Bird 'flu has **broken out** in China. (verb)

There has been an **outbreak** of bird 'flu in China. (noun)

- **Multiple Choice: Choose the best word to complete the following sentences.**

- When I was pregnant, I ___ up every morning.
a. came b. broke c. threw d. passed
- I _____ out in a rash the first time I ate prawns.
a. broke b. ran c. passed d. got
- She spent 2 weeks in hospital, _____ over her illness.
a. throwing b. breaking c. coming d. getting
- If you drink too much alcohol, you might _____ out.
a. throw b. pass c. get d. come
- You shouldn't sit up quickly when you come _____ after fainting.
a. up b. to c. out d. down

- **Missing Words: Be careful - the missing word could be any part of the verb (e.g. bring / brought / bringing), or the particle (in, on, round).**

- I'm not going out tonight. I've been working too hard and I feel really _____ down. I think I'm coming _____ with a cold. So, I'm going to have an early night and eat lots of vegetables to try and fight it _____.
- He was run _____ when he was walking home last night. They took him to hospital, but he passed _____ in the night.
- The first time I saw blood, I _____ out, and didn't _____ round for over an hour!
- If I eat too much chocolate, I break _____ in spots. Or I throw _____!

PHRASAL VERBS FOR SPEAKING

Look at these examples for 1-2 minutes and try to remember as many as possible. Then click to hide the information and try to answer the questions.

Phrasal Verb	Meaning
He pointed out that she was late.	tell/inform sb about sth
He talked her into getting a job.	persuade sb to do sth
He talked her out of buying that coat.	persuade sb not to do sth
He brought up my divorce.	mention sth
He owned up to the crime.	admit
He chatted me up in the bar.	flirt with sb
He went on about it for ages.	talk for a long time
He told her off for fighting.	speak angrily, because sb did sth wrong
He went into all the details.	talk in detail about sth
He needs to speak up .	talk more loudly

• **Multiple Choice: Choose the best word to complete the following sentences.**

1. She _____ me into quitting my job.
a. chatted b. told c. spoke d. talked
2. He's so boring. He _____ on and on about his car for hours.
a. brought b. owned c. pointed d. went
3. My teacher _____ me off for forgetting my homework.
a. chatted b. told c. spoke d. talked
4. I can't hear you. Please _____ up.
a. chat b. tell c. speak d. talk
5. She asked me why I was sad, but I didn't want to _____ into it.
a. go b. talk c. chat d. bring

• **Missing Words: Choose two words to complete the sentences below from the examples you have studied. Remember, sometimes you need a pronoun too (me/he/she etc)**

1. My brother doesn't like it when I _____ his mistakes in grammar.
2. It's best if you don't _____ religion or politics at a dinner party.
3. I really want to be a soldier, you'll never _____ out of it.
4. I don't like it when strangers _____ up at parties.
5. If you made a mistake at work, would you _____ to it?
6. When you are acting, you need to _____.
7. He was so proud of winning the gold medal, he used to _____ about it all the time.
8. You shouldn't hit your children, but you can _____ off.
9. Please don't ask about my illness. I don't want to _____ all the details.

PHRASAL VERBS - RELATIONSHIPS

Look at these phrasal verbs and definitions. When you think you can remember them, click 'hide words and test me' to practise using them.

ask someone out	to say "would you like to go to the cinema/a restaurant...?"
go out (with someone) - 1	to go on a date (to the cinema/a restaurant...) with someone
go out (with someone) - 2	to be someone's boyfriend/girlfriend
get on (with someone)	to like someone and talk easily
fall out (with someone)	to argue and stop being friends
break up (with someone)	to stop being boyfriend/girlfriend
make up (with someone)	to be friends again after falling out
chat someone up	to flirt with someone (talk to someone like you are attracted to them)

- **Complete these sentences using just one word. Make sure you use the correct form of the verb.**

I met Chris in a library. He came over to me and asked me about the book I was reading. I knew he was chatting me _____ so I wasn't surprised when he _____ me out. I was single, so I said "yes" and we went on a date the next evening. We _____ on really well together, so we went _____ three or four times a week for the next few months. But he was nearly 1 hour late one night, so I got really angry. We _____ up and didn't see each other for nearly three months. Then I saw him in the library again. He said he was sorry and we kissed and made _____. Now we've been going _____ for nearly two years. We still fall _____ - sometimes (over things like doing the washing-up), but we are really happy together.

PHRASAL VERBS FOR SLEEP

Look at these examples for 1-2 minutes and try to remember as many as possible. Then click to hide the information and try to answer the questions.

Phrasal Verb	Meaning
My alarm clock goes off at 7am.	ring
I usually wake up at 7am.	stop sleeping
I get up at 7.30.	leave my bed
Sometimes I drop off at work.	go to sleep
Exercise can wear you out .	make you tired
You should lie down and rest.	rest on your back
You'll sleep in if you forget to set your alarm.	sleep longer than wanted
I like to lie in at the weekend.	stay in bed after waking up
Can I sleep over at your house?	sleep at a friend's house

RELATIVE CLAUSES

A **relative clause** is a subordinate clause that modifies a noun or a noun phrase.

Example:

The **man** *who is smoking* is the murderer

The noun *the man* is modified by the relative clause **who is smoking**.

Relative clauses give essential information to define or identify the person or thing we are talking about.

HOW TO USE RELATIVE CLAUSES

They are used to provide extra information. This information can either:

- define something (defining clause),

Example:

The girl who is standing there is a world champion in karate.

- or provide unnecessary, but interesting information (non-defining clause).

Example:

Michael Jackson, who was a famous singer, died of an overdose.

Relative clauses can be introduced by:

1. A relative pronoun: **who, whom, which, that, whose**.

Example: "The man **who** is standing there is a famous writer."

2. A relative adverb: **where, why and when**.

Example: "The restaurant **where** I have dinner is nice."

3. None of them.

Example: "The man I met is extremely wealthy"

RELATIVE PRONOUNS

who - subject or object pronoun for people

*They caught the lady **who** killed her baby.*

which - subject or object pronoun

*I read the book **which** is on the table.*

*I visited the town **which** you told me about.*

which - referring to a whole sentence

*They were unsuccessful **which** is disappointing.*

whom - used for object pronoun for people, especially in non-restrictive relative clauses (in restrictive relative clauses use *who*)

*The boy **whom** you told me about got the best grades in mathematics.*

that - subject or object pronoun for people, animals and things in restrictive relative clauses (*who* or *which* are also possible)

*I like the vase **that** is over there.*

RELATIVE ADVERBS

where - referring to a place

*The restaurant **where** I usually have dinner is nice.*

when - referring to a time

*There are times **when** I feel so lonely.*

why - referring to a reason

*This is **why** she refused the offer.*

SUBJECT PRONOUN OR OBJECT PRONOUN?

You can distinguish subject and object pronouns as follows:

- If the relative pronoun is not followed by a noun or pronoun, it is a *subject pronoun*. *Subject relative pronouns* can never be omitted (dropped.)

Example:

*The apple **which** is lying on the table is sweet.*

*The teacher **who** lives next door is nice.*

- If the relative pronoun is followed by a noun or pronoun, the relative pronoun is an *object pronoun*. *Object relative pronouns* can be omitted (dropped) in restrictive (defining) relative clauses.

Example:

*The film (**which**) we watched yesterday was fantastic.*

*The writer (**who/whom**) we met last weekend is very famous.*

RESTRICTIVE RELATIVE CLAUSES

1. **Restrictive (identifying or defining) relative clauses** give detailed necessary information. They are not put between commas.

*I know the man **who** is standing there*

2. These clauses are often used in *definitions*.

*A novelist is someone **who** writes novels.*

3. Object pronouns in these clauses can be omitted (dropped.)

Example:

*The boy (**who/whom**) we met yesterday is from New York.*

NON-RESTRICTIVE RELATIVE CLAUSES

Non-restrictive (non-identifying or non-defining) relative clauses give interesting additional information which is not necessary to the meaning of the sentence. These clauses are put between commas.

Example:

Martin Luther king, who was known for his fight for the civil rights, was assassinated in 1968.

Note: In non restrictive relative clauses:

1. *who/which* may not be replaced with *that*.

Example:

Jim, who we met yesterday, is very nice.

NOT

~~*Jim, that we met yesterday, is very nice.*~~

2. Object relative pronouns cannot be dropped.

Example:

Jim, who we met yesterday, is very nice.

NOT

~~*Jim, we met yesterday, is very nice.*~~

Relative pronouns (who, which and that) describe people or things. That is less formal.

- **Who** and **whom** or **that** describe people.
- **Who** is used for the subject (he / she...) and **whom** is used for the object (him / her), but a lot of English speakers now just use "who" in all situations.

Nick married a doctor. He met **her** on holiday.

Nick married a doctor **whom** he met on holiday.

- **Which** or **that** describe things.

He gave me flowers. **The flowers** died the next day.

He gave me flowers **which** died the next day.

Other useful words are:

- **Whose** to talk about possessions (**his/her/my ...** + noun).
Nick married a doctor. **Her** father didn't like him.
Nick married a doctor **whose** father didn't like him.
- **Where** to talk about places (meaning **in/on/at/to which**).
I can't remember the house **where** I was born.
I can't remember the house **in which** I was born.
I can't remember the house **which** I was born **in**.
- **When** to talk about times (meaning **in/on/at which**).
My birthday is the only day **when** I eat cake.
My birthday is the only day **on which** I eat cake.
My birthday is the only day **which** I eat cake **on**.
- Finally, we use **what** to mean "the thing(s) which".
I liked **the flowers which** he gave me.
I liked **what** he gave me.
I remembered **the things that** he told me.
I remembered **what**he told me.

Which, where, what, who, whose?

- **Choose the best word to complete these sentences.**
1. I've met the writer..... book you're reading.
 2. I don't like..... you've done to your hair.
 3. My wife,was bitten by a dog, is scared of animals.
 4. I ate everythinghe cooked for me.
 5. I lost the ring..... he gave me.
 6. What's the name of the girldictionary you borrowed?
 7. I hid the moneyno one could find it.
 8. I love the hat you are wearing.

LINKING WORDS

LINKING EXPRESSIONS WITH PREPOSITIONS

These expressions are quite common in the Use of English exam, and they will also help you with the writing part of the exam. Read these examples, then try the exercises below to practise using the expressions.

Expression	Meaning
I studied French instead of German. I studied French rather than German.	and not / in place of
I love all meat apart from ham. I love all meat except for ham.	not including
Zoos have wild animals such as lions. Zoos have wild animals, for instance lions.	for example
The school was closed due to the snow. The school was closed because of the snow.	as a result of
She wears make-up so as to look older. She wears make-up in order to look older.	reason

• **Multiple Choice Cloze: Choose the best word to complete the following sentences.**

- He claims his success is _____ to all the hours of practice he has done.
A. so as B. in order C. due D. rather
- Vegans avoid all meat products, _____ they do not wear leather.
A. for instance B. due to C. apart from D. rather than
- All of Europe drives on the right, except _____ Great Britain and Ireland.
A. of B. than C. from D. for
- Many people nowadays prefer to watch DVDs at home, rather _____ go to the cinema.
A. than B. to C. of D. from

• **Open Cloze : Choose one word to complete the following sentences.**

- Most insects are solitary, but some, _____ as bees and ants are social.
- It's important that we also try to reuse things, rather _____ simply recycling everything.
- Polar bears are losing their sea ice habitat, _____ to global warming.
- Some people don't eat pork, _____ of their religious beliefs.
- In some schools, there is no encouragement to practise sports, apart _____ football.
- The government are trying to encourage use of bikes, _____ of driving cars.
- Doctors advise keeping wounds covered so _____ to prevent infection.
- Most people nowadays have at least two email addresses: a private one, _____ instance 'hotmail' or 'gmail', and a work address.
- During pregnancy, some foods should be avoided _____ order to prevent harm to the unborn child.
- No dogs are permitted in the hotel, _____ for guide dogs.

- **As if** and **as though**, and **though** and **even though** are the same.

He looked **as though** he wanted to cry.
He looked **as if** he wanted to cry.

as if = as though . We use them to say "like/similar".

I like dogs **even though** they are smelly.
I like dogs **though** they are smelly

Even though is a bit stronger than **though**.

- **In the FCE exam, you might get questions for this in part 2 (open cloze). Choose the best word (if, though, as or even) to complete these sentences.**

1. I'd never get married, even _____ George Clooney asked me.
2. He spoke to me _____ if I was a servant.
3. I didn't apologise, even _____ I felt really guilty.
4. I believed him, _____ though he'd lied to me before.
5. I would never take the job even _____ they offered me ten times my current salary.
6. He went out, _____ though it was still raining.
7. He'll help you _____ though he's angry with you.
8. He's so unfriendly - it's _____ though he doesn't like me.
9. Even _____ it was expensive, he bought the car.

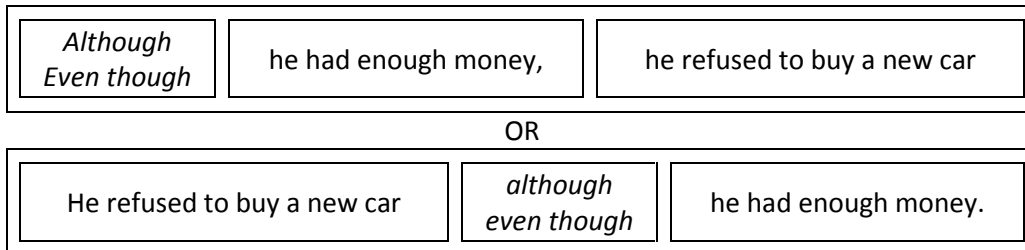
MORE LINKING WORDS

ALTHOUGH, EVEN THOUGH: Study these examples...

"He had enough money."

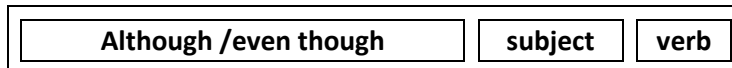
" He refused to buy a new car."

The above two statements can be combined as follows :



Structure:

"Although", and "even though" introduce concessive clauses.



Examples:

Although it was raining, he walked to the station.

Even though she is very old, she runs fast.

DESPITE / IN SPITE OF:

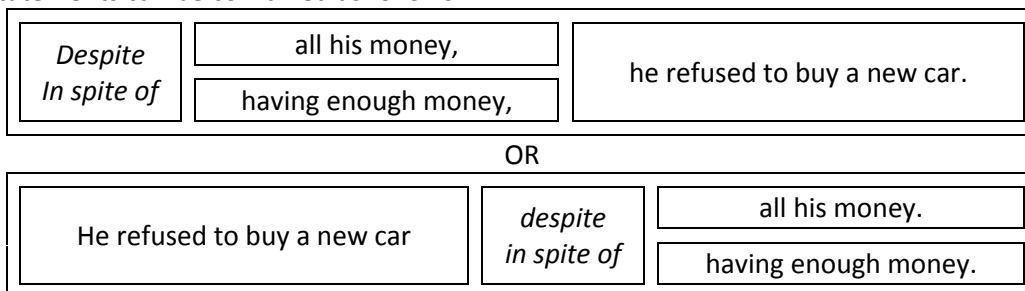
Despite and *in spite of* do not introduce a concessive clause. They are rather followed by a **noun** or a **verb+ing** form.

Study this example:

"He had enough money."

"He refused to buy a new car."

The above two statements can be combined as follows :



Structure

Despite / in spite of	+ a noun ,
	+ verb + ing.

Examples:

Despite /in spite of **the rain**, he walked to the station.

Despite /in spite of **being** tired, he walked to the station.

There are structural similarities between:

- "in spite of", "despite" **and** "although", "even though"
- "because of", "due to", "owing to", "thanks to" **and** "because", "since", "as", "for". (Expressing cause and effect)

In spite of Despite	+ noun
Because of Due to owing to Thanks to	
Although Even though	+ verb
Because Since For As	

CONJUNCTIONS

There are three types of conjunctions:

Coordinating Conjunctions	Correlative Conjunctions	Common Subordinating Conjunctions	
<ul style="list-style-type: none"> • and • but • or • nor 	<ul style="list-style-type: none"> • either...or • neither...nor • not only...but also • both...and • whether...or 	<ul style="list-style-type: none"> • after • before • although • though • even though • as much as • as long as • as soon as • because • since • so that 	<ul style="list-style-type: none"> • in order that • so • if • lest • even if • that • unless • until • when • where • whether • while

COORDINATING CONJUNCTIONS

Coordinating conjunctions, also called coordinators, are conjunctions that connect two or more equal items.

Examples:

- He plays tennis **and** soccer
- He works quickly **but** accurately
- You'd better do your homework, **or** you'll get a terrible grade.

CORRELATIVE CONJUNCTIONS

Correlative conjunctions are used in pairs. They work in pairs to coordinate two items. Examples of correlative conjunctions include *both...and...*, *either...or*, *not only... but also...*

Examples:

- I didn't know that she can **neither** read **nor** write.
- You can **either** walk to school **or** take the bus.
- **Both** Sara **and** James are invited to the party.
- **Whether** you watch TV **or** do your homework is your decision.
- **Not only** are they noisy **but** they are **also** lazy.

SUBORDINATING CONJUNCTIONS

Subordinating conjunctions, also called subordinators, are conjunctions that join a dependent (or subordinating) clause to an independent (or main) clause.

Examples:

- He reads the newspapers **after** he finishes work.
- **Even if** you get the best grade in the writing test, you'll need to pass an oral test.
- **Although** he is very old, he goes jogging every morning.
 - She didn't go to school **because** she was ill.
 - They went to bed **since** it was late
- **As soon as** the teacher had arrived, they started work.

EITHER/OR AND NEITHER/NOR

1. **Either / or** - used in a sentence in the affirmative sense when referring to a choice between two possibilities
We can **either** eat now **or** after the show - it's up to you.

2. **Neither / nor** - used in a sentence in the negative sense when you want to say that two or more things are not true
Neither my mother **nor** my father went to university.

Singular or plural

When using either/or and neither/nor, note the following rules:

1. If both elements are singular, then the verb is singular too.
 - **Either** the father **or** the mother has to attend the meeting. (*father* and *mother* are singular; so the verb *has* is singular too)
 - **Neither** Leila **nor** Nancy is going to write the report. (*Leila* and *Nancy* are singular; so the verb *is* is singular too)
2. However, if one of the elements is plural, then use a plural verb.
 - **Either** Sue **or** the girls are going to prepare dinner tonight. (*the girls* is plural; so the verb *are* is plural too)
 - **Neither** the teacher **nor** the students were in the classroom this morning. (*the students* is plural; so the verb *were* is plural too)

Fill in the gaps using a linking word

- We went out even _____ the weather was bad.
- She was found guilty of fraud. _____ of this, she resigned from the government.
- He can dance salsa as _____ as the cha-cha-cha.
- She spoke Japanese as _____ as Korean.
- She's an expert on butterflies. What's _____, she knows a lot about ants.
- _____ the contrary, he considers bullfighting a barbaric remnant of the Roman circus.
- Despite being born in Madrid, she feels English _____ than Spanish.
- _____ it's not the best option, it is definitely the cheapest.
- _____ first, everyone was confused by all the changes.
- Not _____ are drinks cheaper in Granada than in Valencia but also the bar snacks are free.

- It was a secret, _____ in the end the truth came out.
- You can camp here as _____ as you have permission from the local council.
- She left the party early, even _____ she was enjoying herself immensely.
- The railway splits the town in two, _____ only physically but also socially.
- They sell organic vegetables as _____ as cereals.
- She arrived early _____ that she had time for a chamomile tea.
- As _____ as she was concerned, the special offer was a con.
- They were asked _____ they liked the new restaurant.
- _____ you went to Paris, you might acquire an interest in impressionist art.
- Genetically modified crops are extremely dangerous _____ they threaten the biodiversity of the planet.
- The mistake would have been unimportant _____ the boss hadn't noticed.
- _____ you paid more attention, you'd notice so much more.

EXERCISES

- **Complete each sentence with one of the words given - unless | despite | because | because of | although | whether**

1) The ground was still very dry _____ all the snow that had fallen.

2) Maria can't walk _____ her broken leg.

3) I did this work for free _____ I believe in it.

4) She went home on her own, _____ she knew that it was dangerous.

5) She won't pass the exam _____ she works harder.

6) I'm going to the party _____ she likes it or not.

- **Complete each sentence with one of the words given - if | but | in spite of | however | as | until**

1) He is a great footballer, _____ he prefers to play hockey.

2) I saw Martin _____ I was getting off the bus.

3) We won't know his opinion _____ we get a letter from him.

4) _____ rich you are, you cannot buy love.

5) He wants to buy a BMW _____ the fact that he doesn't have much money.

6) Nobody will like the boy _____ he doesn't become more friendly.

- Complete each sentence with one of the words given - during | while | so | as well as | due to | and

- 1) She hurt her arm, _____ breaking her leg.
- 2) The children went on playing rugby _____ the heavy rain.
- 3) The band's success is largely _____ the new manager.
- 4) The water in the lake was _____ clear that we could see the bottom.
- 5) Someone broke into the garage _____ we were celebrating.
- 6) He picked up the little dog _____ put it in the car.

- Complete each sentence with one of the words given - so | owing to | as | when | besides | due to

- 1) Ann got married _____ she was 25 years old.
- 2) _____ being a great actor, Mark can also sing beautifully.
- 3) The office is closed _____ the manager's illness.
- 4) She really looks _____ though she had seen a ghost.
- 5) The accident was believed to be _____ her negligence.
- 6) He stayed at work late _____ that he could complete the report.

- Complete each sentence with one of the words given - nor | either | both | or | not only | than

- 1) Neither Adele _____ Barbara goes to disco at weekends.
- 2) Whether you like the idea _____ not, I'm going to make a party tonight.
- 3) _____ go and make a noise outside, or stay here and keep quiet.
- 4) _____ he and his wife enjoy football.
- 5) Greg _____ bought me a present, but also took me out to the restaurant.
- 6) He would rather play the guitar _____ drums.

- For questions 1-8, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given.

1) Although she had small savings, she decided to buy this car.

SPITE

She decided to buy this car _____ small savings.

2) She'd better hurry up if she doesn't want to miss the plane.

UNLESS

She'd better hurry up _____ the plane.

3) Alan and his sister don't enjoy rock music.

NEITHER

_____ enjoys rock music.

4) Despite all those people around, Susan managed to talk on the phone.

ALTHOUGH

Susan managed to talk on the phone _____ a lot of people around.

5) He plays in a band and he also runs a shop.

BESIDES

_____ in a band, he also runs a shop.

6) Did she visit uncle Tom while she was staying in Belfast?

DURING

Did she visit uncle Tom _____ in Belfast?

7) Jeff is going to swim. Jane is going to swim, too.

BOTH

_____ going to swim.

8) If you'd given me the money, I'd have done the shopping.

SO

You didn't give me the money, _____ the shopping.

COMPARATIVES AND SUPERLATIVES

We can use other words before a comparative to say how big the difference is.

Love is	far a lot much slightly a bit a little	more important	than money.
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We can use other words with superlatives to say how big the difference is.

Whales are	by far just about	the biggest animal.
	one of	the biggest animals.

Finally, we use other words with as ...as to say there is no difference, a small difference or a big difference.

She's	-	as old as me
She's	not quite	as old as me
She's	not	as old as me
She's	not nearly	as old as me

Exercise 1

Look at these pairs of sentences. Do they mean the same thing or are they different?		same	different
England is a little colder than France.	France isn't quite as cold as England.	<input type="radio"/>	<input type="radio"/>
The USA isn't quite as expensive as England.	England is much more expensive than the USA.	<input type="radio"/>	<input type="radio"/>
My German isn't nearly as good as yours.	My German is a lot worse than yours.	<input type="radio"/>	<input type="radio"/>
He's a far better cook than me.	I'm not nearly as good a cook as him.	<input type="radio"/>	<input type="radio"/>
My daughter is slightly younger than yours.	Your daughter isn't nearly as old as mine.	<input type="radio"/>	<input type="radio"/>
It's by far the funniest film.	The other films aren't quite as funny as this one.	<input type="radio"/>	<input type="radio"/>

Exercise 2

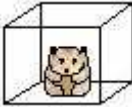


Now rewrite these sentences so they mean the same thing, using the word in brackets ().

1. She's not nearly as good at cooking as you.
You are _____ cooking than her. (**MUCH**)
2. Fast food isn't nearly as healthy as fruit.
Fruit is _____ fast food. (**FAR**)
3. My book is a bit more interesting than yours.
Your book isn't _____ mine. (**QUITE**)
4. She's much better than all the other singers in the world.
She's _____ singer in the world. (**BY**)
5. My computer is a lot newer than yours.
Your computer is _____ mine. (**MUCH**)
6. It's not quite as sunny today as it was yesterday.
Yesterday was _____ today. (**BIT**)

PREPOSITIONS

PREPOSITIONS OF PLACE

There are three main prepositions of place: in, on and at.

<p style="text-align: center;">in</p>  <p>My hamster is in his cage.</p>	<p>Use in when something is all around - for example buildings / rooms / towns / cities.</p> <ul style="list-style-type: none">• He's in England• He's in the supermarket• He's in a forest• It's in a book <p>We also say in the middle.</p>
<p style="text-align: center;">on</p>  <p>My hamster is on the table.</p>	<p>Use on when there is a surface underneath.</p> <ul style="list-style-type: none">• a picture on the wall• a bag on the floor• a hat on my head <p>We also say on the left/right.</p>
<p style="text-align: center;">at</p>  <p>My hamster is at my house.</p>	<p>Use at with addresses and "points in space".</p> <ul style="list-style-type: none">• I arrived at 45 North Street.• I arrived at the station.• I arrived at the old oak tree. <p>We also say at the top / bottom and at school / work / home.</p>

Note: **In** and **at** can be very similar sometimes.

I'll meet you **at** the airport.

I'll meet you **in** the airport.

IN the airport emphasises **inside** the building. **AT** the airport could also mean outside it.

The teacher wants to relax **in** her garden.

• **Choose the best preposition of place (in, on or at) to complete these sentences.**

1. I'll meet you _____ the station.
2. I enjoy sunbathing _____ the beach.
3. I like swimming _____ the sea.
4. I hung the picture _____ the wall.
5. I slept _____ the classroom.
6. I slipped _____ a banana skin.
7. I work _____ a hospital.
8. I sat _____ your hat.
9. I found some money _____ my purse.
10. I arrived _____ the cinema.

PREPOSITIONS OF TIME (IN, ON, AT)

IN

We use **in** with years/seasons /months.

I got married **in 2007**.

I got married **in December**.

I got married **in the winter**.

ON

We use **on** with days and dates.

I got married **on 31st December**.

I got married **on New Year's Eve**

AT

We use **at** with times and well-known holiday periods.

I got married **at 3.30**.

I got married **at New Year**.

Here are some other examples you should learn:

- **In** + the morning, the afternoon, the evening, but **at** night.
- **At** + mealtimes (at breakfast, at dinner ...).
- **At** + the weekend.
- **At** the moment, **at** present, **at** that moment.
- **In** the past, **in** the future.

Remember: we don't use in/on/at when we say "this / last / next".

I'll see you **next week**.

- **Choose the best answer for each questions: in, on or at.**
 - Shall we meet in a cafe _____ lunchtime?
 - _____ the moment, I'm staying with my sister.
 - I lived in France _____ 1997.
 - He opened the door slowly. _____ that moment, he heard someone scream.
 - What are you doing _____ Christmas Day?
 - I phoned him _____ 6.30.
 - What do Muslims celebrate _____ Ramadan?
 - _____ Wednesdays I sometimes go to the cinema.
 - _____ the moment, I'm staying with my sister.
 - I started my new job _____ March.
 - He opened the door slowly. _____ that moment, he heard someone scream.
 - I'm going away _____ the weekend.
 - _____ the 19th Century, women couldn't vote.
 - It often snows _____ the winter.
 - I finished my homework _____ midnight.
 - Firefighters often have to work _____ night.
 - JFK was assassinated _____ Friday, November 22, 1963
 - A lot of people smoked _____ the 1950s.
 - Are you having a party _____ your birthday?

PREPOSITIONS OF TIME

For and **since** are both used to say how long something was. However, we use them with different time words.

FOR

We use **for** when we say the number of hours, days, months, etc. We also use it in expressions like "for ages" and "for a long time".

I'm going to live in France **for 2 years**.

I sat down **for 5 minutes**.

I've worked here **for 3 months**.

SINCE

We use **since** when we say when something started (e.g. Tuesday, 2008, midnight). We only use since with [perfect tenses](#) - you can read more about them in my grammar pages.

I've lived here **since October**.

I'd known Sam **since 1999**.

DURING

We use **during** with nouns (e.g. the holiday, my party, the night). Sometimes it means for all the time, and sometimes it means for just a part of the time.

My grandmother worked in the USA **during the war**.

I heard a strange noise **during the night**.

- **Choose the best preposition to complete these sentences.**

1. I'm going to get my hair cutthe summer holidays.
1. I'm going on holiday..... two weeks.
3. I've been studying English..... 4 years.
3. I've been studying Japanese..... 2009.
5. I sleptthe film.
5. I slept7 hours last night.
7. I've known Sarahlast September.
7. I've known Saraha long time.
9. I got a phone call..... the meeting.
9. It rainedhours last night.
11. I was born..... a thunderstorm.
11. I saw 3 films..... the flight to Poland.
13. I haven't seen Andrewyesterday.

VERB PATTERNS (VERB + PREPOSITION + -ING) TRANSFORMATIONS

For these type of transformations you need to study verb patterns. Here is a list of some patterns which have turned up in the exam:

ACCUSE	He accused me OF using his phone.
APOLIGISE	I apoligised FOR forgetting her birthday.
FEEL LIKE	I didn't feel LIKE watching TV.
INSIST	He insisted ON going out in the rain.
PREVENT	Her parents prevented her FROM going camping.
SUCCEED	She succeeded IN getting her degree.

1. Many verbs that are used without an object are normally followed by a prepositional phrase. Some verbs take a particular preposition:

belong to, consist of, happen to, hint at, hope for, insist on, lead to, listen to, pay for, qualify for, refer to, relate to, sympathize with.

2. With other verbs that are used without an object, the choice of a different preposition may alter the meaning of the clause:

agree on/with, apologize for/to, appeal to/for, care about/of, complain to somebody about/of, conform to/with, remind about/of, result from/in, suffer from/with, think about/of.

3. With verbs that are used without an object, different prepositions are used to introduce different types of information:

a. **'about'** indicates the subject matter:

care, complain, do, dream, explain, hear, know, speak, talk, think, write

e. **'of'** indicates facts of information:

hear, know, speak, talk, think

b. **'at'** indicates direction:

glance, glare, grin, laugh, look, point, shoot, shout, smile, stare

f. **'on'** indicates confidence or certainty:

congratulate, count, depend, plan, rely

c. **'for'** indicates purpose or reason:

apologize, apply, ask, leave, look, search, wait

g. **'to'** indicates the listener or reader:

complain, explain, listen, say, speak, talk, write

d. **'into'** indicates the object involved in a collision:

bump, crash, drive, run

h. **'with'** indicates someone whose opinion is the same or different:

agree, argue, disagree, side

4. Some verbs have an object, but are also followed by a preposition.

COMMON DEPENDENT PREPOSITIONS

Verb + preposition

For	thank sb for sth
	wait for sth
	prepare for sth
	ask for sth
	apply for sth
	pay for sth
	apologise for sth

Of	take care of sb/sth
In	believe in sth
About	think about sth
To	belong to sb
From	prevent sb from doing sth
At	laugh at sb/sth

Many verbs can use two prepositions. For example:

I	wrote talked spoke	to him about the washing up.
I	talked spoke argued fought agreed	with him about the washing up.

Most people agree that **talk/speak to** and **talk/speak with** can be used in the same way.

EXERCISES:

• **Choose the best preposition to complete these sentences.**

1. At the moment, I'm preparing..... an exam.
2. Does this coat belongyou?
3. I don't believeghosts.
4. Have you said thank youyour birthday present yet?
5. I can't stop thinkingthe man I met yesterday.
6. Will you paydinner, if I buy the cinema tickets?
7. I'm going to ask my teacher..... more homework tonight.
8. I took care..... my brother's cat when he was on holiday.
9. I hate my job. I'm going to apply..... a new one.
10. I'll waityou outside the college.
11. The terrible weather prevented usgoing to the beach.
12. Everyone laughedme when I slipped on the banana skin.
13. You have to apologise to your sister..... hitting her.
14. You need to talk to the doctoryour headaches.
15. I'm going to write..... the shop and complain.
16. I argued with him for hourswho should clean the bathroom.
17. He agreesher about everything.

• **Put in the correct prepositions: to, about, at, from, for, in, into, of, on, with.**

1. I want to talk _____ the group _____ their exams.
2. All last winter he suffered _____ coughs and colds.
3. When will you write _____ Bill _____ your plans?
4. If you don't understand any of these words, you could refer _____ a dictionary.
5. The accident sadly resulted _____ the death of a man.
6. The police are appealing _____ witnesses to come forward.
7. It wasn't his car, in fact I don't know who it belongs _____.
8. Nurses are very badly paid, I think they should insist _____ higher rates of pay.
9. The poor driver – I really sympathize _____ him, it wasn't his fault.
10. The buses are often late, so you can't depend _____ them.
11. Do you qualify _____ a state pension when you are 55?
12. Keep enough money to pay _____ your ticket.
13. Have you heard _____ what had happened _____ him? Oh, I don't care _____ him.
14. I said _____ you I was thinking _____ going to America. I actually dreamt _____ it.
15. She listened _____ me and then told me _____ her problems.
16. The bus ran _____ the wall of a house.
17. People started to shout _____ the driver.
18. Who was the boy you were all laughing _____?
19. I saw somebody staring _____ me from the other side of the road.
20. He was always arguing _____ his brother.
21. I bumped _____ an old friend the other day.
22. I agree _____ you that we should wait a bit longer _____ her.
23. She never apologizes _____ arriving late.
24. I thought we should look _____ someone else to do the job.
25. If you want to travel, that would be a good job to apply _____.
26. The land belongs _____ a rich man.
27. She then referred _____ the Minister's report.
28. I congratulated her _____ her success in the exams.

29. The boss disagreed _____ me.
30. The match resulted _____ a draw.
31. His failure resulted _____ lack of attention to details.
32. Tonight I'm going to talk _____ engines.
33. You can count _____ me.
34. You can rely _____ him to be polite.
35. They complained _____ me about the noise.
36. Mary turned her head to speak _____ him.
37. The daughters sided _____ their mothers.
38. Can I speak _____ Jane, please?
39. Can you explain this word _____ me?
40. Can you explain _____ me what you mean?
41. He told me his name but I can't think _____ it now.
42. This house reminds me _____ the one I lived in when I was a child.
43. We called the doctor because Nick was complaining _____ a pain in his stomach.
44. That's a good idea. Why didn't I think _____ that?
45. Look at this photograph of Ann. Who does she remind you _____?
46. She left Boston _____ Paris when she was 19.
47. If something is wrong, why don't you do something _____ it?
48. Peter likes his job but he doesn't talk _____ it much.
49. I like to listen _____ the radio while I'm having breakfast.
50. Please don't shout _____ me!

Verb Preposition Gerund Transformations

- **Use the key word and a maximum of four more words to fill the gap so that the second sentence means the same as the first sentence.**
 1. "Lionel, you've eaten the lamb chops," said his flatmate.
ACCUSED
Lionel's flatmate the lamb chops.
 2. "I'm sorry I behaved so badly," said George.
APOLOGISED
George so badly.
 3. It was so cold that nobody wanted to go out.
FELT
Nobody because it was so cold.
 4. Dan was determined to play the guitar at the party.
INSISTED
Dan at the party.
 5. We didn't go out because of the rain.
PREVENTED
The rain out.
 6. I failed to persuade him to come to the party. **SUCCEED**
I him to come to the party.
-

ADJECTIVES WITH PREPOSITIONS

1. When you use an adjective after a link verb, you can often use the adjective on its own or followed by a prepositional phrase.

2. Some adjectives cannot be used alone after a link verb, if they are followed by a prepositional phrase, they must have a particular preposition:

aware of, accustomed to, fond of, unaware of, unaccustomed to, used to, different from/to, sorry about/for.

3. Some adjectives can be used alone or followed by a particular preposition:

a. Used **alone** or with **'of'** to specify the cause of a feeling:

afraid, ashamed, convinced, critical, envious, frightened, jealous, proud, scared, suspicious, terrified, tired.

b. Used **alone** or with **'of'** to specify the person who has a quality:

brave, careless, clever, generous, good, intelligent, kind, nice, polite, sensible, silly, stupid, thoughtful, unkind, unreasonable, wrong.

c. Used **alone** or with **'to'**, usually referring to:

similarity: close, equal, identical, related, similar;
marriage: married, engaged;

4. Some adjectives can be used **alone** or with **different prepositions.**

a. Used **alone** or with an impersonal subject and **'of'** and the subject of the action, or with a personal subject and **'to'** and the object of the action:

cruel, friendly, generous, good, kind, mean, nasty, nice, polite, rude, unfriendly, unkind.

loyalty: dedicated, devoted, loyal, and their opposites;
rank: junior, senior.

d. Used **alone** or followed by **'with'** to specify the cause of a feeling:

bored, content, displeased, dissatisfied, impatient, impressed, pleased, satisfied.

e. Used **alone** or with **'at'**, usually referring to:

strong reaction: amazed, astonished, shocked, surprised;
ability: bad, excellent, good, hopeless, useless.

f. Used **alone** or with **'for'** to specify the person or the thing that quality relates to:

common, difficult, easy, essential, important, necessary, possible, unnecessary, unusual, usual.

b. Used **alone**, with **'about'** to specify a thing or **'with'** to specify a person:

angry, annoyed, delighted, disappointed, fed up, furious, happy, upset.

ADJECTIVE + PREPOSITION

Many common adjectives are always used with a preposition. For example:



I'm **frightened of** spiders.

OF	frightened of sth scared of sth afraid of sth tired of sth
AT	good at sth bad at sth

FOR	famous for sth
IN	interested in sth
TO	kind to sb rude to sb
ABOUT	worried about sth/sb excited about sth

Many adjectives can use two prepositions. For example:

I'm	angry annoyed	with him	about the washing up.
-----	------------------	----------	-----------------------

- Choose the best preposition to complete these sentences.

I'm really badswimming - I never learned when I was young.

Lots of people are worriedtheir health.

My sister is scareddogs.

I'm tiredstudying prepositions. I need a break.

My dad is interested..... foreign languages. He's learning Spanish now.

I love animals, so I'm always kind..... them.

My sister was angryme because I lost her ipod.

My sister was annoyed..... her bad exam results.

I'm really good..... making cakes. Everyone says they're delicious.

I'm quite excitedChristmas this year.

I'm not scaredthe dark.

ADJECTIVE + PREPOSITION (FEELINGS)

Here are some examples of adjectives describing feelings with their common prepositions. Note that often adjectives with similar meanings have the same preposition.

frightened scared afraid terrified tired jealous ashamed proud suspicious	of
---	----

surprised astonished amazed shocked horrified	at/by
worried nervous anxious stressed relieved excited guilty confused depressed	about

pleased satisfied happy content	with
--	------

Some adjectives can use two prepositions - for the person and the reason. For example:

I'm	angry annoyed cross furious	with him	about the washing up.
-----	--------------------------------------	----------	-----------------------

Unfortunately there are often other possible prepositions, which may change the meaning slightly. For example:

He was guilty **of** murder.
(a court decided that he had committed this crime)
He felt guilty **about** lying to the police.
(a feeling)

• **Choose the best preposition to complete these sentences.**

1. I'm really angry..... my housemates - they never clean anything.
2. When I heard about the accident, I was horrifiedthe news.
3. I used to be terrified.....flying.
4. I'm a bit worriedthe exam tomorrow.
5. I'm really proudmy sister. She's just finished university.
6. I'm so ashamedmyself. I can't believe I did something so stupid.
7. I was really surprisedthe number of people who came to the party.
8. I'm a bit stressedmy wedding next week.
9. I'm quite contentmy job at the moment.
10. I'm really excitedChristmas this year.
11. I'm not jealousmy best friend, even though she's more intelligent than me.
12. Most parents teach their children to be suspiciousstrangers.
13. The police weren't satisfiedthe driver's explanation for the accident.

• **Put in the correct prepositions: of, to, with, at, about, for, from.**

1. He was afraid _____ his enemies.
2. I've always been terribly fond _____ you.
3. He is unaccustomed _____ the heat.
4. They may feel jealous _____ your success.
5. I was terrified _____ her.
6. That was clever _____ you.
7. I turned the job down, which was stupid _____ me.
8. My problems are very similar _____ yours.
9. He was dedicated _____ his job.
10. I could never be bored _____ football.
11. He was very pleased _____ her.
12. He was shocked _____ the hatred they had shown.
13. She had always been bad _____ languages.
14. It's difficult _____ young people to be on their own.
15. It was unusual _____ them to go away at the weekend.
16. It was rude _____ him to leave so suddenly.
17. She was rude _____ him for no reason.
18. She was still angry _____ the results.
19. They're getting pretty fed up _____ him.
20. If you continue to support someone who is in trouble you are loyal _____ them.
21. If two things are almost the same, one is similar _____ the other.
22. Someone who is a fine athlete is good _____ games.
23. I was proud _____ my brother.
24. I'm very much surprised _____ you. I can't understand the way you behave.
25. Life is very different _____ what it used to be.
26. Who is responsible _____ this mess?
27. I'm delighted _____ the result. It's exactly what I wanted.
28. In the army, a sergeant is senior _____ a corporal.
29. If two things are exactly the same one is identical _____ the other.
30. If something makes you very unhappy, you are very upset _____ it.
31. If someone makes you very angry, you are furious _____ him.
32. If you feel that you do not trust someone, you are suspicious _____ him.

33. If you treat someone very well, you are being kind _____ him.
34. If you have agreed to marry someone, you are engaged _____ him.
35. Everyone was very critical _____ the way he behaved.
36. We were very happy _____ the way they treated us.
37. I was very displeased _____ the way they looked.
38. I feel sorry _____ Nick. He has a lot of problems.
39. I'm sorry _____ the noise last night. We were having a party.
40. That was not very polite _____ you.
41. Why are you always so rude _____ your parents?
42. Were you disappointed _____ your exam results?

MIXED PREPOSITIONS

- **Fill in the blanks with suitable preposition**

1. On rainy days she usually goes _____ a walk with her boyfriend.
2. Listen _____ me very carefully. This is really important.
3. Scolari hardly ever goes _____ bed before midnight at the weekends.
4. This is not my own computer. I share it _____ my sister.
5. It was too late when I got _____ the office. The meeting had already started.
6. Look _____ this photo in the newspaper? Isn't this your father's friend?
7. A policeman gave us some information _____ the robbery.
8. Everyday Alex studies Turkish _____ two hours.
9. Are there any eggs _____ the kitchen?
10. Angelina and her friends often go _____ a drink _____ work _____ Friday evenings.
11. Is there a football match _____ TV this evening?
12. He mostly spends his money _____ technology.
13. Is Roberto Carlos _____ Brazil.
14. What time does she usually get _____ at the weekends?
15. Columbus discovered America _____ the 15th century.
16. T-Bag was very good _____ math _____ high school.
17. Sara works _____ a multinational company.
18. Their French classes are _____ 6 p.m _____ 9.p.m.
19. Lincoln was _____ Germany last week.
20. They have got a beautiful house _____ the lake.
21. In Turkey most banks open _____ about 9 a.m.
22. Ronaldinho often watches TV or play Playstation _____ the evenings.
23. My daughter always walks to school because we live _____ her school.
24. The restaurants are very expensive here so people hardly ever eat _____ around here.
25. A: What shall we eat _____ dinner today? B: How _____ pizza?
26. Are these flowers _____ me? Thank you very much.
27. Kate's always very busy _____ the week so she has lunch in her office.

OTHER AREAS YOU SHOULD STUDY

[common idioms](#)

[too and enough](#)

[collocations](#)

[very/absolutely](#)

[look like and seem](#)

[as even/if though](#)

[so and such](#)

[confusing words](#)

COLLOCATIONS

make, do, have and take

There are some general rules for this, but mainly you need to remember lots of fixed expressions.

Look at the information in the table for a couple of minutes and try to remember the words. Then click below to hide the information and try to answer the questions at the bottom.

make	do	have	take
a mistake a profit/loss money/millions a fortune friends war a noise a mess fun of someone a phone call progress a difference	the ironing the housework your homework business well/badly sth wrong/right your best damage/harm sb a favour	a look dinner a headache a party a picnic a barbecue an appointment fun trouble sth in common	a photo advantage of sb care of sb place sth into account your time time no notice of sth part in sth the opportunity

Make is also used with most nouns for ways of **speaking/planning**. For example, you make a complaint, a promise, an offer, a threat, a speech, an apology, a point, a confession, an accusation, a suggestion, an arrangement, a decision, a plan, an appointment.

But, **have** is used with most nouns which involve a **two-way discussion**. For example, you have a conversation, a chat, a discussion, an argument, a fight, a row, a meeting, an interview.

We also often use **have** + a + verb (where the verb and the noun are the same). For example, have a look, a rest, a sleep, a drink, a walk, a go.

- **In the FCE exam, you might get questions for this in part 2 (open cloze). Choose the best word to complete these sentences. Remember, you need to choose the correct form (for example make, makes, made, making).**

1. I'm _____ a party at the weekend. Would you like to come?
2. She's always _____ promises, but then she always breaks them!
3. The wedding will _____ place in a local registry office.
4. I wish I was _____ more progress with my English.
5. I never _____ part in team sports at school.
6. It's mean to _____ fun of people.
7. What are you holding? Can I _____ a look?
8. I think I've _____ this exercise completely wrong.
9. Would you mind _____ me a favour and driving me to the doctor's?
10. The murderer _____ a complete confession to the police last night.
11. We were just _____ a chat when his jealous girlfriend started shouting at me.
12. Please don't get angry, I don't want to _____ an argument about this.

- **You might also get this tested in the Key Transformations. Rewrite these sentences using 2-5 words. Be very careful that you keep the tenses the same!!!**

1. I found it difficult to understand his accent. **(trouble)**

I _____ his accent.

2. He complained to the manager about the terrible food. **(made)**

He _____ to the manager about the terrible food.

3. Please look after my little sister for me. **(of)**

Please _____ my little sister for me.

4. There's no hurry - please don't rush. **(time)**

There's no hurry - please _____.

5. You should ignore him. **(notice)**

You should _____ him.

6. My house was seriously damaged in the earthquake. **(lot)**

The earthquake _____ to my house.

7. She's earning a lot of money in her new job. **(fortune)**

She _____ in her new job.

8. I tried really hard to explain the problem to her. **(best)**

I _____ the problem to her.

9. You're too loud. Please be quiet. **(noise)**

You _____. Please be quiet.

10. I'm researching the life of Queen Victoria for my master's degree. **(research)**

I _____ the life of Queen Victoria for my master's degree.

11. My sister and I are completely different. **(common)**

I _____ my sister.

12. I've been on a diet for 6 weeks, but I'm still the same weight. **(difference)**

My diet has _____ my weight.

DO AND MAKE

- **Fill the gap with the correct form of MAKE or DO.**

1. Have you _____ all the arrangements yet?

2. Before you go out, you have to _____ your homework, OK?

3. I always _____ my bed before breakfast.

4. Who's going to _____ the dinner? You or me?

5. Be very careful that you _____ the right decision.

6. He's _____ an appointment to see the dentist on Thursday.

7. The house was a disaster. They _____ a terrible mess.

8. We normally _____ the shopping on Saturday mornings.

9. They're _____ plans for their wedding.
10. Would you _____ me a favour and feed the cat while I'm away.
11. Listen. I made lunch so you can _____ the washing up. It's only fair.
12. What he did was terrible. He didn't even _____ an apology.
13. This cake is delicious. Did you really _____ it?
14. Vicent: English football fans came to Valencia last week-end.
 María: Did they _____ any damage?
15. Bob: Richie and I have had a fight.
 Julio: Not again! You should _____ amends once and for all.

ADVERB + ADJECTIVE COLLOCATIONS

Why don't we say "absolutely good" or "very fantastic"?

Well, adjectives like "good" are known as **weak** or **gradable adjectives**, while adjectives like "fantastic" and "perfect" are known as **strong** and **ungradable adjectives**.

"Very" is used with weak adjectives, and "absolutely" is used with strong / ungradable adjectives.

I'm **very** tired.

I'm **absolutely** exhausted.

Adverb	Adjective
very, extremely, incredibly, terribly, awfully, fairly, a bit (+ quite, really)	+ weak (gradable) adjectives good surprised angry
absolutely, completely, totally, utterly (+ quite, really)	+ strong / ungradable adjectives fantastic amazed furious

Really can be used with most adjectives - it doesn't matter what type they are.

That's a **really** interesting/fascinating book.

Quite can also be used with both, but its meaning changes.

That book's **quite** interesting. (= a bit)

That book's **quite** fascinating. (= absolutely)

Be careful. If you make an adverb from a strong adjective (e.g. **incredibly**, **amazingly**), it is used with **weak** adjectives.

For example:

This is **awfully** difficult.

He's **amazingly** good at cooking.

• **Multiple Choice Cloze: Choose the best word to complete the following sentences.**

1. I'm _____ sleepy. I'm going to bed.
A. incredibly B. absolutely C. totally D. utterly
 2. It was _____ impossible to decide what to do.
A. extremely B. absolutely C. incredibly D. rather
 3. I bought some _____ cheap shoes at the weekend.
A. extremely B. absolutely C. utterly D. totally
 4. Sam's got a very _____ nose.
A. enormous B. huge C. large D. massive
 5. I was _____ disappointed by the food in the new restaurant.
A. utterly B. terribly C. completely D. totally
 6. The painting he bought was absolutely _____.
A. expensive B. priceless C. valuable D. pricey
 7. Your children are _____ noisy! I wish they'd be quiet!
A. utterly B. totally C. completely D. incredibly
 8. The meal Sarah cooked for us was absolutely _____.
A. delicious B. tasty C. nice D. good
 9. Frank's girlfriend was wearing _____ short skirt.
A. an utterly B. an awfully C. a quite D. a totally
 10. Don't ask Simon to help - he's _____ useless.
A. completely B. very C. extremely D. awfully
 11. I was a bit _____ when I went to bed after watching the horror film.
A. terrified B. petrified C. scared D. horrified
 12. It's extremely _____ that we try to solve this problem quickly.
A. crucial B. essential C. vital D. important
-

IDIOMS:

• **Match idioms and meaning**

- | | | |
|-------------------------------------|-------|--------------------------------|
| a. along the way | _____ | 1. to not be your concern |
| b. to be about | _____ | 2. to concern |
| c. to be fed up with | _____ | 3. to have had enough of |
| d. to be none of someone's business | _____ | 4. as you go |
| e. to be up to someone | _____ | 5. to be a useful action |
| f. to be worth + it/-ing verb | _____ | 6. to be somebody's choice |
| g. every now and then | _____ | 7. occasionally |
| h. to feel like + it /-ing verb | _____ | 8. to want to |
| i. to get on with someone | _____ | 9. to have good relations with |
| j. to get rid of | _____ | 10. to dispose of |
| k. just as well | _____ | 11. to remain |
| l. there is/are left | _____ | 12. Good job that |

SO, SUCH, TOO, ENOUGH

TOO

Use:

Too means there is a lot of something. It shows a negative opinion.

It's too hot = **It is very hot and I don't like it.**

Form:

You can use **too** before an adjective.

It's too cold. My trousers are too small.

You can also use it before an adverb,

You walk too fast. James speaks too quietly.

Before a noun, use too much (uncountable nouns) or many (countable nouns).

I ate too much food.

I ate too many sandwiches.

You can also use **too much** after a verb.

I ate too much.

Paul drinks too much.

SO

Use:

So means very.

It's so hot!

Form:

So is generally used before an adjective or an adverb.

He's so funny! He plays the piano so well!

However, in modern English, it is increasingly being used before nouns and verbs.

That dress is so last year! (= That dress is last year's fashion)

I'm so going to shout at him when I see him! (so = really)

So can be used with a **that** clause, to show a **result** of the first clause.

*I was so hot **that** I couldn't sleep.*

COMMON MISTAKES

1) Some students use too with a positive meaning. But use **so** or **very** here

~~*It's too hot! I love the summer!*~~ => *It's so hot! I love the summer!*

2) Some students write enough in the wrong place.

~~*Do we have sugar enough?*~~ => *Do we have enough sugar?*

3) Some students use so / such...that incorrectly.

~~*It was so hot that the sun was shining.*~~

This sentence is not correct because 'the sun was shining' is not a direct result of 'It was so hot'. The hot day did not cause the sun to shine.

ENOUGH

Use:

Enough means you have what you need.

We have enough food for everyone = everyone has some food.

We don't have enough food for everyone = some people don't have chairs.

Form:

Write **enough** before a noun.

We have enough chairs.

But write it after an adjective or verb.

Are you warm enough? He's qualified enough. She isn't tall enough to be a model.

You don't work hard enough. Are you sleeping enough?

Sentences with **enough** are sometimes followed by **to + verb infinitive**.

I'm not tall enough to reach the book.

I haven't got enough money to buy that coat.

SUCH

Use:

Such also means very. **Such** is used before an **adjective and noun**.

They are such nice children.

Form:

A / an, if necessary, go **after** such, not before.

~~*That's a such pretty dress.*~~ => *That's such a pretty dress!*

Like **So**, **Such** can be used with a **that** clause, to show a **result** of the first clause.

*I was such a nice day **that** we decided to go to the park.*

SO AND SUCH

So, what's the difference between so and such?

- She's so beautiful.
- She's such a beautiful woman.
- I met so many people last night.
- I ate so much food that I feel sick.

We use _____ with adjectives (tired, dangerous ...)

We use _____ with adjective + noun (bad weather, big tree)

We use _____ with "many + countable noun" (many trees)

We use _____ with "much + uncountable noun" (much time)

- **Now try these sentences - type in the word 'so' or 'such'.**

1. I've studied _____ much grammar that I'm exhausted.
2. My sister is _____ good at English - she should be a teacher.
3. I've been waiting for _____ a long time.
4. I watched _____ a lot of TV last night.
5. I watched _____ much TV last night.
6. I'm _____ hungry, I could eat a horse.
7. I have _____ many ideas, I don't know where to begin.
8. Ask Tom for help - he gave me _____ good advice last time I asked him.

- **Rewrite each sentence keeping the meaning the same. (TOO/ENOUGH)**

1. The shirt is so small that I can't wear it.

_____.

2. This flat is too small for my parents to live in.

_____.

3. The road is so wet that I can't control the car easily.

_____.

4. The bird is so weak that it can't fly.

_____.

5. My sister is so busy that she can't come to the cinema with us.

_____.

6. The watch is so expensive that he couldn't buy it.

_____.

7. These sandals are so small that they don't fit me.

_____.

8. The film is so boring that he can't watch it.

_____.

9. I was so tired that I couldn't keep my eyes open.

_____.

10. The coffee was so strong that she couldn't drink it.

_____.

11. The boys are too young to watch that film.

_____.

12. Alex was so shocked that he couldn't say a word.

_____.

13. Sinan is too short to be a basketball player.

_____.

14. Carlos was so excited that he couldn't sleep.

_____.

15. That room is so hot that I can't sit comfortably.

_____.

• **Fill in the blanks with so, such, too, or very.**

1. The exam was _____ hard that only two people passed.

2. The exam was _____ hard, but Susan passed.

3. It was _____ a difficult exercise that all of the students complained.

4. This desk is _____ heavy. I can't move it by myself.

5. The cookies are _____ delicious that Bob can't stop eating them!

6. That car is _____ expensive. We can't afford it.

7. Although Sam lives _____ far away, we still drive up to visit him every month.

8. Ellie had _____ a bad headache that she couldn't go to the party.

9. We worked _____ hard that we were exhausted by the end of the day.

10. This is _____ a beautiful apple that I don't want to eat it!

11. The apartment is _____ expensive, but Suzy thinks it's worth the money.

12. The model is _____ beautiful, so she is well-known all over the world.

13. Don's new job is _____ different from his old job, but he really enjoys it.

14. Hiro had _____ a good time on his date with Lisa that he asked her out again last night.

15. This grammar point is _____ hard, but the students understand it now.

FEW, A FEW, LITTLE, A LITTLE

The distinction between **little** and **a little** and the use of **only a little** and **very little** are the same as for **few** and **a few**, except that **little** and **a little** are used with uncountable nouns, and can be used adverbially,

e.g. **He cares very little** (doesn't care very much) **for anyone but himself**.

You work too hard. You should relax a little (enough to improve your health).

Complete the sentences with *few, a few, little or a little*:

1. There's very _____ work to be done here at weekends. We sometimes get _____ urgent messages to deal with, but in general the office is quiet.
2. _____ people would put up with working conditions like that. He earns very _____ money, and gets _____ satisfaction from it.
3. It's a difficult process, and very _____ operators learn it straightaway. You need _____ patience. When you've worked with the machine _____ times, and gained _____ experience, you won't find it so hard.
4. _____ climbers would have attempted to climb that mountain in winter. They knew they had _____ chance of success, but with _____ luck they would have reached the top. It's sad that the snowstorm forced them to turn back when they were only _____ metres from the summit.
5. I was so cold that there was very _____ feeling in my legs. I could move my feet _____, but when I tried to take _____ steps I almost fell down.

CONFUSING WORDS

A. LOOK LIKE AND SEEM

feel/look/seem/smell/sound/taste + LIKE + NOUN PHRASE
<i>He looks like a crazy rabbit</i>
feel/look/seem/smell/sound/taste + ADJECTIVE
<i>He looks crazy</i>

• **Choose the correct answer.**

1. Ingrid _____ really Greek but actually she's from Germany.
A. speaks B. looks C. seems like D. looks like
2. What's for lunch, I wonder? Hmmm. It _____ fish and chips.
A. smell B. looks C. smells like D. seems
3. Can you hear that? It _____ a cat on heat.
A. looks like B. sounds like C. smells like D. seems
4. I don't _____ going out tonight.
A. seem B. seem like C. feel like D. look like
5. Yeah. That _____ a good idea to me.
A. seems like B. sound C. sound like D. looks
6. It's clouding over. It _____ rain.
A. seems B. sounds like C. looks like D. looks

7. It's time to change the bag. The bin _____ terrible.
 A. is B. smells like C. smells D. seems
8. She _____ very nice.
 A. seems B. looks like C. seems like D. look
9. She _____ a nice person.
 A. look B. seems like C. smells D. seem
10. That jacket _____ great.
 A. tastes B. looks C. looks like D. seems
11. It looks like wool and it _____ wool but really it isn't.
 A. seem B. feels C. tastes like D. feels like
12. Hellfire! Where's that dreadful pong coming from? It _____ rotten eggs.
 A. smells B. seems C. tastes like D. smells like
13. Slurp. This soup _____ delicious. You must give me the recipe.
 A. seems B. looks C. tastes D. looks like
14. Doesn't it _____ great when a plan comes together?
 A. look B. smell C. feel like D. feel
15. This song _____ familiar.
 A. sounds B. looks C. sounds like D. tastes
16. CUSTOMER This coffee _____ mud.
 WAITER Well, it was only ground this morning.
 A. seems B. tastes like C. tastes D. sounds

B. LEND OR BORROW?

- Look at these examples, then choose **lend** or **borrow** to complete the rules.

Can you **lend me** a pen?

Can I **borrow** a pen?

My sister **lent me** her car.

I **borrowed** my sister's car.

.....means to **take something**, for a short time.

.....means to **give someone sth**, for a short time.

- Write the correct word to complete these sentences.

- | | |
|-------------------------------------|--|
| 1. Heme his dictionary. | 7. Please could youme some money? |
| 2. Will youme your bike? | 8. I can't let youany more money. |
| 3. Can Iyour hairbrush? | 9. SarahTom's mobile phone. |
| 4. Would you like tothis DVD? | 10. I'd never let anyonemy toothbrush! |
| 5. She can'tmy car. | |
| 6. Heher his umbrella. | |

C. SAY OR TELL - RULES

- Look at these examples, then choose **say** or **tell** to complete the rules.

She **said** that she loved me.

She **told me** that she loved me.

.....something.

.....someone something.

• **we also use them in certain expressions:**

.....a jokethe difference between two things
.....a storythank you
.....sorrya lie/the truth
.....hello/goodbye	

• **Choose the best word (say or tell) to complete these sentences.**

- | | |
|---|---|
| 1. Heme that he was tired. | 7. Shesorry, but I didn't believe her. |
| 2. He..... that he was angry. | 8. He..... me a very funny story. |
| 3. He alwaysthe truth. | 9. I can't..... the difference between the twins. |
| 4. She's good at..... jokes. | 10. He left without..... goodbye! |
| 5. Will youme the answer? | |
| 6. He didn't..... why he wanted to talk to you. | |

D. RAISE OR RISE?

Raise and **rise** can both mean to go up, but there is a difference. Look at these examples, then choose **raise** or **rise** to complete the rules.

The government **raised** taxes.

The sun **rises** in the east.

We usewhen there is **no object** after the verb, when something goes up naturally. It can also mean to get up in the morning.

We usewith an object, to say that **someone** makes **something** go up. It can also mean to help children grow up, or to mention something in a discussion.

Raise is a regular verb (raise, raised, raised). **Rise** is irregular (rise, rose, risen). Be careful with passive sentences. The verb "rise" cannot be made into a passive sentence.

• **Choose the best word (raise/raised/raised or rise/rose/risen) to complete these sentences.**

- House prices haveagain this month.
- Hehis eyebrow in surprise.
- It isn't easy to..... children.
- The number of deaths from swine fluslowly.
- If it rains a lot, the water levels..... .
- Hethe question of holiday pay in the meeting.
- The shop hasits prices three times this year.
- Ilate on Sunday morning.
- The hot air balloon..... up into the sky.
- "Everyone, pleaseyour champagne glasses, and join me in congratulating John and Sue on their engagement!"

E. HARD OR HARDLY?

Hard and **hardly** have completely different meanings! Look at these examples, then choose **hard** or **hardly** to complete the rules.

Diamonds are very **hard**.
 He worked very **hard** on Monday.
 The grammar was very **hard**.

He **hardly** slept on Monday.
 He has **hardly** any money.

We use..... to mean **difficult**.
 We useto mean the opposite of **soft**.
 We useto mean **almost not**, or a very, very small amount.
 We useto mean to do something with a lot of effort.

• **Choose the best word (hard or hardly) to complete these sentences.**

1. We've won the lottery! I canbelieve it!
2. This film is reallyto understand.
3. I don't likebeds - I can't sleep.
4. I've had..... anything to eat today.
5. If you workyou should pass your exams.
6. It rained every day on our holiday, so we..... went out.
7. Iremember my childhood - it was too long ago.
8. I've..... done any work because I was watching TV.

F. REMEMBER OR REMIND?

Look at these examples, then choose **remember** or **remind** to complete the rules.

I remembered to phone my parents.	I reminded Tom about the test tomorrow.
I reminded Tom to phone his parents.	I remember meeting her before.
I reminded Tom that he should phone his parents.	He reminds me of my ex-boyfriend.

-+ **to + verb** = think of something, then do it.
-+ **verb-ing** = think about something in the past.
-+ **someone + to + verb** = tell someone "don't forget to do it".
-+ **someone + about + something** = tell someone "don't forget".
-+ **someone + that** = tell someone "don't forget".
-+ **someone + of + something** = make someone think of something, because it is similar

• **Choose the best word to complete these sentences.**

- | | |
|--|---|
| 1. Ithe students to do their homework. | 6. I mustto buy some bread. |
| 2. I..... my sister that she'd agreed to help me. | 7. Do youwhy you fell in love with him? |
| 3. I never..... to charge my mobile phone. | 8. I don'tbuying this! Where did it come from? |
| 4. This songme of my childhood. | 9. Every year I have tohim about my birthday. |
| 5. Pleaseme to to the washing up before I go to bed. | 10. I must..... to turn off the lights - I forget every time! |

- **P.S.** In case you hadn't noticed, "**remind**" is always followed by "**someone**", and "**remember**" isn't! - **that's the easiest rule to learn!**

G. ESPECIALLY OR SPECIALLY?

With an adjective, they can both mean 'more than normal' but **especially** is much more common. For example:

This vocabulary isn't **especially/specially** difficult.

Use **especially** to mean 'particularly' (or 'more than other things'). It is usually used after a comma:

I love watching films, **especially** horror.

Use **especially** to mean 'for this particular purpose'. It is usually used with the preposition 'for', or with a [passive](#) verb structure:

I rented this horror film **especially for** Halloween.
These houses **were especially built** for small families.

Don't use **especially** or **especially** at the start of a sentence. We use **in particular** to link two sentences.

I love watching films. **In particular**, I really like horror films.

• **Choose the best word/expression to complete these sentences.**

1. Alba is really good at English,the grammar.
2. I'd really like to travel more.I'd like to visit Japan.
3. Everyone was really angry,Susan.
4. I had my hair cutfor the job interview.
5. My sister is allergic to nuts, so her food is alwaysprepared.
6. You shouldn't smoke,if you are pregnant.

INVERSION OF THE SUBJECT

A - Look at the example, reword the following sentences as shown below and make the necessary transformations.

Example: He never shouted at the children.

Never did he shout at the children.

- | | |
|--|---|
| 1. I hardly knew where I was.
Hardly _____ | 9. They had come when the telephone rang.
Only when _____ |
| 2. They didn't speak a word.
Not _____ | 10. I'll seldom find enough time for reading.
Seldom _____ |
| 3. They seldom danced together last night.
Seldom _____ | 11. I didn't hear a cry outside.
Not _____ |
| 4. I never believed they would come.
Never _____ | 12. The smoke was so dense that they fainted.
So _____ |
| 5. He hardly turns to say goodbye.
Hardly _____ | 13. He mentioned it to me only yesterday.
Only _____ |
| 6. I little remember what they said.
Little _____ | 14. If you should be late again, please contact me.
Should _____ |
| 7. He seldom comes to see me on Saturdays.
Seldom _____ | 15. I only heard the dreadful news today.
Only _____ |
| 8. I have never seen a better one.
Never _____ | |

FCE use of English Part 4 – Key Word Transformations

‘Top Tips’

Example question

The drive home was too long to complete that night.

short

The drive home _____ to complete that night.

Answer: was not short enough

Tip 1

Although this part is a test of vocabulary (e.g. phrasal verbs and parts of speech) as well as grammar, classroom time on grammar is more likely to have an impact on students' performance in the exam. Grammar students are likely to find in this part: unreal past (conditionals and wishes), passives, reported speech, present perfect/ simple past, (past) modals, (*not*) *as.....as*, and *so/ such*.

Tip 2

Remember: the gap should be filled with five words or fewer. Contractions count as two words, not one.

Tip 3

Because of the scoring system, it's possible to get 50% in this section without getting any of the questions 100% correct. So it's worth answering every question! Even incomplete answers can get points.

Tip 4

Make absolutely sure that the two sentences mean the same thing. For example, if the sentence to transform has names in it, the answer will have to have them too.

Tip 5

A nice warmer for this section is to have students brainstorm as many ways of saying one thing as possible. Start off with something friendly like 'How are you?', and end up with an example from an exam paper. Then give them the paper!

Tip 6

To help develop self-correction and add a little competition, make doing exam part 4 into a race. Put students in pairs and let them pass their exam back and forth to you to be checked as many times as they like. The teacher, however, only marks the questions with 0, 1 or 2 points according to the marking scheme. Students must work out their own mistakes, and the first team to get 100% right wins.

Tip 7

This part of the Use of English paper is worth 16 points, against between 10 and 12 points for the others. It is therefore worth spending a little more time on both in class and in the exam. It also teaches more useful language than, for example, part 2 (open cloze).

Tip 8

Remember that the word given (e.g. *short* in the example) must be included in the answer, and cannot be altered in any way (i.e. can not be changed to 'shorter' or 'shortness').

Quiz #1

Name _____

15 minutes

Use the key word and a maximum of four more words to fill the gap so that the second sentence means the same as the first sentence.

1. It was silly of him to buy the software without reading the requirements.

OUGHT

He the requirements before buying the software.

2. She prefers going to vegetarian restaurants to Italian ones.

RATHER

She vegetarian restaurants than Italian ones.

3. The English teacher had the respect of his students.

UP

The students English teacher.

4. The lawyers postponed the meeting until the following month.

OFF

The meeting the lawyers until the following month.

5. The tour guide took the Americans to the castle.

TAKEN

The Americans by the tour guide.

6. They say beef production produces 20% of global greenhouse gas emissions.

SAID

Beef production 20% of global greenhouse gas emissions.

7. "Switch off your mobile in Bob's classes," Carlos said to Maria.

WARNED

Carlos her mobile in Bob's classes.

8. Jason regrets losing his temper with his son.

WISHES

Jason his temper with his son.

Key Word Transformations - worksheet 1

You need to take the information in the first sentence and re-write it, using the word in bold so that the second sentence has exactly the same meaning. You cannot change the word in bold in ANY way. You can use only a maximum of FIVE words for each space.

1. Many people think Steve stole the money.

believed

Steve _____ the money.

2. The strong winds blew down the two ancient trees during the storm.

blown

The two ancient trees _____ the storm.

3. He doesn't have enough money to buy the computer.

too

The computer _____ to buy.

4. "You should start a new hobby, Mr. Jenkins", the doctor said.

take

The Doctor advised _____ a new hobby.

5. We have been waiting here since half past ten.

for

We have been waiting _____ one hour.

6. The man suddenly realised that the neighbour was watching him.

watched

The man suddenly realised that he _____ the neighbour.

7. I could never have passed that exam without your help.

you

I could never have passed that exam _____ me.

8. We paid some people to landscape the garden for us last year.

had

We _____ last year.

Key Word Transformations - worksheet 2

You need to take the information in the first sentence and re-write it, using the word in bold so that the second sentence has exactly the same meaning. You cannot change the word in bold in ANY way. You can use only a maximum of FIVE words for each space.

1. "How about going to the cinema tonight?", said Anne

suggested

Ann _____ to the cinema.

2. My advice to you is to talk to your parents.

would

If _____ talk to my parents.

3. Barry wasn't strong enough to lift the box.

have

Barry didn't _____ to lift the box

4. They started the company in 1997.

set

The company _____ 1997

5. I think Jean really likes Simon.

keen

Jean _____ Simon.

6. I was made responsible for foreign sales.

charge

They put _____ foreign sales.

7. The brothers really enjoyed themselves in Spain last summer.

time

The brothers really _____ in Spain last summer.

8. The Queen is opening the new school tomorrow afternoon.

opened

The new school _____ Queen tomorrow afternoon.

Key Word Transformations - worksheet 3

You need to take the information in the first sentence and re-write it, using the word in bold so that the second sentence has exactly the same meaning. You cannot change the word in bold in ANY way. You can use only a maximum of FIVE words for each space.

1. Marcus started learning French two years ago.

learning

Marcus has _____ two years.

2. Harry isn't here. He went to lunch twenty minutes ago.

gone

Harry isn't here. He _____ lunch.

3. Do you own that stereo?

yours

Is _____ ?

4. Look at how black the sky is! There is rain arriving.

going

Look at how black the sky is! It _____.

5. What a shame. There is no food left!

wish

I _____ left!

6. What a shame. They ate all the food.

wish

I _____ all the food.

7. The teenagers were stealing my car when I arrived.

being

My car _____ teenagers when I arrived.

8. You use that little hammer to crack the stones.

for

This little hammer _____.

Key Word Transformations Worksheet 4

You need to take the information in the first sentence and re-write it, using the word in bold so that the second sentence has exactly the same meaning. You cannot change the word in bold in ANY way. You can use only a maximum of FIVE words for each space.

1. The last time John came to my house was in 1999.

since

John hasn't _____ 1999.

2. No dinner for me, thanks. I ate half an hour ago.

already

Thanks, but I _____.

3. I haven't been swimming for nearly a year.

last

The _____ was nearly a year ago.

4. I regret not speaking to Marge sooner.

had

I wish _____ sooner.

5. Yesterday, they cut down two old trees in the local park.

were

Yesterday, two _____ in the local park.

6. The army were treating the prisoners well.

were

The prisoners _____ the army.

7. I walked quietly because I didn't want to wake the baby.

so

I walked quietly _____ wake the baby.

8. I think we will arrive at 7pm if the weather remains good.

should

We _____ if the weather remains good.

Key Word Transformations Worksheet 5

You need to take the information in the first sentence and re-write it, using the word in bold so that the second sentence has exactly the same meaning. You cannot change the word in bold in ANY way. You can use only a maximum of FIVE words for each space.

1. This is the first time I have ever drunk rum.

never

I _____ rum before.

2. The bank closed before I arrived.

already

When I got to the bank, it _____.

3. You press the green button to start the mixer.

starts

If you press the green _____.

4. Do you know how many letters are delivered by the post office every year?

delivers

Do you know how many letters _____ year?

5. Stop interrupting me all the time!

would

I wish _____ all the time.

6. We should leave for the disco now.

left

It's _____ disco.

7. "Remember to give Alan the card," Beryl shouted at me.

reminded

Beryl _____ the card.

8. He locked the door to prevent the prisoner escaping.

so

He locked the door _____ escape.

Key Word Transformations Worksheet 6

You need to take the information in the first sentence and re-write it, using the word in bold so that the second sentence has exactly the same meaning. You cannot change the word in bold in ANY way. You can use only a maximum of FIVE words for each space.

1. How long have you had your new car?

get

When _____ your new car?

2. Is this your first time driving a Volvo?

ever

Have _____ before?

3. Leave the shop or I will call the police.

unless

I'll call the police _____.

4. I would like to be able to speak Arabic.

could

I wish _____.

5. The Lord of Brecon built this castle in 1286.

by

This castle _____ of Brecon in 1286.

6. Our teachers never let us leave the school.

to

We were not _____ by our teachers.

7. I graduated from college a year ago today!

time

I graduated from college _____ year!

8. I couldn't reach the shelf. It was too high.

to

The shelf _____.

Key Word Transformations Worksheet 7

You need to take the information in the first sentence and re-write it, using the word in bold so that the second sentence has exactly the same meaning. You cannot change the word in bold in ANY way. You can use only a maximum of FIVE words for each space.

1. Jane dyed her hair orange two months ago and it has been that color ever since.

for

Jane's hair _____ two months.

2. During the film on TV, the phone rang.

was

While I _____, the phone rang.

3. Do you have any plans for next Wednesday evening?

doing

What _____ next Wednesday evening?

4. Please don't smoke in this room.

rather

I'd _____ in this room.

5. Everyone thinks that someone murdered Harry.

was

It _____ murdered.

6. I visited Paris with the idea of improving my French.

to

I visited Paris _____.

7. I didn't answer the phone, even though I knew it was my husband calling.

despite

I didn't answer the phone _____ husband.

8. The weather was beautiful but we never went on the picnic.

of

We never went on the picnic _____ weather.

Key Word Transformations Worksheet 8

You need to take the information in the first sentence and re-write it, using the word in bold so that the second sentence has exactly the same meaning. You cannot change the word in bold in ANY way. You can use only a maximum of FIVE words for each space.

1. I am sure it will snow tomorrow.

bound

It _____ tomorrow.

2. My car keys are possibly in the kitchen.

might

My car keys _____ the kitchen.

3. Can I come over to your house at about 7pm?

it

Is _____ come to your house at about 7pm?

4. Is it a problem if I open the window a little?

mind

Do _____ the window a little?

5. This car costs \$10,000 and so does that one.

as

This car _____ that one.

6. Kate is a teacher

as

Kate _____ teacher.

7. I met your sister by chance at the airport last week.

ran

I _____ the airport last week.

8. The doctor told me to give up smoking.

stop

The doctor told _____.

Key Word Transformations Worksheet 9

You need to take the information in the first sentence and re-write it, using the word in bold so that the second sentence has exactly the same meaning. You cannot change the word in bold in ANY way. You can use only a maximum of FIVE words for each space.

1. If I were you, I would go and speak to your boss.

should

You _____ your boss.

2. It wasn't obligatory to go to work today. I thought it was!

need

I _____ gone to work today.

3. It was a mistake of you to lose your passport.

lost

You _____ your passport.

4. Why don't we leave after breakfast on Saturday?

leaving

How _____ on Saturday?

5. This is the most boring film I have ever seen!

more

I have _____ film!

6. We will have to leave early tomorrow.

set

We will _____ tomorrow.

7. The robbers escaped with a thousand dollars without being caught.

got

The robbers _____ dollars.

8. I told them not to cross the park at night.

warned

I _____ the park at night.

Key Word Transformations Worksheet 10

You need to take the information in the first sentence and re-write it, using the word in bold so that the second sentence has exactly the same meaning. You cannot change the word in bold in ANY way. You can use only a maximum of FIVE words for each space.

1. You should have finished that report, not John!

were

You _____ that report, not John!

2. Is this the right bus for San Diego?

tell

Could _____ is the right bus for San Diego?

3. "Sorry I'm late," Mark whispered as he took his seat in the cinema.

being

Mark apologised _____.

4. This train is late. It was supposed to arrive five minutes ago.

arrived

This train _____ five minutes ago.

5. If you continue to drink, you will get drunk.

the

_____, the drunker you will get.

6. Bring me the phone book if you happen to find it.

come

If _____ book, bring it to me.

7. I have no memory of my first day at school.

remember

I _____ to school on my first day.

8. I didn't forget to buy the bread. Here it is!

remembered

I _____ . Here it is!

Key Word Transformations Worksheet 11

You need to take the information in the first sentence and re-write it, using the word in bold so that the second sentence has exactly the same meaning. You cannot change the word in bold in ANY way. You can use only a maximum of FIVE words for each space.

1. It was silly of you to speak to your boss like that.

spoken

You _____ boss like that!

2. What do you advise me to do?

I

What _____ ?

3. There are always a lot of cars in the downtown area at this time.

traffic

There is _____ in the downtown area at this time.

4. Is it possible to smoke in this room?

allowed

Is _____ this room?

5. She was taken in an ambulance five minutes ago

hospital

They _____ five minutes ago.

6. Chicago is a big city, but Los Angeles is bigger.

not

Chicago _____ Los Angeles.

7. That story he told sounded very invented.

made

I'm sure that story _____.

8. Who owns this pen?

belong

Who _____ to?

Key Word Transformations Worksheet 12

You need to take the information in the first sentence and re-write it, using the word in bold so that the second sentence has exactly the same meaning. You cannot change the word in bold in ANY way. You can use only a maximum of FIVE words for each space.

1. It is possible that Mike isn't at home now.

be

Mike _____ home now.

2. Don't put the blame on me. I wasn't even there at the time.

my

It was _____. I wasn't even there at the time.

3. In my opinion, if a dog is small, it is more likely to bark.

the

In my opinion, _____ more likely it is to bark.

4. I play tennis every Wednesday.

a

I play tennis _____.

5. He is intelligent and so is she.

both

_____ are intelligent.

6. All of the people in the room are French.

is

In this room, _____.

7. Not everyone in this room is stupid.

some

_____ this room are intelligent.

8. He already has a conviction for shoplifting.

of

He has _____ shoplifting.

Key Word Transformations Worksheet 13

You need to take the information in the first sentence and re-write it, using the word in bold so that the second sentence has exactly the same meaning. You cannot change the word in bold in ANY way. You can use only a maximum of FIVE words for each space.

1. If you believe all the stories about my brother's former boss, it is clear he wasn't very nice.

been

My brother's former boss _____ if you believe all the stories about him.

2. How about going to the cinema this evening?

going

I _____ the cinema.

3. I wasn't strong enough to push it all the way.

strength

I _____ push it all the way.

4. There isn't any money at all in the bank account

no

There _____ in the bank account.

5. Sharon is not as good at tennis as you.

than

You _____ Sharon.

6. How do I complete this form?

fill

How _____ form?

7. You should consider the position of sales manager very carefully.

over

You should _____ of sales manager very carefully.

8. We managed to free ourselves and escaped.

in

We _____ and escaped.

Key Word Transformations Worksheet 14

You need to take the information in the first sentence and re-write it, using the word in bold so that the second sentence has exactly the same meaning. You cannot change the word in bold in ANY way. You can use only a maximum of FIVE words for each space.

1. "Sorry that I drew that picture of you," he said to Tim.

apologised

He _____ the picture.

2. A nice walk in the park might help us both to relax, don't you think?

suggested

Mike _____ walk in the park.

3. I really don't want to go out tonight.

feel

I _____ out tonight.

4. Astronomy fascinates Kate and she spends hours reading about it.

is

Kate _____ spends hours reading about it.

5. If you stop smoking, you will feel much better for it.

give

You'll feel much better if _____.

6. I told you I would lend you the money and I will.

promised

I _____ money and I will.

7. I wish I had rung him earlier.

sorry

I _____ ring him earlier.

8. The Wilsons are leaving shortly so go and tell them what we agreed.

about

The Wilsons _____ so go and tell them what we agreed.

Key Word Transformations Worksheet 15

You need to take the information in the first sentence and re-write it, using the word in bold so that the second sentence has exactly the same meaning. You cannot change the word in bold in ANY way. You can use only a maximum of FIVE words for each space.

1. "Don't tell anyone about my wig, will you?"

promise

_____ tell anyone about my wig!

2. I won't work late again. That would be the third time this week. I won't do it!

refused

Mr. Hamley _____ as he has already done so twice this month.

3. We couldn't afford The Regal Hotel so we stayed somewhere cheaper.

cost

The _____ so we stayed somewhere cheaper.

4. "Do you both work together?", she asked the twins.

if

She _____ together.

5. Is it OK if I open the window a little Miss Jackson?

may

Miss Jackson, _____ the window?

6. Despite looking everywhere, he never found his wallet.

although

He didn't find _____ everywhere.

7. Imagine your father returning home now! What would he say?

supposing

Just _____ home now! What would he say?

8. I imagine you had a great time in Tunisia.

must

You _____ had a great time in Tunisia.

Key Word Transformations Worksheet 16

You need to take the information in the first sentence and re-write it, using the word in bold so that the second sentence has exactly the same meaning. You cannot change the word in bold in ANY way. You can use only a maximum of FIVE words for each space.

1. "It would be better to wait a year before going to university."

advised

Peter _____ to university for another year.

2. You will see better results if you study harder Pete.

encouraged

Pete's mother _____ saying he would see better results.

3. I really don't like sitting down all day.

stand

I _____ chairs all day.

4. Do you like the work you do here, John?

on

Are you _____ you do here, John?

5. They had argued but were friends again by the time of the party.

made

They _____ and were friends again by the time of the party.

6. Mrs Patterson would sit on that old rocking chair for hours telling us stories from her childhood.

used

Mrs Patterson _____ old rocking chair for hours telling us stories from her childhood.

7. I regret not studying more in the final weeks.

only

If _____ more in the final weeks.

8. It really annoys me how people use cell phones on the bus.

wish

I _____ cell phones on the bus.

Key Word Transformations Worksheet 17

You need to take the information in the first sentence and re-write it, using the word in bold so that the second sentence has exactly the same meaning. You cannot change the word in bold in ANY way. You can use only a maximum of FIVE words for each space.

1. "You'd better not speak to me like that again!" he said to me.

warned

I _____ to him like that again.

2. Don't ask Hannah here to have lunch on Friday. If you do, I won't stay to meet her.

invite

If _____ on Friday, I won't stay to meet her.

3. Do you think it would be a good idea to get my hair cut?

suggest

Would _____ hair cut?

4. I told him he should go and speak to his mother.

ought

_____ to speak to his mother.

5. If you don't call me, I won't know where you are!

unless

I won't know _____ you call me!

6. We should leave now if we don't want to miss the start of the performance.

time

It's _____ or we'll miss the start of the performance.

7. Let's go to "The Blue Whale" where it's less crowded.

as

"The Blue Whale" is _____ here, so let's go there.

8. I would prefer to stay at home tonight.

rather

I _____ tonight.

Key Word Transformations Worksheet 18

You need to take the information in the first sentence and re-write it, using the word in bold so that the second sentence has exactly the same meaning. You cannot change the word in bold in ANY way. You can use only a maximum of FIVE words for each space.

1. They blamed the theft of the missing computer on Jenkins.

accused

Jenkins _____ the missing computer.

2. OK, I can see you tomorrow evening at six.

agreed

My boss _____ at six the following evening.

3. Don't say you're ill if you're not!

pretend

Don't _____ you're not!

4. I haven't eaten ice cream for six months.

up

I _____ six months ago.

5. Are we allowed to drink coffee in this part of the building?

can

_____ in this part of the building?

6. Should you be in here Mark?

supposed

Are _____ Mark?

7. Why don't you help me more around the house?

wish

I _____ more around the house.

8. The hill was slippery because of the rain so we had difficulty climbing.

made

The rain _____ so we had difficulty climbing.

Key Word Transformations Worksheet 19

You need to take the information in the first sentence and re-write it, using the word in bold so that the second sentence has exactly the same meaning. You cannot change the word in bold in ANY way. You can use only a maximum of FIVE words for each space.

1. It wasn't me who took the book. I didn't touch it!

denied

I _____ the book.

2. I can take you to the airport if your flight is early.

offered

I _____ Jenny to the airport for the following morning.

3. "Why not try for Harvard University Karen?"

encouraged

He _____ apply to Harvard University.

4. Could I stay with you in Chicago for a few days, John?

put

Could _____ Chicago for a few days?

5. I don't know how you tolerate such a miserable person.

put

How do you _____ is so miserable?

6. I would like to be thinner.

wish

I _____ fat.

7. "Well done! You got the job," her mother said.

on

Her mother _____ job.

8. "It was Peter who stole the fruit," Jenny shouted.

for

Jenny _____ stealing the fruit.

FCE tips: Use of English part 1: multiple choice cloze

Example question

Many people think a dolphin is the same _____ a porpoise.

A: than B: as C: like D: with

Tip 1

The students will have to read a text and answer 12 questions like the one above. As in any part of the FCE, students should read the whole text through quickly first before even looking at the questions. Lack of time is rarely an issue in the FCE.

Tip 2

This part of the paper is a test of vocabulary rather than grammar. Part 2, open cloze is the closest to an equivalent test of grammar. The areas that often come up in part 1 are collocations (e.g. take part), commonly confused words (e.g. *make* and *do*) and fixed expressions. Class time is probably most usefully spent on dependant prepositions and/or commonly confused verbs, although it is of course relatively easier to predict what grammar will come up in other parts of the paper than it is to predict which dependent prepositions will come up here.

Tip 3

A nice activity for dependent prepositions or *make/do* is SNAP. (The card game: players take turns to place a card on the pile and shout out SNAP when there are two cards which are the same - the first person to shout SNAP gets the cards) With the TEFL version the cards have the nouns etc. that go with the verbs or prepositions, and students try to remember what they go with and shout out when they think they are the same. E.g. if the cards say "breakfast" and "a mess" they can shout out SNAP as they both go with *make*.

Tip 4

If students have a feeling that one 'sounds right', they should go for it. They can always analyze why it might or might not be right afterwards. They should only change an answer if they are 100% sure it is wrong. It is far more common to change a right answer than to change a wrong one.

Tip 5

If students really have no idea which is the correct answer, they should start by deleting the ones that they are sure are *not* correct. They can then guess between those that are left. As always, no marks are lost for wrong guesses. You can practise the skill of narrowing down the possibilities by asking students not only 'which is it?', but also 'which *isn't* it?', especially when there are different opinions as to which is the correct answer.

Tip 6

You can lead students into the part 1 task gently by giving them an exam task with the right answers already selected and ask them why the other ones are wrong.

Multiple Choice Cloze Worksheet 1

Name _____

For each question, choose which of the four possible answers fits the space best. Also think about why the other three answers are not possible.

1. Don't waste time looking _____ a [cheap hotel](#) when you arrive. They are all about the same price.
 - a. at
 - b. by
 - c. for
 - d. on

2. The man was questioned by the police after acting in a(n) _____ way outside the bank.
 - a. suspicious
 - b. faulty
 - c. dishonest
 - d. unfriendly

3. Sharon never stops telling us how wonderful she is. She can be a little _____.
 - a. selfish
 - b. arrogant
 - c. sensible
 - d. silly

4. If you _____ all the lessons on the course, you get a certificate anyway.
 - a. go
 - b. frequent
 - c. attend
 - d. assist

5. Although they tried to put _____ the fire for nearly two hours, eventually the firefighters had to give up.
 - a. out
 - b. off
 - c. away
 - d. on

6. It's absolutely _____ tonight so make sure you wear both your gloves and your heavy coat.
 - a. mild
 - b. cold
 - c. freezing
 - d. chilly

7. Your behavior today will have serious _____ for your future promotion chances.
 - a. warnings
 - b. predictions
 - c. consequences
 - d. results

8. How can you deny the allegations Mrs. Penney? _____ people saw you leave the store without paying.
 - a. several
 - b. few
 - c. some of
 - d. any

Multiple Choice Cloze Worksheet 2

Name _____

For each question, choose which of the four possible answers fits the space best. Also think about why the other three answers are not possible.

1. How can you possibly work in a zoo if you are terrified _____ snakes?
 - a. at
 - b. of
 - c. with
 - d. in

2. Are you _____ on foreign language films?
 - a. enthusiastic
 - b. excited
 - c. keen
 - d. liking

3. This government should be using far _____ policies in an attempt to beat unemployment.
 - a. crueler
 - b. meaner
 - c. tougher
 - d. harder

4. Homeschooling, which involves _____ children at home, is becoming ever more popular.
 - a. training
 - b. managing
 - c. bringing up
 - d. educating

5. Can you put me _____ for two days if I come and stay with you?
 - a. up
 - b. about
 - c. in
 - d. out

6. The floods were caused by two days of _____ rain.
 - a. pouring
 - b. drowning
 - c. flowing
 - d. shattering

7. It was only a minor accident and we all escaped without _____.
 - a. damage
 - b. wounds
 - c. injury
 - d. hurt

8. By 10pm it was very dark and the black car was _____ almost impossible to see.
 - a. so
 - b. therefore
 - c. that
 - d. such

Multiple Choice Cloze Worksheet 3

Name _____

For each question, choose which of the four possible answers fits the space best. Also think about why the other three answers are not possible.

1. Can I borrow \$10 _____ you until tomorrow. I have to buy a book for college.
 - a. to
 - b. from
 - c. for
 - d. with

2. There is so little time left until the exams. I think I need to just concentrate my effort _____ the most important two exams that I cannot fail.
 - a. for
 - b. with
 - c. of
 - d. on

3. I was never very _____ at history at school and now I work in a museum. How ironic!
 - a. good
 - b. expert
 - c. keen
 - d. able

4. My mother would like to consider herself _____ but I think even she would be shocked if we took her to see that film!
 - a. broad-minded
 - b. independent
 - c. stubborn
 - d. well-behaved

5. When I first arrived in Russia, I took _____ lessons from an old woman to help me with the language.
 - a. private
 - b. secret
 - c. personal
 - d. reserved

6. There was only a light _____ in the morning with no sign that a storm was coming.
 - a. gale
 - b. cyclone
 - c. breeze
 - d. draught

7. A new type of transistor radio has been _____ by South African electrical engineers.
 - a. developed
 - b. found
 - c. discovered
 - d. looked into

8. I want to play a game with you. First, _____ about an animal you would like to be. Ready?
 - a. consider
 - b. imagine
 - c. think
 - d. wonder

Multiple Choice Cloze Worksheet 4

Name _____

For each question, choose which of the four possible answers fits the space best. Also think about why the other three answers are not possible.

1. Seeing you in that red dress reminds me a lot _____ our honeymoon. Do you remember that red dress you bought in Hawaii and you wore it nearly every day!

- a. about
- b. to
- c. on
- d. of

2. My favourite _____ at school was undoubtedly geography. Now I want to study it at university.

- a. material
- b. subject
- c. object
- d. matter

3. You will need very different clothes when you go on holiday _____ to where you go and the time of year.

- a. relying
- b. according
- c. depending
- d. concluding

4. This wine is from the north of the country, is drunk with the local fish and must be _____ ice cold.

- a. given
- b. prepared
- c. made
- d. served

5. The price of heating oil has been _____ up again by the local government. Many people have criticised them for doing so as winter approaches.

- a. pushed
- b. taken
- c. put
- d. cost

6. Houston is a very _____ city in the summer and it can be very difficult to sleep at night.

- a. wet
- b. damp
- c. dripping
- d. humid

7. My uncle is _____ deaf so you may have to raise your voice a little, but don't shout at him!

- a. slightly
- b. hardly
- c. extremely
- d. just

8. After the government's defeat in parliament last night, the new transportation recommendations will have to _____ a little longer before becoming law.

- a. anticipate
- b. expect
- c. wait
- d. delay

Multiple Choice Cloze Worksheet 5

Name _____

For each question, choose which of the four possible answers fits the space best. Also think about why the other three answers are not possible.

1. "Does this pen belong _____ you Juan?" "No, it is Mick's I think."
 - a. to
 - b. at
 - c. with
 - d. on

2. I need to pass a difficult _____ even before they see me for interview.
 - a. proof
 - b. skill
 - c. test
 - d. course

3. Pass me the _____, I need to put these sheets together.
 - a. scissors
 - b. eraser
 - c. stapler
 - d. sharpener

4. If you help me _____ the potatoes, I will chop them and you can go and watch the movie.
 - a. mash
 - b. skin
 - c. break
 - d. peel

5. It isn't going to rain tomorrow, they said, but there may be a few _____ in the evening.
 - a. puddles
 - b. showers
 - c. breezes
 - d. gales

6. _____ sounding very boring, the film was actually pretty interesting. I would recommend it!
 - a. although
 - b. however
 - c. despite
 - d. nevertheless

7. My doctor told me to follow a more _____ diet and to cut down on my sugar and caffeine.
 - a. even
 - b. balanced
 - c. equalised
 - d. unbiased

8. I went back to that house _____ again but never saw anything that looked like a ghost ever again.
 - a. over and over
 - b. repeatedly
 - c. constantly
 - d. moreover

Multiple Choice Cloze Worksheet 6

Name _____

For each question, choose which of the four possible answers fits the space best. Also think about why the other three answers are not possible.

1. I am not accusing you _____ taking the money. I just want to know if you know where it is!
a. of
b. by
c. to
d. from
2. Older people are going to make _____ a larger proportion of the population in the future.
a. up
b. out
c. off
d. on
3. She saw me crying and I expected her to be _____ to my problems but she just walked away.
a. merciful
b. friendly
c. sympathetic
d. understanding
4. You should make an omelette in a _____ pan for the best results.
a. flat
b. frying
c. roasting
d. cooking
5. The equipment at the school is old-fashioned and in bad condition. _____, the teachers seem very unmotivated.
a. anyway
b. furthermore
c. however
d. and
6. The machine can be very dangerous, especially when it _____ in motion.
a. is
b. moves
c. goes
d. has
7. You got back so late and you didn't even give me a proper _____ why you hadn't called me! I'm very unhappy with you.
a. reason
b. cause
c. motive
d. result
8. We have such a long car journey tomorrow. Make sure we bring enough food and games to _____ for 4 hours so the kids don't get bored.
a. endure
b. tolerate
c. last
d. during

Multiple Choice Cloze Worksheet 7

Name _____

For each question, choose which of the four possible answers fits the space best. Also think about why the other three answers are not possible.

1. The champion dancer will hold a press _____ tomorrow at which you will all be able to ask her any questions you may have.
 - a. meeting
 - b. seminar
 - c. lecture
 - d. conference

2. When the water _____, put the eggs in and leave them there for just over two minutes.
 - a. boils
 - b. steams
 - c. bakes
 - d. simmers

3. This rain means we can't go to the zoo today. _____, I have a lot to do and it's best we stay home.
 - a. besides
 - b. however
 - c. on the other hand
 - d. therefore

4. _____ you don't stay out too late, you may go to the party. But remember to be back here no later than 11.30pm.
 - a. seeing
 - b. though
 - c. provided
 - d. unless

5. Your attitude _____ it absolutely impossible for me to sympathise with you, Jenny!
 - a. makes
 - b. causes
 - c. forces
 - d. does

6. The government has a _____ range of powers to deal with security threats, some of them introduced in recent years.
 - a. large
 - b. big
 - c. wide
 - d. narrow

7. The problem with your daughter, Mrs. Reilly, is that she sits in my class paying _____ or no attention to anything that is happening in the class.
 - a. hardly
 - b. little
 - c. few
 - d. nothing

8. Have you _____ to the same conclusion as I have, Martin? That is must have been William in your office last night?
 - a. arrived
 - b. reached
 - c. come
 - d. gained

Multiple Choice Cloze Worksheet 8

Name _____

For each question, choose which of the four possible answers fits the space best. Also think about why the other three answers are not possible.

1. This house is so old now. When it rains, the windows leak and the roof needs to be replaced soon. _____, we love it and would never move to another.

- a. nevertheless
- b. although
- c. though
- d. despite

2. You can't ignore this problem any longer. You have to _____ with it so we can go on with the plan.

- a. deal
- b. do
- c. solve
- d. beat

3. I don't like watching soap operas and films on TV. I prefer documentaries with _____ people talking about their lives.

- a. reality
- b. real
- c. authentic
- d. genuine

4. Has someone moved the drinks _____ the table while I was gone? I'm sure that glass in front of Peter was mine.

- a. off
- b. along
- c. around
- d. on

5. We couldn't find the hotel and it was getting dark _____ we got out a map and studied it carefully.

- a. so
- b. and
- c. but
- d. if

6. Well, according to the timetable, a bus should be along in _____ two minutes. But I wouldn't be surprised if we had to wait another half an hour!

- a. less
- b. below
- c. about
- d. round

7. Martin Jones, _____ as the Gentle Bank Robber during his three-year reign, was jailed for 25 years today at the Central Court.

- a. named
- b. reputed
- c. called
- d. known

8. I was born about 30km _____ Rome but have always lived in Great Britain.

- a. from
- b. to
- c. far
- d. near

Multiple Choice Cloze Worksheet 9

Name _____

For each question, choose which of the four possible answers fits the space best. Also think about why the other three answers are not possible.

1. Don't wash that sweater in hot water, _____ it will shrink.

- a. unless
- b. if
- c. moreover
- d. otherwise

2. _____ the vacation, we had the most wonderful weather imaginable. Sunshine all the way!

- a. along
- b. throughout
- c. moreover
- d. all in all

3. Police arrested a man late last night in connection with the murder. Police expect to charge the _____ later this morning.

- a. guilty
- b. suspect
- c. condemned
- d. arrested

4. Right, Mrs. Jones. Take these pills twice a day and if the problem _____ more serious, come back and pay me a visit.

- a. goes
- b. becomes
- c. turns
- d. develops

5. When each group of tourists have paid the entrance fee, _____ them with a picnic hamper and two parasols.

- a. provide
- b. give
- c. lend
- d. give out

6. You are the only person in this company who _____ access to both the staff phone list and the bank information of every employee. Please remember it is a huge responsibility.

- a. has
- b. takes
- c. opens
- d. sees

7. We all just looked at the bill and then realised that _____ wasn't even included! So we had to pay another 15% on top of that! I am never going back to that restaurant.

- a. services
- b. serving
- c. serves
- d. service

8. We got home to find the children _____ down the marble hallway in their socks.

- a. sliding
- b. skidding
- c. falling
- d. crashing

Multiple Choice Cloze Worksheet 10

Name _____

For each question, choose which of the four possible answers fits the space best. Also think about why the other three answers are not possible.

1. It was in the 19th Century that scientists began to realise that monkeys and apes were _____ relative of man.
 - a. remote
 - b. distant
 - c. far
 - d. vague

2. Overall, six universities have accepted my application but I _____ to go to Chicago because my aunt and uncle live there.
 - a. select
 - b. prefer
 - c. like
 - d. enjoy

3. The _____ of the coastal areas in these parts were called "Myami" but the tribes died out around 600 years ago as European explorers moved into the area.
 - a. tenants
 - b. inhabitants
 - c. constituents
 - d. citizens

4. He's taken my bag! Just when you need a policeman, there isn't a single one in _____!
 - a. vision
 - b. sight
 - c. reach
 - d. existence

5. Christmas Day _____ on a Sunday this year.
 - a. comes
 - b. becomes
 - c. falls
 - d. places

6. My original _____ was not to cut jobs but only to reduce expenditure in the company.
 - a. direction
 - b. view
 - c. aim
 - d. destination

7. Why are you blaming your sister? In my opinion, you are _____ to blame for this accident!
 - a. strongly
 - b. dominantly
 - c. entirely
 - d. freely

8. You should _____ advantage of our special offer while we have it, Mrs. Foulkes.
 - a. get
 - b. take
 - c. hold
 - d. have

FCE Use of English Paper: OPEN CLOZE



Part 2: The Tricky One! The second part of the FCE Use of English paper can be really difficult to complete as you can be tested on a number of different grammar and vocabulary points, for example:

- articles
- auxiliary verbs
- comparisons
- conjunctions
- phrasal verbs
- prepositions and set phrases
- pronouns and relative pronouns
- etc., etc.

Here are some tips on how you could approach this type of exercise:

1. **Skim** quickly through the text to get the gist of it.
2. **Read** the text again but stop after the first gap.
3. **Think** of what kind of word is required:
 - a) *Is the missing word part of a set phrase?*
 - b) *Is the missing word part of a phrasal verb?*
 - c) *Is the missing word a conjunction?*
 - d) *Etc. etc.*
4. Check for clues **earlier in the sentence**.
5. If you are still not sure, check for clues in the **next sentence**.
6. **Continue** like this until you have completed all the questions.
7. Read through the whole text to make sure that the word you write **makes sense** in the sentence.
8. Make sure that you **double-check your spelling!**
9. You should always try to **answer** and not leave any gaps empty.

Here are some more **Top Tips**:

Read the Instructions

Make sure you know what to do – always start by reading the instructions first!

Don't Get Bugged Down

If you are struggling to find an answer, move on to the next question and go back to the question later.

Keep an Eye on the Clock

Don't run out of time! If you have developed your final **FCE exam strategy**, you will know how much time you have allocated to this part of the test. **Stick to your timetable**. Remember, each part of the **FCE Use of English Paper** carry approximately the same amount of marks.

If you do one of the other three parts quicker, you can always go back and finish this part – it is all about maximising your chances to **pass your FCE exam!**

<http://www.autoenglish.org/FCEUse/FCEUsePart2.htm>

Open Cloze Worksheet 1

Name _____

For each space, choose ONE word which you think best completes the sentence. Look carefully at the words both before and after each space.

1. There were very _____ people at the party when we arrived but half an hour later, it was crowded.
2. How was I to know that she would have an allergic reaction _____ the nuts in the cake? She should have said something!
3. Arthritis is a very painful _____ that affects not only the old but also many younger people making many everyday activities difficult.
4. He said he couldn't come to the meeting because of a previous engagement but I think he is just _____ excuses.
5. You were driving at over fifty miles _____ hour and the limit here is only forty.
6. I _____ to go to school now, otherwise I will be late.
7. I can eat almost _____ type of fish or seafood except for octopus which I can't stand.
8. The city is pretty safe although you may have some problems if you go into certain neighbourhoods _____ night.

Open Cloze Worksheet 2

Name _____

For each space, choose ONE word which you think best completes the sentence. Look carefully at the words both before and after each space.

1. I gave up my seat on the bus _____ that an old woman could sit down.
2. The film was awful. The best thing _____ it was the photography which was beautiful. The film was shot in Cambodia.
3. What a strange looking dog! Do you know what _____ it is?
4. _____ me a favour and pass me the cell phone that's on the newspaper, please.
5. First you will need to go the post office, _____ you can buy all the stamps and envelopes you need.
6. If you haven't been to the doctor's for a check for over a year, you _____ go as soon as possible.
7. Madrid is a wonderful city but it has fewer parks _____ London which is a shame because of the hot and sunny weather there.
8. Turn the machine off! That alarm means it can't _____ working properly.

Open Cloze Worksheet 3

Name _____

For each space, choose ONE word which you think best completes the sentence. Look carefully at the words both before and after each space.

1. Excuse me. Could you not stand in _____ of me like that? I can't see anything!
2. If you want to become a doctor, you will need to do well in biology but in the other sciences _____.
3. _____ the cold outside, she insisted on only wearing a light t-shirt.
4. Don't _____ fun of Mr. Peterson because of his crutches. He had a very nasty accident.
5. We don't have to play musical chairs at the party. There are _____ kinds of other games the children can play.
6. I didn't go to the dentist's because I wanted to. I went because I _____ to!
7. Go down this street for about three blocks, then turn right when you _____ the crossroads.
8. That new car of yours isn't at all similar _____ the one you had last year. Why did you buy such a different one?

Open Cloze Worksheet 4

Name _____

For each space, choose ONE word which you think best completes the sentence. Look carefully at the words both before and after each space.

1. When I arrived at the office and saw the boss in such a bad mood, I knew it was _____ to be a bad day for everyone.
2. Although Herman Tullock's book only came _____ a week ago, it has already been surrounded by controversy.
3. I am not angry at you because you failed the exam but because I don't think you _____ your best. Sometimes, it seems as though you don't even _____ an effort and would prefer to ride around the neighbourhood on your bike!
4. For the first few weeks, you have to do simple jobs _____ photocopying and typing. Then, when you are used _____ the office, there will be other things you can do.
5. After arriving at the airport, come out of the main doors and you will see _____ pedestrian walkway above you. I will meet you there.
6. I wish you wouldn't make _____ so many stories. I never know when to believe you!
7. You _____ have come to work today. Didn't you know it was a holiday?
8. We are meeting at 6pm at Tony's house and then leaving for the theatre an hour _____.

Open Cloze Worksheet 5

Name _____

For each space, choose ONE word which you think best completes the sentence. Look carefully at the words both before and after each space.

1. She _____ stand it when people talk down to her. She says she hates people feeling superior.
2. I think your brother is very arrogant. He doesn't like me _____ either!
3. Don't forget to turn out all the lights when you leave and _____ sure the burglar alarm is switched on. Remember I showed you _____ to do it.
4. The church may look very old but _____ actually built only 25 years ago.
5. "You _____ walk any more than absolutely necessary on that leg", the doctor told him.
6. Your cousin Sammy first met me on August 5th last year, _____ was a very hot day as I remember.
7. When fingerprints were first discovered, it was believed that _____ two people had the same ones.
8. Have you chosen a name _____ your two dogs yet?

Open Cloze Worksheet 6

Name _____

For each space, choose ONE word which you think best completes the sentence. Look carefully at the words both before and after each space.

1. We got to the shop as early as possible but someone _____ obviously arrived there before us. The last copy of the book was gone!
2. What a gorgeous apartment you live in, Cathy! You have very original taste _____ furniture.
3. My husband and I just got back from a week in that mountain spa you recommended. It _____ us the world of good!
4. The company is very profitable even though it was only set _____ three years ago.
5. All passengers in a car _____ to wear seat-belts in the UK.
6. We don't know yet how successful the company will be this year. A lot depends _____ how our sales go in Asia.
7. If you see Mr. Gordon, can you tell _____ we need to speak as soon as possible.
8. It was an awful experience having to talk in front of the whole school _____ such a long time.

Open Cloze Worksheet 7

Name _____

For each space, choose ONE word which you think best completes the sentence. Look carefully at the words both before and after each space.

1. It was _____ a long beach that by the time we had walked to the end, it was starting to get dark!
2. I went on the bus to the city with my friend Amy this morning. Unfortunately, the bus was nearly full so we had to stand _____.
3. Canada _____ billions of dollars' worth of business with the USA every year.
4. Richard isn't here. He _____ gone to lunch and won't be back for another forty minutes.
5. We wanted to _____ up smoking at the same time but Mark was given a pipe for Christmas and feels guilty not using it!
6. The furniture sold for so much money because of _____ uniqueness.
7. I don't trust the weather forecasters at all. If they say _____ will be sunny, then I know to expect rain!
8. Let's meet at 8 o'clock for tennis and bring your sister Pattie as _____.

Open Cloze Worksheet 8

Name _____

For each space, choose ONE word which you think best completes the sentence. Look carefully at the words both before and after each space.

1. That film is supposed to _____ very interesting. Shall we go and see it?
2. How could you walk out of the shop _____ paying? That's stealing!
3. She learnt to speak French so well _____ going to Marseilles and living there for four years.
4. The doctor has not only stopped me from drinking milk but also other dairy products _____ as cheese and yoghurt.
5. My husband's wage alone isn't enough for us to get _____, so I work part-time in a local store.
6. The children were saved when they built a huge fire that could be _____ for many miles.
7. The final exam will be about the invention of the radio and the basic principles of _____ it works.
8. We chose that name for her more _____ its sound than anything else. I didn't know it was French

Open Cloze Worksheet 9

Name _____

For each space, choose ONE word which you think best completes the sentence. Look carefully at the words both before and after each space.

1. You can come to the party if you want, _____ you are not expected to come.
2. I can't make _____ my mind. Should I buy the red or the blue dress?
3. Why didn't I choose the blue dress? Look, Connie is wearing exactly the _____ color!
4. It wasn't _____ 1930 that the ninth planet Pluto was discovered.
5. The company will hold interviews next week in an _____ to fill the position of Overseas Sales Manager.
6. Landing _____ Miami airport for the first time, the first thing you notice is how lush the surrounding vegetation is.
7. _____ it's true your performance in the job has been great, you still have to work hard to improve your punctuality.
8. Do you remember that colleague of mine _____ wife divorced him last year?

Open Cloze Worksheet 10

Name _____

For each space, choose ONE word which you think best completes the sentence. Look carefully at the words both before and after each space.

1. He has had very short hair _____ his days in the army.
2. You will need to complete a Sales Agreement Form for Evaluation, or a "S.A.F.E." _____ we call them, before the close of business.
3. My aunt doesn't live far _____ and I get to visit her at least once a week.
4. I _____ forward a good idea at the meeting but it was totally ignored!
5. I used to travel around garage sales looking for antiques which owners were selling cheap. I had a good _____ of success as I used to read a lot of books about it.
6. London is a fantastic city, richer _____ parks and open spaces than just about any other city in the world.
7. This study will investigate _____ people who are left handed are more likely to have accidents in the home or not.
8. After visiting the cathedral, we will take half an hour in the riverside park so that you all have time _____ eat your lunch. Afterwards, we will catch the bus to the castle ruins.

WORD BUILDING

Below are some basic rules of word building.

We can make VERBS by adding these suffixes to nouns or adjectives:
-ate, -en, -ise/-ize

We can make NOUNS by adding these suffixes to verbs or adjectives:
-ence, -ion, -ity, -ism, -lity, -ness, -ment

We can make ADJECTIVES by adding these suffixes to verbs or nouns:
-able, -ive, -al, -ic, -ed, -ing, -ible

We can make ADVERBS by adding -ly or -ally to adjectives.

The words in the list have the American English spelling. Below are the principal differences in spelling between British and American English.

In BrE, words that end in -l (which comes before a vowel) double the -l when a suffix is added, whereas in AmE the letter -l is not doubled, e.g. *modelling* / *modeling*, *travelled* / *traveled*. The letter must be doubled if the stress falls on the second syllable, e.g. *rebel* / *rebelled* (both in BrE and AmE)

Some words end in -tre in BrE and -ter in AmE, e.g. *centre* / *center*

Some words end in -ogue in BrE and -og in AmE, e.g. *analogue* / *analog*, *catalogue* / *catalog*

Some words end in -our in British English and -or in AmE, e.g. *colour* / *color*, *labour* / *labor*

Some verbs end in -ize or -ise in BrE but only in -ize in American English, e.g. *realize* / *realize*, *harmonise* / *harmonize*

Some words end in -que in BrE and -ck or -k in AmE, e.g. *cheque* / *check*, *chequer* / *checker*

Some words end in -ence in BrE and -ense in AmE, e.g. *defence* / *defense*, *licence* / *license*

WORD FORMATION: VERBS

There are four main prefixes/suffixes used when making verbs, which you should revise for the FCE exam.

Look at the information in the table for 1 minute and try to remember the words. Then click below to hide the information and try to answer the questions at the bottom.

en-	-ify	-ise	-en
enlarge enable entrust enrage ensure endanger	beautify clarify specify identify terrify purify	televise advise organise specialise prioritise criminalise apologise	widen lengthen deepen shorten tighten brighten darken weaken strengthen

- Write the correct form of the word in brackets to complete these sentences. Be very careful - these are verbs. So, for example, if the word is DEEP, the verb could be deepen, deepens, deepening or deepened.

1. I find it difficult to _____ my work. (PRIORITY)
2. I'm studying medicine. I want to _____ in genetics. (SPECIAL)
3. This photograph is too small. Can you _____ it for me? (LARGE)
4. I didn't understand what you just said. Could you _____ it? (CLEAR)
5. My electronic dictionary _____ me to listen to the pronunciation of new words. (ABLE)
6. He loves insects. He can _____ over 50 different types of beetle. (IDENTITY)
7. There are a lot of accidents on this road - the council should _____ it. (WIDTH)
8. The time we spent apart only _____ my love for him. (STRONG)
9. You didn't _____ what flavour you wanted, so I got you chocolate. (SPECIFIC)
10. His speech was too long. He should have _____ it. (SHORT)
11. He always thinks he's right. He never _____ for his mistakes. (APOLOGY)
12. I think the government should _____ alcohol. (CRIMINAL)
13. Thank you for the flowers you sent last month. They really _____ up my room. (BRIGHT)
14. The burglar _____ that no one was in the house before he broke in. (SURE)
15. The film "The Ring" _____ me. I couldn't sleep for days. (TERROR)
16. The government's plans for the hospitals will _____ thousands of lives. (DANGER)

WORD FORMATION: NEGATIVES

For the FCE exam, there's nearly always at least one negative in the word formation paper. There are lots of prefixes and suffixes we can use to make negatives.

1. Negative prefixes can be used with nouns, verbs, adjective and adverbs. For example **dis**approval, **dis**approve, **dis**approving, **dis**approvingly.
2. Usually **im** + **p** (impatient) but not always (unpleasant).
3. Often **il** + **l** (illegal) but not always (unlikely).
4. Often **ir** + **r** (irregular) but not always (unresponsive).
5. Usually **-ful** changes to **-less** (harmful/less) but not always (endless).
6. If you can't remember, choose **un** - it's the most common negative prefix.

Look at the information in the table for 1 minute and try to remember the words. Then click below to hide the information and try to answer the questions at the bottom.

un-	in	dis-	im-
unexpected unaware unbelievable unknown unable	inaccurate inappropriate inefficient incapable ineffective	disapprove dislike disagree disbelief dishonest	improbable impossible impolite imperfect impatient
il-	ir-	mis-	-less
illegal illiterate illogical illegible	irregular irresponsible irrational irregular	misbehave misunderstand misspell misuse	careless harmless helpless endless

- Write the correct **NEGATIVE** form of the word in brackets to complete these sentences. Be very careful: some words have different negative forms (e.g. unbelievable/disbelief, unlikely/dislike, unable/disabled).

1. The politician was accused of being _____ (HONEST)
2. His story was so _____ I thought he was crazy. (BELIEVE)
3. She looked at him in _____ when he told her the shocking news. (BELIEVE)
4. Many people are _____ of the dangers of mobile phones. (AWARE)
5. He's invited me to his party. It would be _____ to say no. (POLITE)
6. Too many children nowadays are growing up _____. (LITERATE)
7. That's not what I said! You've _____ me. (UNDERSTAND)
8. My dog is completely _____. I promise he won't bite. (HARM)
9. The medicine was _____ - he didn't recover. (EFFECT)
10. His answers were very _____ so he failed the Maths exam. (ACCURATE)
11. It's _____ that people will ever live on the moon. (LIKELY)
12. He waited _____ for the train. (PATIENT)
13. It's _____ to smoke in public places nowadays. (LEGAL)
14. I would never teach children. They always _____. (BEHAVE)
15. The shirt he's wearing is completely _____ for a job interview. (APPROPRIATE)
16. His speech was _____. I thought he'd never stop talking. (END)

WORD FORMATION: NOUNS WITH -ION

One of the most common ways to change a verb to a noun is with **-ion** (e.g. act to action) and **-ation** (e.g. observe to observation). Sometimes we also change the verb stem as well when we make the noun like this (e.g. explain to explanation). The table below shows common nouns in which the spelling of the stem also changes.

Look at the information in the table for 1-2 minutes and try to remember the words. Then click below to hide the information and try to answer the questions at the bottom.

Noun	Verb	Adjective
application	apply	applicable
permission	permit	permissible
solution	solve	unsolved
description	describe	descriptive
intention	intend	unintended
competition	compete	competitive
decision	decide	decisive
explanation	explain	unexplained
production	produce	productive
repetition	repeat	repetitive
consumption	consume	consumable
qualification	qualify	qualified

- Write the correct form of the word in brackets to complete these sentences. Some of the answers are irregular (from the table above), but there are other regular nouns included here. Don't forget to use an -s if necessary.

1. Please send a photograph with your CV and _____ form. (APPLY)
2. You need to make a _____ today. (DECIDE)
3. Her _____ of the grammar was very unclear. (EXPLAIN)
4. We had a long _____ about our problems. (DISCUSS)
5. Students must have their parent's _____ to come on the trip. (PERMIT)
6. He is still in hospital, recovering from his _____. (OPERATE)
7. I entered a bowling _____. (COMPETE)
8. My children never show _____ for anything I do! (APPRECIATE)
9. I can't come up with a _____ to this problem. (SOLVE)
10. The _____ of junk food has increased over the last 20 years. (CONSUME)
11. You need a lot of _____ for this job. (QUALIFY)
12. When I lived abroad, I found the _____ from my family very difficult. (SEPARATE)
13. The _____ of the new flats is nearly finished. (CONSTRUCT)
14. We don't want a _____ of the violence at last year's football match. (REPEAT)
15. The police are conducting an _____ into the murder. (INVESTIGATE)
16. I gave the police a _____ of the thief. (DESCRIBE)
17. It wasn't my _____ to offend you. (INTEND)
18. We are making _____ for the wedding. (PREPARE)
19. I've just had a very interesting _____ with your sister. (CONVERSE)
20. You can try our product for free, with no _____ to buy it. (OBLIGE)

WORD FORMATION: NOUNS WITH -ENCE AND -ANCE

Two common noun endings are **-ance** and **-ence**. Usually, their adjectives are made with **-ant** and **-ent**. Here are some common examples which might help you in the FCE exam.

Look at the information in the table for 1-2 minutes and try to remember the words. Then click below to hide the information and try to answer the questions at the bottom.

Noun (-ence)	Adjective	Verb
evidence	evident	-
existence	existing	to exist
(in)dependence	(in)dependent	to depend
difference	different	to differ
intelligence	intelligent	-
(dis)obedience	(dis)obedient	to (dis)obey
excellence	excellent	to excel
silence	silent	to silence
violence	violent	to violate
innocence	innocent	-
occurrence	-	to occur
(im)patience	(im)patient	-

Noun (-ance)	Adjective	Verb
attendance/attendant (person)	-	to attend
assistance/ assistant (person)	-	to assist
(dis)appearance	apparent	to (dis)appear
distance	distant	-
(un)importance	(un)important	-
acceptance	accepting	accept
reassurance	reassured	to reassure
(ir)relevance	(ir)relevant	-
(in)significance	(in)significant	to signify

- Write the correct form of the word in brackets to complete these sentences. The answer could be a noun or an adjective. Don't forget to use an -s or a negative prefix if necessary.

1. Unfortunately, accidents are a common _____ along this road. (OCCUR)
2. It's difficult to believe in the _____ of aliens. (EXIST)
3. The police are looking for _____ of the attack. (EVIDENT)
4. She thinks everyone hates her and needs _____ from her friends all the time. (REASSURE)
5. Scientist believe that the mysterious _____ of millions of bees is due to disease. (APPEAR)
6. What's the best punishment for a _____ teenager? (OBEY)
7. What he said was true, but it was completely _____. (RELEVANCE)
8. 100% _____ is necessary to pass this course. (ATTEND)
9. I'm the only person who believes in his _____. Even the police think he's guilty. (INNOCENT)
10. There are three shop _____ over there - you should ask one of them for help. (ASSIST)
11. Some people think that if you enjoy your job, the salary is _____, but I love money!
(IMPORTANCE)
12. I'm excited because I've just got a letter of _____ from Cambridge University! (ACCEPT)
13. Cats are extremely _____ animals. They don't really need people. (DEPEND)
14. You need a lot of _____ if you want to work with children. (PATIENT)

VERB + MENT / ADJECTIVE + NESS

Many verbs can form nouns with the suffix **-ment**. And many adjectives can form their nouns with the suffix **-ness**. Look at the examples in the table for 1-2 minutes and try to remember the words. Then click below to hide the information and try to answer the questions at the bottom.

Verb	Noun
achieve	achievement
amuse	amusement
argue	argument
develop	development
encourage	encouragement
excite	excitement
improve	improvement
involve	involvement
judge	judgement
measure	measurement

Adjective	Noun
aware	awareness
dark	darkness
forgetful	forgetfulness
happy	happiness
homeless	homelessness
lazy	laziness
lonely	loneliness
rude	rudeness
tidy	tidiness
weak	weakness

- Write the correct form of the word in brackets to complete these sentences. There are lots more examples here than in the list above, so remember that often verbs use 'ment' to make nouns, and often adjectives use 'ness'. And remember that sometimes the nouns will be plural!

1. "Ladies and gentlemen, I would like to make an _____ . (ANNOUNCE)
2. _____ is a problem everywhere, not just in big cities. (HOMELESS)
3. His _____ made me very angry. (RUDE)
4. What _____ does your doctor recommend for the 'flu? (TREAT)
5. We had a big _____ about whose turn it was to wash up. (ARGUE)
6. I woke up at 2am. The house was in complete _____ . (DARK)
7. We need some special _____ if we want to go mountain climbing. (EQUIP)
8. If you drink too much alcohol, it will impair your _____ . (JUDGE)
9. The interviewer asked me about my strengths and _____ . (WEAK)
10. My friends gave me a lot of _____ when I was worried about my driving test. (ENCOURAGE)
11. To my _____, I was offered £10,000 for my old car! (AMAZE)
12. The company has made lots of _____ to their internet services. (IMPROVE)
13. I used to find his _____ funny, but now it really annoys me. (FORGETFUL)
14. Winning the race was an amazing _____ for my daughter. (ACHIEVE)
15. This book is very unrealistic, but that didn't spoil my _____ of it. (ENJOY)
16. We are still making _____ for the wedding next month. (ARRANGE)
17. Drivers should stop to rest during long car journeys, because _____ can cause accidents.
(TIRED)
18. People can experience _____ at many times during their lives, and for many reasons.
(LONELY)

WORD FORMATION: IRREGULAR NOUNS

There are lots of standard noun suffixes (e.g -ment, -tion) or verb suffixes. But many nouns and verbs have irregular suffixes which you'll need to know for the FCE exam.

Look at the information in the table for 1-2 minutes and try to remember the words. Then click below to hide the information and try to answer the questions at the bottom.

Noun	Verb	Adjective	Adverb
(dis)belief	(dis)believe	(un)believable	(un)believably
a choice	choose	chosen	-
a defense	defend	defensive	defensively
a death	die	dead/deadly	deadly
a gift	give	-	-
a loss	lose	lost	-
a marriage	marry	(un)married	-
practice	practise	practising	-
pretense	pretend	-	-
proof	(dis)prove	(un)proven	-
safety	save	(un)safe	safely
a sight	see	unseen	-
a speech	speak	(un)spoken	-
a success	succeed	(un)successful	(un)successfully
a thought	think	thoughtful/less	thoughtfully/lessly

• Write the correct form of the word in brackets to complete these sentences.

1. The flowers are _____ poisonous - don't eat them! (DIE)
2. You have no _____ - you must do it. (CHOOSE)
3. Their _____ was a very happy one. (MARRY)
4. You need to do some more _____ of this grammar. (PRACTISE)
5. We don't have any _____ that he committed the crime. (PROVE)
6. She's really _____ about her new haircut.(DEFEND)
7. The company made a _____ on their new product. (LOSE)
8. I stared at him in _____. (BELIEVE)
9. Your parents really care about your _____. (SAVE)
10. The politician's _____ really made me think about the issues. (SPEAK)
11. We tried to keep up the _____ that everything was OK. (PRETEND)
12. I need to get a _____ for my parents' wedding anniversary. (GIVE)
13. I'm really sorry. You were _____ in your job application. (SUCCEED)
14. He lost his _____ in the accident (SEE)
15. He's really selfish and _____. (THINK)

WORD FORMATION: ADJECTIVES WITH -FUL/-LESS

Most adjectives which end in **-ful** make the negative with **-less**. But, not all. Note also that we can make adverbs from these adjectives with **-fully** or **-lessly**. For example, **carefully** and **carelessly**. This is a list of key words which might appear in the FCE exam.

The words in this table all use **-ful** and **-less** to make the adjectives.

Noun	Verb	Adjective
care	care	careful/careless
harm	harm	harmful/harmless
help	help	(un)helpful/helpless
hope	hope	hopeful/hopeless
pain	pain	painful/painless
power	power	powerful/powerless
use	use	useful/useless
thought	think	thoughtful/thoughtless
taste	taste	tasteful/tasteless

The adjectives in this table take **-ful** or **-less**, but not both.

Noun	Verb	Adjective
count	count	countless/countable
end	end	endless
home	-	homeless
peace	-	peaceful
play	play	playful
price	price	priceless
success	succeed	(un)successful
truth	-	(un)truthful/(un>true
worth	worth	worthless

- Write the correct adjective or adverb for each of these questions. You will need to use **-ful/-less** or **-fully/-lessly**. Some answers will also need **un-**.

- What a lovely present! That was very _____ of you. (THINK)
- He drives really _____ - one day he's going to have an accident. (CARE)
- He's told me _____ times about how good he is at football. (COUNT)
- Because of his bad interview, he was _____ in his job application. (SUCCEED)
- "I didn't eat your chocolate," she said _____, hiding the empty wrapper. (TRUE)
- It's _____. England will never win the World Cup football again. (HOPE)
- My best friend is a rich, _____ lawyer. (POWER)
- You must remember to recharge your phone. Without its batteries, it's _____. (USE)
- Cigarettes are _____ to your health. (HARM)
- The sales assistant was really _____ and rude. (HELP)
- A newborn baby is completely _____. (HELP)
- "Don't worry - this injection will be completely _____. (PAIN)
- Thieves broke into the museum and stole a _____ painting by Van Gogh. (PRICE)
- She's really rich, but her clothes are always very _____ and elegant. (TASTE)
- I bought some shares in the company 5 years ago, but unfortunately now they are _____. (WORTH)
- His speech went on _____. I thought he'd never stop talking. (END)

WORD FORMATION: HEIGHT, WIDTH ...

The word formation part of the FCE use of English exam often tests adjectives such as 'short', 'wide', 'dark' and their nouns and verbs. Here is a list of some of the more common adjectives and their forms.

Look at the information in the table for 1-2 minutes and try to remember the words. Then click below to hide the information and try to answer the questions at the bottom.

Adjective	Noun	Verb
deep	depth	deepen
high	height	heighten
-	weight	weigh
wide	width	widen
long	length	lengthen
short	shortage (= not enough) shortness (= not tall)	shorten
large	enlargement	enlarge
low	-	lower
tight	tightness	tighten
loose	looseness	loosen
strong	strength	strengthen
weak	weakness	weaken
dark	darkness dark	darken
bright	brightness	brighten

• **Write the correct form of the word in brackets to complete these sentences.**

1. Normally I prefer tall men, but my husband's _____ isn't a problem. (SHORT)
2. The news report covered the economic crisis in _____. (DEEP)
3. A healthy diet will _____ your life expectancy. (LONG)
4. If they _____ this road, there would be fewer accidents. (WIDE)
5. I think I'll _____ this photograph. (LARGE)
6. The airport has _____ security at passport control. (TIGHT)
7. I do yoga to _____ my back. (STRONG)
8. There is a water _____ nearly every summer in the south of England. (SHORT)
9. The moment I left work I _____ my tie and started to relax. (LOOSE)
10. When I _____ myself, I found out I'd lost 10kg! (WEIGHT)
11. The _____ of my computer screen gives me a headache. (BRIGHT)
12. I'm afraid of _____ so I couldn't live on the 10th floor. (HIGH)
13. The lights went out and the room was plunged into _____. (DARK)
14. I'm afraid of the _____ so I sleep with the lights on. (DARKEN)
15. The government are going to _____ the legal drinking age to 18. (LOW)
16. His long illness has _____ him. (WEAK)

WORD FORMATION QUIZ

As children we often had _____ (ARGUE), but now that we're adults we get on _____ (FANTASTIC) whenever we meet up.

On the other hand, our house was often so _____ (CHAOS), with children running in all _____ (DIRECT), that we were able to get away with a lot.

As the eldest, I suppose I inherited a position with some benefits but also quite a few _____ (ADVANTAGE).

Needless to say, it was often _____ (EXTREME) difficult for Mum or Dad to get our _____ (ATTENTION)

I never had a room of my own - so _____ (PERSON) space is something I've little experience of.

Also, with seven brothers and sisters there was always the _____ (POSSIBLE) of something different to do.

Sometimes if Mum wanted some help she would just call out all eight names, _____ (REGARD) of who she really wanted, just to see who came running.

_____ (LIKE) most people I have ever met, I grew up in a family of eight children.

Food and Diet

Researchers have discovered that eating at the same time as	RESEARCH
listening to music can make you fat. The quicker the music, more	
you eat, _____ if the colour of the room is bright.	SPECIAL
Any music with a _____ beat, for example polka or pop	LIVE
is all you need. People normally eat at the same rhythm as the	
music, eating around five forkfuls per minute. Without any	
musical _____, the average person eats only	ACCOMPANY
around four _____ per minute, a rate which is reduced	MOUTH
to only three if a _____ tune is being played. Celebrations	SOFT
are also _____, as people are often talking to family	DANGER
and friends. They often don't pay _____ to the	ATTEND
_____ body warning that the stomach is full.	NATURE

FCE tips: use of English part 3: word formation

Example question

Many of the women suffered from a feeling of _____ (Help) when confronted with the powers-that-be.

Answer: helplessness

Tip 1

The students will be given one continuous text with questions similar to the one above plus one example. They should change the word given in brackets at the end of the line, usually by adding prefixes and suffixes, so that it fits into the text both by meaning and part of speech. They will always need to make some changes, and often more than one - e.g. *harm* to *harmlessness*. In other words, just inserting the word given will never get a point.

Tip 2

As always, the first thing they should do is read the whole text first.

Tip 3

The words are always next to the line with the relevant gap, so stop students who think they have to try to find where each word should go.

Tip 4

After reading through the text they can start the task. They should first go with their instinct. If a word pops into their head it is probably right, especially with the students who read a lot in English (but see tips below).

Tip 5

If no ideas pop into their heads, or they wish to check their answers, they should think about what kind of word goes into each gap. This can be done using clues such as word order. For example, if there is an article preceding the gap, they will need to place a noun after it. If there is already a noun after the gap, then they will need an adjective etc.

Tip 6

Having ascertained what kind of word should go in the gap, students then have to come up with the actual word! If they are completely unfamiliar with it (which is not often the case) they can guess it by adding various prefixes and suffixes until they get something that sounds right and obeys the rules of word formation (see worksheet 2 for practise of this). Often, while they are doing this, they will hit on the right answer and suddenly realize that they were familiar with it after all, if only passively. This routine should also be used when you go through the answers.

Tip 7

Students won't lose points for wrong answers. But as they get no points if they make no changes (see above), they *must* alter each word.

Tip 8

If they have time (they usually will), students should read through the whole text again with their answers completed to make sure it makes sense and sounds correct. The type of mistake they will often pick up at this point is not changing words to the negative to fit in with the meaning of the text (for example, putting *helpfulness* in the example above - grammatically correct but nonsensical in this context).

Vocabulary Formation Worksheet 1

Name _____

For each question, fill the space or spaces in the sentence using the base word given in bold at the end. The required word may be a noun, adverb, adjective or verb and it may be either positive (e.g. helpful) or negative (e.g. unhelpful).

1. The Sultan spent over fifty million dollars making the capital city's main hotel the most _____ in the country.

luxury

2. Police working on solving the bank robbery have by chance _____ a plan to murder a leading politician.

cover

3. We should go and eat at "Franco's" which is _____ a great little restaurant.

suppose

4. I left the house at 8am and stared at the empty garage in _____. My car was nowhere to be seen. Someone had stolen it!

believe

5. If you have any problems finding things, just ask Roger. He is very _____ and will tell you where to find what you want.

help

6. You paid \$25 for a simple breakfast?! They have certainly _____ you! You should go back and complain.

charge

7. The gang robbed three banks in the same city and all at about the same time. Not _____, they were caught by the police during the fourth attempt.

surprise

8. Sarina is only my half sister because we have _____ mothers.

differ

Vocabulary Formation Worksheet 2

Name _____

For each question, fill the space or spaces in the sentence using the base word given in bold at the end. The required word may be a noun, adverb, adjective or verb and it may be either positive (e.g. helpful) or negative (e.g. unhelpful).

1. This queue hasn't moved in five minutes. I'm getting a bit _____!

patient

2. Politicians should spend some time living on the streets like _____ people have to and then they would understand better the problems they have.

home

3. Carl was calmly taking a photograph as this _____ large bear walked towards the car. It was a _____ experience...at least for me!

astonish

terrify

4. If you go walking around the factory, ensure you have _____ clothing on.

protect

5. Are you sure you have cleaned the kitchen? There is still a pretty _____ smell coming from it.

pleasant

6. Although it isn't definite we will see you tomorrow, it is quite _____.

like

7. Be sure not to put more than three _____ of vodka into the mix, otherwise it will be too alcoholic.

spoon

8. Finding a cure for [cancer](#) will be a huge _____ breakthrough for mankind.

medicine

For each question, fill the space or spaces in the sentence using the base word given in bold at the end. The required word may be a noun, adverb, adjective or verb and it may be either positive (e.g. helpful) or negative (e.g. unhelpful).

1. Buying and selling antiques can be a very _____ hobby if you know how to find a good bargain.

profit

2. We were left without any money for the last part of our holiday because we had _____ the cost of the train ticket to Norway.

estimate

3. Mr. Transom stared _____ at the group of students talking in the corner and they shut up immediately.

cross

4. Jennings is so _____ enthusiastic about the game that his enthusiasm spreads to his teammates and the result is usually a strong performance.

wonder

5. I think I was _____ sacked and have decided to bring the company to court.

fair

6. Have you seen my handbag John? It seems to have totally _____!

appear

7. You know your father is the most _____ person in the world. He is sure to be wearing one of his old sweaters to the party.

fashion

8. People will need to see _____ provable information before they can believe in something like life on other planets.

science

For each question, fill the space or spaces in the sentence using the base word given in bold at the end. The required word may be a noun, adverb, adjective or verb and it may be either positive (e.g. helpful) or negative (e.g. unhelpful).

1. It isn't very _____ that Paula is at home, is it? She usually works at this time.

like

2. Megan was told by her dietician that she was becoming _____ thin and should eat more.

danger

3. _____ is the spice of life, says the proverb and everyone should try and do new things and meet new people to avoid becoming bored.

vary

4. Harry had a difficult _____ and was brought up by an aunt and uncle living in the country.

child

5. The whole dispute began after a small _____ over the money needed to finance the new company.

agree

6. The introduction of insecticides in the 20th Century _____ agriculture across the world.

revolution

7. All the coastal towns in this area are _____ by strong tradition of dance and there is a festival of dance that takes place every August.

character

8. My company has spent a lot of money building a new, _____ factory which will nearly double production.

computer

For each question, fill the space or spaces in the sentence using the base word given in bold at the end. The required word may be a noun, adverb, adjective or verb and it may be either positive (e.g. helpful) or negative (e.g. unhelpful).

1. I was just trying to be _____ towards him and he accused me of wanting his money!

friend

2. The south-west of England, for example Devon and Cornwall, is known as the _____ part of the United Kingdom.

sun

3. What you may think is _____ is really just over-enthusiasm. He would never harm anyone.

hostile

4. Anyone being rude and _____ to our staff will be asked to leave the premises immediately.

abuse

5. Men have more of a _____ to put weight on around the waist and stomach areas and this is something they should be aware of.

tend

6. Three weeks after winning the lottery, Daniel Perkins had the _____ to lose a court case in which he was being sued for nearly \$2million.

fortune

7. The pharmaceutical company's _____ have discovered a better way of combining medicines to create a flu remedy.

search

8. The babies were put up for _____ when their mother was jailed for her part in the murder.

adopt

For each question, fill the space or spaces in the sentence using the base word given in bold at the end. The required word may be a noun, adverb, adjective or verb and it may be either positive (e.g. helpful) or negative (e.g. unhelpful).

1. Herbert has been a(n) _____ member of this company's staff. I don't know what I would do without him!

dispose

2. The food at the restaurant was simply delicious. I just didn't think there was enough _____.

vary

3. Even though the actors did quite a poor job of bringing the book to the stage, the _____ was of the highest quality.

produce

4. Even though he is only 17, he is a very _____ tennis player who could have a big future in the game.

promise

5. [The stock market](#) has risen _____ in the last six months and now is a good time to invest.

consider

6. The _____ of the printer is often believed to have been one of the most important of the last 500 years.

invent

7. My brother chose that university because it does a very well recommended _____ course and that's what he has always wanted to do.

journalist

8. Hamish had the _____ to lose his job only three weeks after getting married. But things turned out alright in the end.

fortune

For each question, fill the space or spaces in the sentence using the base word given in bold at the end. The required word may be a noun, adverb, adjective or verb and it may be either positive (e.g. helpful) or negative (e.g. unhelpful).

1. There will be a special _____ meeting tomorrow morning at 9a.m which everyone has to attend.

safe

2. The modernisation of the factory _____ but unfortunately, many people lost their jobs.

**double
produce**

3. All students must take English and Mathematics. Then they must choose two other courses, but the course in International Relations is _____.

option

4. It is my dream to work in the ship-building industry but unfortunately, there is so much _____ around that I may have to alter my ambitions.

employ

5. Too much of the food we eat nowadays is full of chemicals and other _____.

add

6. Come to my house tomorrow, _____ as early as possible.

prefer

7. I do like your new friend Jasper. He tells the funniest jokes and seems to be a very _____ young man.

entertain

8. He has just asked me for money again. That's the _____ time and he doesn't seem to understand the word "no"!

three

For each question, fill the space or spaces in the sentence using the base word given in bold at the end. The required word may be a noun, adverb, adjective or verb and it may be either positive (e.g. helpful) or negative (e.g. unhelpful).

1. How long do we have to sit in this police station waiting. It's making me feel very _____ watching all these criminals walking past.

easy

2. He did a great report on the future of the ship-building industry but I didn't agree with his _____ at all.

conclude

3. I'm afraid Mr. Perkins is _____ at the moment. He seems to be in a meeting. Is there any message you would like me to pass on to him?

available

4. People with _____ have been demanding better access to the local government buildings downtown. They want a wheelchair ramp built and electric sliding doors.

able

5. I don't speak Spanish very well but I can read it quite _____.

easy

6. I accepted the job without _____ when I heard what the wage was!

hesitate

7. Stop sitting there looking so bored and _____. Get up and find something to do! I don't want you sitting around the house like this all summer.

enthusiasm

8. Yesterday, the government announced a \$10 million increase in the town's budget to try and tackle the _____ problem that exists.

house

For each question, fill the space or spaces in the sentence using the base word given in bold at the end. The required word may be a noun, adverb, adjective or verb and it may be either positive (e.g. helpful) or negative (e.g. unhelpful).

1. I thought the stunts and action scenes in that movie were great! It must have been very _____ for the stuntmen to do some of them.

danger

2. Craig, did you see that _____ on TV last night for the new Volvo? I thought I would never stop laughing; it was brilliant!

advertise

3. What would have been an interesting political debate was ruined by the aggressive, bossy _____ and finally, one of the candidates walked out of the studio.

interview

4. Ladies and gentlemen, the _____ of this new department will increase productivity and help the company to become _____ again.

create

profit

5. Young children have so much imagination and _____ that it never fails to amaze me. If only adults were the same!

create

6. "The problem with young people today is that they don't realise how damaging their apathy and _____ can be," my uncle said.

responsible

7. I don't care if you didn't hear what I said. That is your problem: a total _____ to listen to anything I say to you. I'm very disappointed in your behaviour.

able

8. The _____ charge in that restaurant is 25%. I think we should go somewhere cheaper!

serve

For each question, fill the space or spaces in the sentence using the base word given in bold at the end. The required word may be a noun, adverb, adjective or verb and it may be either positive (e.g. helpful) or negative (e.g. unhelpful).

1. I spent most of my _____ on a farm in Wales before the family moved to America.

child

2. In _____, I would like to add my congratulations to your daughter and her husband on the birth of their second child.

add

3. The _____ of this machine was a local farmer who stayed in the area even after the wealth and fame he found.

invent

4. Your brother made it sound like the show was going to be great. I found it very _____ and was feeling quite bored by the end.

excite

5. The _____ climate in these parts does wonders for my health. I could live here all year!

tropic

6. We expect these _____ conditions to continue for at least another 24 hours before things calm down a bit.

storm

7. Many of the houses in this area are considered _____ and will probably be demolished by the end of the year.

safe

8. The leader of the trade union tried _____ for re-election before finally retiring after 27 years.

success

WRITING

TIME ALLOWED: 1 HOUR 20 MINUTES

Part	Task type	Tests ability to	Word length
1. Compulsory task	Read input information (including adverts, extracts from letters, emails, schedules, etc. of up to 160 words) and write a Letter or Email.	make appropriate use of the input, write for a specific purpose and audience, with accurate language control	120-150
2. Choice of one out of five tasks.	2: (Questions 2-4) Candidates write one of the following: Article, Essay, Letter, Report, Review or Story. (Question 5. 2 options) Candidates write one of the following, based on one of the set reading texts: Article, Essay, Letter, Report, Review Note: Question 5 has two options - 5a and 5b.	write for a specific purpose and audience, with accurate language control	120-180

Table: FCE Paper 2 Writing

FIRST CERTIFICATE ENGLISH - FCE WRITING TIPS AND HINTS

FCE is divided into 5 sections or papers: reading, writing, use of English, listening and speaking.

FCE EXAM - WRITING TIPS

There are a number of different types of writing tasks written for a given purpose and target reader. Candidates may choose from:

- Letters
- Articles
- Reports
- Compositions
- Stories
- Essays

FCE candidates have 1 hour 30 minutes to finish the writing section.

In the writing paper, FCE candidates need to know how to choose appropriate style, register and range of vocabulary. They should prove they can organise an essay so it is coherent and easy to read.

THESE IDEAS AND FCE TIPS WILL HELP YOU!

- **Read**
Before you start writing... read other people's writing. Make use of every text that you find interesting or that could be relevant. Read as many model essays, reports, letters, short stories and articles as you can. Remember, *if it doesn't go in, it can't come out.*
- **Make lists**
Note down words and expressions that you like or think are useful; including those you already know. Copy whole sentences where expressions are used in different context. Have a list of your favourite correct expressions. It is better to use something correctly than something "impressive" but wrong.
- **Plan**
Remember, in the exam you only have an hour and a half to plan, write and check all your writing; therefore timing is very important! It is better to increase the time spent on planning, and reduce the time spent on writing and checking. If your writing is well planned, you should be able to write quickly without having to stop to think, and there should be fewer problems to correct. *Planning is essential.*
- **Audience**
Always keep in mind who your target reader is. Even if you know that your 'letter to a friend' will be read by a FCE examiner, write to a friend. If you are unsure who you are writing to, assume they are an educated person in their thirties. Usually you will be told in the FCE writing task description.
- **Interest**
Make your writing interesting. An FCE examiner will not enjoy reading boring writing.
- **Flow**
Use linking words so your paragraphs and ideas flow in a logical way. This make reading easier and is a good way to demonstrate you can organise an essay or letter. FCE examiners, like IELTS examiners, look for *cohesion and coherence* in exam writing.
- **Write**
Write as much and as often as you can. Do mock FCE tests - with time restrictions and word limits. After doing the [reading and grammar exercises](#) on some of our English lessons, why not read the writing topics, then time yourself writing an answer *before* using our model essays and reports. Then time yourself doing the writing task again. *You'll see the difference!*

REMEMBER THE KEY TO SUCCESS IS PRACTICE!

PARAGRAPH STRUCTURE



- ▶ The top bun is your topic sentence.
- ▶ The sentences that come next are your supporting detail. They are like the lettuce, tomato and hamburger patty in the middle.
- ▶ Holding everything together is the bottom bun of the hamburger. It is a concluding sentence.

SAMPLES AND USEFUL LANGUAGE

INFORMAL LETTER

Dear (first name),

Beginnings

Thank you/Many thanks for your (recent/last) letter/postcard.

It was good/nice to hear from you recently.

I'm sorry I haven't written/been in touch for such a long time.

It's ages since I've heard from you. I hope you're/you and your family are well.

Asking

Hi! How are the things? How are you? How's it going?

Referring to their news

Great news about ... Glad to hear that ... Sorry to hear about ...

Giving news

Listen, did I tell you about ... You'll never believe what ...

Oh, and another thing ... This is just to let you know that ...

I thought you might be interested to hear about/know that ...

By the way, have you heard about/did you know that ...

Apologies

I'm writing to apologise for missing your party but I'm afraid I was with flu.

I'm really sorry that I forgot to send you a birthday card but I was busy with my new job.

If you let me know where you bought it/how much it cost I'll gladly pay for it/replace it.

Please let me know how much the bill is and I'll gladly pay it.

Invitations

I'm/We're having a party on Friday 19th and I/we hope you'll be able to come.

Would you like to come/go to see 'Room With a View' with me at the weekend.

I was wondering if you'd like to go to the theatre/come on holiday with us?

Could you let me/us know if you can come/you'd like to join us?

Thank you very much for your invitation. I'd love to come.

Thank you for asking/inviting me to ... but I'm afraid I won't be able to ...

Requests

I'm writing to ask for your help/you (if you could do me) a favour.

I wonder if/I was wondering if you could help me/do me a favour.

I hope you don't mind me asking but could you (possibly) ...?

I'd be very/really/terribly grateful if you could ...

Thank you / Congratulations / Good Luck

I'm writing to thank you for your hospitality/the wonderful present.

It was so kind of you to invite me to stay with you.

I really appreciated all your help/advice.

Congratulations on passing your exams/your excellent exam results!

I wish you good luck/Good luck in/with your exams/your driving test/your interview.

Don't worry, I'm sure you'll do well/pass.

Do be on time, won't you, and don't forget to ...

Making suggestions and recommend.

Why don't you ...? Maybe you could ...? How about ...?

You can't leave New York without doing sth

I'm sure you will enjoy doing sth If you like, we can ...

Do visit somewhere Don't forget to do sth (Imperative -> Strong Recommendation)

I'm told that ... People say that ... (If you heard sth is good)

Endings

Give my love/regards to ... Say hello to ... Hope to hear from you soon.

See you soon! Write soon. Once again, thank you for all your help.

Signing off

Love,

Lots of love,

Yours,

Best wishes,

(First name)

Writing Paper: Part 2

Task type: Informal letter

Question

You have received the following letter from your English penfriend.

I'm really pleased you're planning to come to England to study. Let me know what type of course you're interested in and I'll ring some colleges for details. The more information you can give me the better!

Write your **letter** of reply to your penfriend (around 120-180 words).

Name: Yanina

School: Escuela Superior de Comercio Carlos Pellegrini

Dear July,

Hi! Thanks for your letter, and sorry for not replying sooner. You see, I've been planning this for a long time and I **came** {1} to a conclusion: I want to take up singing classes in London! What's cool is that I don't want to join a common class, but a group of people that expresses itself through the music and lets its spirit free while singing. I'm really excited about this, and I'd love to have your opinion about it. It'd be fantastic if you could search for the appropriate singing classes in the city for me. {2} Just check the prices well and give me the schedule of each place.{3}

I guess the best place to stay is in a house with a host family, but if you've got a better idea, let me know. I think I'll stay for two months, the problem is that I'm not sure if I can afford all the **spends** {4}! That's one of the things **of** {5} London that **get** on my nerves: everything is SO expensive!

Ok, I've got to go now, so... see you soon!

With love,

Yan

Feedback

Your letter has enough information (about the course, location, etc) for your friend to be able to help you. The informal register (which you achieve through the use of contracted forms, such as 'It'd', exclamation marks and a nice, chatty style) is just right for this type of letter. Your control of language is generally very good, with only a couple of minor errors. Good work!

Best of luck for the FCE exam.

Fiona Joseph

29.11.00

FORMAL LETTER

Dear Mr/Ms (surname), Dear Sir/Madam/Sir or Madam,

Reason for writing

I am writing to ...

I am writing with regard to ...

I am writing on behalf of ...

Asking questions

I would be grateful if ...

I wonder if you could ...

Could you ...? Could you tell me something about ...?

I would particularly like to know ...

I would be interested in having more details about ...

Referring to their letter

As you started in your letter, ...

Regarding ... Concerning ... With regard to ...

Complaining

I am writing to complain about ...

You said ... but in fact what happened ...

We were supposed to stay with British families whereas we actually stayed in a guest house.

Closing

If you require any further information, please do not hesitate to contact me.

I look forward to hearing from you.

Please contact me if you have any further questions.

Signing off

(If Dear surname) Yours sincerely,

(If Dear Sir/Madam) Yours faithfully,

Yours,

(First name + surname)

REMEMBER THAT IN FORMAL LETTERS WE USE

- Formal vocabulary, usually not using phrasal verbs
(‘Tolerate’ instead of ‘put up with’)
- More complex sentence structure
(Knowing what a good reputation the restaurant has, I was disappointed with the service)
- Punctuation using semi-colons
The library offers no facilities for borrowing videos; this is because of the high cost involved

REMEMBER THAT IN INFORMAL LETTERS WE USE:

- Informal vocabulary, including phrasal verbs
‘go on’ instead of ‘cont
- Simpler sentence structure
I’ll be late for the party. It’s because of my French exam.
- Punctuation using exclamation marks
If you’d been at the wedding, you’d have loved the food!

WRITING MAKEOVER SAMPLE AND FEEDBACK

<http://www.flo-joe.co.uk/fce/students/writing/makeover/makeover7.htm>

makeover-10e

Writing Paper: Part 2
Task type: A formal letter

Question

You are reading an English language magazine and you see details of a language school that you are interested in.

LEARN ENGLISH AT YOUR OWN PACE!

If you would like to study English on a course that has been specially designed to meet your needs and interests, then contact the Principal of the Effective Learning School giving details of your:

- Motivation for studying English; length of time studying English; strengths and weaknesses in the language
- Preferred start date and length of course
- Hobbies and interests

We will contact you once we have received your details in order to arrange a programme of study for you.

Write your letter to the Principal of the school. (around 120-180 words)

Alejandra (School: Bridges)

Dear Sir,

I am writing with regard to your advertisement in the Sunday's{1} edition of Glamour, in which you offer an English course that meets my own expectations. I am interested in a twelve-month intensive English course, four or five hours per week if possible.

I am 18 and have been studying English for ten years, which implies my level is high. However, I am sure I need to improve lots of things. Despite the fact **{***}** {2} I am quite good at grammar and use of English, I must admit I have difficulties in phrasal verbs and listening exercises. Apart from this, I would also like to improve my level of comprehension and vocabulary, through dynamic exercises which help me remember new words. **{3}**

I am very interested in languages, and my favourite hobbies are reading, writing, and studying English as well as Italian. I consider all these activities are worthwhile since they make you develop your intellectual skills. Besides, I enjoy doing different activities every day in order to take advantage of the experience I may gain and the things I can learn.

As I am not quite busy next week{4}, I would prefer to start on Monday, and would appreciate a reply at your earliest convenience.

Yours faithfully,

Alejandra de Picciotto.

Feedback

Alejandra, this is an excellent answer. You address all of the points in the task clearly and precisely, and your letter is organised appropriately. I also really like the way that you start and end your letter. This would leave the reader with an entirely positive impression.

Apart from a couple of minor errors, your control of language is extremely good. I wish you every success in the exam.

Best wishes

Fiona Joseph

20.03.02

LETTER OF APPLICATION

Dear Mr/Ms (surname), Dear Sir/Madam/Sir or Madam,

Reason for writing

I am writing to apply for the post/position of ...
... as advertised in ...

I am writing with reference/in response to your advertisement, which I saw ...

I am writing in connection with your advertisement in the Daily Star on May 11th ...

With reference to your advertisement ...

Experience / Qualifications / CV

I gained some experience while ...

I am currently working as ...

I have been working for ... for the last four years.

I worked part-time for three years as ...

At the moment I am employed by ...

My qualifications include ...

I have a diploma in ...

I graduated from Barcelona University last year with a degree in ...

Please find attached my CV

As you can see from the attached CV ...

Endings

Please do not hesitate to contact me if/should you require further information.

I look forward to hearing from you.

I am available for interview at your convenience.

I shall be available for interview any day apart from Wednesdays.

Signing off

(If Dear surname) Yours sincerely,

(If Dear Sir/Madam) Yours faithfully,

Yours,

First name + surname

WRITING MAKEOVER SAMPLE AND FEEDBACK

<http://www.flo-joe.co.uk/fce/students/writing/makeover/makeover7.htm>

makeover-10e

Writing Paper: Part 2

Task type: Letter of application

Question

You have seen the following job advertisement on the noticeboard of your local language school:

CLUB ORGANISER NEEDED!
(Monday and Wednesday evenings only)

Our language school is looking for a person to help organise a Film Club for students of English. Our Film Club will meet twice a week to watch a film in English followed by a discussion of the film.

- Do you have some knowledge of English?
- Do you like working with groups of people?
- Are you interested in films?

If you think you would be a suitable person to organise our Film Club then we would like to hear from you. Please send a letter to the school owner saying why you are suitable for the job.

Write your **letter of application** to the school owner. (around 120-180 words)

Name: Ana Abesadze

Dear Sir or Madam

I am writing to you concerning the job advertisement, which I saw on the noticeboard of **{***}** **{1}** local language school. **{***}**

There was told, {2} that you need a person to help to organise a Film Club for students of English.

I think that I am a suitable person for this job. First of all, **I have been studying English for five years and have lived in London for six months. {3}** I speak English quite well. Secondly, I like working with people very much, **[\$StartBadAnn\$]W[\$EndBadAnn\$]** I like speaking and discussing with them **any things{4}**. And **at last {5}** I love watching movies very much too. I often go to the cinemas with friends and then we usually discuss the movie, so I **had {6}** a little **practise {7}**.

That is all what I wanted to say. If you **want{8}** to know more about me do not hesitate to write to me.

{*}**Yours Faithfully **{***}**

Ana Abesadze

Feedback

Ana, this is a very good realisation of the task. You sound convincing to the reader and I am sure you would be offered an interview based on what you have written! I particularly liked your good control of grammatical tenses and the way you have organised the letter and used an appropriate beginning and ending.

I have corrected a couple of errors and made a single suggestion to show the examiner you have a broad range of vocabulary.

Good luck and I'm sure you will do well in your FCE exam!

Best wishes
Fiona Joseph
3.09.03

LETTER OF COMPLAINT

Dear Mr/Ms (surname), Dear Sir/Madam/Sir or Madam,

Reason for writing

I am writing to inform you that...

I attended your exhibition *Sound Systems 2013* at the Fortune Hotel (22-25 January) and found it ...

I am writing to inform you of my dissatisfaction with ... at ... on 18 January this year.

Problems / complaints

Firstly / Secondly / The final point

Cause:

On 4 June 2013 we placed an order with your firm ... / the ... arrived yesterday but ...

Firstly, I had difficulty in ...

We have found ...

Effect:

This error ... in a difficult position, as we had to ...

This caused us considerable inconvenience.

Even after + verb -ing ...

I am therefore returning ...

This ... is unacceptable to ..., and we are therefore unable to ...

Solution

I am writing to ask you to please make up the shortfall immediately and to ensure that such errors do not happen again.

Could I please ask you to look into these matters.

Please send us a ...

I enclose a copy of the ... with the errors highlighted. Please re-... and send it to us by next Friday.

Warning (optional)

Otherwise, we may have to look elsewhere for our supplies.

I'm afraid that if these conditions are not met, we may be forced to take legal action.

If the ... by Thursday, 20 June 2013, we are entitled to a full refund...

Closing

I look forward to receiving your explanation of these matters.

I look forward to receiving your payment.

I look forward to hearing from you shortly.

Politeness

The tone of complaint letters should not be aggressive or insulting, as this would annoy the reader and not encourage them to solve the problem. In addition, questions such as 'Why can't you get this right?' should not be included.

Content

- The content should contain enough details so that the receiver does not have to write back requesting more.
- Legal action is not normally threatened in the first letter of complaint, unless the situation is very serious.

WRITING MAKEOVER SAMPLE AND FEEDBACK

Dear Mr Choi,

I am writing to inform you that the goods we ordered from your company have not been supplied correctly.

On 4 June 2013 we placed an order with your firm for 12,000 ultra super long-life batteries. The consignment arrived yesterday but contained only 1,200 batteries.

This error put our firm in a difficult position, as we had to make some emergency purchases to fulfil our commitments to all our customers. This caused us considerable inconvenience.

I am writing to ask you to please make up the shortfall immediately and to ensure that such errors do not happen again. Otherwise, we may have to look elsewhere for our supplies.

I look forward to hearing from you by return.

Yours sincerely,

J. Wong(signature)

J. Wong
Purchasing Officer

117 words

Dear Sir/Madam,

I attended your exhibition Sound Systems at the Fortune Hotel on May 31st and found it informative and interesting. Unfortunately, my enjoyment of the event was spoiled by a number of organisational problems.

Firstly, I had difficulty in registering to attend the event. You set up an on-line registration facility, but I found it totally unworkable. Even after spending several hours trying to register, the computer would not accept my application.

Secondly, the exhibition was held at one of Hong Kong's most prestigious hotels, but frankly the venue was quite small. The lack of space led to serious overcrowding in the venue, particularly at peak visiting times, for example, lunch times.

The final point I want to make concerns product information. It is very enjoyable to see and test a range of excellent sound systems, but it is also important to be able to take away leaflets on interesting products before deciding which system to buy. However, by the time I attended the exhibition all the leaflets had been taken.

Could I please ask you to look into these matters - not only on my behalf but also on behalf of other attendees, too.

I look forward to hearing from you.

Yours faithfully,

Michael Leung(signature)

Michael Leung

190 words

REPORT

Initial information

To:
From:
Subject: or Re:
Date:

Introduction

As requested, I did/have done sth
I summarise below/Below is a summary of the most important relevant points as well as some recommendations.
The purpose of this report is to...
I have written this report to...
This report has been written in order to...

Findings or Important points

Write as many paragraphs as points to report.

1. ...
2. ...
3. ...

Summary / Conclusion / Recommendation

Summarizing

Although reactions were mixed, on the whole...
On balance,...
It can be seen from the data/ reactions/ information above that...
Looking at all the things people said, on the whole...
Taking everyone's comments into consideration,...
Despite the... above, in general it is clear that...
Overall,...
Having considered the options, ...

Useful phrases

In relation to ...
As far as ... is concerned ...
In spite of ...
In an attempt to ...

Explaining what you did in order to write the report

In order to prepare this report...
To do so, I...
The data in this report was obtained by...
In order to help make this decision,...
... asked/ discussed/ gave out a questionnaire/ surveyed...
Giving the most important information
The main/ most important/ biggest/ most significant...

Concluding

For this reason,...
Due to this,...
Therefore,...

Recommendations

I (strongly) recommend/ my recommendation is to/ it is recommended that...
I would like to suggest/recommend ...
I therefore suggest/recommend ...
You may wish to consider ...

Contrasting

However,...
In contrast,...
Although...,...

Reporting what people said

A few/ Some/ Many/ Most/ The majority of/ Almost all the people said/ reported/ complained/ recommended/ believed/ thought...
... are concerned/ worried/ surprised...

Giving more information

In addition.../ ...also...
The second most important/ biggest/ most significant...
Another/ An additional/ A further...

WRITING MAKEOVER SAMPLE AND FEEDBACK

<http://www.flo-joe.co.uk/fce/students/writing/makeover/makeover7.htm>

makeover flo-joe

Writing Paper: Part 2

Task type: Report

Question

You have recently attended an English language course at your local school or college. At the end of the course you were given the following letter:

We hope you have enjoyed studying with us. In order to plan future courses we would be grateful if you could write a short report giving us your views of the course. If you have any suggestions we would also like to hear them.

Thank you in advance.

Mrs Galton
The Principal

Write your **report** for the Principal (around 120-180 word)

Name: Pablo Witis

School: International House of Belgrano

INTRODUCTION

This report is intended to evaluate the success of the six months {1} English Course, which I have assisted {2} recently at the Academy Center in English.

LOW AREAS {3}

First of all, as there were twenty of us in the class, we were a bit crowded, and also the computer room was not big enough for all of us. Another thing to mention as a drawback is the cost of the course being too high.

PLUSES

As I had expected, *** {4} teachers were well-qualified and friendly, *** {5} what's more, there were a pleasant atmosphere among the other students. As a consequence, my English improved a lot.

CONCLUSION

To sum up, my only suggestion would be reducing the amount {6} of students per class. Otherwise, the course was great and interesting and I have enjoyed studying. I would recommend it to my friends and I am sure I will be back in the future. {7}

Feedback

This is a very well-written answer to the task, Pablo. I like the way you have organised this report and given each paragraph its own heading. This really helps the reader, doesn't it? You have a good range of grammatical structures and you're ambitious in the vocabulary you use. Another positive aspect is your use of linking phrases ('Another thing to mention...', 'As a consequence...', 'To sum up...') which helps your writing to flow nicely. For the makeover, I have commented on aspects of your English that wouldn't be considered too serious at FCE-level but are points you may wish to remember for the future!

All the best with your FCE result.

Fiona Joseph
16.1.01

WRITING MAKEOVER SAMPLE AND FEEDBACK

<http://www.flo-joe.co.uk/fce/students/writing/makeover/makeover7.htm>

makeover flo-10e

Writing Paper: Part 2

Task type: Report

Question

A magazine is carrying out research into facilities for young people.

We are putting together a list of facilities for young people in your area in a number of different categories, including:

Sports centres

Museums and art galleries

Clubs and societies for young people

Please send us a short report about *one* of the above, in which you give

1) a brief description of the facility

2) your views

3) any recommendations

Write your **report** for the magazine (around 120-180 words)

Name: Zehra Hatipoglu

School: Kantonsschule Limmattal Switzerland

The Science Museum - Technorama

Technorama is a technical Centre in Winterthur. The motto of this Centre is: "Nothing will happen, unless you make it happen." In this museum you can touch almost everything you want. And you can explore technical phenomena with your five senses. {1}

Lots of technical experiments can be done by visitors themselves. So it is also very interesting for children and teenagers. The museum has today 500 experiments about natural science.

When I was there the first time I caught {2} a lot of important points about Physics. It is wonderful how you can learn by playing with experiments. Sometimes there are also demonstrations which are very impressive.

You can visit this museum with your family, with friends or even with your school class and your teacher. You can spend your hole {3} afternoon for an excursion in the Technorama. I said hole afternoon because you need really time to visit the museum. {4} When you get hungry, there is also a restaurant where you can eat and drink something.

I recommend this Science Museum for those who are interested in Physics, Chemistry and mathematics.

Feedback

Well done, Zehra. You answer the question really well and the reader would be informed by your report.

Your grammatical control is good - in fact, there are hardly any grammatical errors - and your range of vocabulary is pleasing. A good answer!

Best wishes

Fiona Joseph

1.10.01

STORY

Beginnings and endings

A narrative needs an interesting beginning to catch the reader's attention and encourage him or her to read on, and a clear ending to round the story off satisfactorily. A weak beginning or ending can spoil the effect of the story, so it's worth spending time working out how to start and finish.

Verb tenses

We use:

- **The simple past** to describe the main events:
I ran to answer the phone but it stopped ringing as I picked up the receiver.
- **The past continuous** to set the scene:
It was raining heavily as we set off.
- **The past perfect** to describe events which happened before the main events:
When I got on the bus all the seats had been taken.
- **Preset participles** to show two actions which are linked:
Noticing that she looked lost, I asked if I could help.
- **Perfect participles** to show that one action was complete before another started:
Having reported my stolen passport to the police, I returned sadly to the hotel.

Time Links

before then ... at first, ... next ...

later ... during ... after that ... afterwards ...

when ... finally, ... as soon as ... eventually, ...

immediately ... in the end, ... once ...

A few days earlier ... Just after that ... Some time later ...

Following the accident ... Later on ...

Adding variety and interest

Try to use different adjectives to convey the atmosphere. For example, if you want to convey the idea of fear, you could use frightened, terrified, scared.

Varying the length of sentences can be effective.

Use direct speech occasionally for dramatic effect (remember to use inverted commas correctly: "No," he yelled, "don't touch that switch!")

WRITING MAKEOVER SAMPLE AND FEEDBACK

<http://www.flo-joe.co.uk/fce/students/writing/makeover/makeover7.htm>

makeover-10e

Writing Paper: Part 2

Task type: Story

Question

Your English teacher has asked you to write a short story for the school magazine beginning with the words:

"I had never felt so nervous before in my life...!"

Write your **story** for the magazine (around 120-180 words).

Name: Danielle

School: 'Cultura Inglesa' (English Culture)

I had never felt so nervous before as in {1} the day I was chosen by my teacher to explain something. The simple idea of talking in front of all my friends scared me. And I still had to write something in order to {***} {2} my colleagues take notes.

Actually Maths wasn't a pain in the neck for me. I always preffered it to biology. In addiction {3}, being a good {***} {4} in it never demanded more than one hour per day. But this would only be true in my bedroom or in any place where it would have only few people.

Being picked on to answer a question in {5} the blackboard was always one of my biggest fears. Have {6} to face it was the other one. At that very moment I had to forget that I was a shy girl and that all my classmates were there watching me.

So I breathed deeply. Let all my expectancies {7} behind and got up. Right or wrong what I would write in that moment wouldn't make me better or worse. The pride that I always have feeded {8} with my shyness could cause me more trouble than any mistake done {9}.

In the end my answer was right, although while writing I was told that there was something that I couldn't had {10} done. I wasn't ashamed. I didn't regret my mistake. This opportunity, finally, made me discover something that I'd only realise without someone's help. By this dreadful situation I found out the real meaning of being in a classroom : share experiences.

Feedback

What an interesting story, Danielle. You successfully create a good atmosphere as you narrate the events. I liked, in particular, the way you experiment with short and more lengthy sentences.

In terms of language, you need to be careful about prepositions and verb forms, but really there are not too many serious errors in your writing.

Good luck in the Writing Paper!

Fiona Joseph

4.12.01

ARTICLE

Heading

Freezing! (dramatic)

My Lone Walk to the North Pole (a summary)

Rescue from the rapids (a summary)

What's the big idea? (a question)

Seven banks a day are robbed in LA (a surprising)

You're already well equipped to prevent crime (a surprising)

Opening

Did you know ...?

What would you do if ...?

General Structure

Give your article a heading or headline which makes the subject clear and also catches the reader's attention.

Divide the article into paragraphs to help the reader follow the argument.

Begin with an interesting introduction – an example, perhaps, or a question.

End with an overall comment or concluding.

WRITING MAKEOVER SAMPLE AND FEEDBACK

<http://www.flo-joe.co.uk/fce/students/writing/makeover/makeover7.htm>

makeover-10e

Writing Paper: Part 2

Task type: Article

Question

You have been asked by the editor of your school magazine to write an article on the following topic:

Today's television

"A load of old rubbish" or "More choice than ever before"?

Is today's television still good value for money?

Write your **article** for the magazine (around 120-180 words).

Name: Ahmet Çakan, Turkey

School: Ankara Atilim University

Worth seeing or just rubbish?

In 1981 the first IBM PC was found and in the following years technology has been developing with such a speed that today we only need to press one button to send information all over the world. {1}

There is a big {2} number of TV channels providing us with information of all sorts, like documentaries, news, scientific {3} programmes etc.

But not everything shown on TV has an educational or informing value{4}. In fact, the chance of finding something really interesting when you switch on the box is slim. {5} The most {6} programmes are boring because they are repeats of soap operas you did not want to see the first time they were shown or films you have already seen a dozen times or just stupid competition programmes.

I think there are so many other things to do to enjoy oneself that it is really not necessary to waste much time watching TV.

Feedback

This is a nicely organised essay with very good control of language (both grammar and vocabulary). For this makeover I wanted to change the first two sentences and make the start of the essay more emphatic. Apart from a couple of minor errors in the rest of the essay, this is a strong answer.

Well done, Ahmet, and good luck in the exam!

Fiona Joseph

7.11.00

Writing Paper: Part 2

Task type: Article

Question

You have seen the following announcement in an international magazine for 16-25 year olds:

'Young people are spending more time each day on their computers than watching television. Is this a change for the better?'

We are interested in your views on this topic. You can contribute to the debate by sending us a short article with your opinion.

Write your **article** for the magazine (around 120-180 words).

Name: Irina

Before addressing the question of what is better for young people, I would like to remind **{***}** **{1}** that both activities (spending time on a computer and watching television) are harmful for children's/teen's**{2}** health. **{***}**

At the other side **{3}** it's impossible to imagine our life without computers and television.

With the help of computers young people can meet new friends, find out a lot of information, **{***}** **{4}** take part in forums and discussions. Surfing the Internet needs imagination, logical thinking and knowledge. Young people are able to choose what they want to watch/read/listen to, and the choice is practically unlimited.

Television can't give such an opportunity.

Precisely here is found the crux of the problem**{5}**. There are plenty of free sites with content far from morality**{6}**; many computer games impose cruelty. And the idea that, spending time in Internet's chats young people develop their social skills, is problematic**{7}**. I wish it would be so!**{8}** But getting used to the Internet's rules of communication, they might find it difficult to face up to reality, **{***}** **{9}** make friends in the real world.

For my part, I spend a lot of time on my computer (learning English and working). But when I want to relax I'd rather watch TV with my friends than loiter away **{10}** time sitting alone in front of the computer!

Feedback

This is a really interesting essay, Irina. I enjoyed reading your views on the internet and the effect it is having on young people.

You are ambitious in your choice of vocabulary and grammatical structures, which is very good for an examiner to see at this level (FCE). Just occasionally, your expression misses the mark but the changes I have made are relatively minor. Be careful not to miss out the final 'and' when you are listing points.

Thanks for sending it in and good luck if you are doing the exam in March or June.

Fiona Joseph

14.2.01

REVIEW (ARTICLE)

- A review is an article in a newspaper or magazine in which someone gives their views on a book, play, film, TV programme, etc.
- The purpose of a review is firstly to give factual information about the subject, and secondly to give an opinion about it which will help the reader to decide whether to buy the book, see the play or film, etc.

Format

I) Introduction: a description of the subject.

- Book: What kind of book is it (thriller/ historical novel/ science fiction, etc.)? Is it different in any way from other books of this type?
- Play/ Film/ TV programme: What is it about? Is there anything special/ unusual about the production? Where/ Which channel is it on? Are there any well-known actors? Who is the director/ producer? Is it part of a series?

II) Plot: What happens? Remember to use the present tenses. Give an outline but don't give the ending away!

III) A general consideration of the subject: Comment on the successful and unsuccessful features giving reasons for your comments.

- Play/ film/ TV programme: Who starred in the (film)? Was the acting convincing? Was it well directed?
- Book: How good is the characterisation? Comment on as many aspects as you can.

IV) Summing-up and recommendation: Do you feel the (film) will appeal to most people? Why/ why not? Your conclusion should contain a judgement/ recommendation, backed up by good reasons for your comments.

Useful language:

The (film) is directed/ produced by... / It stars ...

The role of X is played by ...

X gives a superb/ thrilling/ disappointing performance ...

It is extremely readable/ rather heavy ...

It is set in ... It is a beautifully written novel

It is published/ illustrated by...

It portrays/ shows/ describes/ tells the story of/ deals with ...

The plot centres on ...

I found the plot rather weak/ unconvincing

I can thoroughly recommend .../I highly recommend...

Don't miss it! / It's worth seeing it!

NOTE: USEFUL VOCABULARY:

Instead of repeating simple adjectives like good, bad, funny, interesting, boring try to use a wider range of adjectives such as amusing, appalling, awful, brilliant, dramatic, dreadful, dreary, dull, witty, excellent, superb, fascinating, fast-paced, gripping, hilarious, humorous, outstanding, tedious, thrilling.

WRITING MAKEOVER SAMPLE AND FEEDBACK

TASK

You have been asked to write a short film review for a school /college magazine. Choose any film which you think might be of interest to you. Include a clear description of the story/contents, comment on what you think the most successful and least successful features are, and give an overall recommendation. Write **BETWEEN 120-180 words**.

Example of a film review.

Crazy Plumber – Plaza Cinema

If you have seen the advance publicity, you might imagine that this was a funny film. Wrong. It's a film which tries very hard to be funny and fails consistently. The story concerns a plumber who isn't very good at his job. When his customers desert, and he can't pay his bills, he decides to turn to crime. He tries a little shoplifting (he isn't very good at it, of course) but then he gets involved in bigger things.

Wayne Gibson, who plays the hero, has one or two good lines but most of the time he's struggling with a terrible script. There are a few good moments – the car chase sequence is memorable – but the storyline is very slight and the director seems to have run out of ideas very quickly. As the film progresses, the level of violence increases. Despite the publicity, this is not a film for young children.

A great deal of money went into the making of *Crazy Plumber* but in the end spectacular effects are no substitute for real humour.

TASK

You recently saw this announcement in a local English newspaper.

Give us your opinion about your favorite website (1).

Soon we we'll be running a contest to choose the website of the year. Write us a review of your favorite website. Describe the topic **(2)**, the way it is presented **(3)**, and say why you think it is good **(4)**. The best reviews will be published in our newspaper.

My favorite website is Facebook (1)

Facebook is a very popular social networking service which has millions of users all over the world.

(2) To access this website you must first register. Once you are in you may create a profile, add friends, upload photos or videos, play online games, write about what you're doing, and many more things.

(3) There are three reasons why I would recommend Facebook. The first reason is that you can be in contact with friends that you would otherwise seldom see. If they are connected you can communicate real time.**(4)** The second reason is because you can share things with friends and family. I personally love to share photos, opinions about places I have visited, or films I have seen. More sharing means more engagement with people and groups of interest. I've some had some interesting online discussions.**(5)** And, the last reason is that it helps you to write the story of your life.**(6)**

So if you haven't joined it yet, I would highly recommend you to do so, especially if you like to be in touch with your friends and like sharing things like I do. **(7)**

WRITING MAKEOVER SAMPLE AND FEEDBACK

<http://www.flo-joe.co.uk/fce/students/writing/makeover/makeover7.htm>

makeover flo-joe

Writing Paper: Part 2

Task type: Article

Question

You have seen the following advertisement in a magazine:

Film Weekly Top 100 films - the viewers choice

What is your favourite film of all time?
Why should it be in the top 100?

Write a short article about these questions and you could be published in our next issue.

Write your **article** for Film Weekly magazine (around 120-180 words).

Name: Barbara Kretschmer

School: Newnham Embassy Language School, Cambridge

A nightmare!

Do you want to be frightened **at** one night? The movie "Blair Witch Projekt 2" has **begun** in the cinema this week and **especially the viewers, who saw part 1, know that it is a movie, which you will start shaking.**

It is the continuation to part 1, which **ends** with a mystery. You did not know **what** happened with the group of teenagers. This time there is also a group of students, who want to try to solve the enigma about the "Blair Witch Projekt" again. The story takes place in the forest and in my view **is this** the main reason **why** you will be scared. The whole movie you can see the dark, lonely, large and mysterious forest and apart from that the character of the students change again and again and so you do not know **who** is the victim and who is the villain.

In my opinion it is a movie **which** you will never forget, because it is **not like others**. **The movie is based on a "low budget film"** and so it is a special kind of entertainment. That is the reason why I am sure that it is a movie **which can reach the Top 100 of the best movies**.

"Blair Witch Projekt 2" **is allowed for** people over the age of 15 and if you want to spend a fearful night then go to the cinema! My personal advice: Do not go on your own!

Feedback

This is a nice answer, Barbara. You give a good description of the film and the type of person who would enjoy seeing it. However, this question is not simply a film review, but an article about excellent films. Therefore, you need to refer to your reason for writing the article (i.e. your nomination for favourite film) early on in the first paragraph and perhaps avoid addressing the reader as 'you', as you would do in a film review, but instead talk more objectively about 'the audience'.

In terms of language I have the following comments:

1. Your vocabulary shows a good range for the task.
2. Do some revision, maybe from a grammar book, on relative clauses and punctuation as this appears to be a weak area.

Best of luck for the exam!

Fiona Joseph

7.12.00

(DISCOURSE) COMPOSITION / ESSAY

Making points

Many people feel that ...
First and foremost, ...
It is widely believed that ...
It would be ideal if ...
Another argument in favour is ...
It is clear from the facts that ...
The benefits of ... outweigh the disadvantages.
On the whole, I think ...

Contrasting points

On the other hand ...
Other people think ...
An opposing argument is ...

Giving opinions

I personally feel that ...
I find it hard to see why ...
I certainly don't believe that ...
It is difficult to believe that ...
I object to the cloning of animals.

Organising and linking your ideas

First of all, ... Secondly, ... In addition, ...
Moreover, ... Furthermore, ...
So ... As a result, ... Therefore, ...
However, ... On the one hand ... on the other hand ...
On the whole ... While it is true to say ...
Finally, ... To summarise, ... In conclusion

WRITING MAKEOVER SAMPLE AND FEEDBACK

<http://www.flo-joe.co.uk/fce/students/writing/makeover/makeover7.htm>

makeover-10e

Writing Paper: Part 2

Task type: Discursive essay

Question

In your English class you have been discussing the pros and cons of different types of transport. For your homework your teacher has asked you to write a composition giving your reaction to the following statement:

"Cars should be banned from the centres of all major cities."

Write your **composition** for your teacher (around 120-180 words).

Name: Victoria Cadars

School: IATEL

Moving to {1} different parts of our city by car is often the nightmare of many inhabitants.{2} However, in reality it has both advantages and disadvantages.{***}

There are many pros to driving a car. First of all, it is one of the cheapest means of transport. In addition to this, if it run out of {3} fuel, it is easy to find a near {4} gas station. A further advantage is that you do not have to waste many{5} time at the bus stop when you need to go somewhere.

In contrast, there are certain drawbacks. Firstly, it can be dangerous to drive during the rush hour because you can crash. Moreover, you may arrive late at work if you get stuck in traffic for several hours.

In conclusion, it can be seen that although we consider our car as a big {6} {***} solution, sometimes it makes us to get in troubles.{7}

{8} (So, what's your opinion? Should cars be banned from city centres or not?)

Feedback

The greatest strength of this composition is in terms of the organisation, Victoria. You use paragraphs to good effect and within each paragraph you have an excellent range of connecting phrases (e.g. in addition to this..., a further advantage..., etc.)

I would advise you to add another sentence or two to your conclusion to tell the reader whether you think cars should be banned or not. You could also mention the topic earlier on by saying, for example: "Many people believe that cars should be banned from city centres but let's not forget that there are many pros to driving a car."

On the whole, however, this is a very nice answer. Well done!

Best wishes

Fiona Joseph

3.9.01

Writing Paper: Part 2

Task type: Discursive composition

Question

In your English class you have been doing a project on young people and their health in your country. Your teacher has asked you to write your response to the following statement taken from a recent newspaper article:

Research shows that young people today are not as healthy as they were twenty years ago. Why is this and can we do anything about it?

Write your **composition** for your teacher (around 120-180 words).

Rosana Marinozzi

School: Britannia School, Argentina

Nowadays, young people are prone to be less healthier than they were twenty years ago and also to suffer from a lot of illnesses. These problems are mainly caused by the busy way of life we live {1}.

Twenty years ago, young people were healthier since, although they did not look after their health consciously {2}, they did it by eating food without additives, because they lived more quiet {3}, they spent much time in touch with nature as well as, despite not doing sports, they did more phisycal {4} activities by working than young people do now{5}.

In contrast, nowadays a lot of people give more importance to their appearance rather {***} {6} to their health. Added to this most of the time they eat fast food and also some of them are not fond of practising{7} sports so, they lead a sedentary life. All of these problems make them to be {8} unfit and unhealthy.

To conclude, young people today can{9} look after their health since there are a lot of medical treatment for curing and preventing illnesses as wel, as there is more information available than years ago. However, the responsabilities {10}, stress and the lack of time lead us to leave aside the care of our health.

Feedback

This is a full answer to the question, Rosana. You have organised this composition well and used some good connecting phrases (e.g. 'Added to this', 'To conclude', and so on) so it flows really nicely.

You demonstrate a good range of vocabulary and mostly accurate grammar. For the makeover, I have concentrated on rewording slightly some of your phrases to make them sound more natural. There are also a few spelling (typing?) mistakes so be careful to proofread your writing in future in order not to leave a negative impression on the reader. All in all, this is a good piece of work, however.

All the best for a positive FCE result!

Fiona Joseph

10.1.01

Writing Paper: Part 2

Task type: Discursive composition

Question

In your English class you have been discussing different ways of studying English. Your teacher has asked you to write a composition with the following title:

The advantages and disadvantages of learning English abroad compared to learning in your own country.

Write your **composition** for your teacher (around 120-180 words).

Name: Nahla Karrar

The advantages and disadvantages of learning English abroad compared to learning in your own country

Learning English is very important in studying, doing business, or even in visiting foreign countries.

Learning English abroad, especially in **{***}** **{1}** UK, has a great advantage as you have to speak the language all the time whether during classes or in daily activities such as shopping, asking for directions, and watching TV. It will certainly improve **my****{2}** accent and make me used to **think** in English - not in my native language. Not **anyone** **{3}** can afford studying English abroad as it is very expensive. On the other hand**{4}**, some people cannot get along with a different culture and suffer **homesick** **{5}**.

Learning English in my own country has its pros and cons. Being with students speaking the same language and **have** **{6}** the same problems **make** **{7}** studying **a** **{8}** fun, and sometimes competition **urge** students to work harder. At the same time using the native language in class limit the ability of speaking English fluently**{9}**.

Taking **in** **{10}** consideration the high expenses of learning abroad, I prefer to study in my own country and make efforts to improve my English by making friendships with English native-speakers who live **{***}** **{11}** or visit my country.

Feedback

This is a really good answer to the question, Nahla. Your points are well made and the composition is splendidly organised into 4 clear paragraphs. Your control of language is generally very good also. Just be a little careful with 3rd person singular present tense endings and have a look at my -ing corrections to a couple of other verbs. Well done!

Best wishes

Fiona Joseph

3.4.01

SPEAKING

FCE SPEAKING TEST: KEY FACTS



14 minutes long



4 parts



Two or three candidates



Two examiners
Only one speaks

The Key to Success

Tasks 1 and 2

Part 1 - Conversation between Interlocutor
and each candidate

General social interaction (personal information)
3 minutes

Tests ability to: use language for social purposes, e.g. making introductions, answering questions about yourself. Part 1 of the FCE Speaking test lasts about 3 minutes. The examiner will ask some 'getting-to-know-you' questions perhaps to find out where you come from, your interests, your family or your studies etc.

Example Questions

Q: *Where are you from?*

Q: *Tell me something about your family.*

Q: *What did you enjoy most when you were at primary school?*

Q: *Do you have any plans for a holiday this year?*

Q: *Do you play any musical instruments?*

Giving full answers to the examiner's questions will help get the interview off to a good start.

1) Avoid giving short, uncommunicative replies.

Q: *Tell me something about your family.*

A: *I live with my mum, dad and sister and brother. (Don't stop there!) My sister's younger than me and still goes to school. My brother works as a computer technician.*

2) Avoid short, 'yes', 'no' answers to closed questions. (These are questions beginning 'Have you ...', 'Do you ...', 'Is it ...' etc which can be answered simply with a yes or no answer).

Q: *Do you have any plans for a holiday this year?*

A: *Yes. (Don't stop there!) If I get the chance I'd like to visit my friend in Germany. We haven't seen each other for a while and I'm really looking forward to seeing him and getting to know Germany.*

Q: *Do you play any musical instruments?*

A: *No. (Don't stop there!) We had music lessons when I was at school but I was never very good.*

3) Offer examples to help you explain a statement.

Q: *Why are you preparing for the FCE exam?*

A: No reason really. (Don't stop there!) I enjoy learning English and I think it would be good to have a qualification to show my level.



Try and speak for one minute while recording yourself and then listen back. How does it sound? Is it fluent with no pauses? Do you repeat yourself? Are you managing to talk about yourself in an interesting way?

Part 1 on the FCE Speaking paper is where you have a chance to “sell yourself” and make a good first impression on the examiner. It is therefore vital that you prepare as best you can.

Write It Down

It may sound strange, but the best way to improve your speaking is to write down all the information that you want to include. At this point, don't worry if what you have written takes more than one minute to read back. What is important is that you include everything about yourself:

- your family background
- your education
- your hobbies
- your holidays
- your work experience
- your future plans
- etc., etc., etc.

Once you have finished writing, read through your text and look at how you can improve it. Analyse your text in detail: can you add adjectives; can you “lift” the language by using more advanced vocabulary; can you make more complex sentence structures; etc.? Here are some examples on improvements that can be made:

Before:

“My name is Pilar and I'm from Spain.”

After:

“My name is Pilar and I was born in Barcelona but I'm currently living in Madrid.”

Before:

“I'm 20 years old and I study at the university.”

After:

“I have just turned 20 and I'm currently studying English Literature and Art History at Universidad Carlos III de Madrid.”

Once you are fairly happy with your text, record yourself again and listen back. Does it sound better than the first recording? Can you improve it further?

This “speaking document” should be a “live” document and as you progress in your FCE studies, you should constantly update it until you are satisfied with it.

Once the first introductions have been made, the examiner will ask you further questions about yourself and you should be able to use the information that you have prepared and answer the questions fluently.

Remember, the better you prepare, the more likely you are to be **successful on the FCE Speaking paper**.

FCE SPEAKING TEST: PART 1 (INTERVIEW)

SUMMARY

Tip 1

This part of the exam is mainly there to relax the students and start them talking about an easy and pleasant topic - themselves. It is important for the final mark but the real challenge is to be relaxed and sociable. Also, there are not separate marks for the separate sections, so if they start slowly they can make up for it later on.

Tip 2

Examiners usually ask questions to one candidate for one minute, and then switch to the other(s). The non-talking candidate should listen attentively. If they can prove they have been doing so by referring to their partner's answers when speaking, all the better.

Tip 3

The topics that will usually be covered are family, work and education, home town, leisure and future plans.

Tip 4

You can practise the various topics by brainstorming language for that topic area onto a spider diagram on the board and then getting students to ask each other questions for a few minutes using the vocabulary. Alternatively, they can prepare mini-presentations on, for example, their hobbies.

Tip 5

There will also often be a mix of past, present and future forms used. Speaking practice on all these will obviously be useful.

Tip 6

Any 'getting to know you' activities are useful for this part of the exam, which makes for a good, fun first lesson. If you can slip in some diagnostic work on their language, even better (see Lesson Plan for an example of this).

Tip 7

The examiner generally starts each topic with a simple question (even Yes/ No) and then moves onto more difficult ones. Generally, if the students relax and react naturally, they should have no problems - so there's no need to respond to 'Do you have a big family?' with a five minute speech!

Part 2 - Long turn

Compare two pictures

Comparing, describing, giving opinion

1 minute

Partner gives 20 second response

Tests ability to: speak at length coherently, use language to describe, compare and contrast and comment upon a topic. Part 2 of the FCE Speaking test lasts between 4 minutes (6 minutes for groups of three). The examiner gives you two photographs and your partner a different pair of photographs. You have to speak about your two photos without interruption for about 1 minute and also answer a question about your partner's photographs when he or she has finished their long turn.

Example Task

The interview will begin with the examiner saying something like:

Q: *In this part of the test I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about 1 minute and also to answer a short question about your partner's photographs.*

Q: *(Candidate A), here are your photographs. They show **people participating in sporting activities**.*

Q: *I'd like you to compare the two photographs and say why sport is important to people.*

Q: *All right?*

Notice there are TWO instructions here: first to 'compare' the two photographs and also 'to say why' sport is important to people. In Part 2 candidates need to show they can compare but also give an opinion.

The examiner will then ask Candidate B a short question about these photographs.

Q: *Thank you (Candidate A). (Candidate B) which sport would you most like to try?*

Candidate B will then do their long turn with a different set of photographs and at the end, Candidate A will be asked a short question.

1. Listen to the instructions carefully and make sure you know what you have to talk about. If you don't understand the instructions you should ask the examiner to repeat them:

"Excuse me, could you say that again?"

"I'm sorry, but would you mind repeating that?"

2. The question will help you with the structure of your talk.

A) Start with a general summary of the topic:

'These two photographs show people involved in a sport.'

B) Then move on to a comparison of the two pictures, using words to help explain the comparison:

***Both** photographs were taken outside and **each of** the people are concentrating hard on what they're doing. 'The top photo shows a woman rock climbing **whilst** the bottom photo is of a young skating ... It looks like the woman is out in the natural world **whereas** the boy is in a man-made skating park etc.'*

C) Finally give your opinion with examples, again using signposting words and expressions to help the examiner follow your argument.

*'**In my opinion**, sport is important for people in lots of ways. **For example**, it's a way to keep fit of course, **but we also** meet new people **and** can get a lot of enjoyment from a sport ... etc.'*

Practise making short one-minute talks as often as possible to get an idea for how long 1 minute feels like. Time yourself and ask a friend for feedback.



As with part 1 on the FCE Speaking Paper, try and speak for one minute about two pictures that have a similar topic while recording yourself and then listen back:

- How does it sound?
- Is it fluent with no pauses?
- Do you repeat yourself?
- Are you managing to talk about the pictures in an interesting way?

Write It Down

Once again, it may sound strange, but the best way to improve your speaking is to write down a template that you follow when doing this particular type of task.

You need to start with a standard opening phrase that you can use irrespective of the topic, e.g.:

- It seems to me what these two pictures have in common is (topic). However, they do differ in some ways.

You then need to compare and contrast the two pictures. To do this, you need to make sure that you are confident in the use of different types of linkers.

In your template you should start by dealing with the first picture, then move on to the second picture. You should finish by summing up your comparison.

Try and include a wide range of phrases and vocabulary in your template, i.e.:

- The first picture depicts
- First of all, I would like to point out that ...
- On the other hand, picture two portrays
- From my point of view, the situation depicted in the picture is ...
- Furthermore, I believe that this
- In addition, this picture also shows ...
- To sum up, while the pictures are quite different, they also have a number of similarities ...

Once you are fairly happy with your template, record yourself again and listen back. Does it sound better than the first recording? Can you improve it further?

This “speaking template” should be a “live” document and as you progress in your FCE studies, you should constantly update it until you are satisfied with it. Only then should you decide on your final template, and focus on delivering it in one minute without it sounding “rehearsed”.

Remember, the better you prepare, the more likely you are to be successful on the FCE Speaking paper.



In this week's tips for the [FCE Speaking paper](#), we will continue to look at Paper 2. Last week's speaking tips talked about how to make a [speaking template](#). We are now going to show you how such a template can be used.

You should note how we try to “recycle” the words in the question and use them in our template. The words in *italic* are the words that will need to change for each picture set.

Which factors may influence people's holiday choice?



It seems to me what these two pictures have in common is *holiday destinations*. However, they do differ in some ways.

The first picture depicts *a lovely, unpopulated beach*. In my opinion, this would be *a typical holiday choice for couple's who are on their honeymoon*. However, it may also be *a typical choice for more wealthy people*.

In contrast, the second picture shows *a much more crowded beach*. From my point of view, this would be *a typical holiday choice for people who would like a holiday, but cannot afford to go somewhere expensive*.

To sum up, there may be *many factors that influence people's holiday choice*, but in my opinion, *the main factor is probably their financial situation*.

Now it is your turn – try to first make a template and then apply it to the pictures. Once you are fairly happy with your template, record yourself and listen back:

- How does it sound?
- Is it fluent with no pauses?
- Do you repeat yourself?
- Can you improve it further?

This “speaking template” should be a **“live” document** and as you progress in your FCE studies, you should constantly update it until you are satisfied with it. Only then should you decide on your **final template**, and focus on delivering it in one minute without it sounding “rehearsed”.

One danger of preparing a template like this is that you may get pictures that don't exactly fit into your template. However, remember, the better you prepare, the more likely you are to be able to adapt your template “on the spot” and **be successful on the FCE Speaking paper**.



Once the other candidate has completed the long turn, you will be asked a question which you are expected to answer in about 20 seconds.

It is more difficult to make a template for this task on Part 2 of the FCE speaking test. However, you know that you will be asked for **your opinion** on the topic, so you can prepare some **good phrases** that you slot into your answer.

For example, in last week's post we looked at how to make a [speaking template](#) and we used an example where we asked:

- “Which factors may influence people’s holiday choice?”

The examiner may follow this up by asking you:

- What influences your holiday choice?

A good opening phrase would be:

- Personally, I would probably ...
- It would depend on many factors, however, personally I would ...
- Oh, that is a hard question to answer but I would probably...

You then need to continue your answer by using a linking phrase:

- The main reason for my *choice/opinion* would probably be ...
- Furthermore, I *feel/believe* that ...
- I would like to add that I would probably ...

Normally, two good sentences will be enough to fill the 20 seconds. So, here is how you use your “mini speaking template”:

1. When the examiner instructs the other candidate, **listen carefully for the topic**.
2. While the other candidate answers, listen but at the same time quickly run through in your mind **the main vocabulary** you know on the topic.
3. When the examiner asks you the question, **listen very carefully**.
4. Ask the examiner to **repeat the question** (you won't lose any points for doing so), while the examiner repeats the question, in your head, you **match your “mini template” with your vocabulary**.
5. Deliver your answer.

When answering, you should try to **avoid “I think ...”** as this is a very basic phrase. It is much better to **say “I feel ...” or “I believe...”**.

Remember, this **“mini speaking template”** should be a “live” document and as **you progress in your FCE studies**, you should constantly update it until you are satisfied with it. Try your template out on several picture sets you find in magazines etc.:

- Does your template work?
- Do you need to adjust it?
- Can you adapt it quickly enough?
- Can you deliver it without it sounding “rehearsed”?

FCE SPEAKING TEST: PART 2 (LONG TURN)

SUMMARY

Tip 1

In the exam, the examiner will give one of the candidates two pictures. The first thing they will ask the candidate to do is to show the pictures to the other candidate(s). This means that everyone has seen the pictures and it is therefore perfectly acceptable to say 'this picture' and point. More complex language such as 'the top picture' or 'the former/ the latter' is, of course, even better.

Tip 2

The examiner will then give the candidate precise instructions about what they should say about the pictures. The instructions always have two parts, so students should listen very carefully.

Tip 3

If there is anything a student doesn't understand about a question, they should ask the examiner to repeat. If they still don't understand, they should ask again. They should remember that they are being tested on their speaking in this part of the exam, not their listening comprehension. However, one thing they are being scored on is their ability to actually answer the question they are asked.

Tip 4

Asking the examiner to repeat can actually be the perfect opportunity to show off some complex language - e.g. 'I'm sorry, I didn't quite catch the last part', 'If I can just check what you are saying, you'd like me to...', 'I'm not quite sure what (contrast) means', etc.

Tip 5

The examiner almost always asks the students to 'compare and contrast the two pictures'. They will never be asked to simply describe them. Any activities giving oral practice of comparing language (more than, less than, (not) as _____ as, similar to, etc.) and contrasting language (although, whereas, however, etc.) are good practice for this. See lesson plan for examples.

Tip 6

The second part of the question is usually about giving some kind of opinion e.g. 'Compare and contrast the two holidays and say which you would prefer'. Language like 'in my opinion' and 'personally' can be very useful here.

Tip 7

Students should make sure they are talking to the examiner (and the other candidate) rather than to the picture! This can be practised in the classroom by getting students to turn over the picture once they have taken a glance at it, or even getting them to do a task with imaginary pictures.

Tip 8

The examiner will interrupt the student speaking after one minute, even if they are halfway through a sentence. Being interrupted is actually good, as it means they haven't run out of things to say.

Tip 9

As the examiner takes the photos away from the first candidate, they will ask the other candidate a question about those photos. Again, this is probably a question of opinion, e.g. 'Which holiday would most people prefer?' This only requires a short answer, but is a perfect chance to show they have been listening to what their partner said, with language such as 'As (Juan) said.....', or 'I agree entirely with (Lee Yan).'

Part 3 - Two way conversation between candidates
Decision making task with pictures
Listening and responding /Agreeing and disagreeing
Suggesting and speculating
3 minutes

Tests ability to: use language to discuss, express an opinion, to agree and disagree, speculate and evaluate etc.
In Part 3 of the test, which lasts about 3 minutes, the examiner will give both candidates instructions and a set of visuals and the candidates will have to try to reach some form of agreement.

Example Task

The examiner will say something like:

Q: *Now, I'd like you to talk about something together for about 3 minutes.*

Q: *I'd like you to imagine that you are planning a week-long touring holiday with your partner around the country that you're studying in. You want to see as much as possible but don't want to spend too much money on transport. Look at the types of transport shown in the photographs.*

Q: *First talk to each other about how useful each of these forms of transport might be for your holiday. Then decide which one would be best.*

Q: *All right?*

Notice there are TWO instructions here: first to talk about each form of transport then to 'decide' which one is best for your holiday. This means you have to do more than just describe the different forms of transport. You also have to show you can work with your partner to try to reach some form of agreement. You don't have to reach agreement but you must at least work towards this.

It will help both yourself and your partner if you work together collaboratively on this task.

1. Be prepared to ask your partner for his or her opinion rather than simply stating your own. For example:

'What do you think?'

'How about you?'

'Do you think ...?'

2. Listen carefully' to what your partner says and respond to comments he or she makes to help the discussion flow.

For example:

'Do/Have/Are you?'

'Don't/Haven't/Aren't you?'

'Do you think so?'

'Really?'

3. If you disagree try expressing this politely. For example:

'I see what you mean but ...'

'I can see your point but ...'

'But don't you think ...'

4. Use expressions to allow yourself time to think. For example:

'That's a good question.'

'Well, let me think ...'

'It's difficult to say ...'

5. You'll possibly find you don't understand something your partner has said. If this happens, take control with simple questions like those below to help you deal positively with the situation. This will also give you the chance to impress the examiner with your communication skills.

A) If you didn't quite understand a word or phrase just say something like:

"Sorry but could you explain what you mean by" or

"I haven't come across that word/expression before. Could you explain what you mean?"

B) If you didn't hear or didn't understand something your partner has said, ask them to repeat it:

"Sorry, I didn't catch that. Could you say that again?"

"Excuse me. Could you repeat that?"

C) Alternatively, you might want to confirm what you think your partner said so you could say something like:

"Do you mean"

"When you say, are you asking/do you mean"?"



Remember, there are two parts to this task:

- you have to have a discussion with the other candidate
- you have to make a decision together with the other candidate

The first thing you need to focus on is the **examiner's instructions**. Make sure that you understand what you are asked to do. Don't be afraid to ask the examiner to clarify if you are not sure – you will not lose marks because of it!

Above the visuals you have been given, you will find the questions that you will need to answer during the task. Make sure that you answer all of them and don't discuss the first question too long, not leaving enough time to complete the task.

You do not have to talk about the images in the order they appear, you can jump back and forth as long as all the images have been discussed.

It is very hard to make a template for this part of the exam as how you progress through the task is dependent on the other candidate as well, not just you. However, you can prepare and make sure that you are familiar with a number of **phrases and sentence structures** which you can adapt to any visuals and discussions.

First of all, **never use I THINK** ... This is a very basic phrase and at this stage you are expected to have a wider range of vocabulary. Use expressions like:

- I believe In addition, I feel that
- I feel On the other hand, I believe
- From my point of view Furthermore, I feel that
- In my opinion I also believe that

If you are a bit more confident in your English, you could use phrases like:

- It seems to me that However, having said that, I feel that ...
- First of all, from my point of view Leading on from that
- To start with, I feel that Moreover, I believe that by choosing to

As you can see, you need to know your **linkers** and how to **express your opinions!**



Most likely you have never met the other candidate before, so you don't know how he or she will perform. One of the worst things for you would be if the other candidate

- never stops talking or
- doesn't talk at all.

So, what do you do? The whole point of this part of the exam is that you can show the examiner that you can “**sustain an interaction**”. This means that you have to be able to show that know how to interact with someone else in any situation. Therefore, you need to have a couple of strategies ready.

The One That Never Stops Talking

You need to take control of the situation. Don't let the other person keep talking, interrupt him or her. However, you **MUST** be polite when doing so. You could for instance say:

- Sorry to interrupt you, but I don't agree with what you are saying ...
- Could I just interrupt you for a minute? I do agree with you to a point, however ...
- Sorry to butt in, but even though I agree with you, I also feel that ...

Even though the other person may not give you much time to say what you want, what is important is that you show the examiner that **you know how to interact** with someone else.

The One That Never Talks

Again, you need to take control of the situation. However, in this situation you need to **try and help** the other candidate. You can do this by asking him or her questions:

- What is your opinion?
- Would you agree with me on this?
- How do you feel about my suggestion?

Hopefully, this will encourage the other candidate to talk. If not, keep trying. Once again, by trying these techniques you are showing the examiner that you know **how to interact with someone else**.

As you can see, you need to know a number of phrases that you can use in many different situations.

FCE SPEAKING TEST: PART 3: (COLLABORATIVE TASK)

SUMMARY

Tip 1

The examiner will explain the speaking task as he/ she gives the associated visual prompt to the candidates (to share). Students will need to concentrate on listening to the task, and make sure they are not distracted at this stage by the picture.

Tip 2

The question always has at least 2 parts, and students should try to answer both/ all parts. They can discipline themselves (or their partners) by saying 'Perhaps we should move on and talk about...' A more authoritarian practice activity for class is to give students a two-part task and shout 'NOW' when they are halfway through their time, forcing them to switch.

Tip 3

The worst thing in the exam is silence. If students really have no opinion, they should say 'I really have no opinion'. A nasty but occasionally necessary trick is to start off the speaking by asking their partner 'What do you think?'

Tip 4

In this part of the exam the speaking is between the two (occasionally three) students only. The examiner will often look out the window and pretend not to listen. This is to show students not to address the examiner! The examiner does such a convincing part of not listening to them that the first question of part 4 is often 'What did you decide?'

Tip 5

Students should try to make sure the conversation is split 50/50 between the two students. If someone's partner really won't talk or let them talk, then it is only the uncooperative student that will be penalized. However, such an (unusual) circumstance is the best opportunity to show polite interruption and other turn-taking skills. These skills can be quite fun to practise in the classroom. In addition to the ideas in the lesson plan, the **Interrupting Game** can be quite fun. The idea is that one person tries to complete a story/ anecdote and the other people (politely) interrupt him/ her by asking for additional information or clarification.

Tip 6

The candidates are being marked on their ability to work their way towards a conclusion, even though they do not have to agree. This means argumentative students will need to learn to agree even when they don't really, or 'agree to disagree'. This can be practised by giving students exam questions and getting them to alternately agree with everything each other says, disagree with everything, or (for fun) have one person agreeing with everything and the other disagreeing. This is similar to how turn taking is practised in the lesson plan.

Tip 7

The language students often lack for this part of the exam is that of 'polite disagreement'. This is also a matter of cultural awareness. It is very common in English to start disagreeing with language of agreement - 'Yes but..', 'I see your point but..', 'I'd agree up to a point but..'

Part 4 - Discussion relating to topic in part 3

Interlocutor asks further questions

Listen to partner and respond to ideas

4 minutes

Tests ability to: use language to express and justify an opinion, to agree and disagree etc.

In Part 4 of the test, which lasts about 4 minutes, the examiner will join both candidates in a discussion about the general topic that appeared in Part 3.

Example Questions

Q: *Which sports are popular with young people in your country?*

Q: *Some people say people don't participate in sport as much as they should. Do you think this is true?*

Q: *Do you think team sports are more fun than individual sports*

1. Again, as with earlier sections of the test, avoid short, 'yes', 'no' answers to the examiner's questions.

2. Continue to work with your partner. Respond constructively and show interest in things he or she says.



If you found that the discussion in Part 3 didn't go very well, this is the time to make up for it. Make sure that you have a number of good opinion phrases ready:

- From my point of view, ...
- In my opinion, ...
- I believe that ...

When answering, you should try to avoid "I think ..." as this is a very basic phrase, use one of the suggested phrases instead. Also, make sure that you have a number of good linkers that you are comfortable using. For instance:

- Furthermore, I feel...
- In addition, I also believe ...

You could also show that you can see the "other side" of an argument:

- However, having said that, I feel that maybe ...
- On the other hand, it may not be ...

If you are not sure what to answer, you can "buy" yourself some time by asking the examiner to repeat the question (you won't lose any points for doing so). While the examiner repeats the question, in your head, make the answer.

You can also use the question the examiner asks and repeat it back to give yourself more time. Say the examiner asks: **"Would you like to work in a place like this?"** You can then answer: **"Yes, personally, I would like to work in a place like this."**

You can then continue by saying: **"In my opinion, it seems like a very nice place to work. However, having said that, I feel that maybe it is not a place that everybody would like to work in."**

Remember that the answers you give don't necessarily have to be what your opinions are, they are just phrases you use to show that you know how to give good answers.

FCE SPEAKING TEST PART 4: (DISCUSSION)

SUMMARY

Tip 1

This task leads 'naturally' on from the working together task in [FCE speaking part 3](#). As the interlocutor has been pretending not to listen to the candidates during part 3, the first question of part 4 will often be 'What have you decided?'. The examiner will then go on to ask the candidates more general questions based on the topic of part 3. For example, if in part 3 the students decided which poster to use for an ad campaign, it might be followed by questions on advertising such as 'Do you think poster campaigns are effective?'.

Tip 2

To help students to anticipate the questions in part 4, it can be useful to brainstorm possible questions after practising part 3 (see lesson plan).

Tip 3

Unlike in part 3, this is a three-way spoken interaction. As in the other parts of the speaking exam, it is meant to be as natural as possible. Therefore, students can comment on what the other candidate has said and (politely!) interrupt etc. like in a semi-formal situation such as business meeting.

Tip 4

Students often ask whether the questions will be aimed at both of them or specifically to one person. The answer is that it depends - on the examiner and on the candidates. An examiner will often choose to direct the questions if one candidate has been dominating the conversation too much. It is good to tell students this if they are doing the exam with someone they don't know as their partner and they are worried about how much they will be allowed to speak.

Tip 5

Students are often uncertain about how long they have to talk about each one of the examiner's questions. This part generally lasts 4 minutes: the examiner, however, has a certain amount of flexibility on when to stop part 3. The examiner has about 6 or 7 questions to last this time, so two word answers for each one are going to lead to a very unhappy examiner! Not having much to say on one or two questions is no big deal, however. At the other extreme, if the candidates find one of the questions so fascinating that they can talk about it in a natural way for 4 minutes this is a good (if unlikely) thing, as it saves them from any more tricky questions the examiner has on his/ her list.

Tip 6

The functional language of asking for and giving opinions, including some agreement and disagreement language is useful for this part of the exam. Any speaking tasks involving giving opinions can be good, fun practise for this- e.g. debates. See [FCE speaking part 4 lesson plan](#) for another example of an opinions game.

USEFUL PHRASES FOR SPEAKING PAPER FCE

PART 1

HOME TOWN / FAMILY / HOME

I've lived here in Granada since.../for...
I'm from but I've been living here since...
What I like most about living here is...
I come from quite a family, there are of us.
I have brothers and sisters and wewell.
People say I my Mother as we're both tall.
I think I my Father as we're both open-minded.
I live in a really nice in
If I could change anything about my home, I'd probably...
I don't do much around the house but I usually help with...
I hate housework so I try to it! But I always..... my bed.

STUDIES / WORK / SCHOOL DAYS

I started learning English at school in / when I was...
I wish I had started when I was younger...I think a good age to start is
I've been studying English since ...
I English classes again recently.
I don't remember much about my school days, but...
I think my school days were the best days of my life!
I was very good at but I hated...
My favourite / worst teacher was a person called...
I prefer working alone because ...
I like having the radio on in the background.
I use a computer every day at work.
The computer is an essential part of my work/studies.
I use a computer at home, to look for things on the Internet, or to chat with my friends.

HOLIDAYS / TRAVELLING

I usually go..... in the summer.
I love going to the coast because
For me the most important thing about a holiday is....
If I visit a new place, I always like going sightseeing.
I had a wonderful time when I went to years ago.
What I enjoyed most was...
I went to a few years ago and I'd love to go back.
The worst part of the holiday was....
If I could afford it I'd really like to go to ... because...
I'm too busy to have a holiday!!
I usually work in the summer so I don't really have a holiday.
I don't have any plans yet for summer but I'll hopefully go somewhere nice.

HOBBIES / SPORTS

In my free time I enjoy I started years ago / when I was
I'm really keen on and I play a week
I try to regularly.
I'm not very keen on sports, I prefer.....
I took up 2 years ago and I'm really enjoying it.
I love but I wish I had more time to do more.
I'm really interested in cinema and films, I usually go to the cinema about a month.
I like... to the theatre but I don't go very often as I can't ...
I love going to the cinema, it doesn't what film is on, I try to go once a week!

MUSIC / GOING OUT

I like all of music but probably my favourite is.....
I can't stand the typical commercial pop music that is around nowadays. I prefer
The last concert I went to was to see in Granada isn't as good as places like Madrid or Barcelona for concerts.
I like listening to music but I don't buy much music.
At weekends I usually get together with my friends. We go out for a drink and we have a good time.
I don't usually spend much money when I go out but I always have fun with my friends.
.... isn't as expensive as other cities.
There are a lot of things for young people to do there/here.
We usually get together on Friday night, buy some drinks and hang around in the streets!

SPECIAL OCCASIONS

My favourite month is because....
On my birthday I usually go out for a meal with my family and throw a party with my friends!
One thing I like doing is going out somewhere special.
The last special event I went to was
The next thing I'm going to celebrate is

PART 2

What strikes me about the first picture is the fact that...
 This picture reminds me of...
 Judging from the photograph, the children...
 The man appears to be...
 From what we can see here, he must...
 There are many similarities...
 Both picture depict...
 Both picture are quite similar in that they show...
 When you give it a closer look it reveals...
 The first picture ... whereas the other picture ...
 Another important difference is...
 Picture ... doesn't show ... as clearly as ...
 Picture ... attempts to ... but I think picture ... does this more effectively...
 All pictures are interesting, but ... gives a stronger idea of...
 It's difficult to tell from a photograph but this picture could have been taken in ...
 I might be wrong, but I'd say that this picture ...
 I would imagine/guess that this picture comes from ...
 Picture ... is by far the best to show because ...
 To me, picture ... is essential for this kind of publication.
 I'm surprised there is no picture showing...
 A picture of ... would get the message across more effectively.
 The cover would be so much better if we had a picture of ...
 So let's look at the alternatives ...
 The name for this escapes me at present, but it's for/it's like ...
 The name for it is on the tip of my tongue ..

PART 3

Up to the problem in question ...
 The main problem centres around ...
 It's my belief ...
 For my part ...
 As I see it ...
 As I was saying ...
 I forgot to mention ...
 I'm of the opinion that ...
 To my mind ...
 To my way of thinking ...
 I am convinced that ...
 I am inclined to believe that ...
 Don't get me wrong but shouldn't we ... ?
 Judging by ... they must be ...
 ... is a separate issue.
 Moving on to ...
 Taking everything into account ...
 I couldn't agree more.
 I agree up to a point.
 I think I see what you mean, but ...
 I'm in two minds about it. / I'm ambivalent about ...
 I don't see eye to eye with you here ...
 That's true in a way, I suppose, but ...
 I don't feel convinced ...
 That's one way of looking at it. On the other hand ...
 Can you take a clear stand on that matter?
 It brings to the question / idea / problem of ...
 Perhaps we should put ... first? What do you think?
 A strong point in favour of ... is that ...
 What do you think should go next?
 Are you happy with this order then?
 Do you go along with that?

PART 4

Just following from what X was saying, I also feel ...
 While generally agreeing with X, I must say that ...
 Adding to what X has just said, I think ...
 I can sympathise with what X said but ...
 One thing X didn't mention is ...
 Surprising, as it may seem, I don't support X's view on ...
 Perhaps it should be also emphasized that ... / it should be pointed out that ...

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