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Language Upgrader

Speaking Part 1

- You are asked basic questions about you and your life.
- You shouldn't talk to your partner in part 1. Additionally, when the other candidate is talking, don't interrupt him/her.
- Answer the question they ask. One word answers are really bad **BUT** at the same time, you shouldn't elaborate excessively.

E.g. Where are you from?

- 1) Valencia. 😞
- 2) I'm Valencian born and bred, but I usually spend the weekends in Denía where I also have a house. 😊
- 3) I'm from Valencia, a city in Spain on the Mediterranean Coast. It's really nice here because the weather is really nice all year and... blah blah blah 😊

Let's look at some really common topics that come up in part 1 of the speaking exam!

Talking about where you're from

- I'm Valencian born and bred
- I'm Valencian through and through
- I was born in....., but I moved to for work/school/family etc

These both mean "I was born in Valencia and I grew up here."

1. Where are you from?
-

Talking about likes and dislikes / free time activities

From FCE...	...To CAE
I like ... I love...	I'm keen on / fond of ... + noun or <u>gerund</u> - I'm keen on tennis - I'm keen on <u>playing</u> tennis
I like / enjoy + action I like swimming. I like travelling.	I'm a keen / avid + noun - I'm a keen swimmer. - I'm an avid traveller.
I am interested in cinema / music / history / art / etc.	I'm a film / music / history / art buff .
I love dangerous sports	I'm a bit of a risk taker / adrenaline junky / daredevil .
I like relaxing at the weekend.	I like to recharge my batteries at the weekend.
I'm addicted to (chocolate, a television series)	I'm hooked on ... a new TV show.

Typical Questions:

1. How do you like to spend your free time?
2. What free time activity do you enjoy the most?
3. What do you do to relax?
4. What are some of your main hobbies?

Future Plans

Expressions

Instead of saying “**I want to...I hope to...**” use the following expressions:

- **I have a burning ambition to...** be a doctor.
- **I’m torn between** studying... and
- **I haven’t made up my mind yet but I’m leaning towards** studying... business and economics.
- **In all likelihood (probability)** I’ll study... /work in...
- **I see myself** working in the field of... teaching/medicine/chemistry

Typical Questions:

1. What are your plans for the future?
2. Where do you see yourself in 5 years?
3. What are your ambitions?
4. Are you planning to do any courses in the near future?
5. What would you like to do after finishing school/university?
6. What would be your ideal job?

English/Education

From FCE...	...To CAE
I need English for my course / job.	English is a requirement of my course / job.
I need English for my career	If you want to get ahead in life you need English.
I've been studying English for a long time.	I've been studying English for as long as I can remember.
I speak English every day at Uni / work.	English is an essential / a key part of my everyday life.

Typical Questions:

1. How long have you been studying English?
2. What do you enjoy most about learning English?
3. Why is English important in your life?
4. How will English help you in the future?

Your turn!

Think of some answers to the typical questions. Try to utilise as much of the advanced language as possible.

We will practice these questions and answers in class, plus some more general questions which will require more spontaneous answers!

Speaking Part 2

- You have to talk about two pictures on your own for a minute.
- Then the examiner will ask the other candidate a question about your pictures.
- Next, the other candidate will have to talk for a minute about some different pictures, and you will be asked a question about those pictures.

How to do well:

Know your A B C S !

Always **Be** Comparing and **S**peculating!!

Speculating/Hypothesising

Present			
Almost certainly true	Likely	Possible	Impossible
(Subject) must...	(Subject) looks as if/ though...	(Subject) could/might/ may...	(Subject) can't...
It's obvious that...	(Subject) is likely/ probably...	Perhaps,	There is no way that...
I can tell that...		I would guess that...	
		There's a chance that...	
Past			
(Subject) must have + past participle	(Subject) looks as if/ though... (+ a past tense)	(Subject) could/might/ may have + past participle	(Subject) can't... have + past participle
It's obvious that... (+ a past tense)	(Subject) was likely/ probably...	Perhaps, (+ a past tense)	There is no way that... (+ a past tense)
I can tell that... (+ a past tense)		I would guess that... (+ a past tense)	
		There's a chance that... (+ a past tense)	

Who are the people in these pictures? What might their relationship be, and what might be happening?



The pictures show people who **look as if** they're businesspeople- based on their clothes- but the relationships between them **seem** quite different. The two women are **probably** co-workers as **it looks like** they are in an office kitchen. **It is obvious** that the man **must** be the baby's dad.

It **appears** that in both photos the people have some free time from their job, but the women are **likely** on their lunch break since they **don't appear to** be working while the man **could have just finished** his day. Equally, he **might be** starting his day as well! **I would guess that** the women **have just seen** something shocking on the mobile phone, since their faces look quite surprised. **Perhaps** it was a video of another colleague or a celebrity doing something crazy. **I can tell** that the man seems really happy, so he is **probably** speaking to his wife about their baby. Or **I suppose it could be** the boss and the man **could have** just got a pay-rise.

Comparing/Contrasting

- **Both** photos show...In **both** photos we can see...
- In the first picture he looks as if..... **In contrast/However/Meanwhile**, in the other one.....
- The people in this picture seem to be..... **whereas/while** in the other one.....
- I think the people in the top picture are feeling **more**..... **than** those in the bottom one.
- The people in this picture seem to be..... **On the other hand**, in the second photo they could just be.....

In both photos we can see people who **look as if** they're businesspeople- based on their clothes. However, the relationships between them **seem** quite different. On the one hand, the two women are **probably** co-workers as **it looks like** they are in an office kitchen. On the other hand, **it is obvious** that the man **must** be the baby's dad.

It **appears** that in both photos the people have some free time from their job, but the women are **likely** on their lunch break since they **don't appear to** be working while the man **could have just finished** his day. Equally, he **might be** starting his day as well! I **would guess that** the women **have just seen** something shocking on the mobile phone, since their faces look quite surprised. **Perhaps** it was a video of another colleague or a celebrity doing something crazy. In contrast, **I can tell** that the man seems really happy, so he is **probably** speaking to his wife about their baby. On the other hand, **I suppose it could be** the boss and the man **could have** just got a pay-rise.

Your turn!

Look at the exam task on the next page. Make notes on (1) who you think the people in the two photos are and (2) what their relationships could be. Think about (3) why they are eating together and (4) why they have chosen to eat in these particular locations. (5) What might they enjoy about eating in this way?

Try to use as much of the comparative and speculative language as possible. Remember, to learn new words, phrases and concepts, you have to **read it, write it, hear it, speak it, and repeat repeat repeat it!** 😊

Talk about your two photographs for one minute. The photographs show people eating food in different situations. Compare the photographs and say what you think these people like about eating food in these situations.



Student B

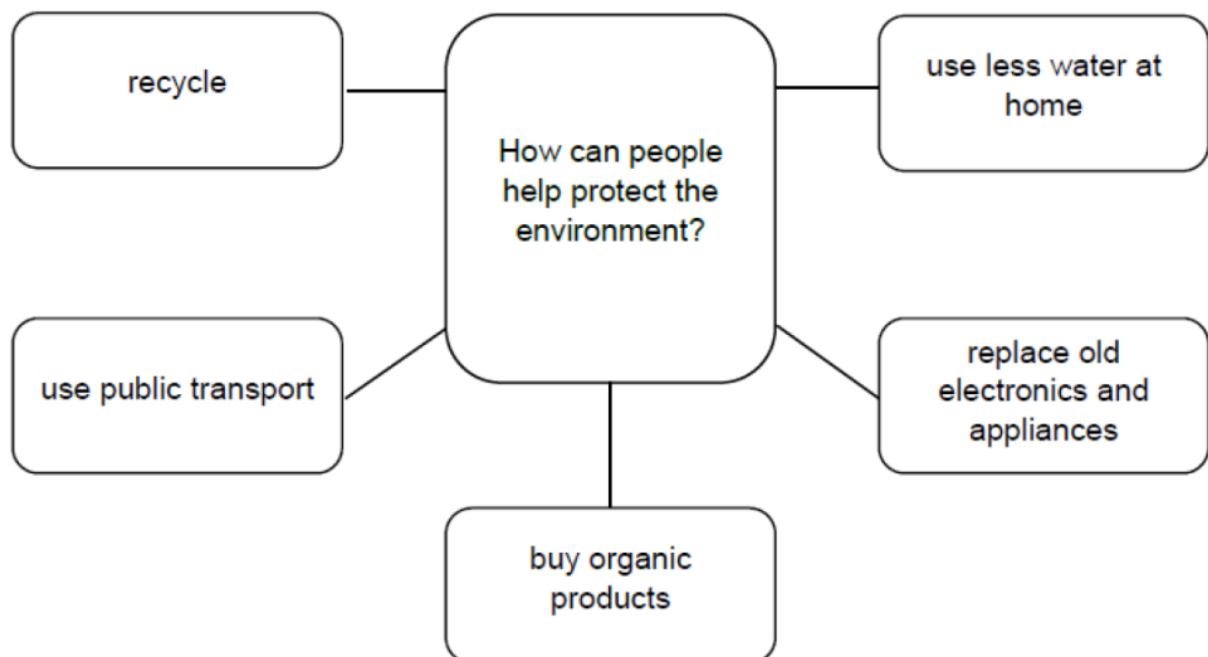
Do you prefer eating at home or at a restaurant?

Speaking Part 3

- In the 'collaborative task' you have to work as a team and speak to your partner.
- You discuss the first question (which they present as part of a spider map) for **two minutes**, and then there's another question you talk about for **one minute**.
- In the second question, they ask you to agree on one option. You don't lose points if you don't agree on one, so it is better to simply disagree and debate.
- Don't dominate, always involve your partner. If your partner dominates, interrupt them!
- Phrases like "I think, what do you think, I agree, I disagree..." are fine but not very adventurous. Show the examiner what you know and avoid these simpler and more common words!

Example question

Talk together about for two minutes how effective these way of protecting the environment are.



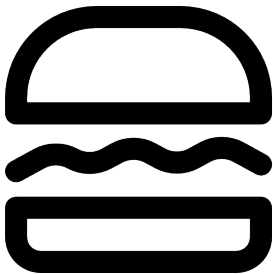
Now you have one minute to decide which is the most effective way to help protect the environment.

Technique

The most important thing to remember about part 3 is **interaction**. You get so many points for **reacting** to your partner, and **asking** for their opinions.

A good way to structure your ideas is to think of a burger. On a basic level, a burger is just *bread, meat, bread*. So if you go to a burger restaurant and they only bring one piece of bread and meat, it's not a burger. Equally, if it comes with just bread and no meat, it's still not a burger. You need to have at least the three main components.

Answers to part 3 of the speaking exam are the same. You need to do **three** things .



1. React (indicate agreement or disagreement)
2. Justify your opinion
3. Ask you partner to comment

The extras of the burger (cheese, bacon bits, fried onions, tomato, lettuce...) are bonuses that make the burger even better.

Similarly, in the speaking exam, content specific language and fancy grammatical structures are the cheese and bacon etc. They aren't absolutely necessary but they sure so make your answers much better!

<p style="text-align: center;"><u>Agreeing</u></p> <ul style="list-style-type: none">● We see eye to eye.● Yeah, I'd go along with that.● Absolutely!● You took the words right out of my mouth.● I couldn't agree more.● I'm with you 100% on this one.	<p style="text-align: center;"><u>Disagreeing</u></p> <ul style="list-style-type: none">● We don't see eye to eye.● I take your point but...● I see what you mean, but...● I tend to disagree with you there.● That's not always the case.● I beg to differ.
<p style="text-align: center;"><u>Giving your opinion</u></p> <ul style="list-style-type: none">● As far as I'm concerned,...● From my point of view,...● In my opinion,...● It seems to me that...● As I see it,...● I reckon...	<p style="text-align: center;"><u>Asking for opinion</u></p> <ul style="list-style-type: none">● What's your take on....?● Where do you stand on....?● In my opinion..., would you go along with that?● What are your thoughts on this?● What do you reckon about...?
<p style="text-align: center;"><u>Starting to make a conclusion</u></p> <ul style="list-style-type: none">● Let's get down to the nitty gritty.● It's a tough one, I'm torn between ... and● Shall we go with?	<p style="text-align: center;"><u>Interrupting</u></p> <ul style="list-style-type: none">● Sorry, before you continue I'd just like to add that...● Sorry to interrupt, but...

Speaking Part 4

- Part 4 takes the topic from part 3 and extends it.
- You can answer questions in a more natural way, like you would in everyday conversation. However the questions can be quite challenging so you may need to "buy" time with certain phrases
- You will be asked three types of questions:
 - Original
 - Reaction
 - Interaction

Example Questions:

Examiner: *Candidate A, some people say that air travel is very bad for the environment. So, do you think it is wrong to fly abroad for a holiday?*

Original question for Candidate A

Candidate A: *Well, in my opinion....*

Examiner: *Candidate B, do you agree with candidate A?*

Reaction from Candidate B

Candidate B: *I'm not so sure I agree because...*

Examiner: *Candidate B, many plants and animals are going extinct. Is this a problem?*

Original question for Candidate B

Candidate B: *From my point of view...*

Examiner: *Candidate A: do you agree with candidate B?*

Reaction from Candidate A

Candidate A: *I would have to agree, but also I want to add that...*

Examiner: *(To both candidates) Do you think individual action can save the environment?*

Interactive question in which both candidates talk together

Candidates A and B talk together

Technique

Remember to PEA!

P- introduce your **Point**

E- **Explain** your point using **Examples**

A- mention **Another Example** to strengthen your argument or offer contrast. (A balanced argument is a strong argument!)

Impressive structures for part 4

Introducing your point <ul style="list-style-type: none">• It goes without saying that...• There can be no doubt that...• It's a fact that...• Undoubtedly,...	Introducing your explanation <ul style="list-style-type: none">• Since/as/because• ...due to...• ...owing to...• This is because...
Giving Examples <ul style="list-style-type: none">• For example,• For instance,• An clear/obvious example of this is...• A case in point is...	<u>Contrast</u> and addition linkers <ul style="list-style-type: none">• <u>However</u>, ...• <u>Nevertheless</u>, ...• <u>In contrast</u>, ...• Another point I'd like to add about ... is...• It's also worth bearing in mind that...• Furthermore
Buying time <ul style="list-style-type: none">• Well, now, let me see...• Oh, what a great question!• I've never really thought about that...• Well...That's a complicated question which I haven't really thought about before!	

Example Questions and Answers

Examiner: *Candidate A, some people say that air travel is very bad for the environment. So, do you think it is wrong to fly abroad for a holiday?*

Candidate A: Well, that's a really complicated question. I mean, yes, it's a fact that air travel is bad for the environment, so of course we need to be considerate when we decide how to travel abroad. For instance, if the distance of the journey isn't so long, people should consider using more sustainable modes of transport such as taking the train or use an electric car. However, sometimes taking a plane is avoidable, particularly over longer distances like if you had to fly to Australia from Spain. So in conclusion...no... in my opinion it isn't always bad to fly abroad.

Examiner: *Candidate B, do you agree with candidate A?*

Candidate B: In general, we see eye to eye. Air travel can be really bad for the world we live in, so naturally we should think carefully about the way we travel abroad. Nevertheless, I would like to add that with new technologies, for example greener engines, air travel is becoming cleaner. This is another reason to say that travelling abroad by plane is really not so bad.

Reading and Use of English

You only have 90 minutes (**75 minutes for FCE**) to complete this part of the exam, so time management is crucial. I would recommend spending no more than 28 minutes to finish parts 1-4, and 60 minutes to complete parts 5-8 (**45 minutes for parts 5-7 in FCE**).

The extra two minutes are for transferring answers from the exam booklet to the answer sheet. Transfer your answers as you progress through the exam, for example after you complete each part. Do not leave it until the end to transfer your answers.

Part 1

Even though this is testing your knowledge of vocabulary, there may be grammatical clues (e.g. dependent prepositions after the gap) that help you get the correct answer. Read the whole text quickly as this will give you an idea of what the writer really wants to say about the topic. This context will make it a bit easier to choose the answers.

If you aren't sure about an answer, make a guess and move on. Don't waste time thinking about question

(0) because it is just an example!

To do well here you should brush up on phrasal verbs, collocations, and try to read in English for fun as much as possible.

Part 2

This is focusing on the grammatical side of English. So many grammatical points may come up in this part of the exam, but here is a list of possible types of answers:

- Pronouns
 - Subject/Object
 - Reflexive
 - Relative
- Prepositions
- Articles/Determiners
 - Much/many etc
- Modal/Auxiliary Verbs
 - To be (passive tense)
 - To have (perfect tenses)
 - Will, would (and "if" / "unless") for conditionals
 - (Inverted conditionals may also appear)
- Conjunctions
 - Whereas / although,
 - However
 - Despite, spite (in the phrase in spite of)
 - Also, but, so, while, such as...

Write only one word. Contractions like 'don't' are two words (do not), so they can never be the answer. Sometimes there can be more than one correct answer (e.g. since/as/because), write any but only one, not all three.

Again, it's a good idea to quickly read the whole text first. This context will help to determine if words should be positive or negative.

Part 3

You must read the whole text and gain understanding of global context. That's because you have to change some of the words into negative forms- context is the only way to determine which one(s).

Word formation tips:

Sentence formation is a bit like grammar. Look at what types of words you have around the gap to work out which type of word goes into the gap.

Adjective + noun

Adverb + adjective

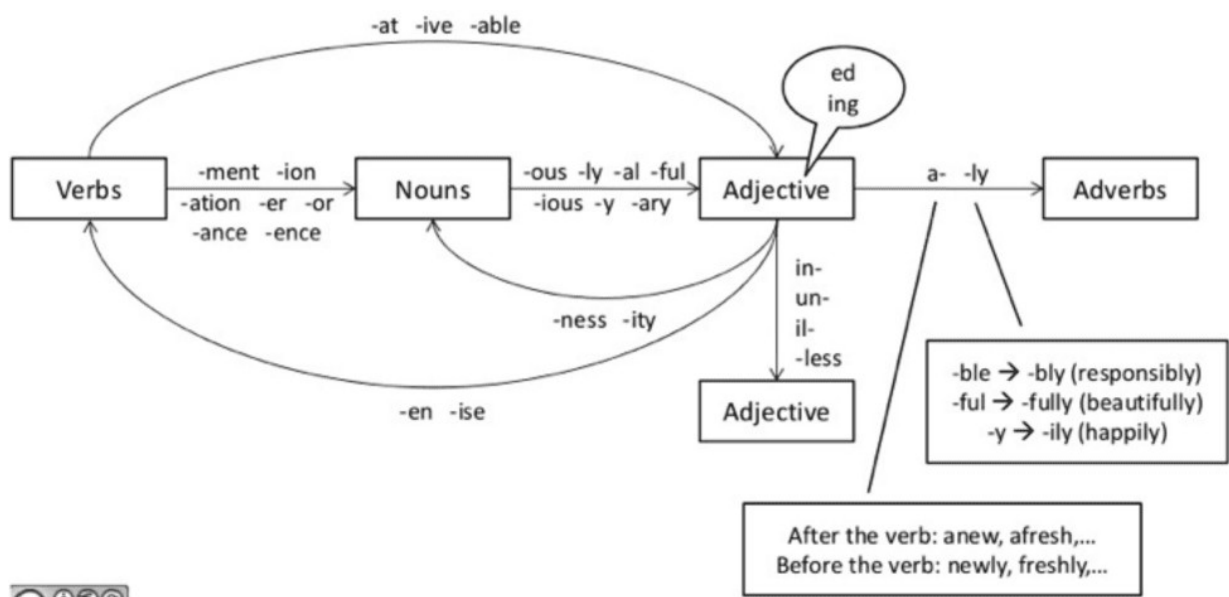
Adverb + verb

Verb + adverb

Adverb + comma (e.g. "Surprisingly, nobody was hurt in the accident" **SURPRISE**)

Then use context to determine if the word in the gap needs to be positive or negative, singular or plural (check for articles before the gap), abstract noun or personal noun etc.

Spelling is crucial. If even one letter is wrong, no points!



Part 4

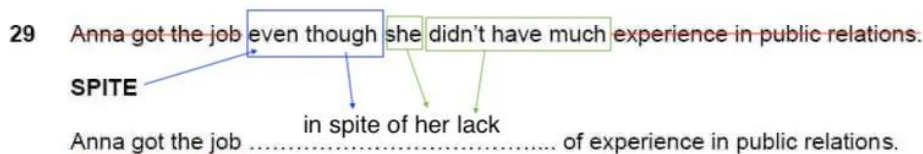
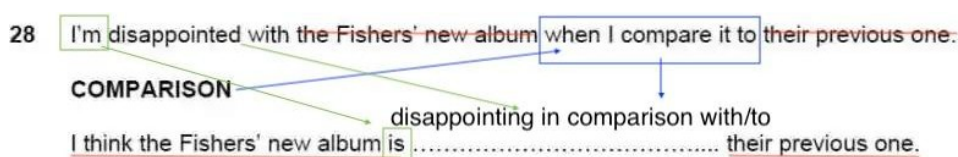
- Write 2-5 words for FCE
- Write 3-6 words for CAE
- Keep the same meaning! If they use the adjective "disappointing", don't change it to "bad"; they are similar but not identical.
- **Contractions count as two words.**
- **Don't** change the word they give you. For example, if the word is 'TO' you can't use 'INTO'.
- Each question is worth 2 points. You might not know the whole answer but sometimes one correct word will give you a point.
- Check your tenses - if the first sentence is in the past tense, the second should be too.
- Make sure spelling is perfect, if one letter is wrong, you will lose points.

Tips:

Eliminate information which has already been replicated

Consider how the word they give you connects with information in the sentence and try to think of any phrases you know with this word.

The remaining information in the original will also need to change in some way. E.g. the adjective "disappointed" (to describe feelings) has to change to "disappointing" in order to describe what provoked that feeling.



- Give yourself a bit longer to do this part of the exam.
- If you can complete part 1 in five minutes, part 2 in 5 minutes and part 3 in six minutes, you can dedicate 12 minutes to part 4. Two minutes per sentence isn't much, but every little helps!

Part 5

This is a long text with six comprehension questions.

- Each correct answer is worth 2 points.
- The answers are in the same order as the questions.
- The only exception might be the 6th question which sometimes asks you a general question about the whole text.
- You may not understand each and every word, but try to deduce meaning from context.

Part 6 [Does not exist in FCE exam]

In part 6 you will read four short texts from different writers. There are four questions, each worth two points. You have to understand each writer's opinion on various topics and compare them with the opinions of the others.

Follow this link for advice on how to answer this part of the exam:

- <https://academiafreewaylanguages.es/wp-content/uploads/2018/02/CAE-reading-part-6.pdf>

Part 7 [Part 6 FCE]

Read the whole text and all the paragraphs. Then pay special attention to the sentences before and after the gap. The majority of the most important information is there.

Be careful because sometimes there won't be a clue in the sentence immediately before or after the gap. You really do need to read the whole text to get its meaning - sometimes the 'clue' is the entire paragraph.

You don't have to start with the first gap. Always start with the one you think is easiest and leave the hardest ones to the end.

Follow this link for advice on how to answer this part of the exam:

- <https://academiafreewaylanguages.es/wp-content/uploads/2022/10/CAE-part-7.pdf>

Part 8 [Part 7 FCE]

Part 8 gives you 4-6 short texts and 10 questions. You have to match the ten questions with the short texts.

Read the ten questions first, and then read each paragraph in turn. After reading each paragraph, try to answer as many questions as possible. For any answers you don't know, re-read the paragraphs quickly and make guess if you need to. (Remember, you don't lose points if your answer is wrong, so it is better to always guess).

Listening FCE

Part 1	Part 2	Part 3	Part 4
<p>Part 1 is a multiple choice section.</p> <p>You will hear people talking to each other in 8 different situations.</p> <p>There is one question for each conversation.</p>	<p>Part 2 is Sentence completion.</p> <p>Someone talks about a topic for 3-4 minutes and you must complete 10 gaps with a word or short phrase. (1-2 words)</p>	<p>Part 3 is a multiple matching section.</p> <p>You hear 5 people talking about similar topics.</p> <p>You must choose from the letters A-H what the speaker says.</p> <p>There are three answers you don't need.</p>	<p>Part 4 is a multiple choice section.</p> <p>You will hear an interview and must answer 7 questions about what the person says.</p>
<p>You will hear the repetition immediately, so if you don't get the answer after that repetition, make a guess and start reading the next question.</p>	<p>Use the preparation time (1 minute) to predict the answers you might hear.</p>	<p>They will mention various answers, so again, don't write the first thing you hear.</p>	<p>You will hear all the answers in order.</p>
	<p>When you listen, don't write the first thing you hear as there are distractors.</p> <p>Read the whole sentence and make sure the word you write fits grammatically, and check the spelling is correct.</p>		

After part 4 is repeated, you get five minutes to copy your answers from the question paper to the answer sheet. If you have any blank spaces at this point, just guess. You never lose points for incorrect answers.

Listening CAE

Part 1	Part 2	Part 3	Part 4
<p>Part 1 is a multiple choice section.</p> <p>You hear people talking to each other and you have two questions about what you hear.</p> <p>There are three short recordings, which means a total of 6 questions to answer.</p> <p>You hear the repetition immediately so if you don't get the answer after that repetition, make a guess and start reading the next questions.</p>	<p>Part 2 is 'sentence completion'. Someone talks about a topic for about 3 minutes. You have to fill in the gaps of 8 sentences.</p> <p>You should use your preparation time to predict answers.</p> <p>Be sure to read the whole sentence and make sure your answer fits grammatically!</p> <p>Check your spelling!!</p> <p>Be wary of distractors: they will give two / three possible answers, but only one is correct.</p> <p>Don't write the first thing you hear!</p>	<p>Part 3 is an interview.</p> <p>You hear the answers in the order of the questions.</p> <p>As soon as part 2 is over, turn to part 3 and start reading the questions. This is the section with the most text so the more time you can spend reading, the better.</p> <p>Start by reading the question stems and if you have time, go back and start reading the choices. Underline keywords.</p> <p>Cambridge uses distractors in this section. Be very suspicious of 'exact match' phrases. If option C uses the word 'plenty' and one of the speakers uses the word 'plenty', it's probably not the answer.</p> <p>Eliminate answers that are clearly wrong. Often it's possible to eliminate 3 of the 4 choices, so you can get the answer even if you don't know the meaning of a certain word.</p>	<p>This is the most tricky part.</p> <p>Complete both tasks simultaneously!</p> <p>Remember that you may hear the answer to task two before you hear the answer to task one.</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p>

After part 4 is repeated, you get five minutes to copy your answers from the question paper to the answer sheet. If you have any blank spaces at this point, just guess. You never lose points for incorrect answers.

Writing Resources

FCE

Link: [Cambridge FCE Writing Checklist](#)

Link: [FCE Writing Guide](#)

CAE

Link: [Cambridge CAE Writing Checklist](#)

Link: [CAE Writing Guide](#)

Online Resources for FCE and CAE

Link: [Flo-joe](#)

Link: [EngExam](#)

Link: [English Aula](#)

Link: [Cambridge Exam Practice Resources \(FCE Adults\)](#)

Link: [Cambridge Exam Practice Resources FCE \(FCE Schools\)](#)

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 [Writing Part 1 \(An opinion essay\)](#)

 [Writing Part 2 – Writing an article](#)

 [Reading and Use of English Part 1 \(Multiple-choice cloze\)](#)

 [Reading and Use of English Part 5](#)

 [Reading and Use of English Part 6 \(Gapped text\)](#)

 [Speaking Part 2 \(Long turn\)](#)

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 [Reading and Use of English Part 5](#)

 [Reading and Use of English Part 6](#)

 [Writing Part 1](#)

 [Speaking Part 2](#)

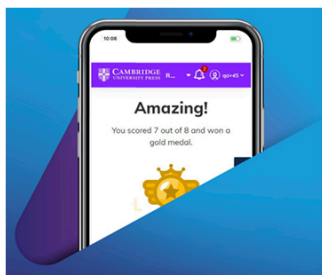
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