

FCE Result

REVISED

Teacher's Pack

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**Listening****Speaking****Use of English****Vocabulary****Writing**

Part 4 Multiple choice

Part 1

Part 4 Key word transformations

Using a dictionary

Part 2 An informal letter

Part 2

Collective nouns

Part 1 A formal email

Part 1 Multiple choice

Parts 3 and 4

Part 1 Multiple-choice cloze

Phrasal verbs with put

Part 2 A story

Part 1 Multiple choice

Part 2

Part 2 Open cloze

Phrasal verbs with take

Part 2 A review

Part 4 Multiple choice

Part 1

Part 3 Word formation

Idioms connected with speech

Part 2 An essay

Part 1 Multiple choice

Part 3

Part 4 Key word transformations

Idioms with come and go

Part 1 An informal email

Part 3 Multiple matching

Parts 3 and 4

Part 1 Multiple-choice cloze

Phrasal verbs

Part 1 An informal email

Part 3 Multiple matching

Parts 3 and 4

Part 3 Word formation

Word pairs

Part 2 A report

Part 2 Sentence completion

Part 2

Part 4 Key word transformations

Body idioms

Part 1 A letter

Part 3 Multiple matching

Part 2

Part 3 Word formation

Expressions with mind

Part 1 A letter

Part 4 Multiple choice

Parts 3 and 4

Part 2 Open cloze

Compound nouns

Part 1 A letter of complaint

Part 2 Sentence completion

Part 2

Part 1 Multiple-choice cloze

Compound adjectives

Part 2 An article

Appendix

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Writing Guide

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Grammar Reference

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Tips	Tips are available on how to answer exam questions and other general language learning tips. Students need to click 'Show Tip' on the left of their Online Skills Practice screen.
Audio scripts	Students can read audio scripts in the Listening and Speaking sections. They can view these by clicking the 'Audio script' link at the bottom of their Online Skills Practice screen.
Sample answers	Students can see sample answers in the Writing sections and read comments on them to see what is expected in the exam. Students can then improve their own answer.
Useful language	Lists of useful language are provided in the Speaking sections, accessed by clicking the 'Useful language' link at the bottom of the screen.
Change your answers and try again	Students can click the 'Change' button to try an exercise or answer a question again. If students are using the self-study option or you have set them the assignment 'with help', they can change their answers as many times as they wish before submitting their assignment.

Online FCE practice test

The unlock code for the Online Skills Practice also includes access to a complete oxfordenglishtesting.com FCE practice test. If you are using the LMS option you can assign this test to your students as a whole test, or by paper or part using *Test mode* (= 'without help') so that you can assess how well-prepared your students are, or in *Practice mode* (= 'with help') for practice and familiarisation with the exam task types.

iTools

FCE Result (revised) iTools provides teachers with new material for use on interactive whiteboards (IWBs). This aims to develop and extend material in the Student's Book. Please note that this iTools is not the Student's Book on screen. Each unit in the iTools corresponds to the topic and lexical/grammatical content of the Student's Book. The FCE Skills section provides further opportunities for students to develop their FCE Reading, Use of English and Listening skills.

Content

Course-specific content

Three or four new exercises develop and expand on material in the corresponding Student's Book unit. These include vocabulary and grammar extension tasks, PowerPoint presentations of grammar points, additional reading and listening tasks for additional exam practice, photos for Speaking activities with additional tasks, and video clips.

The Writing Guides from the Student's Book are included for class use.

FCE skills practice

- Four interactive Reading skills tasks – focusing on sub-skills for Reading.
- Four interactive Use of English tasks (one for each part of the FCE exam).
- Four interactive Listening tasks (one for each part of the FCE exam).

Resources

The following are available via the *Resources* tab:

- Teacher's Book answer key
- *Speaking and Writing Assessment Booklet* (in PDF format)
- Teacher's DVD
- *Using a dictionary for exams* booklet (in PDF format)
- Student's Book audio
- Unit and Progress Tests – please note that these are additional to those printed in the Teacher's Book, and both versions of these tests are applicable to the revised Student's Book material.

Tapescript 24

Speaker 1

Other people always seem to dream about really weird, exciting things, but I don't. My dreams are boring. Even I think they're boring, and they're my dreams. For example, I might dream that I'm making a cup of tea, or a sandwich or something. Every detail is really clear. **Nothing strange or unusual happens.** Then I wake up and think, oh, it was just a dream. And that's it, really. I sometimes make up more interesting dreams, just to tell my friends.

Speaker 2

I usually dream about **things that have happened that day** – but they're slightly different. Things normally work out better in my dreams! So, for example, if I meet somebody at a party and talk to them for a while, **I'll probably dream about meeting them when I go to sleep that night.** Only, in my dream, I'll be much better at chatting to them – you know, really funny, making them laugh, being really interesting. I'm a much better, funnier, more interesting person in my dreams than I am in real life – unfortunately.

Speaker 3

I don't exactly have nightmares, but most of my dreams are, well, a little bit unpleasant. I mean, I usually feel anxious in my dreams because **things aren't going how I want them to go, and seem a bit out of control.** For example, I might dream that I'm getting ready to take an exam, but I can't find my pen or pencil. And then I look at the clock and see that the exam starts in five minutes, but I'm still at home, so I'm definitely going to be late ... **I know I'm messing things up,** but I can't help it. Stuff like that. I wake up with an anxious feeling in my stomach after one of those dreams.

Speaker 4

The odd thing is, I don't very often dream about people I know. **The people in my dreams are all new** – but I see their faces in a lot of detail. I mean, if I meet somebody from my dream the next day, I would remember the face, even though I'd never really met them before – if you see what I mean. Mind you, if I came across somebody from my dream, I'd be terrified. So anyway, in my dreams, I act as though I know these people – sometimes they've got names. It's strange. Where do the faces come from? I've no idea.

Speaker 5

My dreams never really make sense. **They jump about, from one place to another, and they change suddenly.** So in my dream, I might be talking to a friend in my bedroom and the next moment, we're at the supermarket – and it isn't my friend, it's my brother. **One moment** I'm walking down the street, **the next moment** I'm flying over the sea. They move quickly, my dreams, like a weird film. Quite exciting really. I don't usually tell other people about them, though. There's nothing more boring than hearing about other people's dreams, is there? My brother is always going on about his dreams. It's so dull.

- 4 Speaker 1 make up
Speaker 2 work out
Speaker 3 messing ... up
Speaker 4 came across
Speaker 5 going on

- 5 For weaker groups, give a list of verbs to match with the verb + preposition expressions: *spoil, meet, invent, talk, end.*

Key

- Speaker 1 I sometimes *invent* more interesting dreams.
Speaker 2 Things normally *end* better in my dreams.
Speaker 3 I know I'm *spoil*ing things, but I can't help it.
Speaker 4 If I *met* somebody from my dream, I'd be terrified.
Speaker 5 My brother is always *talking (a lot)* about his dreams.

Speaking p123

1 Suggested answers

- a **heights:** the possibility of falling
flying: not being in control; crashing
open spaces: being exposed; unable to hide anywhere
spiders: being bitten; dislike of their appearance
thunderstorms: dislike of the sudden noise and light; being struck by lightning
small spaces: feeling of being enclosed and unable to move; getting trapped
public speaking: saying or doing something wrong or embarrassing in front of lots of people
darkness: being unable to see what's around you
germs and dirt: catching a disease
water: drowning
- b Photo 1 fear of heights, fear of open spaces
Photo 2 fear of small spaces, fear of darkness, fear of water

- 2 Encourage students to suggest as many extra words as they can. For weaker classes, students could refer to bilingual dictionaries.

Key

- Photo 1 a, f
Additional words: climb, vertical, grip, drop (n), hang, fall
Photo 2 b, c, d, e, g, h
Additional words: reef, underwater, swim, flippers,

3 Key

- a keyboard
- b battery life
- c artificial intelligence
- d laptop
- e website

4 Key

- a Although/Despite the fact that/In spite of the fact that
- b however
- c whereas/but/although
- d although/but
- e Despite/In spite of
- f However

5 Key

- a I'm writing to complain **about** a DVD player I bought from you.
- b You have **overcharged me** by £10.
- c I tried to **contact you** on a number of occasions, without success.
- d I would be most grateful **if** you would give me a full refund.
- e I look forward to **hearing** from you.

5 Complete sentences a–f with suitable prepositions.

- a People sometimes complain losing money when shopping on the Internet.
- b Whenever you buy something, you should insist getting a receipt.
- c I object receiving emails from people I don't know.
- d An actor has confessed pretending to be the Prime Minister.
- e Sophie begged her parents some cash to buy a new mobile phone.
- f Sammy is always boasting how he was on TV once.

(6 marks)

6 For 1–10 choose the correct alternative in italics.

I was talking to Stacey last Monday and she told me she'd bought a new computer (1) *yesterday/the day before*. She said she (2) *was saving up/'d been saving up* for months to get it, so when she got it home and found it didn't work she was very upset. She phoned the shop and told the assistant that she (3) *can't/couldn't* switch it on, and asked him what he (4) *'s going to/was going to* do about it. He said that she (5) *had to/'d had to* take it back to the shop, but Stacey replied that it wasn't (6) *my/her* fault it was broken. She reminded him that she (7) *asked/'d asked* him at the time what (8) *had happened/would happen* if there were any problems, and he had said that they (9) *sent/would send* someone to repair it. In the end the shop assistant promised to sort it out (10) *this/that* afternoon, and by Monday evening it was working properly.

(10 marks)

7 Rewrite sentences a–e in reported speech.

- a 'Who did you see at the café last night?'
She asked me
- b 'I won't be late.'
He promised her
- c 'They didn't tell me the truth.'
She complained
- d 'You're making a big mistake.'
He told the police
- e 'Do you want to phone home?'
They asked her

(5 marks)

8 Put the words and phrases below under the correct heading.

lie forgery legitimate genuine pretend cheat own up truthful

honest

not honest

.....
.....
.....
.....

(8 marks)

Total: / 50

- 2 For questions 1–10, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Example 0 it

Writing by Internet

In recent times, the Internet has made (0) *it* possible to communicate with other people in many different ways, not only by email (1) also through instant messaging and in chat rooms. As (2) as keeping in touch with friends, we may contact strangers, and in (3) of the fact that we've never met them, politeness is still important. Even (4) you are writing an electronic message, the rules are quite similar (5) those for writing a letter by hand. If you were writing a letter by hand, for instance, you (6) not write entire words or sentences in capital letters. Neither would you send the letter if you (7) not checked it first for spelling and grammar mistakes. Shortened forms of words are becoming more and (8) common in text messages, but not everyone is familiar (9) the latest ones. So use full words (10) you're not sure the person you're writing to will understand the short forms.

(10 marks)

- 3 For questions 1–10, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Example 0 elder

MY BROTHER

Michael, my (0) *elder* brother, works as a doctor in a hospital in Scotland. I always knew he would be (1), as I think he always realised the (2) of studying hard. From quite an early age he had a lot of (3) to his work, and I remember his great (4) when he passed all his exams with 'A' grades. Despite this, he still found plenty of time for (5) of all the things that children do, and his (6) with other kids was only partly due to the fact that he used to help them with their homework. He's lucky in that he's always had great (7) in his studies or work, and also (8) in his personal life. Unfortunately, my (9) have not been quite as good as his. Sometimes I wish there were more (10) between Michael and myself, although most of the time I'm glad I'm me, not him!

OLD
SUCCESS
IMPORTANT
COMMIT
EXCITE
ENJOY
POPULAR

ABLE
HAPPY
ACHIEVE
SIMILAR

(10 marks)

Unit 11

- 1 a 4 b 3 c 1 d 5 e 2
- 2 a to
b with
c on
d with
e for
f for
g on
h on
i for
j to
- 3 a but
b Although
c whereas
d in spite of
e However
- 4 a 5 b 8 c 1 d 3
e 7 f 2 g 6 h 4
- 5 a If I was/were 18, I could vote./I could vote if I was/were 18.
b If I had a credit card, I would shop online./I would shop online if I had a credit card.
c I would have bought a new phone if I'd had enough money./If I'd had enough money, I would have bought a new phone.
d If I knew Janie's address, I would send her an email./I would send Janie an email if I knew her address.
e If it hadn't been so cold last night, I would have gone out./I would have gone out if it hadn't been so cold last night.
f I would have talked to Bill if I had seen him at the meeting./If I had seen Bill at the meeting, I would have talked to him.
g If I hadn't been at the club yesterday, I'd feel like going there tonight./I'd feel like going to the club tonight if I hadn't been there yesterday.

- h You wouldn't be sleepy now if you hadn't gone to bed so late./If you hadn't gone to bed so late, you wouldn't be sleepy now.
- 6 a 'll/will phone
b stopped
c don't have
d 'd asked/had asked
e hadn't pressed
f wouldn't feel
g would have/would've cost
h 'd/had left
i 'd/would be
j had bought

- 6 a We're going to have our house painted next week.
b Situations like that always make me laugh.
c I need to have my suit cleaned before Monday.
d You have to have your passport stamped here.
e That song always makes me think of her.
f Sally hasn't had her hair cut for six months.
g My parents made me go to bed early.
h It's not worth having that old computer repaired.

Unit 12

- 1 a thirst
b eye
c record
d English
e money
f meat
g time
h heart
i labour
j mouth
- 2 a 4 b 3 c 1 d 5 e 2
- 3 a matters
b well
c more
d addition
e Besides
f top
g only
h sum
- 4 a successfully
b fulfilment
c achievable
d manageable
e achievement
f realisation
- 5 a will/'ll achieve
b managed
c will succeed
d will fulfil
e haven't reached



Do not write in this box

Candidate Name
If not already printed, write name
in CAPITALS and complete the
Candidate No. grid (in pencil).

Candidate Signature

Examination Title

Centre

Supervisor:

If the candidate is ABSENT or has WITHDRAWN shade here

Test version: A B C D E F J K L M N

Special arrangements: S H

Centre No.

Candidate No.

**Examination
Details**

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

SAMPLE

Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB).
Rub out any answer you wish to change using an eraser.

Parts 1, 3 and 4:
Mark ONE letter for each question.

For example, if you think **B** is the
right answer to the question, mark
your answer sheet like this:

0	A	B	C
---	---	---	---

Part 2:
Write your answer clearly in CAPITAL LETTERS.

Write one letter or number in each box.
If the answer has more than one word, leave one
box empty between words.

For example:

0	N	U	M	B	E	R		1	2		
---	---	---	---	---	---	---	--	---	---	--	--

Turn this sheet over to start.