

• **DOs and DON'Ts for FCE PAPER 1 – READING**

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| DO | prepare for the FCE Reading paper by reading as widely as you can in English, both fiction and non-fiction. |
| DO | remember in your personal reading as well as in the exam, you will not need to know the exact meaning of every word. Use clues like the title or any pictures to help you understand what a text is about, and then try to read for the main idea. Getting into this habit will help you to read quickly and effectively. |
| DO | pay careful attention to references to places, people and things (pronouns) in Parts 1 and 2. |
| DO | read through the main text in Part 2 first, so you have a good idea of what it is about before you look at the extracts and choose any answers. |
| DO | think about the text before and after each gap in Part 2 and try to guess what is missing. |
| DO | fill what you think are the easy gaps first in Part 2, and leave the problem areas until last. |
| DO | read and re-read your answers in Part 2, and be prepared to change your mind. If you find that none of the choices you have left fits, you may need to think again about the choices you have already made. Always be prepared to go back and check. |
| DO | make sure that you choose the correct option(s), when you find similar information in different sections of the text in Part 3. |
| DO | read through your choices in all three parts of the paper to check that everything makes sense. Check that you have matched all elements of the questions in Parts 1 and 3 with the information in the text. Also check that linking words, tenses and time references all fit with the choices you have made in Part 2. |
| DON'T | choose an answer just because you see the same word in the text and in the question option ('word-spotting'). In all parts of the paper, seeing the same (or a similar) word in both text and question is no guarantee that you have found the correct answer. |
| DON'T | forget that, if a Part 1 multiple-choice question is an incomplete sentence, the whole sentence must match the text, not just the phrase presented as A, B, C or D. The information in these options may be true in itself, but may not work with the sentence beginning you are given. |
| DON'T | forget that, in Part 2, introductory adverbs or phrases in the extracts must be connected with the ideas which go before the gap, e.g. 'However' must be preceded by a contrasting idea; 'Another mistake we made ...' must be preceded by a previous mistake, etc. |

• **DOs and DON'Ts for FCE PAPER 2 – WRITING**

DO	read the whole question thoroughly and underline important parts.
DO	write clearly, so that the examiner can read your answer.
DO	make a plan for each answer, including ALL the points.
DO	write in paragraphs, whenever appropriate.
DO	use a range of vocabulary, even if you are unsure of the correct spelling.
DO	check verb endings, plural forms and word order in sentences.
DO	check irregular past tenses and question formation.
DO	use language that is appropriate for the task.
DO	expand the points in Part 1 if you can, using relevant ideas and information.
DO	choose a Part 2 question that you feel confident you can write about.
DON'T	misspell key words which appear on the question paper.
DON'T	'lift' too much language from the question paper.
DON'T	mix formal and informal language.
DON'T	answer Question 5a or 5b unless you know the story.

- **DOs and DON'Ts for FCE PAPER 3 – USE OF ENGLISH**

DO	make sure in all parts that you put your answer by the correct number on your answer sheet.
DO	make sure you copy things down correctly.
DO	make sure that an answer in Part 3 is based on the word at the end of the same line.
DO	remember always to write the prompt word unchanged in your answer in Part 4.
DO	make sure that the sentence you complete in Part 4 is as close in meaning to the first sentence as possible.
DON'T	decide on an answer without reading the whole of a sentence.
DON'T	forget to look carefully at the text in Part 3 in order to decide on the grammatical form of the missing words.
DON'T	forget to change the word given in capitals in Part 3.
DON'T	write more than five words in your answer in Part 4.
DON'T	change more than you need to in Part 4.

- **DOs and DON'Ts for FCE PAPER 4 – LISTENING**

DO	listen to and read the instructions. Make sure you understand what you are listening for and what you have to do.
DO	use the time allowed before hearing each recording to read through all the questions carefully, so you are prepared for what you hear.
DO	use the information on the question paper to help you follow the listening text.
DO	look carefully at what is printed before and after the gap in Part 2 and think about the kind of information that you are listening for that correctly fits the gap.
DO	write only the missing information on the answer sheet.
DO	write your answers as clearly as possible in Part 2, using capital letters.
DO	check that your idea of what the correct answer is when you first hear the recording is confirmed when you hear it for the second time.
DO	remember that any wrong answer you discover in Part 3 when hearing the recording for a second time may affect your other answers.
DO	concentrate on understanding in as much depth as possible what speakers say, especially in Parts 1, 3 and 4; don't be distracted by individual words and phrases.
DO	answer all the questions – even if you are not sure; you've probably understood more than you think.
DO	make sure that you copy your answers accurately onto the answer sheet.
DON'T	rephrase what you hear in Part 2; do write down the figure(s) or word(s) that you hear spoken.
DON'T	complicate an answer in Part 2 by writing extra, irrelevant information.
DON'T	spend too much time on a question you are having difficulty with, as you may miss the next question.

• **DOs and DON'Ts for FCE PAPER 5 – SPEAKING**

DO	familiarise yourself with the focus, function and procedures of all parts of the test.
DO	take every opportunity to practise your English in groups and pairs, both inside and outside the classroom before the test.
DO	listen carefully to instructions given and questions asked throughout the test and focus your answers appropriately.
DO	ask for repetition of instructions if you are unclear about what you should do.
DO	speak clearly so that both the assessor and the interlocutor can hear you.
DO	refer to the written direct questions at the top of your task in Parts 2 and 3 of the test so that you don't forget what you have to talk about.
DO	respond to your partner's contributions and invite your partner to contribute in Parts 3 and 4.
DO	make use of opportunities to speak in all parts of the test and give extended contributions where you can.
DON'T	prepare long responses in advance. You are unlikely to answer questions appropriately.
DON'T	try to give your views during your partner's long turn.
DON'T	try to dominate your partner or to interrupt him or her in an abrupt way.
DON'T	make frequent pauses and hesitations during the interaction or during your own turn.
DON'T	worry if you disagree with your partner in Parts 3 and 4. As long as you are polite and not overbearing, this is all part of interactive communication.
DON'T	worry about being interrupted by the examiner. For administrative reasons, it is important that tests do not overrun.