

FCE WORKSHOP

This practical workshop will focus on activities which help build skills for Cambridge First Certificate. They aim to make students be ambitious, accurate, curious, confident and more self sufficient.

1. Use of English 2: The improvised gap-fill.

If students want to succeed or improve in Use of English, then they need to get used to focusing on accuracy. There are many different ways in which gapped activities can serve to reinforce grammar or vocabulary, iron out common mistakes or correct errors and here we'll look at different ways to use them in the classroom.

2. Memory building exercises

Exercises which involve the students remembering something can help them learn 'chunks' of connected speech. Much of their success is down to thinking beyond word level and deeper into phrase level. Here we'll look at some exercises which encourage students to use their memories and how to use this to focus on grammar or as way to recycle language.

3. Use of English 4: Self correction and more on memory

Make students more independent when it comes to checking Use of English exercises. Here we'll look at the types of 'clues' that can help them find the answer themselves and also at an exercise which encourages revision and consolidation of grammatical structures.

4. L1 sentence transformation

Translating is something that all language students do, some more successfully than others. We can help by ensuring they are making the right connections with structures in their own language and by getting them to notice that differences. Here we'll look at how translation exercises can be used to help students get to grips with some of the essential grammar at FCE.

5. Collaborative writing

Writing is an area often neglected in class. It feels wrong to have all the students writing in silence and, too often, too few students fail to produce writing when asked to work independently outside of the classroom. Here we'll look at how collaborative writing tasks can be useful and communicative, and at how we can design activities which combine multiple skills – writing, reading, speaking and listening.

6. Prediction

Listening can play a key role in the classroom and a successful lesson can easily be planned around one. We'll look at types of prediction exercises and how they help set the context; encourage critical thinking

about the task; and most importantly, how they can help form part of a communicative classroom in which language is learned, heard in context and then practised.

7. Reading rephrasing

As with writing, time feels wasted in a classroom if all of our students are sat silently doing a reading exercise. Yet if we neglect it, then we deny our students the chance to acquire the requisite skills required to be successful in this area of the exam. Here we'll look at some predicative and communicative tasks that will help students focus on skills which they can then put into practice in their own study time.

8. Sound association for pronunciation

Improve pronunciation by getting students to make associations with the words they know how to pronounce well and those which they have doubts with. We'll look at how, as this becomes a regular classroom exercise, they start making their own associations and asking association-related questions themselves about pronunciation.

9. Consolidation

One of the key differences between a B1 candidate and a B2 candidate is the range of language that they attempt to use. By this stage in a student's development, it should be fairly wide. So, much of their preparation for FCE will involve increasing their vocabulary. Here we'll look at the role of repetition and how to recycle language to help consolidate it.

10. Consolidate it again

If we are focusing on the right language then there's no such thing as too much practice, especially if it is varied, fun and set in context. Here we'll look at a final way to begin or end a stage/class which again focuses on the repetition of whatever we consider to be important.