FCE WB 9

In this lesson, you will complete various exercises similar to those found on the FCE. The first is a reading exercise similar to part 5 of the reading portion of the FCE. Here are tips for success in this section:

- **Read the base text first:** Skim the whole text before looking at the options so you understand the general topic and the author's tone.
- **Hunt for reference words:** Look closely at pronouns (*he, she, it, they, this, those*) and possessives immediately before and after the gap to see what noun they point back to.
- **Check linking words and logic:** Watch for connectors of contrast (*however, on the other hand*), time (*meanwhile, then*), or cause-and-effect (*therefore, as a result*). The sentence you pick must logically bridge the two sides.
- **Track verb tenses and chronology:** Notice if the text shifts from past to present, or describes a sequence of events that would break if a sentence is out of order.
- **Use the process of elimination:** Don't just match single repeating words—matching on vocabulary alone is a trap. Test your leftover sentence against every gap at the end to make sure it doesn't fit anywhere else.

Read the article below, ignoring the missing sentences. Choose from the sentences A- G the one which fits each gap (1-6). There is one extra sentence which you do not need to use.

What do they really mean?

Food manufacturers and retailers have been letting shoppers down. This is the view of the CWS*, whose report looks at the language of food packaging.

According to the report, shoppers believe food labels because they think there are strict regulations in place. [1] So the food industry can get away with all sorts of cunning strategies to make products look bigger and sound better than they are.

The report has identified the different ways in which shoppers are misled. [2] Descriptions on packaging are sometimes inaccurate in an attempt to oversell the product. One example given in the report is the phrase 'haddock fillets', used for a product that is in fact cut from big blocks of fish rather than individual fillets.

[3] These include 'traditional', 'wholesome' or 'premium'. The claim that a brand is '90% fat-free' hides the fact that it contains 10% fat, which is above recommended levels. Phrases such as 'free from preservatives' make a virtue out of a normal attribute of food.

Labels have a wide variety of text sizes on them. You sometimes need a magnifying glass to read the small print. [4]

Another deliberate type of misinformation lies in the image. Many pictures on packets use small plates to make the product look bigger. [5]

However, misleading messages on packaging could soon be a thing of the past. The CWS recently produced a code** which, if used, would end the current inaccuracies and half truths. [6] The minister for consumer affairs says the code 'will receive very serious consideration'.

* Co-operative Wholesale Society
** a set of rules

A Meaningless adjectives are often used to give a positive message.

B It has called on the government to support it, as a way of improving food standards.

C This verdict has not pleased the food industry.

D By contrast, the hard sell information is given emphasis.

E The rules are, in reality, very weak at present.

F Photographs are sometimes retouched to achieve the same effect.

G The most common of these is poor labelling.

LIVEWORKSHEETS

The following exercise is similar to part 4 of the reading portion of the FCE. Here is a step-by-step strategy:

1. **Compare and Cross Out (*tachar*).** Read both sentences. Identify which parts of the first sentence are already included in the second sentence. Cross them out so you can focus *only* on the missing information.
2. **Identify the Grammar Target.** Look at the key word. What grammar structure or phrase does it trigger? For example, if the key word is *WISH*, it's a conditional/hypothetical structure; if it's *LOOK*, it might be a phrasal verb like *look forward to*.
3. **Check the Tense and Polarization.** Ensure your new sentence matches the time frame of the original (past, present, or future) and its polarity (if the original is negative, make sure the transformation reflects that accurately).
4. **Count and Check Spelling.** Write your answer and count the words. If you have 1 word or 6 words, it is automatically wrong. Check for minor spelling mistakes, as they will cost you points.
5. **Never Leave a Blank.** Each question is worth 2 marks. You can get 1 mark if half of your answer is grammatically correct. Guessing is always better than leaving an answer empty.

Structures that frequently appear include: phrasal verbs, conditionals, passive voice, reported speech and comparatives/superlatives.

Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change this word. You must use between two and five words, including the word given.

1) I'm not sure, but I think a friend of mine did that voice-over for chewing gum.

MIGHT

That voice-over for chewing gum _____ a friend of mine, but I'm not sure.

2) Adam can't wait to go snowboarding next week.

FORWARD

Adam's really _____ snowboarding next week.

3) What is your uncle's job?

FOR

What _____ a living?

4) Before we start to plan the film shoot, we must agree the budget.

DOWN

Before we get _____ the film shoot, we must agree the budget.

5) I'm sure Rafael Nadal earned a lot for that car advert.

BEEN

Rafael Nadal _____ a lot for that car advert.

6) Their last commercial failed to convince viewers about the brand.

MESSAGE

Their last commercial didn't succeed _____ across to viewers about the brand.

LIVEWORKSHEETS

7) The candidate couldn't register for the election because he missed the deadline.

ABLE

If the candidate hadn't missed the deadline, he _____ register for the election.

8) I was really impressed by the images in the advert.

MADE

The images in the advert really _____ me.

LIVEWORKSHEETS