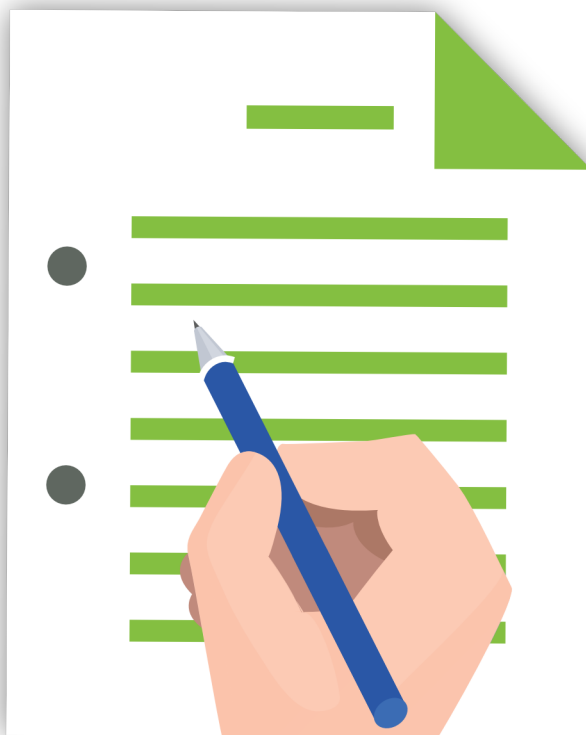


# Cambridge English **First (FCE)**

## The Ultimate FCE Writing Guide

by KSE Academy®



Essays

Articles

Reviews

Reports

Emails

# Introduction

This guide covers the main writing tasks that appear in **Cambridge English: First (FCE)**: essays, articles, reviews, reports, emails & letters.

It is aimed at students of English as a foreign language who are interested in improving their writing skills towards their B2-level exam, and at teachers who want some support writing material to use with their own students.

This document provides 3 sample tasks and answers of each type of writing, plus a whole set of useful expressions that candidates can use in their writings. The idea is that teachers and students use these samples as models for their own writing tasks, making use of the useful expressions provided at the end of each section.

## About the author

This guide has been written by Luis Porras Wadley, director of **KSE Academy**, an English language school based in Granada specialised in Cambridge English exams and general English.

Luis has been an English language teacher for most of his adult life, although he combines this profession with his love of blogging and translation. Furthermore, he is a qualified **Cambridge English** exams invigilator and supervisor.

For more information, please visit **KSE Academy's** website ([www.keeptsmilingenglish.com](http://www.keeptsmilingenglish.com)), where you can find many tips and material to learn English and pass your Cambridge English exams.



# What's in the Writing paper?

In the two parts of the *Cambridge English: First* Writing paper, you have to show that you can write different types of text in English. There are **two parts** and you have **1 hour and 20 minutes** to complete both parts.

## What's in part 1?

You're given an essay title and two ideas clearly linked to the title. You write an essay giving your opinions about the title, using the ideas given. You must also add a third, different idea of your own linked to the title. The title will be a subject of general interest – you won't need any specialised knowledge.

## What do I have to practise?

Using language functions, such as evaluating, expressing opinions, hypothesising, justifying, persuading.

## How many questions are there?

One compulsory question.

## How much do I have to write?

140–190 words

## What's in part 2?

You write a text from a choice of text types – article, email/letter, report or review. To guide your writing, you'll be given information about context, topic purpose and target reader.

## What do I have to practise?

Writing different types of text that could be included in the exam.

## How many questions are there?

One task to be selected from a choice of three.

## How much do I have to write?

140–190 words

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# WRITING PART 1

## Essays

- **Purpose of an essay**

An essay is a piece of writing in which you are asked to discuss a topic that might be controversial or relevant somehow. It usually follows a class discussion.

- **Language**

The language of an essay should be formal. Also, make sure that you justify all your ideas and that you use appropriate connectors to link your sentences and paragraphs.

- **Structure**

When writing an essay, you can choose whether to give it a title or not. This could be the same question provided in the task. As for the structure, it should have an introductory paragraph, and a conclusion at the end. The body should consist of 2 or 3 main paragraphs, depending on how you decide to structure your ideas.

- **Giving your opinion**

Typically, in an essay we tend to express our opinion at the end, although it is acceptable to do so at the beginning, too.

- **Common topics**

Some common topics to write essays about are the environment, health and fitness, work and employment, friendships and family, money, celebrities, etc.

- **Sample Task 1:**

In your English class you have been talking about different ways in which you can protect the environment. Now, your English teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view.

***What can people do to help  
protect the environment?***

---

*Notes:*

1. *Recycle*
2. *Using bicycles and walking*
3. *..... (your own idea)*

Write your **essay**.

- **Sample Answer 1:**

### **Protecting the Environment**

One of the things that worries people most nowadays is the environment. In the last few decades, humans have been polluting way too much, which has had a negative effect on the environment. For this reason, we must protect it from now on.

First, we ought to start paying attention to the 3 Rs: reduce, reuse and recycle. By doing so, we will reduce the quantity of rubbish, we will not throw away so many things and we will be able to recycle most of our waste.

Second, a very good idea is to stop using cars so much and start cycling or walking a little more. For example, instead of commuting by car, we can try to do it on foot or by bike.

Finally, if we really want to change things, we should teach young pupils about the dangers of contamination and pollution. It's the only way to change the future, because they are the future citizens of the world.

In conclusion, I believe that if we do these three things, we can still prevent humans from destroying the environment.

- **Sample Task 2:**

In your English class you have been talking about work in your country. Now, your English teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view.

*Which is more important: to earn a high salary  
or to enjoy doing your job?*

---

Notes:

1. *type of work*
2. *time you spend working*
3. *..... (your own idea)*

Write your **essay**.



• **Useful Expressions**

- **Sample 1:**

- *One of the things that*
- *In the last few decades,*
- *For this reason,*
- *First, / Second, / Third,*
- *Finally,*
- *By doing so,*
- *For example,*
- *In conclusion,*

- **Sample 2:**

- *Nowadays,*
- *However,*
- *Firstly, / Secondly, / Thirdly,*
- *Otherwise,*
- *On the other hand,*
- *For instance,*
- *Finally,*
- *take into account*
- *On the whole,*
- *I am of the opinion,*
- *in order to*

- **Sample 3:**

- *we can all agree that*
- *First of all,*
- *It is not advisable to*
- *However,*
- *Finally,*
- *As a result,*
- *To sum up,*

• **More Useful Expressions**

- **Linking devices:**

- *on the one hand, / on the other hand,*
- *nevertheless*
- *Even so,*