

**Listen and Speak
for First
Certificate**

**John McDowell,
Lesley Denham and
Mike O'Neill**

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Edward Arnold

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iv Introduction

UNIT	TOPIC	LANGUAGE FOCUS AND DEVELOPMENT	
		FUNCTIONAL	STRUCTURAL
1 The happiest days of your life	Education/ school days	Talk about the past	I remember my ... We used to ... When I was ... In my experience ... It is/was very different ...
2 Keeping fit	Sports	Express uncertainty (when facts are not clear)	It looks as though ... It looks as if ... I think ... Perhaps ...
3 Appearances can be deceptive	Descriptions of people: physical - character	Describe people	Adverbs of degree Wh-questions
4 Wanted!	Crime and delinquency	Hypothesise about what one would do Express opinions about what should be done	Conditional II, should/ought in active and passive
5 Something in the air	Pollution and ecology	Describing exact position in a photograph	It's in the foreground, background, etc.
6 What's on?	Entertainment	Express uncertainty (when facts are not clear)	It seems to be ... I think it is ... some sort of
7 The height of fashion	Fashion	Describe fashions Express preferences	Nouns/adjectives I prefer wearing ... I'd rather wear ... I'd buy ...
8 All work and no play	Work/jobs	Express negative and positive aspects of a job	An advantage is ... Comparatives
9 All creatures great and small	Animals	Describe and compare animals	Comparative Contrastive connectors
10 Dynasty	Family life	Talk about the past Talk about changes	Simple past used to ... would ... Present perfect has become/got
11 Getting away from it all	Travel	Describe and compare forms of transport	Comparative: a bit/ a lot/slightly/much
12 Time for a celebration	Religious festivals	Ask questions	Wh-questions Yes/No questions

COMMUNICATIVE TASK	EXAM STRATEGY	VOCABULARY TASK	LISTENING TASK	PAGE
Express preference Rank priorities Reach an agreement	Relate photograph to personal experience	Word association Linking words with images	True/false. Chart completion/ gap-filling	1
Give and accept or reject advice	Describe (parts of) a photograph: people, and actions	Form word sets Classify words	Chart completion (figures)	7
Talk about qualities of ideal partner	Infer from photo: feelings, thoughts. Understand how multiple-choice questions work	Identify antonyms	Multiple choice. Write multiple-choice questions	12
Discuss opinions on what should be done	Relate photograph to personal opinions	Match words with definitions	Matching exercise Gap filling	19
Reach agreement on course of action.	Identify parts of a photograph and position in the photograph	Infer meaning of words Use mind maps	Chart completion Answer questions	25
Reach agreement on plan	Using strategies to avoid difficult or unknown words	Gap-filling	True/false Dialogue completion	30
Argue about preferences and fashion	Explain reasons for liking photo Tackling multiple choice questions	Word game	Chart completion Multiple choice	35
Choose applicants for a job	Examine how a group interview works: who speaks to whom	Recycle known words and build up associations	Multiple choice Gap-filling	43
Discuss advantages and disadvantages	Anticipate examiner's questions Compare and contrast photographs	Match words and word classes	Gap-filling True/false	50
Discuss opinions of what should be done	Infer from photograph and relate it to own experience	Guess meaning of words in context	Chart completion Multiple choice	57
Choose and reach an agreement	Anticipate examiner's questions Compare and contrast photos	Anagrams True/false	Matching exercise	64
Choose and reach an agreement	Anticipate examiner's questions Focus on how to answer questions	Strategies to learn new words	Find differences Gap filling	71

Introduction

Listen and Speak for First Certificate is a course consisting of a student's book and a cassette. It prepares learners for papers 4 and 5 of the University of Cambridge First Certificate examination by providing thorough and motivating training in the skills and language needed for the examination. It also provides interesting material for language improvement in general.

What does the book help me with?

The material is designed to help you revise the language you already know and learn more. It also helps you to improve your general learning skills and to develop specific strategies to cope with the *First Certificate* examination.

What specific aspects of language and learning skills will I learn?

The book contains material and tasks to help you with:

- Vocabulary:** There is a wide variety of exercises to help you both revise and remember the words you already know and to learn new words
- Grammar:** Each unit focuses on specific aspects of grammar. You have the chance to study different language structures and to use them in communicative situations.
- Listening:** There is a varied selection of recorded material to accompany each unit. As well as exercises that focus on aspects of language, there are also tasks to help you improve your listening skills. These tasks are based on the kind you will meet in the First Certificate examination.
- Speaking:** There are tasks to help you to improve your ability to keep up a conversation of the kind involved in the examination.
- Learning skills:** You will find exercises to encourage you to think about strategies you can use to learn more. For example, you will learn how to acquire more vocabulary, or how to judge and assess your performance.
- Examination skills:** In each unit throughout the book there are activities to help you to be more successful in the examination. For example, you will find tasks to develop your ability to:
- think of things to say
 - carry on a natural conversation
 - anticipate what the examiner expects
 - avoid words and expressions you do not know
 - look for the right answer in listening tasks

How do I use the book?

The book consists of twelve units with accompanying recorded material on cassette. Each unit is organised around a theme or topic, but there is no grading or order of difficulty. You can therefore use the units in any order, depending on the topics that most interest you. At the beginning of the book you will find an index with information about the topic and language contained in each unit.

The material is designed to be used by learners working either in class with a teacher or on their own in a group (for example, in a self-access centre). The approach emphasises the co-operative aspect of learning and, whether you are working with or without a teacher, you should try to take an active approach to each task and to help each other. An important aspect of this is self-evaluation and evaluation of others, which will help you improve your ability to learn more and to perform in the examination. There is a self-evaluation chart on page xiv. A key with answers to the tasks is available on request from the publishers.

How do I use the material in each unit?

Each unit consists of six sections, each focussing on different aspects of language and learning. You should work through each section in order.

SECTION 1 Vocabulary Development

The exercises in this section help you to revise and learn the words you need to talk about the topic of the unit. There are also exercises to give you strategies for learning and recording new words.

SECTION 2 Language Focus

This section deals with specific aspects of grammar or language structure. The aim is to present you with samples of language and encourage you to discover how the language works and when you can use it.

SECTION 3 Language Application

This section is closely linked to the previous one. Here, you have the chance to use the language from section 2 in communicative situations of the kind you will find in the examinations.

SECTION 4 Text Identification

In this section you will get practice at recognising written texts and guessing their context, a task that you are required to do in the examination. The texts are linked to the topic and material of the unit. You will find a chart on page 81 to be used with this section.

SECTION 5 Listening

Each unit contains two sets of listening tasks of the kind you will find in the First Certificate examination. The topic of each task is based on the topic of the unit. You will practise and improve your listening skills and also acquire strategies to cope with the type of task normally found in the examination.

SECTION 6 Speaking

This section gives you practice in carrying on the type of conversation required in the interview. The book contains a wide variety of task types, including discussion, role play, problem solving, etc.

How do I develop specific strategies for the examination?

The material in the book provides a variety of exercises and tasks to help you focus on strategies to help you cope in the examination. These appear regularly throughout the book.

An important element to help you prepare for the examination is the self-evaluation chart on page xiv. This is provided for you to use with the tasks in section 3 and, especially, section 6. The instructions in these sections ask you to refer to the chart. Normally, the instructions require one student to take the part of the examiner, organising the activity and using the chart to assess the other students. By doing this you will understand better what the examiners are looking for and be able to perform better in their presence.

What exactly will the examination be like?

In this book you will find a section giving you information about the procedures of the examination (page ix) and another section giving you specific hints on how to cope (page x).

What happens in the oral examination?

Individual oral



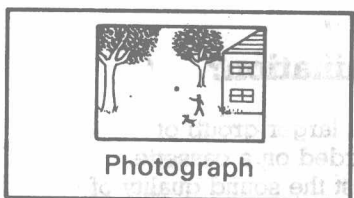
This will last between ten and twelve minutes. When you enter the room the examiner will welcome you and ask a few introductory questions to help you relax.

The examiner will then give you one or more photographs. The subject of the photograph will depend on what theme the examiner has chosen to talk to you about. Cambridge provides the examiners with different materials based on themes. The examiner will then ask you questions about the photograph. The possible types of question and the language you may need for this part of the examination are dealt with in Section 2 of each unit of this book.

The examiner may then give you a short passage to read silently to yourself and then ask you some questions about it. Examples of the types of passage and question you may be asked are dealt with in Section 4 of each unit of this book.

The last section of the oral examination may be a discussion, role play or a problem-solving exercise. Examples of the types of activity you may be given are dealt with in Section 6 of each unit of this book.

The marks for the oral examination are divided into six categories. For more details see the chart on page xiv. The oral examination has a total of 40 marks out of an overall total of 180 for the whole First Certificate examination. You generally need 100 marks to pass the examination.



Group oral

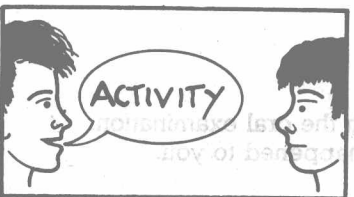
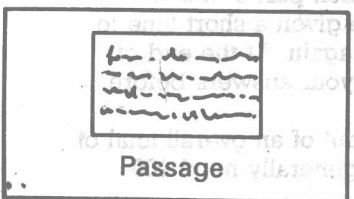
This will last about twenty minutes. You will do the examination with one or two other candidates. When you enter the room the examiner will welcome you and ask a few introductory questions to help you relax. He or she may ask these individually or ask the members of the group to introduce themselves to each other.

The examiner will then give you a photograph to look at. You may all have the same photograph or different ones. These will be based on a theme. Cambridge provides the examiners with different materials based on themes. He or she will ask you questions about the photographs or possibly ask you to compare them if they are different. The types of question and the language you may need for this part of the examination are dealt with in Section 2 of each unit of the book.

The examiner may then give you a short passage to read silently to yourself and ask you some questions about it. You may have the same passage or different ones. Examples of the types of passage and question you may be asked are dealt with in Section 4 of each unit of this book.

The last section of the examination may be a discussion, a role play or a problem-solving exercise. This activity involves the candidates only and the examiner will not usually take part. Examples of the types of activity you may be given are dealt with in Section 6 of each unit of this book.

The marks for the oral examination are divided into six categories. For more details see the chart on page xiv. The oral examination has a total of



40 marks out of an overall total of 180 for the whole First Certificate examination. You generally need 100 marks to pass the examination.

Orals based on a set book

If you have studied one of the set books during the year you can choose to talk about it during the interview. The format of the examination remains the same but all the material is based on the book.

- The photographs will be related to the book: for example, a picture of the book cover.
- The short passages will be taken from the text of the book.
- In the final part of the interview you will be asked general questions about the book. These questions are usually related to the characters in the story or general themes in the book.

What happens in the listening examination?

You will usually take the listening examination with a larger group of candidates in one room. The listening texts are recorded on a cassette. The invigilators will first give you instructions and test the sound quality of the cassette before you start the examination. You will then be able to ask questions if you are not sure about the instructions. The invigilator then gives you the examination paper.

The examination paper will have three or four different parts with different types of listening exercise. Examples of the types of exercise you may have are given in Section 5 of each unit of this book.

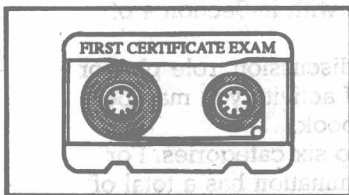
The invigilator will then start the cassette. Once the cassette starts the invigilator cannot stop it. You will hear the text for each part of the examination twice. After the first hearing you will be given a short time to look at your answers before you hear the same text again. At the end of the examination you will have a short time to check your answers before the invigilator collects the answer papers.

The listening examination has a total of 20 marks out of an overall total of 180 for the whole First Certificate examination. You generally need 100 marks to pass the examination.

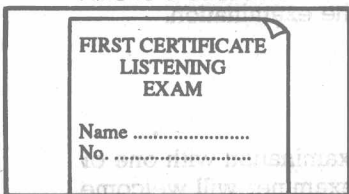
The above descriptions of the oral and listening examinations follow an outline which Cambridge gives examiners. Conditions will not be exactly the same in all the examination centres so if you have any questions ask your teacher or the examination centre where you will take the First Certificate examination.

Tips for the oral examination

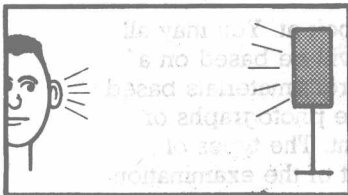
Here are some problems that students have had with the oral examination. Read them and think about what you would do if it happened to you. Discuss them with another student.



This is a cassette



An examination paper – the front.



A speaker and a student listening.

'I was so nervous at the beginning that I could hardly say my name!'
'I looked at the photograph and realised I didn't know the word for something.'

'The picture was so boring that I couldn't think of anything to say.'

'I didn't understand the question the examiner asked me.'

'When I was speaking I suddenly realised I couldn't think of a word I needed.'

'The other students in the group were speaking all the time and didn't give me a chance to say anything.'

Tips

- The majority of students are very nervous when they enter the examination room but they usually relax as time passes. The examiner will not be marking your English from the minute you enter the room but will help you relax first, so do not worry if you are very nervous at the beginning. Greet the examiner when you walk in and use his/her introductory questions to help you relax.
- If you do not know a word for something, do not panic! The examiner realises that you are probably nervous. If you think it is very important then you can ask the examiner. You do not lose marks because you do not know the exact word. Another solution is to avoid using the word by giving a definition or explanation of it. This is practised in Unit 6 of this book.
- The examiner uses the photograph to start the conversation. If you cannot think of anything to say, the examiner will help you by asking further questions. Talk about the subject in general, not only about the contents of the photograph, or try to relate it to your personal experience. Try not to give short answers like 'yes' and 'no' because the examiner has to hear you speak before he or she can give you a mark.
- If you don't understand the examiner then ask her/him to repeat. Prepare the language for this before you do the examination.
- When you are nervous you often cannot remember quite common words and the examiner realises this. What you often need is just a few seconds to think. In your own language you have words, noises or expressions that give you time to think and organise your ideas. In English there are similar words and noises. Do you know what they are? Look at the list at the end of this section.
- If there is a dominant candidate in your group then the examiner will make sure that the other candidate/s has/have a chance to speak. However, you can learn some interruption techniques so you can join in the conversation in a natural way. Can you think of any ways to interrupt a person politely? Look at the list below.

Pause words to give you time to think

Well...

Let me see...

Umm, what's it called... oh yes...

Oh well, really...

The thing is... er...

Er, well, yes...

So... umm...

Interruption techniques

Sorry to interrupt but ...

Yes, but ...

I'd just like to say that ...

Do you really think so? I think that ...

General tips for the individual oral

- You are with the examiner for a very short time so try within that time to show that you know a range of vocabulary and expressions. If you know that you have favourite expressions or words that you use a lot try to learn different ones. Sections 1 and 2 in the units of this book will introduce you to new vocabulary and expressions, so try to use them.
- Remember that there is no 'correct answer' when you are discussing opinions. What is important is to have ideas to express.
- If you are talking about the 'set book' during the interview, do not 'prepare' what you are going to say and then repeat it in the examination. Prepare some relevant vocabulary but do not become too inflexible.

General tips for the group interview

- You may not know the other candidate/s in your group so use the time for introductions to relax and practise some 'easy' questions.
- In the group examination, the conversation takes place mainly between the candidates, not between each individual candidate and the examiner. This is particularly true of the last part of the interview. When the other candidate/s is/are talking, listen to them. Do not sit and wait for your turn to speak. Remember that speaking involves listening to the other person and reacting/responding. As you would in a conversation in your own language, show that you are listening by gestures or words of agreement or surprise.

Tips for the listening examination

During the listening examination you have no gestures or facial expressions to help you understand what the people are saying. Because of this it is very important that you prepare for what you are going to hear. You can do this in the following ways:

- When the invigilator tells you that you can look at the paper, look quickly at each section so that you are familiar with the type of exercise it is – a multiple choice, an information gap, etc.
- Before you hear each section of the examination there is a short pause on the cassette. Use this time to look at the questions you have to answer. Try to see what the subject of the passage is so that you are prepared for vocabulary related to that area. There is an exercise to help you with this in Unit 7 of this book.
- In an information gap exercise, look for what type of information you need to complete the spaces. Is it numbers, names or dates? Be prepared when you see exercises involving numbers or letters. The examiner will usually choose ones that are easily confused. Make sure

you can distinguish between, for example, 13/30, 14/40, 15/50, etc. and the vowels a/e/i/o/u. Practise numbers and alphabet when you have some free time in class or at home.

- In a multiple-choice question there is only one right answer. The other possibilities are there to distract you. Be careful with these distractors. There is an exercise in Unit 3 of this book to help you understand the idea behind this type of question.

When you do the listening exercises in Section 5 of each unit, practise preparing yourself for the subject of the passage and the type of information you have to listen for.

- Pronunciation: sentences: this refers to how well you use intonation - how well you link phrases and the general rhythm of your sentences
- Pronunciation: individual sounds: this refers to how well you pronounce all the individual sounds of English
- Interactive communication: this refers to your ability to keep up a conversation - how well you initiate conversation, understand other people's response, keep the conversation going
- Vocabulary resources: this refers to how wide your vocabulary is and to your ability to find the words to talk about concrete and abstract subjects

The examiner will give you a mark from 1 to 5 for each of these points. When you are doing the activities in this book use the chart below to assess your progress. Put a circle round a mark for each aspect. If you find it difficult to do it all the points at the same time, choose just two or three to focus on.

Self-assessment chart	1	2	3	4	5
Vocabulary resources					
Interactive communication					
Pronunciation: individual sounds					
Pronunciation: sentences					
Grammatical accuracy					
Fluency					

Self-Assessment

In the examination, the examiner assesses different aspects of your English. These are:

- **Fluency:** this refers to your ability to speak in a connected way without too much hesitation or stopping to look for words and expressions. It does not mean that you have to talk very fast – you should try to speak at a natural speed with a steady, comfortable rhythm.
- **Grammatical accuracy:** this refers to how many grammatical mistakes you make (verbs, prepositions, grammar structures, tenses, etc.).
- **Pronunciation: sentences:** this refers to how well you use intonation, how well you link phrases and the general rhythm of your sentences.
- **Pronunciation: individual sounds:** this refers to how well you pronounce all the individual sounds of English.
- **Interactive communication:** this refers to your ability to keep up a conversation – how well you initiate conversation, understand other people, respond, keep the conversation going.
- **Vocabulary resource:** this refers to how wide your vocabulary is and to your ability to find the words to talk about concrete and abstract subjects.

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Self-assessment chart					
Fluency	1	2	3	4	5
Grammatical accuracy	1	2	3	4	5
Pronunciation: sentences	1	2	3	4	5
Pronunciation: individual sounds	1	2	3	4	5
Interactive communication	1	2	3	4	5
Vocabulary resource	1	2	3	4	5

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UNIT 1

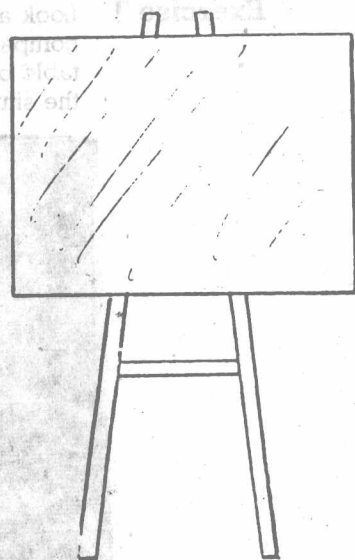
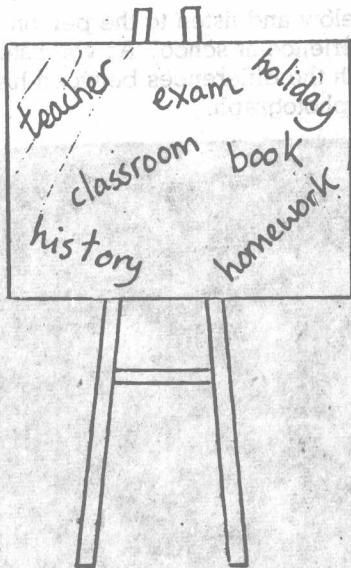
The happiest days of your life?

Section 1 Vocabulary development

Exercise 1 Without thinking for more than two seconds, what is the first word that comes into your head when you read the word 'blue'? Discuss and explain your answers with a partner.

Exercise 2 Now look at the blackboard below on the left and choose one of the words written on it. Without thinking for a long time, write a word on the blackboard on the right which you associate with this word. Do this exercise individually, as the word that comes into your mind may not be the same as another student's.

When you have seven words on each blackboard, discuss your choice of words with another student or students.



Exercise 3 Look at the words and expressions below and make sure you understand them. (They are all related to education.)

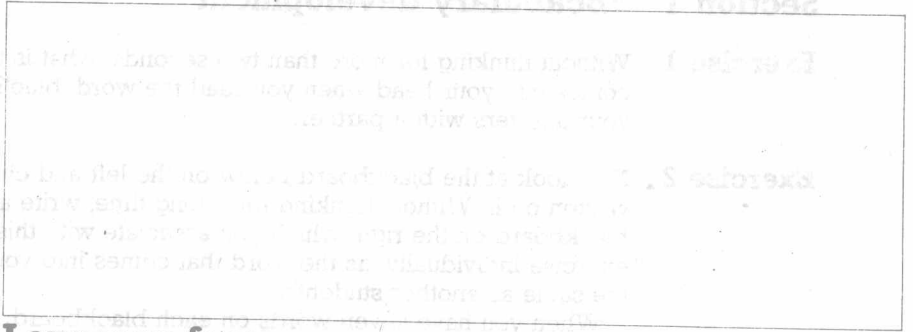
- | | | | | |
|----------|----------|------------|------|--------|
| revision | term | timetable | mark | strict |
| report | corporal | punishment | play | truant |

Work in pairs and match each of the words above with a word from the blackboards. Give reasons for your choice.

2 The happiest days of your life

Exercise 4 Remembering new vocabulary can be a big problem! In the previous discussion about education did you come across any new words? What were they? One way of helping you remember new words is to create a strong image of them in your mind. Choose some of the new words you have come across in this unit and draw a picture below, which, to you, represents that word. Write the new word, without a translation, next to the image.

Have a look at some of the other students' drawings. Are they the same as yours?



Section 2 Language focus

Exercise 1 Look at the photograph below and listen to the person on the cassette comparing it with his experience at school. As you listen, complete the table on the next page with the differences between his experience and the situation shown in the photograph.

