

**Cambridge
First Certificate**

Ideas

Speaking and listening activities for upper-intermediate students

Student's Book

Leo Jones



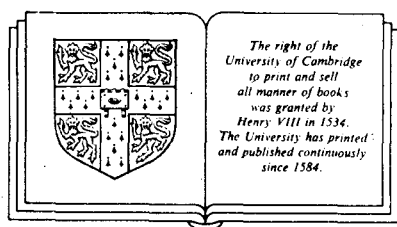
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Introduction

Why 'Ideas'? This book is called *Ideas* because it is about listening to and understanding other people's ideas, communicating your own ideas and, above all, exchanging ideas with your fellow-students. There is a wide variety of activities in this book – there are problems to solve, discussions to participate in, roles to play and tasks to complete – but they all have one thing in common: they will give you plenty to talk about.

Pairs and Groups Most of the activities will involve you in talking to partners in small groups or in pairs. There are several reasons why this is valuable: There is no need to worry about mistakes. Everyone has time to communicate their ideas. Each activity can become a real conversation – not just a piece of 'language practice'.

What about mistakes? You can't learn to speak a foreign language without making mistakes. The question is: how much do they matter? Is it more important to speak 100% accurately or to learn to communicate effectively? If you're afraid to express an idea because you may make a mistake, then you won't make any progress. Mistakes can tell you what you still need to learn. So don't be afraid of mistakes. Your partners and your teacher will correct the ones which seem to prevent you from communicating – but don't expect every mistake you make to be corrected.

Listening exercises  The exercises recorded on the cassettes are linked to realistic 'tasks' – charts for you to fill in, diagrams to draw, notes to make and so on. There are no 'comprehension questions' to answer because in real life we listen to find out about other people's ideas and new information. And when we have understood all this, we relate it to our own experience and use it in our own conversations. After each listening exercise you'll have a chance to discuss what you found out.

Communication activities  The 56 communication activities at the back of the book give different information to each partner in a group. There is an 'information gap' between you: your purpose is to find out what your partners know and to tell them what you know. Related communication activities are all on separate pages so that you can't read each other's information. The instructions in each unit tell you which activity to turn to at the back of the book.

The activities in *Ideas* will help you to enjoy using English, but please do make sure that you continue widening your vocabulary and improving your grammatical accuracy. Keep on asking questions!

1 You and me

I HOPE YOU DON'T MIND MY ASKING



- 1 You're going to hear part of a radio programme in which three different people are asked some personal questions. Before you hear it, discuss with a partner what kind of answers *you* would both give to the six questions below.

First speaker	Second speaker	Third speaker
What do you enjoy most in life?		
What is your greatest ambition?		
What has been your greatest achievement?		
Which person do you admire most?		
Who do you get on with best of all?		
What was the nicest thing that happened to you yesterday?		

- 2 Listen to the recording and make notes to help you to remember what each speaker says. Try to make your notes as brief as possible.
- 3 Compare your notes with a partner, then discuss which of the speakers you think you'd get on with best and which you don't like the sound of much.

- 4 Look at the questions on the right. Find a new partner and start asking him or her the questions. After you've asked about four questions, change partners again and continue with the *next* question on your list.

What do you do in your spare time?
What do you enjoy most in your work?
Why are you studying English?
What is the nicest thing that's happened today?
What things do you dislike most in life?
What is the most exciting thing that's ever happened to you?
Do you find it easy to make friends?
What's your favourite food?
What are your ambitions?
Who do you admire most of all?
What are you looking forward to most of all this week?

... now start again at the top!

- 5 Decide which of the questions produced the most interesting answers. Change partners again and spend more time on these questions.

WHAT KIND OF PERSON ARE YOU?

- 1 Fill in the answers in the questionnaire about yourself. Be as honest as you dare. Then find a partner – if possible someone you know quite well already. See if your partner agrees with your own picture of your personality.

HOW WELL DO YOU KNOW YOURSELF?

Answer each question with: 1 Yes, definitely!

2 Yes.

3 Yes and no.

4 I'm not really sure.

5 No.

6 Definitely not!

Do you...

like to get up early? ☐

work best in the mornings? ☐

like to spend time outdoors? ☐

like to stay up late? ☐

feel envious of other people? ☐

make decisions quickly? ☐

plan ahead? ☐

work hard? ☐

find it easy to make friends? ☐

like children? ☐

enjoy travelling? ☐

try to be careful with money? ☐

live for the moment? ☐

enjoy life? ☐

- 2 Discuss what you discovered about your own and your partner's personalities. Can questions like these really show someone's personality?

Ask your partner these questions:

What things in life make you happy?

What things make you sad or angry?

If you could have one wish come true, what would it be?

I think I'm ...

I'm sure I don't ...

Would you say I was ...?

I didn't know that you ...

I always thought that you ...

That's funny, I'd have said you ...

MOODS

Look at the girl in this photograph. What kind of person do you think she is?

Can you find some suitable adjectives to describe her personality or her mood?

Work in pairs.



Here are some more shots of the same girl in different moods.

Take it in turns to describe the photographs and get your partner to find the ones you're describing. (Don't start with the first one, but make the game a bit difficult for your partner.)



Do *you* have rapid changes of mood? Do you show your feelings in your expression or in the way you speak? Or do you tend to hide your feelings?

NICE PEOPLE

Look at the adjectives below. Decide with a partner which of them you can use to describe each of the other people in your class – and yourselves, too, if you like.

amusing	efficient	hard-working	open-minded	sincere
artistic	energetic	helpful	organised	sociable
capable	enthusiastic	honest	patient	spontaneous
careful	flexible	humorous	perceptive	sympathetic
cheerful	friendly	imaginative	polite	tactful
clever	generous	intelligent	practical	thoughtful
confident	gentle	interesting	rational	unselfish
considerate	good-humoured	kind	reliable	versatile
creative	good-natured	lively	sensible	wise
easygoing	happy	loyal	sensitive	witty

Try to find at least *three* for each person in the class. Use a dictionary to find the meanings of the words you don't know.

WORKING TOGETHER

The aim of this activity is to give you experience of working *together* with a partner to solve various problems. Make sure that you and your partner *discuss* each problem and don't just try to solve it on your own. Try each problem with a different partner and make sure you co-operate!

- 1 Rearrange each of these sentences to make a well-known saying or proverb:
- Cooks many too broth the spoil.
 - The be be is or not question to to that.
 - Safe sorry than better.
 - A hand the bird two in worth the bush is in.
 - Late never than better.
 - Another good one deserves turn.
 - Day in built Rome wasn't a.
 - Shortest people two distance smile is a the between.
 - Way a a there's there's will where.
 - One two better heads are than.

- 2 Look carefully at this photograph and decide what's going on. Make up a story to show what happened before and after it was taken.



- 3 Rearrange the sentences below to make a well-known children's story.

The prince and the princess got married and lived happily ever after.
 The next morning she came down to breakfast looking very cross.
 So the queen thought of a plan: the next girl who came was asked to stay the night.
 Forty mattresses were placed on top of it.
 The problem was that all the girls who came to the palace said they were princesses.
 'How did you sleep, my dear?' asked the queen.
 One dried pea was placed on the bed in the guest room.
 His mother, the queen, wanted to make sure that he married a *real* princess.
 When bedtime came, everyone said goodnight and went to their rooms.
 Once upon a time a handsome prince was looking for a wife.
 'The bed was so uncomfortable that I didn't sleep a wink!' she replied.
 The guest climbed up onto the fortieth mattress and put her head on the pillow.
 So they knew she must be a real princess.
 But how could they be sure if they were telling the truth?

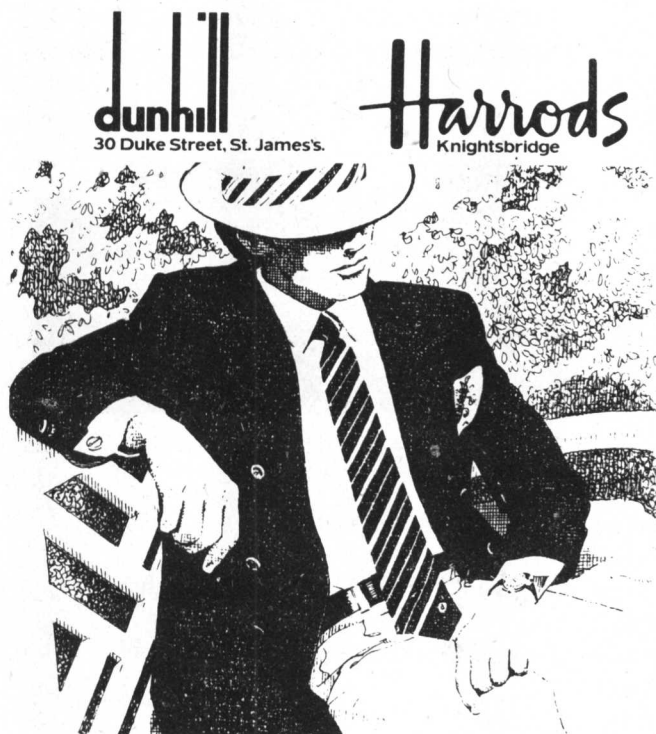
- 4 Imagine that you're both in a ship which has hit an iceberg and is sinking fast. Which five of these things from your cabin will you take with you?

camera	radio	whisky	wallet
glass	torch	sheet	book
comb	lipstick	towel	knife
soap	pen	swimming	
		costume	

- 5 Can you solve these two problems?
- Two Americans are in bed together. One of them is the father of the other one's son. How are they related?
 - The father is four times as old as the son. In twenty years he'll be twice as old. How old are they both now?

2 It's a bargain!

IMPECCABLE STYLE



Clothing of impeccable style for any occasion. The Dunhill Collection. Tailored to the highest standards, in the finest materials, the clothes distinguish the man.

He wears the classic double breasted blazer in pure wool, £195, a pure cotton shirt, £37.50, pure wool faille quality trousers, £49.50 and a striped woven silk tie, £21.

*I really like ...
My favourite ... is ...
If I had the money, I'd ...
I can't stand ...
I'm not very fond of ...
I'm not too keen on ...*

What do you think of clothes like these?

Would you like (or would you like your favourite man) to look like the man in the advertisement?

Would you be willing to pay prices like these for your own clothes?

Do you prefer to buy lots of cheap clothes or a few more expensive clothes?

What kind of shop do you think Dunhill is? How would you feel if you were a customer there?

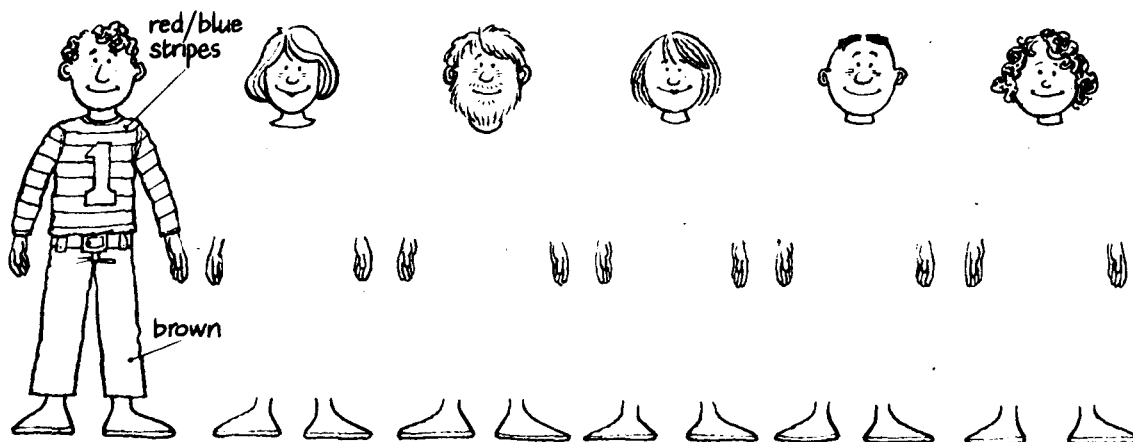
Are there many shops like Dunhill in your country?

Which do you prefer: a shop where you get personal service or a shop where you serve yourself, like a supermarket?

NEW CLOTHES



- 1 You're going to hear six people being interviewed in the street about the clothes they've just bought in a shop. Look at the drawings below and listen to the first interview. Afterwards you'll have to draw the missing clothes on the next five people as you listen to the recording!



- 2 Listen to the interviews and sketch the clothes the people describe.
- 3 Compare your sketches with a partner's.
- 4 Describe your own favourite summer clothes and your favourite winter outfit. Get your partner to draw them as you describe them – he or she may need to ask you questions as you go along.

I like wearing ... in summer.

I can't stand wearing ... in winter.

I like to look ... if I can.

What sort of collar has it got?

What colour are the sleeves?

Is it loose or tight-fitting?

I'M LOOKING FOR A...

Imagine that you're trying to find the items in this list – what kind of shops would you need to go to?

a pair of hand-made cowboy boots
a 1900 Baedeker guide to London
10 copies of yesterday's *Times*
a pair of left-handed scissors
a set of crystal sherry glasses
a second-hand violin

a desk diary for the year after next
a box of after-dinner mints
a bath plug
a Victorian china teapot
a gold toothpick
a brown bowler hat

Now the class is divided into two groups: group A and group B. On the next page you will find each group's instructions.

2 It's a bargain!

Group A Customers

Each of you should select *one* item from the list on the previous page, which you want to buy. Decide on a realistic maximum price you are prepared to pay. Then stand up and go from shop to shop trying to find what you want at a price you can afford. When you have bought it, change places with the 'shopkeeper' and read the instructions for group B.

*I'm looking for . . .
That's a bit more than I wanted to pay.
I'd better try somewhere else, I think.
Oh well, thanks very much anyway.*

Group B Shopkeepers

Each of you should select *one* item from the list on the previous page, which you have for sale in your shop. Decide on a realistic price to charge. Then find a place to set up shop and wait for the customers to call. When you have made a sale, stand up and change places with the 'customer' and read the instructions for group A.

*I'm afraid not, this is a . . . shop.
I could offer you a discount for cash.
We have this one in stock, it's £ . . .
Not at all, thank you, goodbye.*

THE HIGH STREET



1 What do you think each of these well-known British stores sells?

Shoes
Indian food
Books, records and stationery
Electrical goods
Religious books
Protective clothing
Clothes, food and household goods
Food
Medicines and household goods
Clothes and food
Furniture and household goods
Photographic and audio equipment
Clothes
Most things except food



- 2 Listen to the interviews with shoppers on the recording and match the shops to the things they sell.
- 3 What stores in your country are similar to the ones you heard about?
- 4 What advice would you give a visitor to your country about shopping?

*That sounds like a . . . shop.
I've no idea what sort of shop that is.
That sounds quite similar to . . .
We don't have an equivalent to . . .
The best place to buy . . . is . . .*

YOU KNOW WHAT I'D LIKE

Work with a partner. Imagine that one of you is going to the USA, the other to the UK for a short visit. Each of you has given the other \$100 or £50 to spend on his or her behalf. What are you going to buy for each other?

Don't worry about trying to save money – just choose things which are 'typical' or perhaps unobtainable in your own country.

When you have finished, decide with your partner what *three* things a foreign visitor to your country should take home to remind him or herself of life in *your* country.

Food? (Not eggs or strawberries - too fragile!)

Clothes?

Records? books?

Magazines?

Electrical goods?

Antiques?

Household goods?

Tourist souvenirs?

Can you manage to carry a...?

I'd love to have a...

Do they sell... in America?

I know it's a bit silly, but I'd love...

One thing that's typically British is...

You can't leave my country without a...

A LITTLE SOMETHING

Imagine that you have won a small prize in a competition – enough to buy every member of the class a small present (value up to £2). Decide as a group what you're going to give to each of the people in the *other* groups that will suit their tastes and be gratefully received. Don't forget a present for your teacher too, by the way!

When you're ready, announce to the others what your group is going to give everyone.

He likes..., so we could get him a...

How much does a... cost?

Let's get her something to... with.

I don't think he'd like a...

It'd be nicer to get her a...

We're giving him a... because...

3 Lovely day!

IN THE SNOW

What's the man doing?
How do you think he feels?
What should he have
done the night before?
How often have you had
a similar experience?
Do you like snowy weather?



If you were cut off from the outside world without heating and electricity, what would you do?
What's the coldest day you remember? Try to remember how it felt that day and what everyone
said to each other about it.
And what was the hottest day you remember? And the wettest? And the windiest?

*I'm glad I'm not ...
Wouldn't it be awful to be ...?
It wouldn't be too bad provided that ...*

*It was so cold that ...
It was such a wet day that ...
There was so much wind that ...*

IT ALL DEPENDS ON THE WEATHER

Work in groups. Decide together what advice you would give to a foreign visitor to your own country about the weather he or she might expect.

Which is the best
month to go there?
Which would be the most unpleasant
month to go there?
What kind of clothing would you
recommend the visitor should bring
if he or she comes from a country
with a climate like that of Britain or
from a country with a very hot climate?



It'd probably be too hot for you in ...

Most people think it's nice in ...

It tends to rain a lot in ...

It's rather changeable in ...

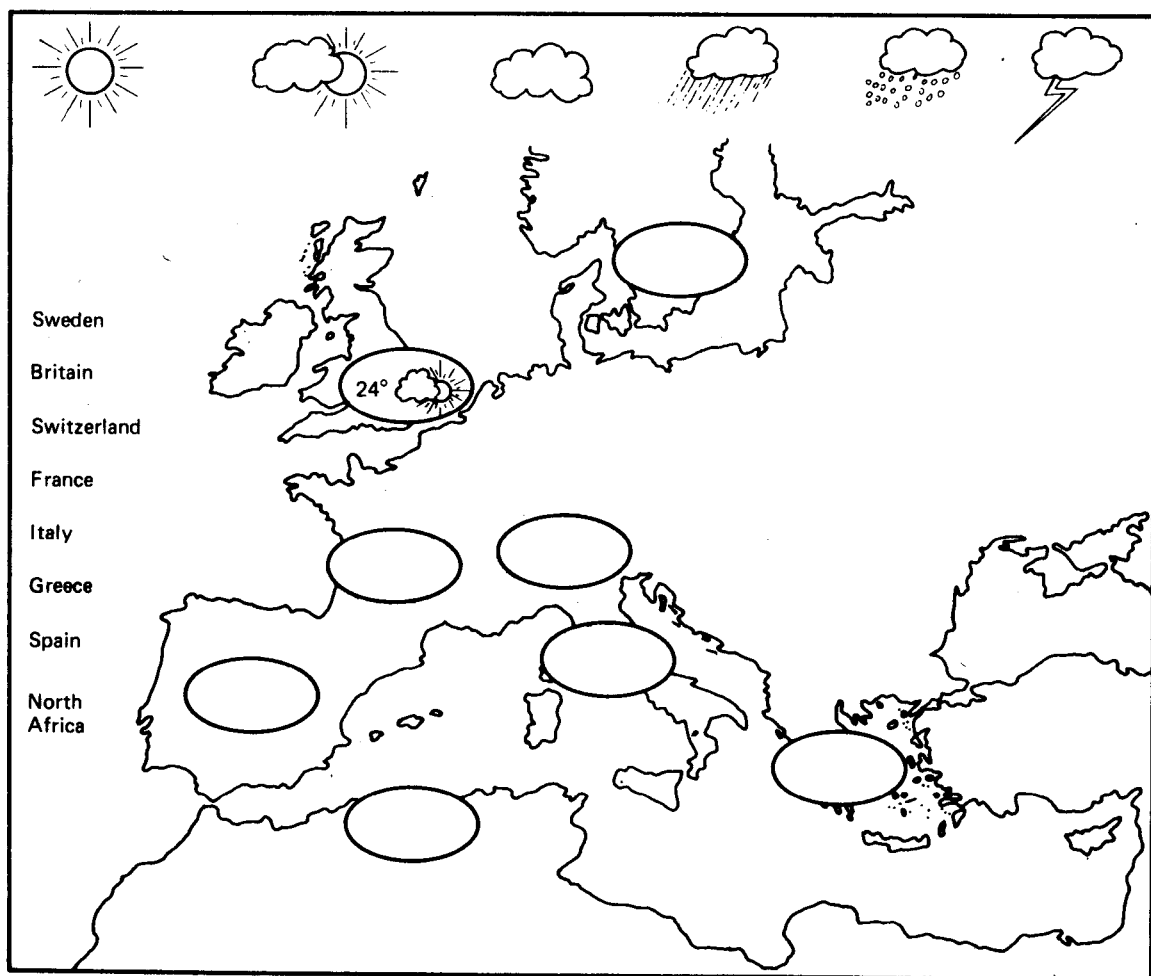
It's generally quite sunny in ...

Not many people come then because ...

YOUR HOLIDAY WEATHER

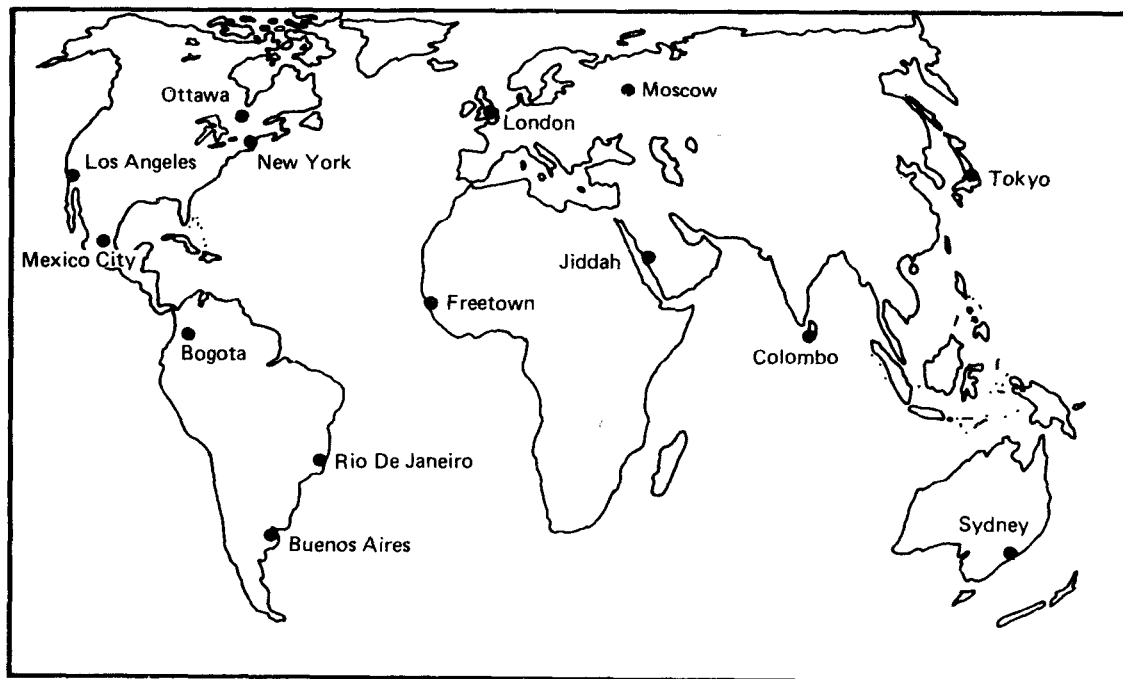


- 1 What kind of weather do you think you might find in midsummer in the countries shown on the map below?
- 2 Listen to the weather forecast and add the temperatures mentioned to the map. Then listen to it a second time and put in the weather symbols to show what kind of weather can be expected in each country.
- 3 Compare your work with a partner and check that you've both got the same information. How is the weather at the moment (in the place you're studying in) different from the weather described on the recording?



OH TO BE IN ENGLAND

- 1 Work in groups. What do you think the climate is like in the places marked on the map? How do they compare with your own town or city? Can you guess which is the hottest and which is the coldest place? And which is the wettest and which is the driest?



- 2 When you have made your guesses, half the members of the group should look at communication activity 14, while the others look at activity 27. You will find more details and information there. The communication activities are at the back of the book.

What's the weather like in ...?

Do you think it's very ... in ...?

I should think the coldest month is ...

It doesn't sound very nice in ...

It sounds much too ... for me.

It's probably quite pleasant in ...