

FIRST CERTIFICATE ENGLISH

W S Fowler

1 : LANGUAGE AND COMPOSITION



An intermediate course for Cambridge Certificate

W. S. Fowler

First Certificate English

Book 1 Language and Composition

NELSON

Thomas Nelson and Sons Ltd
Lincoln Way Windmill Road
Sunbury-on-Thames Middlesex TW16 7HP

P.O. Box 73146 Nairobi Kenya

Thomas Nelson (Australia) Ltd
19-39 Jeffcott Street West Melbourne Victoria 3003

Thomas Nelson and Sons (Canada) Ltd
81 Curlew Drive Don Mills Ontario

Thomas Nelson (Nigeria) Ltd
8 Ilupeju Bypass PMB 1303 Ikeja Lagos

© W. S. Fowler 1973

First published 1973

Reprinted 1974 (twice), 1975 (twice), 1976, 1977, 1978

17 555091 3

Recorded material for this book is available

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Printed in Hong Kong by
Bright Sun Printing Press Co., Ltd.

Introduction

Students preparing for the University of Cambridge First Certificate in English and comparable examinations have reached this level by a variety of paths and methods and so their strengths and weaknesses are also bound to vary. However, it must be remembered that such examinations are primarily tests of students' ability to write in English. Few students entering these classes have much experience in writing composition in English without guidance.

The object of this book is therefore to revise the main structures students have already met at an earlier stage in such a way that at the same time they can develop the skills required for them to use these structures fluently in their own writing. Complex, unusual patterns that students are unlikely to need at this stage in writing English have been avoided.

How to Use this Book

(a) *General*

Each of the first 28 lessons in the book contains a text giving examples of structures and patterns, exercises in comprehension, pattern practice, additional exercises on other items occurring in the text, and composition. These exercises are designed to teach what is presented in the lesson and for remedial work on what is already known, rather than to test students' knowledge. There is a short progress test at the end of each lesson aimed at ensuring that the main points contained in it have been thoroughly grasped.

The last seven lessons deal with the different kinds of composition students may be asked to write in examinations and emphasise structures especially appropriate to them.

In any course of this kind, where the intention is partly remedial, it may occasionally be necessary for teachers to revise structures that appear at a later stage in the book in order to correct persistent mistakes. The index should therefore be used for reference throughout the course.

(b) *Texts*

The texts cover the complete range of the types of composition

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students may be asked to write. Vocabulary likely to be new to students is not introduced for its own sake but only where the context justifies it, since experience demonstrates that contextualisation is essential in learning new words. The vocabulary load is therefore comparatively light.

The main patterns exemplified in the text are picked out in italic type for easy reference. Students should not, however, assume from this that the rest of the text does not matter! Ignoring it would mean that the advantage of contextualisation for structures as well as vocabulary would be lost.

(c) *Comprehension*

These exercises are designed to prepare students for the multiple-choice questions now commonly used in examinations. The intention is not to catch students out but to ensure that they read the text carefully.

(d) *Words*

The words chosen are generally those that cause confusion. The object of these multiple-choice exercises is to encourage students to read words in the context of the passage, where the meaning will normally be perfectly clear, rather than to rely on word-for-word translation. There is also an opportunity for the teacher to explain why the alternative answers are wrong in all cases or wrong in the context.

(e) *Patterns*

The patterns should be practised after the text has been read. It is useful, especially if a particular pattern causes difficulty, for students to be asked to write one or two sentences of their own imitating it and for these to be used for further practice in class.

(f) *Other Grammatical Exercises*

Again, these should be done after the text has been read.

(g) *Composition*

The composition exercises in the first 28 lessons are aimed at encouraging students to use the structures and patterns they have just been practising for themselves. To this extent, the compositions are semi-guided. A short composition of about 100

words or so successfully reproducing the patterns is far more useful in the early stages of a course than over-ambitious attempts full of errors. By the time students reach the Composition Section of the book, they should be capable of working on their own, but models are nevertheless provided by means of the texts for the kinds of composition they will want to write.

(h) *Progress Tests*

These tests, together with the written composition exercises, should indicate whether what has been taught in the lesson has been thoroughly understood. It is often useful for a test of this nature to be attempted chorally in class once students have been given the opportunity to read through it so that they understand the context. Hesitation on the part of a number of students over a particular item will indicate immediately where further remedial work may be required.

(i) *Teacher's Guide*

A *Teacher's Guide* is available, containing practical advice, detailed notes on structures and answers to multiple-choice questions and progress tests.

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Section One

Essential Structures and Patterns

1 Sunday Morning

It is Sunday morning. Rosemary is laying the table in the dining room. The telephone rings.

ROSEMARY 212 8302.

5 WALTER Hello. Is that Rosemary? This is Walter Jackson.

ROSEMARY Hello, Walter. How are you? Do you want to speak to Roger?

WALTER Yes, please.

10 ROSEMARY Roger! He's just coming, Walter. How are you getting on in your new job?

15 WALTER I'm enjoying it. We live quite near my office and of course we're not far from the New Forest. I often take the family there at weekends. There's not much to do here on Sundays, except go out in the car.

20 ROSEMARY *Roger's cleaning the car at the moment. It's a new one and he's so proud of it that he cleans it every Sunday.* We never have time to go out in it because he's always washing it, polishing it, or getting underneath it to fix something. Here he is at last. Give my regards to Carol, Walter. We look forward to seeing you again one of these days. 'Bye.

25 ROGER Hello, Walter. What can I do for you?

30 WALTER I'm ringing about my next-door neighbour, Bob Walker. He works as an engineer at a factory near here but he wants to change his job. I know him very well so I can recommend him to you. Do you still intend to open a branch office in Southampton?

35 ROGER Well, *you know these things always take time* but we expect everything to be ready soon. You know Jim Crawford, our personnel manager, don't you? I'll tell him about your friend and he may be able to find something.

WALTER Fine. Yes, I remember Jim very well. Do you

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and Rosemary still play bridge with him and his wife?

40 ROGER Yes. In fact, we're waiting for them to arrive for lunch. We expect them to be here in a few minutes. They come once a month and I think Jim looks forward to it. Judy goes out to work so I suppose *she often feels tired when she comes home*.
45 I don't think Jim expects her to cook every evening. He must live on sandwiches most of the time but Judy doesn't seem very grateful. *She's always telling him that he's too fat*.

WALTER Poor fellow! I understand how he feels. I'm glad Carol doesn't go out to work, like Judy.

50 ROGER Well, I hope Jim can do something for your friend. I expect I'll see you more often in future when we have our branch office near you.

WALTER Good. I look forward to it. All the best for now and thanks for your help. Cheerio.

55 ROGER Goodbye, Walter.

A Comprehension

Which of the following statements is correct in the context of the passage?

- (1) Walter (a) is looking for a job (b) wants to change his job (c) likes his new job.
- (2) Rosemary and Roger never go out in their new car because (a) Roger has too much work to do at weekends (b) he is so proud of it that he does not want it to get dirty (c) he spends so much time taking care of it.
- (3) (a) Roger is trying to open an office in Southampton (b) Roger's office is going to be moved to Southampton (c) Roger is planning to open an office in Southampton.
- (4) Jim looks forward to visiting Roger and Rosemary because (a) he is getting fat (b) he seldom eats cooked meals (c) he only has a cooked meal once a month.
- (5) (a) Walter is fat, like Jim (b) Walter feels sorry for

Jim because he is fat (c) Walter feels sorry for Jim because he has to eat a lot of sandwiches.

B Words

Choose the word or phrase from the alternatives given which is closest in meaning to the words in italics in the context of the passage.

- (1) *Far* (1.12) (a) a long way (b) distant (c) away
- (2) *Regards* (1.21) (a) looks (b) memories (c) good wishes
- (3) *Intend* (1.29) (a) try (b) mean (c) attempt
- (4) *He must live on sandwiches* (1.45) (a) I suppose he lives on sandwiches (b) he has to live on sandwiches (c) the doctor has told him to eat sandwiches
- (5) *Grateful* (1.46) (a) agreeable (b) pleasant (c) thankful

C Patterns

Study the pattern in italic type in each case and then reproduce it, substituting the words given but taking care to form the verbs correctly, and change or put in articles, possessives, prepositions where necessary. The basic structure and word order will remain the same.

- (1) *Roger's cleaning the car. He cleans it every Sunday*
 - (a) Rosemary/lay/table/lay/lunchtime
 - (b) The announcer/read/news/read/night
 - (c) Walter/catch/bus/catch/morning
 - (d) Rosemary/cook/dinner/cook/evening
 - (e) Jim/paint/house/paint/year
- (2) *She often feels tired when she comes home*
 - (a) He/usually/look/happy/receive/letter
 - (b) They/always/appear/interested/ask/questions
 - (c) She/frequently/take/taxi/be/in a hurry
 - (d) Roger/never/use/car/go/work
 - (e) They/seldom/eat/much/come/lunch
- (3) *You know these things always take time*
 - (a) I/believe/Jim/often/feel hungry
 - (b) She/feel/Jim/occasionally/deserve a good meal
 - (c) I/expect/Judy/sometimes/get tired

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- (d) I/suppose/Roger/seldom/use/car
 - (e) She/think/the programme/usually/begin at 11 o'clock
- (4) *She is always telling him he is too fat*
- (a) I/catch/colds
 - (b) He/wash and polish/car
 - (c) They/make/trouble
 - (d) She/complain about/weather
 - (e) They/plan/changes/office.

D Word Order

Study the pattern in each case and reproduce it, as in Exercise C.

- (1) *I know him very well*
- (a) I/love/her/much
 - (b) He/speak/English/badly
 - (c) He/play/bridge/well
- (2) *Rosemary is laying the table in the dining room*
- (a) Roger/clean/car/garage
 - (b) The children/play/games/park
 - (c) He/write/letters/office
- (3) *I often take the family (there) at weekends*
- (a) Judy/occasionally/cook/meal/in the evening
 - (b) Roger/frequently/clean/car/on Sundays
 - (c) We/always/have/holiday/at Christmas
- (4) *Do you still intend to open an office in Southampton?*
- (a) she/want/buy/house/the country?
 - (b) they/plan/have/picnic/the New Forest?
 - (c) he/mean/spend/holidays/Italy?

E Expect, Hope, Look forward to, Wait (for)

Complete the sentences, using one of these verbs in the correct form.

- (1) We them to be here in a few minutes.
- (2) We seeing you again one of these days.
- (3) I'm sorry you are ill. I you'll feel better soon.

- (4) here, please. Mr. Jones will see you in a few minutes.
- (5) I had to the bus for half an hour.
- (6) I it won't rain tomorrow. We want to go out.
- (7) We haven't heard from you for a long time. We you are well.
- (8) We enjoyed the party very much and meeting you again.
- (9) He is very late. I he missed his train.
- (10) She often feels tired when she comes home so Jim seldom her to cook in the evening.

F Prepositions of Time

Complete the sentences with the correct preposition – *at*, *in*, *on*.

- (1) There's not much to do here Sundays.
- (2) It is usually quiet here Sunday mornings.
- (3) He gets up early the morning and goes to bed late night.
- (4) I often take the family to the New Forest weekends.
- (5) The park looks beautiful autumn.
- (6) It often snows January.
- (7) I take my annual holiday the summer but I have a few days off Christmas and Easter.
- (8) We expect them to arrive 12.30.
- (9) I hope to meet them lunchtime.
- (10) Lunch will be ready a few minutes.
- (11) I look forward to seeing you at the party Christmas Day.
- (12) He was born 1 June 1936.
- (13) He died 1852.
- (14) The house was built the eighteenth century.
- (15) I expect I'll see you more often future.

G Composition

Briefly explain what you usually do on Sundays.

PROGRESS TEST

Choose the correct form in each case.