

THE
CAMBRIDGE
FIRST
CERTIFICATE
COURSE

TEACHER'S BOOK

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藏书章

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INTRODUCTION

The Cambridge First Certificate Course provides complete preparation for the Cambridge First Certificate in English within a lively and stimulating framework. There is sufficient material for 90–110 hours of teaching, and the course's two main aims are:

- to ensure that students gain thorough practice in all the skills needed to pass the examination – communicating through speaking and writing; reading; listening; language structures; vocabulary; role play, and so on.
 - to raise the students' general level of English, since any improvement in their ability to communicate in English automatically increases their chances of passing the exam.
- Activities in the course that do not seem to be directly related to the examination are included with this second main aim in view.

The components of the course are a Students' Book, cassette tape and Teacher's Book.

STUDENTS' BOOK

The Students' Book consists of:

- twelve units
- four Progress Tests
- tapescripts
- an Index of key vocabulary items, structures and functions
- an Appendix of irregular verbs.

Each unit is divided into three main sections, Language Study, Exam Focus and Activities.

Language Study

The Language Study sections (framed in grey) contain:

- | | |
|-------------------------|--|
| <i>Vocabulary</i> | – words related to the topic, phrasal verbs and other words that may cause difficulties. |
| <i>Verb review</i> | – the use and formation of all tenses, conditionals, passive forms, gerunds, and so on. |
| <i>Grammar revision</i> | – structures not dealt with in the Verb review, such as articles, comparatives, etc. |
| <i>Speech work</i> | – stress, intonation and pronunciation. |
| <i>Functions</i> | – the most common language functions, such as greetings, giving advice, asking for information, etc. |

Exam Focus

The Exam Focus sections (framed in black) contain:

- descriptions of all the examination papers (Papers 1, 3, 4 and 5) and of all the types of questions, with advice on how to approach them.
- some aspect of composition writing, covering all the types of essay required in the exam.

Activities

The Activities sections (framed in green) contain:

- authentic reading texts
- listening tasks
- discussions
- role plays
- games
- communicative activities

all designed to simulate the situation in Paper 5 (Interview) and the real world of the media and everyday social intercourse.

Progress Tests

Progress Tests are provided after Units 3, 6, 9 and 12, with exercises in the exam format. These recapitulate some of the key items already practised.

CASSETTE TAPE

The course is accompanied by a cassette tape containing the recordings for the listening tasks and the Functions and Speech work exercises.

TEACHER'S BOOK

The Teacher's Book is divided into:

- 1 Introduction – a brief analysis of the aims and contents of the course.
- 2 Lesson-planning – a breakdown of the three main sections of the units, Language Study, Exam Focus, and Activities, together with suggestions on how to use the material in the classroom.
- 3 Answers to the exercises, with notes on specific points.

LESSON PLANNING

It is not intended that every unit should be dealt with from beginning to end in the order printed in the book. Teachers should make sure their lessons are varied and interesting by taking suitable sections from different parts of the unit. As an example, here is one way in which Unit 8 could be divided into eight lessons of 50–60 minutes each.

- Lesson 1* a Word Families (p. 107)
b *Rob and steal* (p. 108)
c Activities questions A1, A2, A3a and A3b (p. 118), together with the text *Fear on the Streets*
- Lesson 2* Verb review – modals (p. 109)
- Lesson 3* a *Break* (p. 108)
b Activities question A3c (p. 118)
c Debate on a topic chosen by the class, e.g. Capital Punishment
- Lesson 4* Exam Focus: listening comprehension (p. 114)
- Lesson 5* a Composition (p. 115)
b Activities – Fotofit game (p. 118)
- Lesson 6* a Grammar Revision – prepositions and gerunds (p. 112)
b Activities – Twenty Questions game (p. 118)
- Lesson 7* a Speech work (p. 112)
b Functions (p. 113)
- Lesson 8* a Activities – Murder! game (p. 119)
b Crossword (p. 109)

Within each unit, the various subsections are always to be found in the same order. There are two main reasons for these divisions:

- teachers and students can find their way about the book more easily if they know exactly where each part of a section is to be found. Verb review, for instance, is always on the third page of the unit, while Speech work will always be immediately before Functions.
- in grouping together reading and listening tasks, the Activities section resembles the format of the structured communication exercise which makes up the third part of Paper 5 of First Certificate. The students thus get regular practice in this tricky part of the exam.

Since all the texts have been grouped together in this way, the questions relating to a text are often on a different page from the text itself. A simple way to reduce any difficulty about this is to encourage students to work in pairs, with one student's book open at the text and the other's open at the page with the questions.

LANGUAGE STUDY

Vocabulary

Each unit opens with a picture or series of pictures which relate to the unit's topic and illustrate some of the vocabulary presented. In most units the vocabulary section consists of three parts.

1 Word families. Here words related to the topic are introduced. An active presentation, requiring the student's participation, is followed by a controlled exercise, often in exam format, and a free exercise, such as pair work, discussion, sentence construction, etc.

2 Phrasal verbs. A different main verb is dealt with in each unit. A recognition or matching exercise is followed by a free exercise. The term 'phrasal verb' is used because it is felt to be the best-known term for verb-particle combinations. It is used throughout the book to include *all* verb-particle combinations.

3 Verbs easily confused. Examples of verbs dealt with in this part of the section are *bring/take* and *borrow/lend*. An active presentation is followed by a controlled exercise and then a free exercise.

Word families: suggested methods

Involve the students as much as possible so that their collective knowledge can be combined and used.

Vary the approach. Before starting:

1 Ask students to think about the topic and say whatever words connected with it come into their heads.

or

2 Discuss the picture. Note with the class what vocabulary items they are lacking. Do the presentation exercise and see if the items are supplied.

or

3 Ask the students to do the first exercise in pairs and then compare their answers with another pair.

or

4 Ask students to prepare the first exercise for homework and then to discuss it in class.

Try to include as much group work as possible so that all the class get a chance to use the words.

LESSON PLANNING

Phrasal verbs: suggested methods

Ask what phrasal verbs the students already know which use the main verb in question and ask them to explain their meanings. Then do the parts of the exercise that involve the verbs that they *know*, before dealing with the rest. The sentence writing could be done for homework or in a subsequent lesson as reinforcement. The approach to phrasal verbs in this course is semantic rather than syntactic, i.e. it deals with the meaning of verb-particle combinations rather than their syntax. If your students have difficulties with word order, you may need to explain the differences between the two main types of phrasal verbs.

verb + prepositional particle

The particle is strongly associated with the following noun. ('Up the chimney' in the example below is a meaningful phrase.) The particle always comes immediately after the verb, followed by the object.

I looked up the chimney.

I looked up it.

Verb + preposition combinations are always transitive, i.e. they are always followed by an object.

verb + adverbial particle

The particle is strongly associated with the verb, rather than the noun. ('Up the word' in the example below is not meaningful by itself.) The particle may come before or after the noun, but it **must** come *after* a pronoun.

I looked up the word.

I looked the word up.

I looked it up.

Phrasal verbs with adverbial particles are sometimes intransitive.

I looked up. (= I raised my eyes)

Phrasal verbs containing two particles, always have the particles immediately after the verb.

I won't *put up with* { your lies.
 { them.

Nothing will *make up for* { the loss of my job.
 { it.

Verbs easily confused: suggested methods

In many cases it may be helpful to look at the students' own languages and to discuss the differences. Often the problems result from direct translation.

Encourage the students to do the exercises in pairs, and then to confer with the rest of the class.

Verb review

This section goes systematically through the tenses and other verbal constructions. It consists of three parts.

- 1 Active presentation of a) formation and b) usage. This is done in a way that forces the student to read the presentation carefully. For example, there may be matching exercises or spaces left for the students to fill in themselves. It is so designed that, when all the exercises are done, the student should have a ready reference covering the major grammatical points.
- 2 Controlled practice, mainly in the form of exam format exercises.
- 3 Free practice, provided in this section and/or in the Activities section of the same unit.

Suggested methods

Depending on the previous knowledge of the class, you may want to pre-teach the structure concerned. The presentation in the book can then be used as consolidation.

If the class already know the structure, go straight into the work in the book. Encourage pair work as much as possible, so that each student has the opportunity to think it all through before coming together as a class. In some cases the last free exercise could be given as homework for final consolidation.

When considering the information given in the *Notes*, elicit as much as possible from the class first, so that when the *Notes* are read, these will serve to recapitulate what has already been discussed.

Grammar revision

This section goes through other grammatical areas not covered in the Verb review. The approach is the same as that in the Verb review section with active presentation, controlled practice and then free or exam format practice.

Suggested methods

As for Verb review, encourage individual and pair work.

LESSON PLANNING

Speech work

This section contains exercises on stress, intonation and the pronunciation of consonants and vowel sounds. It has two main purposes.

- 1 To improve the sounds and rhythm of the students' spoken English, and thus to improve their ability to communicate orally. Even though the FCE exam contains no paper that specifically tests speech work, examiners are instructed to deduct marks in Paper 5 if the sounds made by the candidate get in the way of communication.
- 2 To help students prepare for Listening Comprehension questions by improving their ability to discriminate between similar sounds.

The section begins with a brief presentation and a controlled exercise. The students then read aloud a short dialogue, paying special attention to the sounds or patterns they have just practised.

Suggested methods

We strongly recommend that you use the accompanying cassette. This is particularly important in places where students have few opportunities of hearing native English speakers. The exercises focus on two equally important aspects of speech work:

- *discrimination* Students must be able to hear and recognise the pattern or sound, and to distinguish it from others.
- *production* Only when they can hear the sound in question properly, can they hope to be able to produce it themselves.

Above all, impress upon your students the fact that accuracy in pronunciation is just as important as grammatical or lexical accuracy. Encourage students to think about stress and intonation whenever they are talking, not just when doing the Speech work exercises.

Functions

This section consists of some or all of the following:

- a recorded dialogue of an everyday situation which is used both as the final part of the Speech work section and as a presentation of one or more of the language functions.
- An exercise that focuses on the exponents of the function. These are sometimes classified as formal, informal or neutral, but in most cases they have been kept to a neutral register with exponents that would be appropriate to the majority of situations. Students at this level should *not* be encouraged to use the extremes of formal and informal idiom, though they must be made aware of the differences so that they can avoid choosing an inappropriate register.
- a substitution exercise, that lists further exponents and requires the students to read the dialogue including the alternative phrases.
- a number of simple role play situations, where the phrases learnt should arise naturally.

Suggested methods

The Speech work section always ends with an instruction to practise reading the Functions dialogue aloud. This should normally be done as pair work, so that all students get as much practice as possible. Encourage students to aim at improving the fluency and liveliness of their reading. Get them to listen to and imitate the way words are grouped together into stress, rhythm and intonation patterns.

Also encourage the class to listen to and help each other.

Make sure students use the phrases they have learnt whenever suitable situations arise during class discussion or role play.

EXAM FOCUS**Papers 1, 3, 4 and 5**

This part of each unit concentrates on the actual exercises in the FCE exam. All the exercise types are dealt with in turn, and a list of *Dos and don'ts* gives advice on how to approach the exercises, with warnings about the possible pitfalls.

A practice section follows with instructions and exercises in examination format. There is further practice of each exercise type in the progress tests.

Suggested methods

One way of approaching this section is to look at an example of the exercise type in a past paper and ask students to identify the purpose of the exercise and possible pitfalls and ways of avoiding them.

Next discuss the list of *Dos and don'ts* in the light of what they have said.

Finally ask students to do the practice exercises individually and then to compare their answers with a neighbour. They can then discuss between themselves who is right and why.

Composition

This section deals with all the types of essay required in Paper 2 of the FCE exam, with the exception of the ~~set~~ book question (question 5). There is a set of *Dos and don'ts*, with advice on how to approach the task. There is often a model essay with exercises – sequencing, sentence construction, formation of adjectives, etc – providing detailed practice of the language needed for the particular type of essay. There is a practice essay either in the same section or in the Activities section of the unit, or sometimes in both.

Suggested methods

The *Dos and don'ts* could be prepared as homework and then students should be asked to summarise these with their books shut. Alternatively, ask for the students' own ideas on how the particular type of essay should be approached and then compare these with the list of *Dos and don'ts*.

LESSON PLANNING

The presentation section should be done as a combination of pair and class work. The writing could be given for homework. It is a good idea, if possible, to allot a small amount of time to each student and to discuss their work individually, as each student will have different problems and areas to concentrate on. This could be done while the rest of the class is involved in pair or group work. If the class needs a lot of practice, take every opportunity to give them further essays to write on subjects that follow on from class work in other sections of the book.

When marking, encourage self-correction as far as possible by simply indicating the *type* of mistake that has been made and asking the student to correct it him/herself. Later in the course it is a good idea merely to underline the mistake and then the student has to identify the type of mistake as well as to correct it.

ACTIVITIES

The Activities section of each unit is in two parts: the first contains all the resource material – texts, pictures, diagrams, and so on – while the second contains the instructions and exploitation exercises.

Purpose

- to provide practice for Paper 2 Reading Comprehension
- to provide practice for Paper 4 Listening Comprehension
- to provide practice for Paper 5 structured communication activity
- to provide models for students' composition writing
- to stimulate the students' interest and imagination and thereby to help them improve their ability to communicate.

Methods

Normally you will tackle the material bit by bit, one section at a time, as suggested under Lesson Planning and in the exercises in each unit.

As an alternative, you could use the page(s) of resource material as an introduction to the topic when you start work on a unit.

- Get students to glance at the page(s) and discuss these questions:
 - What is the topic?
 - What sort of information is presented? What different sources might the information come from (newspapers, advertisements, etc)?
 - What sort of texts related to this topic might you have to read in English (or listen to in English) in real life? For example, in the unit on The Arts, students might have to use their English to read novels, book blurbs, record sleeves, and reviews, to listen to pop music, and so on.
- Next, encourage the students to think about what sort of language would be useful for this topic. What language functions would be useful? What vocabulary?

- Then either deal with one of the activities in more detail or do the vocabulary section of the unit.

Reading texts

These have been borrowed from various sources: brochures, leaflets, advertisements, magazines, newspapers and catalogues. The only texts which have been specially written are those which serve as models for essays in examination format, e.g. the narrative in Unit 3 and the letter in Unit 4.

In English just as in the student's first language, written material can be read in a variety of ways and for a variety of reasons.

Reading for gist

Reading for gist means running your eye over a text in order to get a general impression of its content and meaning. It involves spotting key words but not bothering about words and phrases whose meaning is not immediately obvious. In real life you might, for instance, look at a magazine article in this way, in order to decide whether or not it is worth reading in detail.

Reading for specific information

This kind of reading involves picking out only those bits of information you are interested in. For example, in reading an article about a sports competition, you may be interested only in what the writer has to say about one particular person. So you skip through the text, stopping to read intensively only when there is a reference to that person.

Intensive study

Here you are concerned with a complete understanding of the details of the text – vocabulary, idioms, structures and points of style.

Students must be made aware of these different ways of approaching written texts. In Paper 5, they may well have to deal with printed materials that are far too difficult when viewed from the point of view of *intensive* study. It is important to learn at an early stage to ignore irrelevant or incomprehensible information.

A varied approach to a single text

It is possible to use all the three approaches described above within the same text, in the following way:

- start with gist reading – students look at the title, and perhaps the first sentence of each paragraph to find out what the text is about. You could provide a checklist of topics and subtopics to be ticked off.
- next provide a few specific questions for students to find the answers to, with a time limit so that time is not wasted in trying to understand irrelevant details.

LESSON PLANNING

- then choose one section of the text for intensive study.
Alternatively, divide the text up with each student or group studying a different section and then reporting back to the class.

Extra practice in Reading Comprehension

Because of the variety of purposes for which texts have been included in this book, not all of them are accompanied by formal reading comprehension questions. If your students need practice in formal reading comprehension under exam conditions when this is not provided by the book, you should:

- select a suitable section from the text
- write your own comprehension questions in exam format (either multiple choice or box-ticking or form-filling or sequencing)
- get students to do your exercise within a suitable time limit
- go over the answers, and follow up any problems or points of interest
- do the exercises provided in the book (if they add anything to what you have already done)

Listening tasks

The listening tasks include:

- radio programmes (discussions, a quiz, the news, a reading from a novel, a keep fit programme)
- a song
- classroom teaching situations
- recorded information for tourists
- an announcement in an aeroplane

The recordings are all completely *unstructured* from a language point of view, thus reflecting the situations where students might hear English outside the classroom. The emphasis is on subject matter and information content.

As with reading texts, you should vary your approach to different sections of a recording – listening for gist in one section, listening for specific information in another, and listening intensively in a third. For further practice, encourage students to listen to English-language radio broadcasts.

Other activities

Visual information

There are a number of activities based on photographs, charts, diagrams, drawings, statistics. These are usually related to reading or listening tasks, but occasionally serve as a stimulus to other activities, such as discussion or role play.

Discussion and debate

Class and group discussion should be a regular part of all your work in the classroom. There are suggestions on how to organise a formal debate in Unit 3, page 46.

Games and puzzles

It is important for students to relax and enjoy their English from time to time. But give plenty of time for preparation to ensure that everyone knows exactly what to do.

Role plays and miscellaneous tasks

There are several tasks of the type 'Now do what you have just read or heard'. For example:

- after listening to a radio quiz, students have to make up their own quiz and act it out as a radio programme
- after doing a newspaper competition, they have to devise their own competition
- after listening to a news bulletin, they are asked to produce their own news programme.

These tasks are intended to allow students to use all their English skills to work towards a meaningful and realistic goal. They should always be done as group work, with each group having responsibility for deciding exactly how the task should be tackled.

The main benefits to be gained from this sort of activity are that:

- students practise the language of co-operation: agreeing, disagreeing, suggesting, reacting to suggestions, etc.
- following or adapting the model the task is based on, the students gain a close insight into the language used in the model.

Many of the activities provide students with the opportunity to express themselves without tight control. They also give the teacher the chance to see where remedial work is needed, which means that it is important that the teacher takes a backseat role whenever possible.

PROGRESS TESTS

There are progress tests after units 3, 6, 9 and 12. These are mostly in exam format and practice the vocabulary and structures that have been presented in the preceding units. The last progress test contains full exam-length exercises for:

- Paper 1 Section A
- Paper 2
- Paper 3 Section A.

These tests can either be set for homework or done under exam conditions in class. They can be used as a check on learning for both the student and the teacher. Any problem areas can then be revised.

UNIT 1 EARNING A LIVING

LANGUAGE STUDY

Vocabulary (p. 9)

Picture

1) film director 2) surgeon 3) air hostess 4) pilot 5) barrister
6) hotel receptionist 7) research scientist 8) conductor

Exercise A

- 1 jOb
- 2 bUusiness
- 3 T rade
- 4 labOur
- 5 pro F ession
- 6 Work
- 7 occupatiOn
- 8 ca Reer
- 9 tas K

Exercise B

get away – 4; get away with – 12; get by – 9; get (it) over with – 6;
get on – 8; get on with (someone) – 7; get on with (something) – 3;
get out of – 5; get over – 11; get through – 1; get together – 2;
get up to – 10

Exercise C

1) get out of 2) get away with 3) get over 4) gets on with
5) getting on 6) get by 7) getting up to 8) get on with 9) get
through 10) get it over with 11) get together 12) get away

General rules

'Do' = carry out an action

'Make' = create or construct

Exercise D

make an excuse; do the shopping; do the cleaning; make a
suggestion; make a noise; make a profit; make a mistake;
do damage; do someone a favour; do your duty; make an attempt;
do the housework; make plans; make a bed; make trouble; make war