

• **SUCCESSFUL** •
USE OF ENGLISH

FOR FIRST CERTIFICATE

with key

• **BY MARY SPRATT** •



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HOW TO USE THIS BOOK

STARTER UNIT

The book begins with a Starter Unit, which introduces you to the *Use of English* paper of the First Certificate Exam. It also gives you a **Sample Paper**, so that you can find out for yourself which parts of the paper you need to practise most.

UNITS 1-9

Each unit is based around one of the themes that typically occur in the exam. The themes (e.g. Families, Travel, etc.) are used to introduce and revise vocabulary. Each unit looks in detail at one of the question types that you will find in the exam. The units all have the following sections:

Foundations

These sections introduce the theme of the unit and help you to recall the vocabulary you already know. They also include blank-filling questions in the format of Question 1 of the exam paper.

Exam Training

These sections give you information and practice for each type of question you will meet in the exam. They are divided, where necessary, into sections called 'What you need to know', 'How to prepare', and 'How to practise'.

Grammar Building

These sections revise the main areas of grammar that you need for this paper.

Revision Transformations

These sections are a way of practising the grammar you have just revised in the format of Question 2 of the exam paper.

Vocabulary Building

These sections introduce new vocabulary around the theme of the unit, once again practising the exam formats that you get often in Questions 3 or 4 of the exam paper.

Extensions

There are optional Extension activities after many of the sections. They give you a chance to put the language you have learned into practice outside the context of the exam.

PRACTICE PAPERS 1 and 2

There are two complete *Use of English* Practice Papers at the back of the book. They give you the chance to get to know the paper and to test yourself under exam conditions.

STARTER UNIT

This unit will

- give you more information about the *Use of English* paper (Paper 3) in the First Certificate exam
- help you to focus on any problems you may have in the paper

QUIZ

How much do you know about the *Use of English* paper? Look at the Sample Paper on pages 8–13 to help you find the answers to the questions below. Then check your answers with your teacher or the key.

1. How long does Paper 3 last?
2. Which language skills does it test? Tick (✓) the things in the list below which are tested in the *Use of English* paper.

speaking	.....
grammar	.....
vocabulary	.....
listening	.....
ability to work to	
time limits	.....
reading	.....
writing	.....

Which parts of the *Use of English* paper do you think you would find easy/difficult? Write your opinion in the gaps below.

vocabulary questions (Questions 3 and 4)	.....
guided writing (Question 6)	.....
letter expansion (Question 5)	.....
blank-filling (Question 1)	.....
sentence transformations (Question 2)	.....

If possible compare and discuss your answers with a partner.

SAMPLE PAPER

Do the following sample *Use of English* paper within the official time limit.

First Certificate in English

PAPER 3 USE OF ENGLISH 2 hours

1. Fill each of the numbered blanks in the following passage. Use only one word in each space.

It was the middle of the night. Under the blanket, Sophie waited. After a minute or (1), she lifted a (2) of the blanket and peeped out.

For the second time that night her blood (3) to ice and she wanted to scream, (4) no sound came out. There at the window, with the curtains pushed aside, was the enormous long face of the Giant Person, staring (5). The flashing black eyes were fixed on Sophie's bed.

The (6) moment, a huge hand with pale fingers came in slowly (7) the window. (8) was followed by an arm as thick as a tree trunk, and the arm, the hand, and the fingers were (9) across the room towards Sophie's bed.

This time Sophie really (10) to scream, but (11) for a second because (12) quickly the huge hand came down over her blanket and the scream was smothered (13) the bedclothes.

Sophie, hiding underneath the blanket, (14) strong fingers grasping hold of her, and (15) she was lifted up (16) her bed, blanket and all, and pulled out of the window.

..... (17) you can think of (18) more terrifying than that happening to (19) in the middle of the night, then let's hear about (20).

2. Finish each of the following sentences in such a way that it means exactly the same as the sentence printed before it.

EXAMPLE: It's a long time since he last visited us.

ANSWER: He hasn't visited us for a long time.

- a) It's too cold to go swimming today.

It isn't

- b) I'd rather stay at home than go to a bad film.
I prefer
- c) 'Isn't it a beautiful day?' exclaimed George.
'What
- d) Although he felt ill, Jeremy still went to work.
In spite
- e) The meal was so awful that they refused to pay the bill.
It
- f) Are you still doing your homework?
Haven't you
- g) 'Anne, what about staying for dinner?' Jane said.
Jane invited
- h) Somebody will steal your bicycle unless you lock it.
Your bicycle
- i) I've never been to a safari park before.
This is the first time
- j) 'I did not take the money,' said Simon.
Simon denied

3. Complete the following sentences by writing in the space provided a suitable word meaning the opposite of the word(s) in capital letters.

EXAMPLE: There are many countries in the world which used to be RICH, but which are now poor.

- a) The plane TOOK OFF very smoothly but rather bumpily.
- b) My opinion is that we need to SHORTEN the working day, not it.
- c) Tuesday was DULL and wet, but Wednesday was a lovely day.
- d) People seem to think I'm HARD-WORKING but, in fact, I'm quite
- e) Many people buy FROZEN food these days rather than food.

4. The word in capitals at the end of the following sentences can be used to form a word that fits suitably in the blank space. Fill each blank in this way.

EXAMPLES: Pedro lost his job because of his *honesty*. HONEST
 Flavia's *childhood* was the happiest time of her life. CHILD

- a) Hans was embarrassed about his because all the rest of his family were tall. HIGH
- b) John had many good points but his was his violent temper. WEAK
- c) The student lost marks in the exam because a lot of what he wrote was completely RELEVANT
- d) I've never quite understood exactly what kind of she has with Andrew. RELATION
- e) He's such a person that his students love his lessons. LIKE
- f) They didn't buy the bed because it was so COMFORT
- g) This newspaper used to be printed, but now it only comes out once a week. DAY
- h) That teacher gets very angry about work. CARE

5. Make all the changes and additions necessary to produce, from the following sets of words and phrases, sentences which together make a complete letter. Note carefully from the example what kind of alterations need to be made. Write each sentence in the space provided.

EXAMPLE: I be delighted/get/letter/you yesterday.

ANSWER: I was delighted to get a letter from you yesterday.

46, Crescent Rd
 Wimbledon
 London
 SW20 5QD

9th May 1989

Dear Jenny,

I write/ask you/you like/come/holiday with us.

- a)
 We have such/nice time together/Scotland last year.
- b)
 So I think/be nice/go somewhere together again this year.
- c)

We think/visit/islands off/coast of Yugoslavia/August.

d)

We go/car from London/Venice/we get/ferry to Porec.

e)

Then we camp when we get/the islands.

f)

We really look/to go there.

g)

We hope/much you be able/join us.

h)

Please let/know/we can make arrangements.

i)

Hoping to hear from you soon,

Love,

Bill and Betty

6. Below are some extracts from newspapers, letters, and a poster about the nuclear power plant at Manfredia in Seline. Using the information, complete the paragraphs on page 12.

**DEMOLISH THE NUCLEAR PLANT
—IT'S KILLING OUR CHILDREN**

**ANOTHER CHILD DIES FROM CANCER —
PARENTS ACCUSE NUCLEAR PLANT**

Dear Sir

I would just like to reply to Mr Hargreaves' letter suggesting that the nuclear power plant at Manfredia should be demolished.

The Manfredia plant provides 500 jobs in this area of the country, where unemployment is very high.

We also have no definite proof that the plant is the cause of the increase of cancer in our area.

We must do some careful research before coming to any hasty conclusions.

Yours faithfully,

Greta Jones

SAVE OUR WORLD CAMPAIGN

JOIN A MASS PROTEST AT MANFREDIA

10 a.m. Saturday 17 July

END NUCLEAR POWER BEFORE IT'S TOO LATE

Manfredia has:

- increased cancer deaths in Seline by 15% in the last ten years
- polluted our seas, beaches and fields
- ruined our fishing trade and farming lands

Dear Sir,

The Manfredia nuclear plant is once more under attack. I very much regret this. I also very much regret the death of the child, Lindsey Green.

I must say, however, as I have said before, that there is no conclusive evidence linking the nuclear plant with deaths from cancer.

Manfredia also provides cheap, essential energy to an area of the country where the only other energy available is expensive imported oil.

We cannot keep our current high standards of living without that cheap source of energy.

Yours faithfully,

James Pollard

Head of the Manfredia Nuclear Plant

Some people believe the Manfredia nuclear plant should be closed because

.....

.....

.....

.....

Some people believe the Manfredia nuclear plant should be kept open because

.....

.....

.....

.....

I think the best thing to do

.....

.....

.....

.....

.....

.....

.....

.....

.....

FIND YOUR WEAKNESS

Which questions were easy to answer? Which questions were difficult to answer? Give each question a grade out of 5 (1 = easy; 5 = difficult) and then write down the reason(s) you found it easy or difficult.

QUESTION	GRADE	REASON
1 Blank-filling		
2 Transformations		
3 Word sets		
4 Word building		
5 Letter expansion		
6 Guided writing		

Did your results match your predictions before the Sample Paper on page 7?

NOTE: Try to follow the same procedure in Units 1–9. After you have done a task, think about what you found easy to answer, what you found difficult and why. Discuss it with other students if possible.

You can also use your mistakes to plan your revision by finding your weak areas and then doing as much work on them as you can.

UNIT ONE

FAMILIES

Foundations

1. Look at the people in the pictures below. What do you think of them? Write down the words you would use to describe them.



2. In pairs or small groups, discuss your choice of words.
Now look at the people again and decide if they would be good mothers or fathers. Which one would be the best parent?

3. With your partner, make a list of the characteristics of ideal mothers and fathers, e.g. *kind, loving, happy*.
4. Below is a passage with gaps, or blanks, just like the passage you will be given in the first question of the *Use of English* paper. Do not fill in the blanks yet, just read the passage quickly so that you can answer the following questions.
- The first paragraph is mostly about two people. Who are they?
 - The second paragraph is about one person. Who is this?
 - Does the Elms family live together?

Freda and John Elms were neighbours of ours until about ten years ago. They were a happily married (1) with three children: Bill, Cathy and Tom. Bill must have (2) about twenty-five at the time, Cathy twenty-one and Tom sixteen. Bill left (3) when he got married, but only lived a few streets away. (4) and his wife saw a lot of his parents, especially after their children (5) born, as the parents used (6) do a lot of baby-sitting for them. Then (7) was Cathy, (8) worked in a bank and was a quiet girl. She seemed to have no wish to live (9) from home and her parents let her (10) whatever she liked. She came in whenever she wanted (11), brought her friends home and so on.

Tom was the problem, though. He started doing badly at school (12) he was about twelve, then he started going round with a group of boys that his parents didn't (13) at all. They didn't say (14) to him, though. They thought he ought to learn things for (15). But it didn't work out. He (16) very thin and very unwilling to do anything. He used to stay in his bedroom (17) hours and hours doing nothing or come home at three or four o'clock in the morning. He almost (18) talking to his parents. Then (19) day they found a note from him on the kitchen table saying he had (20) home.

5. Now choose the most suitable title for the passage:
- A Happy Family
 - Difficult Neighbours
 - The Elms Family
 - Leaving home

How does choosing a suitable title help you to fill in the blanks?
Read the next section. It will help you with this kind of exam question.

Exam Training Blank-filling

What you need to know

The exam instructions: *Fill each of the numbered blanks in the following passage. Use only one word in each space.*

In the first question of the *Use of English* paper you have to fill in the missing words in a reading passage like the one you have just read. This question tests two things:

- if you understand the passage (meaning)
- if you understand the sentence structure (grammar)

The missing words may be things like:

verbs in the correct tense
prepositions
pronouns, nouns
articles like *the* and *a*
connectors like *because*
referring words like *which*, etc.

There is one rule – put only one word in each blank: for example, *can't* is two words.

How to prepare

Remember that you are looking for two things:

- the right word (meaning)
- the part the missing word plays in the sentence, or passage (grammar)

In order to understand the **meaning**, you must read the whole passage before you try to answer any of the questions. The technique of choosing a title helps you to concentrate on the passage as a whole.

In order to use the correct **grammar**, you must look at the position of the word in the sentence, ~~ie~~ look at the words before and after the blank.

How to practise

Often you will be able to guess some of the answers immediately. All you need to do now is check them. Ask yourself just three things:

- Is the meaning correct?
- Is the grammar correct?
- Have I used one word?