

英国剑桥大学考试委员会

FCE

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新编 剑桥

Cambridge

第一英语证书教程

Objective
First Certificate

Annette Capel Wendy Sharp

经济科学出版社

Economic Science Press

Cambridge University Press



Objective First Certificate



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**Objective: First Certificate
Student's Book**

新编剑桥第一英语证书教程
学生用书

Annette Capel
Wendy Sharp

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图书在版编目(CIP)数据

新编剑桥第一英语证书教程: 学生用书 / (英) 卡佩尔, (英) 夏普著. - 北京: 经济科学出版社, 2002.6

书名原文: objective: first certificate student's book

ISBN 7-5058-3024-4

I. 新... II. ①卡... ②夏... III. 英语 - 水平考试 - 自学参考资料 IV. H310.42

中国版本图书馆 CIP 数据核字(2002)第 033016 号

英国剑桥大学出版社授权经济科学出版社
在中华人民共和国境内独家出版
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Cambridge, Cambridge, England.

本书仅限在中华人民共和国境内(不包括台湾、香港、
澳门特别行政区)销售。

责任编辑: 雷 莉
技术编辑: 王世伟

新编剑桥第一英语证书教程
学生用书

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经济科学出版社出版、发行 新华书店经销
社址: 北京海淀区阜成路甲 28 号 邮编: 100036
总编部电话: 88191217 发行部电话: 88191540

网址: www.esp.com.cn

电子邮件: esp@esp.com.cn

中国科学院印刷厂印刷

新路装订厂装订

920×1194 16 开 13.5 印张 292000 字
2002 年 6 月第一版 2002 年 6 月第一次印刷

印数: 00001-10000 册

ISBN 7-5058-3024-4/F·2392 定价: 58.00 元

(图书出现印装问题, 本社负责调换)

(只限在中华人民共和国境内销售)

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出版前言

第一英语证书(FCE)是剑桥大学考试委员会于1913年推出的中高级国际英语水平考试。根据欧洲委员会制定的语言教学大纲,剑桥大学考试委员会设计了五级英语水平考试(KET, PET, FCE, CAE, CPE)。FCE是其中的第三级。它对考生的听、说、读、写进行全面考察,每年有100多个国家近300 000名考生参加该考试。由于该证书的科学性、稳定性、权威性,FCE在商务和工业等国际用人单位中得到广泛认可,被用作为招聘或员工提升的语言能力证明。FCE相当于雅思4.5~6级英语能力水平,在英国及其他以英语为母语的国家里,被用来作为非英语国家留学生申请入大学或上大学预科的语言能力要求。目前,FCE考试已由教育部考试中心引进并在中国推广,考试每年分两次进行,对成绩合格者提供由英国剑桥大学考试委员会颁发的证书。

英国剑桥大学出版社出版的《新编剑桥第一英语证书教程》(Objective: First Certificate)是一套专门为FCE考试编写的教材。它以FCE考试大纲为编目,内容与考试联系紧密,除对课文进行详细讲解外,还辅以大量的自测练习和重点解析,既适合教学又适合自学,是一套不可多得的考试用书。本套教材的水平相当于雅思考试的6分,因此,也适用于欲到国外读书准备通过雅思考试的考生。此外,国内的许多大专院校也将该教材作为公共英语教学的重点教材。本套教材包括FCE的学生用书、音带和练习册与答案,其目的是为考生应试提供全面有效的学习指导。

由剑桥大学考试委员会推荐,经济科学出版社已被授权在中华人民共和国境内独家出版《新编剑桥第一英语证书教程》。希望该书的出版在提高英语语言教学及学生英语能力方面有所帮助。

剑桥大学考试委员会中国代表

沈树红

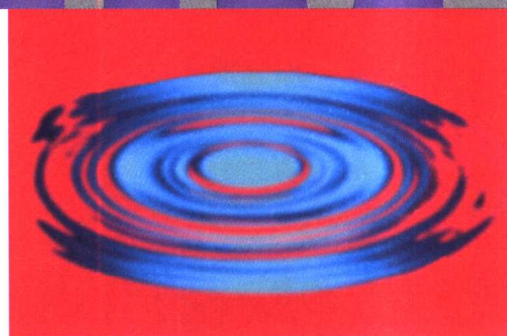
2002年5月



CAMBRIDGE
EXAMINATIONS
PUBLISHING

OBJECTIVE

first certificate



Annette Capel Wendy Sharp **Student's Book**

Map of Objective First Certificate Student's Book

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Content of the First Certificate Examination

The Cambridge First Certificate examination consists of five papers, each of which is worth 40 marks. It is not necessary to pass all five papers in order to pass the examination. There are five grades: Pass – A, B, C; Fail – D, E.

As well as being told your grade, you will also be given some indication of your performance i.e. whether you have done especially well or badly on some of the papers.

Paper 1 Reading 1 hour 15 minutes

There are four parts to this paper and they are always in the same order. Each part contains a text and a comprehension task. The texts used are from newspaper and magazine articles, advertisements, fiction, guides, manuals and reports.

Part	Task Type	Number of Questions	Task Format	Objective Exam folder
1	Multiple matching	6 or 7	You must read a text preceded by multiple matching questions. The prompts are either headings or summary sentences.	10 (126–127)
2	Multiple choice	7 or 8	You must read a text followed by multiple choice questions with four options A, B, C or D.	11 (138–139)
3	Gapped text	6 or 7	You must read a text with paragraphs or sentences removed. You need to use the missing paragraphs or sentences to complete the text.	12 (150–151)
4	Multiple matching/ multiple choice	13–15	You must answer the questions by finding the relevant information in the text or texts.	13 (164–165)

Paper 2 Writing 1 hour 30 minutes

There are two parts to this paper. Part 1 is compulsory, you have to answer it. In Part 2 there are four questions and you must choose one. Each part carries equal marks and you are expected to write between 120–180 words for each task.

Part	Task Type	Number of Tasks	Task Format	Objective Writing Folder
1	Question 1 a transactional letter ● formal/informal	1 compulsory	You are given a situation which you need to respond to by letter. You may be given two or three different types of information which you need to use in your answer.	2 (30–31); 8 (106–107); 15 (194–195); Exam folder 15 (188–189)
2	Questions 2–4 ● an article ● an informal non-transactional letter ● a letter of application ● a report ● a composition ● a story Question 5 Writing one of the above types of task on a set book – choice of two questions	4 choose one	You are given a choice of topics which you have to respond to in the way specified.	Compositions 4 (56–57); 13 (170–171); Articles 5 (68–69); 12 (156–157); Reports 6 (80–81); 11 (138–139); Letters of Application 7 (94–95); 14 (182–183); The set book 9 (118–119); Stories 3 (42–43); 10 (132–133); Exam folder 15 (188–189)

Paper 3 Use of English 1 hour 15 minutes

There are five parts to this paper, which test your grammar and vocabulary.

Part	Task Type	Number of Questions	Task Format	Objective Exam folder
1	Multiple choice gap-fill mainly testing vocabulary	15	You must choose which word from four answers completes each of the 15 gaps in a text.	4 (50–51)
2	Open gap-fill, testing mainly grammar	15	You must complete a text with 15 gaps.	3 (36–37)
3	'Key' word transformations testing grammar and vocabulary	10	You must complete a sentence with a given word, so that it means the same as the first sentence.	1 (12–13)
4	Error correction mainly testing grammar	15	You need to identify any extra words, which are wrong, in a text containing some wrong lines and some correct lines.	5 (62–63)
5	Word formation	10	You need to use the right form of a given word to fill the gaps in a text containing 10 gaps.	2 (24–25)

Paper 4 Listening about 40 minutes

There are four parts to this paper. Each part is heard twice. The texts are a variety of types either with one speaker or more than one.

Part	Task Type	Number of Questions	Task Format	Objective Exam folder
1	Multiple choice	8	You hear short, unrelated extracts, each about 30 seconds with either one or two speakers. You must choose an answer from A, B or C.	6 (74–75)
2	Note-taking or sentence completion	10	You hear either one or two speakers and this part lasts about 3 minutes. You must write a word or short phrase to complete the notes or sentences.	7 (88–89)
3	Multiple matching	5	You hear five unrelated extracts with a common theme. Each lasts about 30 seconds. You must choose the correct answer from a list of six.	8 (100–101)
4	Choosing from 2 or 3 possible answers	7	You hear either one or more speakers talking for about 3 minutes. Task types may include yes/no; true/false; 3-option multiple choice; who said what, etc.	9 (112–113)

Paper 5 Speaking about 14 minutes

There are four parts to this paper. There are usually two of you taking the examination and two examiners. This paper tests your accuracy, vocabulary, pronunciation, and ability to communicate and complete the tasks.

Part	Task Type	Time	Task Format	Objective Exam folder
1	The interviewer asks each candidate some questions.	3 minutes	You are asked to give information about yourself.	14 (176–177) Complete speaking test (Parts 1–4)
2	Each candidate talks to the interviewer for about 1 minute.	4 minutes	You have to talk about two pictures and then comment on the other candidate's pictures.	see above
3	Candidates have to discuss a task together.	3 minutes	You are given some material – diagrams, pictures, etc. to discuss with the other candidate.	see above
4	Candidates offer opinions relating to the task they've just completed.	4 minutes	The interviewer will join in with your discussion.	see above

UNIT 1 Fashion matters

- 1 What sort of clothes do you prefer to wear? Do you ever have to wear things you don't really like? If so, why? Talk with a partner.
- 2 In pairs, describe what people in the class are wearing today. Then list topic vocabulary under these headings, adding to the words given.

Clothes: suit, sweatshirt,
 Footwear: (flat/high-)heeled shoes,
 Jewellery: bracelet, pendant,
 Headgear: beret, helmet,
 Materials: woollen, leather,
 Hairstyle: curly, spiky,
 Appearance: stylish, smart,

Vocabulary spot

List topic vocabulary in sets like these, using headings to help you learn the words and their meanings.

- 3 Work in pairs. Each student chooses a pair of photos, for example, 1a and 1b. Take it in turns to describe what each person is wearing and say something about their appearance.

Exam spot

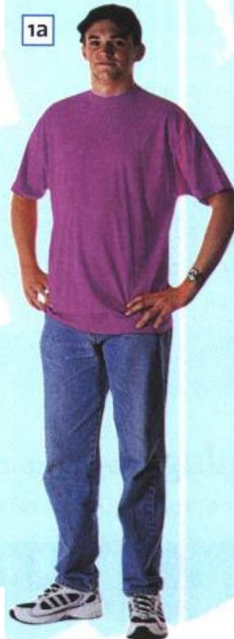
In Part 2 of Paper 5, each candidate is given a pair of photos to talk about on their own. The task will involve comparing and contrasting the two photos, rather than just describing each one.

- 4 In the same pairs, compare the two people in your pair of photos. Talk about their age, their clothes, their hair, or even imagine their personality! These examples may help you.

*The one on the left is younger than the one on the right.
 This girl's clothes are not as stylish as the other one's.
 He/She has longer hair than the other one.
 This man seems to be less serious than the man in glasses.*

- 5 As a class, summarise what you said about the people.

1a



1b



Listening

- 6 You are now going to hear some short recordings, where five of the people in the photos talk about what they like to wear. Say who is speaking in each case.

Here is an example: Speaker 1 is the man in picture 3b. Look at the photo of him as you listen.

In this transcript of what Speaker 1 says, some words and phrases are highlighted. This is to show that parts of an exam recording may make you think that other answers are possible. This is why you must listen carefully and check when you listen a second time.

I'm not a suit man – even for work, I can get away with casual stuff, though I still like my clothes to look smart. I love shopping – my favourite place is Paul Smith in Covent Garden. I bought a really nice woollen shirt there recently. Clothes are important to me, but they need to be comfortable as well as stylish.

- 7 Now listen to the other four speakers and match the correct photo to each speaker. Note down any words and phrases that help you to decide. Compare your answers with another student when you have finished.

Speaker 2

Speaker 4

Speaker 3

Speaker 5



Vocabulary

In the recordings, there are several examples of phrasal verbs.

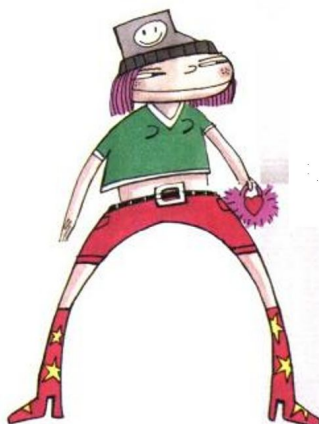
For example, Speaker 1 says:

... even for work, I can **get away with** casual stuff.

Phrasal verbs are commonly used in informal English, particularly in speech.

- 8 Listen to Speakers 2–5 again and list all the phrasal verbs you hear. There are nine in all. Then match the nine phrasal verbs to these short definitions.

- a be seen very clearly
- b join or combine things
- c return
- d wear smarter clothes than usual
- e keep money for something special
- f reduce
- g get dressed in something
- h go somewhere for entertainment
- i know the most recent facts about something



- 9 Now choose six of the phrasal verbs to complete this letter, using each of them once only.

What advice would you give the writer? Discuss in pairs.

Dear Jayne

Last night, Maria, Sally and I
 (1) clubbing.
 Because I was late back from work,
 I quickly (2)
 that black skirt of mine and a
 T-shirt, but the other two really
 (3) ! Maria
 chose a beautiful purple dress and
 sprayed her hair gold. Sally
 (4) the
 most outrageous outfit - red leather
 shorts, a bright green top and high-
 heeled, knee-length boots with stars
 on. When we got there, they both
 (5) on the
 dance floor and I looked very
 ordinary in comparison.

Honestly, I can't (6)
 them -
 they're so fashion-conscious. What
 would you do in my position?

Comparison

- 1 Read this short text about the fashion industry. Do you agree with its viewpoint?

Why is it that fashion houses design their clothes for the youngest and skinniest men and women? We may not actually want to look like supermodels, but it is a fact that the most emaciated figures have dominated the world's catwalks for a very long time. It seems it is not in the interests of the fashion industry to represent an 'average' person. Although 'slimmer' may not always mean 'more desirable' in the real world, fashion succeeds because it carries with it that image of the least attainable figure.



- 2 All these comparison structures have occurred in this unit, including some superlative forms in the text above.

-er than more ... than the most ...
the -est less ... than the least ...

Why do we say *younger than* but *less serious than*; and the *youngest* but *the most emaciated*?

Which common adjectives can we either add -er/-est to or use *more/most* with?

What are the spelling rules for words like *slim* and *skinny*?

Check the Grammar folder whenever you see this:

G ...❖ page 198

- 3 Give the comparative and superlative forms of these adjectives. Some examples are given to help you.

bright	brighter	(the) brightest
large	.....	.....
thin	.....	.....
dirty	.....	.....
quiet	.....	.....
casual	.....	.....
outrageous	more/less outrageous	.....
good	.....	(the) best
bad	worse	.....
far	.....	.....

- 4 Now complete the following sentences by using one of the adjectives above, choosing either the comparative or the superlative form, whichever makes the best sense.

- There's no way you can fit into my shoes – you take a size than I do!
- Jake wears clothes of any of us – take his pink and purple ties, for example!
- Don't dress up for the club tonight – everyone's looking there nowadays.
- You can't put those jeans on again – they're pair I've ever seen!
- I'm a bit worried about Sally. She doesn't eat a thing and so she's getting than ever.
- Australia is place I've ever travelled to.
- Have you painted this room recently? Everything's looking a lot than before.
- Market stalls often offer slightly value for money than shops.

Grammar extra

Note the use of *a lot* and *slightly* in sentences *g* and *h*. These are adverbs of degree, which are commonly used with comparative adjectives. Some adverbs of degree are also used with superlative adjectives, as in this example:

*Kate Moss is **by far** the most famous model of the 1990s.*

Put these adverbs of degree into the following sentences. Which one can be used with both comparative and superlative adjectives?

a bit a great deal much

- This ring is only more expensive and it's nicer than the others.
- Tracksuits may be warmer, but shorts are the best for running in, whatever the weather.

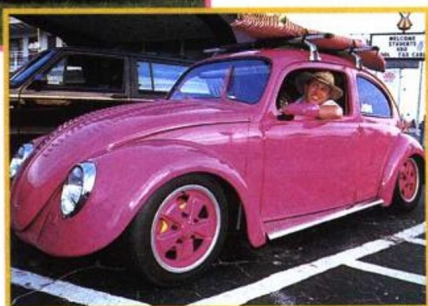
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5 *not as ... as/not so ... as*

You used this structure to compare the people in the photos in the last lesson. Now compare these photos of cars in the same way, choosing suitable adjectives from the ones below to describe them.

EXAMPLE: *The Beetle is not as fast as the Ferrari.*

comfortable elegant fast practical sexy



Comparison of adverbs

- 6 Identify the comparative adverbs in this short newspaper article and then explain how they are formed.

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BOY MEETS GIRL

Androgenous clothing design is a familiar idea nowadays, although it is perhaps the term 'unisex' that is more commonly used by the fashion industry. Traditional dress restrictions for men and women are becoming blurred, largely because gender roles in today's society are defined less strictly than they were.

With menswear designer Lee Copperwheat, Pam Blundell

produces the *Copperwheat Blundell* label. She says, 'I design trousers for women and Lee will re-cut them for men. We have even started doing unisex pieces, such as trousers and raincoats, in six different sizes to fit everybody.' Many other designers work in this way, with the result that similar lines for men and women are now much more readily available.

What do you feel about these sorts of clothes? Do you think that unisex clothing will still be in fashion in five years' time? Why?/Why not?

- 7 Now practise using all these comparison structures. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words including the word given. There is an example at the beginning (0).

- 0 Mary is shorter than her brother.

not

Mary is *not as tall as* her brother.

- 1 These sunglasses cost a bit less than my last pair.

were

These sunglasses than my last pair.

- 2 Coco Chanel was an extremely talented designer.

most

Coco Chanel was one of in the world.

- 3 That supermodel is only 17 – I thought she was older.

as

That supermodel is not I thought.

- 4 It takes much less time to travel by train than by car.

lot

Travelling by train travelling by car.

- 5 The piece of music by Genzmer is easier to play than it looks.

less

The piece of music by Genzmer is it looks.

- 6 Suzanne's host at the dinner party wasn't as elegantly dressed as she was.

more

At the dinner party, Suzanne was far her host.

- 7 I prefer swimming to football.

interesting

For me, football swimming.

- 8 John wears smarter clothes now he has a girlfriend.

less

John dressed he didn't have a girlfriend.

Exam folder 1

Paper 3 Part 3 Key word transformations

In this part of the Use of English paper you are tested on both grammar and vocabulary. There are ten questions and an example at the beginning. You can get up to two marks for each question.

- 1 Read the Part 3 exam instructions below and then look at the example (0).

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given.

Here is an example (0).

- 0 This is the most exciting holiday I've ever had. < *First sentence*
exciting < *key word – this never changes*
I've never had a one.

The second sentence must mean the same as the first when it is complete.

The gap can be filled by the words 'more exciting holiday than this', so you write:

0	more exciting holiday than this
---	---------------------------------

ANSWER:
I've never had a more exciting holiday than this one.
1 mark + 1 mark

Write **only** the missing words **on the separate answer sheet.**

- 2 Think about what is important in this exam task. What advice would you give another student about answering Part 3 in the exam?
- 3 Now read the advice given in the bullet points.

Advice

- Read the first sentence carefully.
- Think about how the key word given is commonly used.
- Complete the gap with a possible answer. You can use the question paper for rough answers.
- Count the number of words you have used in the gap. You must use not less than two and not more than five, including the word in bold. Note that a contracted form such as 'don't' counts as **two** words.
- Read the completed second sentence to check it means the same as the first.
- Ask yourself whether the words in the gap fit the sentence grammatically.
- Transfer your answer (just the words in the gap) to the answer sheet.