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○教○师○用○书○

新编 剑桥

Cambridge

第一英语证书教程

Objective
First Certificate

Annette Capel Wendy Sharp

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

新编剑桥第一英语证书教程
教师用书

Annette Capel
Wendy Sharp

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Annette Capel

Wendy Sharp

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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相等于雅思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、教师用书、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 Teacher's Book

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Map of Objective First Certificate Student's Book

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Unit 2 Only for nerds? 14–17 Computer games; the Internet Writing folder 1 18–19	2.1 Reading 2.2 Grammar	Paper 1 Reading: 1 Skimming and scanning; matching headings Paper 2 Writing: 1 and 2 Informal letters	Review of present tenses -ly adverbs	Computers Compound nouns Positive and negative adjectives
Unit 3 Going places 20–23 Travel	3.1 Listening Pronunciation: word stress 3.2 Grammar	Paper 5 Speaking: 2 Paper 4 Listening: 2 Sentence completion Paper 3 Use of English: 3	Modals 1: Obligation, necessity and permission	Travel and holidays Verb–noun collocations Expressions with <i>do</i> Prepositions of location
Exam folder 2 24–25		Paper 3 Use of English: 5 Word formation		
Unit 4 Our four-legged friends 26–29 Animals; pets Writing folder 2 30–31	4.1 Reading 4.2 Grammar and vocabulary	Paper 1 Reading: 4 Matching Paper 2 Writing: 1 Transactional letters 1 (formal)	<i>as and like</i>	Animals and pets Compound adjectives Expressions with <i>time</i>
Unit 5 Fear and loathing 32–35 Narration: frightening experiences Exam folder 3 36–37	5.1 Listening Pronunciation: past tense endings 5.2 Grammar	Paper 4 Listening: 1 Short extracts Paper 3 Use of English: 2	Review of past tenses: Past simple Past continuous Past perfect	Fear Irregular verbs
Unit 6 What if? 38–41 Winning prizes Writing folder 3 42–43	6.1 Reading 6.2 Grammar and vocabulary	Paper 1 Reading: 3 Gapped sentences Paper 3 Use of English: 1 Paper 2 Writing: 2 Stories 1	Review of conditionals with <i>if</i> Adverbs of frequency	Winning Phrases with <i>in</i> Parts of speech
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TOPIC	LESSON FOCUS	EXAM SKILLS	GRAMMAR	VOCABULARY
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Unit 9 The hard sell 58–61 Advertising	9.1 Grammar 9.2 Listening and speaking Pronunciation: sentence stress	Paper 5 Speaking: 3 Shared task Paper 3 Use of English: 3	Modals 2: Speculation and deduction Order of adjectives	Products and promotion Adjective–noun collocations
Exam folder 5 62–63		Paper 3 Use of English: 4 Error correction		
Unit 10 The final frontier 64–67 Space	10.1 Reading 10.2 Grammar	Paper 1 Reading: 3 Gapped paragraphs Paper 3 Use of English: 4	Review of future tenses	Space Signposting words in texts Phrases with <i>at</i>
Writing folder 5 68–69		Paper 2 Writing: 2 Articles 1		
Unit 11 Like mother, like daughter 70–73 Family resemblances; cinema	11.1 Speaking and listening 11.2 Vocabulary and grammar	Paper 5 Speaking: 1 Giving personal information Paper 4 Listening: 4 Multiple choice	Adverb or adjective Past and present participles	Personality <i>-ed/-ing</i> adjectives Phrasal verbs
Exam folder 6 74–75		Paper 4 Listening: 1 Short extracts		
Unit 12 A great idea 76–79 Discoveries and inventions	12.1 Reading 12.2 Grammar and vocabulary	Paper 1 Reading: 1 Summary sentences Paper 3 Use of English: 3	The passive	Inventions Verb collocations
Writing folder 6 80–81		Paper 2 Writing: 1 Reports 1		
Revision Units 7–12 82–83				
Unit 13 Education for life 84–87 Education	13.1 Listening 13.2 Grammar	Paper 5 Speaking: 2 Paper 4 Listening: 4 True–false Paper 3 Use of English: 3	Reported speech Reporting verbs Reported questions	School and education Expressions with <i>make</i>
Exam folder 7 88–89		Paper 4 Listening: 2 Sentence completion and note-taking		
Unit 14 Career moves 89–93 Working life	14.1 Reading 14.2 Grammar	Paper 1 Reading: 4 Matching	Perfect tenses	The workplace Negative prefixes Expressions with <i>all</i> <i>all/the whole</i>
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TOPIC	LESSON FOCUS	EXAM SKILLS	GRAMMAR	VOCABULARY
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Unit 17 Collectors and creators 108–111 Hobbies	17.1 Speaking and listening 17.2 Grammar Pronunciation: contrastive stress	Paper 5 Speaking: 2 The long turn Paper 4 Listening: 1 Short extracts Paper 3 Use of English: 4 Paper 4 Listening: 4 Choosing from two or three answers	Relative clauses	Hobbies Phrases with <i>look</i> Phrasal verbs with <i>look</i>
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Exam folder 10 126–127		Paper 1 Reading: 1 Multiple matching		
Unit 20 No place to hide 128–131 Crime and punishment	20.1 Speaking and reading 20.2 Grammar	Paper 5 Speaking: 3 and 4 Shared task and related discussion Paper 1 Reading: 1 Summary sentences	Gerunds and infinitives 2	Crime Verbs with a change in meaning: <i>try, stop, regret, remember, forget, mean, go on</i>
Writing folder 10 132–133		Paper 2 Writing: 2 Stories 2		
Unit 21 To have and have not 134–137 Shopping	21.1 Listening and vocabulary 21.2 Grammar and reading	Paper 4 Listening: 3 Matching Paper 1 Reading: 1 Headings Paper 3 Use of English: 3	Clauses: Concessive clauses Purpose, reason and result clauses	Money Goods and services Adjective-noun collocations Phrasal verbs with <i>cut</i>
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TOPIC	LESSON FOCUS	EXAM SKILLS	GRAMMAR	VOCABULARY
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Unit 24 Priceless or worthless 152–155 Art Writing folder 12 156–157 Revision Units 19–24 158–159	24.1 Reading 24.2 Grammar and vocabulary	Paper 1 Reading: 2 Multiple choice Paper 3 Use of English: 5 Paper 2 Writing: 2 Articles 2	Adverbs and word order	Art Verb collocations Confusable words
Unit 25 Urban decay, suburban hell 160–163 Cities Exam folder 13 164–165	25.1 Listening and speaking 25.2 Grammar	Paper 4 Listening: 4 Who says what? Paper 3 Use of English: 1 Paper 5 Speaking: 4 Paper 1 Reading: 4 Multiple matching	Mixed conditionals	City life Words with <i>up</i> Words with <i>re-</i>
Unit 26 Getting around 166–169 Transport Writing folder 13 170–171	26.1 Reading 26.2 Grammar and vocabulary Paper 2 Writing: 2 Compositions 2	Paper 1 Reading: 1 Headings Paper 3 Use of English: 4	Inversion Relative pronouns: <i>who, whom, whose</i>	Means of transport Phrases with <i>get</i>
Unit 27 Material girl 172–175 Famous people Exam folder 14 176–177	27.1 Listening Pronunciation: intonation 27.2 Grammar and vocabulary	Paper 4 Listening: 4 Multiple choice Paper 3 Use of English: 5 Paper 5 Speaking: Complete test	Revision of tenses	Famous people Phrasal verbs and expressions
Unit 28 Sense and sensitivity 178–181 Popular psychology Writing folder 14 182–183	28.1 Reading and vocabulary 28.2 Grammar Paper 2 Writing: 2 Applications 2	Paper 1 Reading: 3 Gapped paragraphs Paper 3 Use of English: 4	Number and concord	Colour Verbs/adjectives with prepositions Phrasal verbs with <i>out</i>
Unit 29 Newshounds 184–187 The media Exam folder 15 188–189	29.1 Listening 29.2 Vocabulary	Paper 4 Listening: 3 Matching Paper 3 Use of English: 1 Paper 2 Writing: 1 and 2		The media English idioms
Unit 30 Anything for a laugh 190–193 Urban myths and jokes Writing folder 15 194–195 Revision Units 25–30 196–197 Grammar folder 198–207	30.1 Reading 30.2 Grammar and vocabulary	Paper 1 Reading: 4 Matching Paper 3 Use of English: 2 Paper 2 Writing: 1 Transactional letters 3 (formal)	<i>rather</i> The grammar of phrasal verbs	Humour

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	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. Articles 5 (68–69); 12 (156–157);	Compositions 4 (56–57); 13 (170–171); 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	Format	Objective Exam folder
1	The interviewer asks each candidate some questions.	3–4 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.	3–4 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.	3–4 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.	3–4 minutes	The interviewer will join in with your discussion.	see above

UNIT 1

Fashion matters

Unit topic	Fashion and describing people
1.1	
Exam skills	Speaking Paper 5 Part 2 Listening Paper 4 Part 3
Vocabulary	Appearance and clothing Phrasal verbs
1.2	
Grammar focus	Comparison
Grammar extra	Adverbs of degree
Workbook contents	
1	Spelling
2	Phrasal verbs
3, 4, 5, 6	Reading – comprehension, superlatives, vocabulary
7	Grammar – comparison
8	Use of English – Part 3

1.1 SB pages 8–9

Throughout the unit notes, approximate timings are given for guidance. These relate to two lengths of lesson: **SV** (short version), corresponding to a lesson of 60–70 minutes, and **LV** (long version), for a lesson of around 90 minutes. Below these timings, there is always an indication of what to cut out of the lesson (and set for homework) for the short version or, conversely, what to develop in the long version. Relevant suggestions for extra activities are included in the notes.

Lesson plan

Speaking	30–40'
Listening	15–20'
Vocabulary	20–30'

SV Spend less time on topic vocabulary in 2; set 9 for homework.

LV See notes below for 1, 7 and 8.

- 1 Much of this lesson is conducted as pairwork. Explain to students that for the First Certificate Speaking test they will be in pairs, with two examiners present. Refer students to pages 6 and 7 of the Student's Book for further information about this and other parts of the examination.

Allow students around five minutes for this initial discussion, which is an opportunity to warm up the topic and talk about something familiar. If this is a new class, the activity will also give you a chance to walk round and make a quick assessment of their level and speaking ability. It is normal at this stage of an FCE course for students to be nervous about speaking, so do encourage them. Explain that by the end of the course, their confidence will be sky-high!

Write up some useful sentence starters on the board:

Likes

I really like ...

I prefer to wear ...

What I absolutely love is ...

Dislikes

I hate ...

I wouldn't be seen dead in ...

Extension activity

As an additional ice-breaker, bring in various items of clothing, both men's and women's; if possible, try to get hold of some obviously less fashionable items. Hold the clothes up one by one, asking what they are and eliciting student preferences.

- 2 Ask students to describe people in other parts of the classroom. This can be done as a guessing game, where one student in the pair describes what a certain person is wearing and the other says who is being described. For a weaker class, start the activity off by describing someone briefly in a couple of sentences and asking the students who you are describing.

Students can then work in pairs or groups brainstorming topic vocabulary. Ask them to make their lists using the headings given. Allow enough time for this (at least five minutes), as a lot of the vocabulary will be needed for the subsequent speaking task and listening material. Make sure students include the following vocabulary:

Clothes: jeans, jacket, t-shirt, polo shirt

Footwear: trainers, boots, sandals

Jewellery: earrings, necklace, ring

Headgear: baseball cap

Materials: cotton, silk

Hairstyle: straight, shaved, loose, tied back

Appearance: casual, untidy, fashionable

Refer students to the Vocabulary spot and suggest that headings can be a useful way of learning topic vocabulary.

Teaching extra

Every unit in the course contains core topic vocabulary. Suggest students make posters for the classroom wall to help them remember some of this vocabulary. Store the posters after a unit is finished, and display them again at a later stage in the course (see Revision Unit notes on page 37). For Unit 1, a poster could be prepared for each of the headings given in 2, with pictures from magazines added.

- 3 In pairs, students take it in turns to describe each of the people in the photographs. Allow them up to three minutes for this and remind them to use the vocabulary they have just listed. They should not compare a pair of photographs yet.

- 4 Ask students to read the Exam spot. These tinted boxes contain important information or advice about the exam.

Students now make comparisons between the people in each pair of photographs. Refer them to the examples given, but encourage them to use their own ideas too.

- 5 Elicit some of these ideas and summarise what has been discussed in pairs by writing up a few sentences about each pair of photographs. Try to use different comparison structures on the board. Explain that the next lesson (1.2) will have a grammar focus, where all these structures will be looked at and practised.

- 6 Tell students that they are going to hear five short recordings, as an introduction to the matching task in Paper 4 Part 3. These will contain a variety of accents, as in the real exam.

The first recording is used as an example and students look at picture 3b while they listen. Then suggest that they read the transcript and think about the words in bold, to make them aware of the need to listen carefully. Before repeating the recording, explain that the checking of answers is an essential activity at second listening in the exam.

Tapescript

Speaker 1: 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 Ask students to listen to the four remaining extracts and match the correct photos to the speakers. They should do this on their own and only compare answers when they have finished. Only play the tape a second time if they need to check their answers. (They will listen to the four extracts again in 8.)

Answers

Speaker 2 – 2a Speaker 3 – 1a Speaker 4 – 4b
Speaker 5 – 3a

Tapescript

Speaker 2: I started working this year, so I'm able to get new clothes more regularly than before, when I had to save up for months. I buy a lot, I must confess. My mum thinks I should cut down a bit on what I spend, but my image is really important to me: if someone sees me in something once, I don't like to go out in it again – well, not for a while, in any case. I like to wear bright colours and always dress up when I go clubbing. I buy a big range of styles and I do try to keep up with the latest fashions. Sometimes the things are a bit outrageous!

Speaker 3: Shopping for clothes isn't really my scene, if you know what I mean. I don't really mind what I wear, to tell you the truth. I'm the least fashion-conscious person I know! I suppose if anything I favour the casual look. I've got two pairs of jeans and I wear them mostly, with a T-shirt or something. I have got one favourite top, which a girlfriend gave me. It's red and it's got a sort of abstract design printed in navy blue on the back. She said she gave it to me so I would always stand out in a crowd!

Speaker 4: My clothes have to be comfortable, make me feel relaxed as soon as I slip them on. I often put together outfits from stuff I find in street markets – they're less expensive that way. Second-hand clothes can be real bargains, and usually, they've hardly been worn! I'll change the look of my clothes quite frequently, you know, sew in a new piece of material, swap buttons, dye something a different colour, just for a change. I make a lot of my own jewellery too.

Speaker 5: My friends take far less trouble with clothes than I do – sometimes they wear the tattiest things ever! As my job involves dealing with people, I have to make an effort to look good all the time. I like to present a classy, sophisticated image. I go shopping for clothes about once a month, though if I see something by chance, I'm quite likely to go for it there and then. I think I've got good taste and I very rarely make a mistake when I buy clothes. I did take a jacket back last week, but that was because it was badly tailored.

Photocopiable tapescript activity (P ... page 180)

Students can benefit from working with tapescripts, especially at the beginning of a course. Make copies of the extracts for Speakers 2–5 and ask students to underline the key words or phrases that gave them the correct answers. They can also use the tapescripts as an alternative way of finding the nine phrasal verbs in 8.

- 8 Start by checking how much students know about phrasal verbs. Explain that these are very common, particularly in informal, spoken English. Play the tape for Speakers 2–5 again and ask students to write down the phrasal verbs they hear. Elicit these and write them up on the board. Then ask students to match them to the short definitions. (The numbers in brackets refer to the Speakers.)

Answers

a stand out (3) b put together (4) c take back (5)
d dress up (2) e save up (2) f cut down (2)
g slip on (4) h go out (2) i keep up with (2)

- 9 This exercise can be set for homework if time is short. If done in class, ask students to work through the note in pairs, completing the answers. Remind them to use each phrasal verb once only, and in the correct tense.

Answers

1 went out 2 put on/slipped on 3 dressed up
4 put together 5 stood out 6 keep up with

Following the discussion, ask students to report their ideas to the class.

1.2 SB pages 10–11

Lesson plan

Grammar focus 60–80'

Grammar extra 10–10'

SV Set 7 for homework.

LV Spend longer on discussion in 1; include the Extension activity at the end.

- 1 Ask students what the photo is illustrating: it is the finale of a Vivienne Westwood fashion show. Elicit some other names of fashion designers and ask if students know any British or American designer labels, for example Paul Smith (mentioned in 1.1 Listening), Vivienne Westwood, Donna Karan.

Ask students to read the short text individually. Check understanding of difficult vocabulary:

emaciated – extremely thin, usually because of illness or lack of food

desirable – attractive

attainable – achievable, possible

Elicit students' views on the text. Is it still true that the fashion industry prefers to use the skinniest models? Why is this?

Point out that the text contains a number of superlative adjectives, for example: *the youngest*, *the most emaciated*, *the least attainable*.

- 2 In this course, the approach to grammar is an inductive one. Students at this level have generally been taught all the basic structures and now need to review what they know. In most grammar focus lessons, students discuss examples and formulate explanations or rules. They can then check their understanding is correct by referring to the Grammar folder at the back of the Student's Book.

Ask students to look at the comparison structures given and discuss answers to the three questions in pairs. Allow them up to ten minutes for this, encouraging them to explore each question fully and make notes if appropriate. Refer students to the Grammar folder, page 198.

Answers

- Single syllable adjectives add *-er/-est*; longer adjectives use *more/the most*
- Some two-syllable adjectives, e.g. common, likely, narrow, pleasant, simple, stupid
- Adjectives ending in a single vowel and consonant double the consonant (*slim* → *slimmer*); adjectives ending in *-y* change to *-ier/-iest*

- 3 Ask students to complete the table, working in pairs. Remind them to be careful about spelling.

Answers

larger	largest
thinner	thinnest
dirtier	dirtiest
quieter	quietest
more/less casual	most/least casual
better	most/least outrageous
farther/further	worst
	farthest/furthest

- 4 Allow students two or three minutes to complete the sentences. Check their answers.

Answers

a larger b the most outrageous c more casual
d the dirtiest e thinner f the furthest/farthest
g brighter h better

Grammar extra

In this course, these short sections cover additional small grammar points. They include some explanation and examples. There is usually a short exercise to practise the point, which can be set for homework if necessary.

Answers

a a bit; much

b a great deal/a bit; much

(*much* can be used with both comparative and superlative adjectives, as in the final example.)

- 5 Explain to students that the structure *not so ... as* is less common in everyday English nowadays. Allow them up to three minutes to compare the cars, using the words given.

Extension activity

In pairs, students can compare other 'designer' objects, such as computers (Apple iMac, now available in five colours/grey PCs) or chairs (comfort/elegance).

- 6 Ask students to read the short article and identify the comparative adverbs. If they need help, remind them that most adverbs end in *-ly*. This will help students to locate them.

Answers

more commonly; less strictly; more readily

Refer them to the Grammar folder, page 198 or ask them to read this after class.

The discussion on unisex clothing can be initiated by eliciting examples of popular items of unisex clothing, for example, jeans, trainers, sweatshirts.

- 7 Explain that this exercise is an exam task from Paper 3 Part 3, Key word transformations. This task type is introduced in detail in Exam folder 1, which follows Unit 1 (pages 12–13).

Make sure that students read the rubric carefully and remind them that they cannot use more than five words, including the word in bold.

Note that these transformations are below the level of the exam, as a first introduction to the task format.

Answers

1 were cheaper/less expensive 2 the most talented designers 3 as old as 4 is a lot quicker/faster than 5 less difficult (to play) than 6 more elegantly dressed than 7 is less interesting than 8 less smartly when

Exam folder 1

Paper 3 Part 3 Key word transformations

SB pages 12–13

Remind students that there is a full description of the exam on pages 6–7 of the Student's Book. Paper 3 Use of English has five parts and candidates have an hour and fifteen minutes to complete the paper.

The Exam folders can be studied by students on their own outside class, but notes are given below for a mini-lesson in class.

- 1 Ask students to read the exam instructions carefully. They should then look at the example and the notes in italics.

Explain that there are two marks available, relating to the two parts of the answer. Therefore, even if students do not produce the whole answer, they can still get a mark if one element is accurate.

- 2 Ask students to close their books and to discuss in pairs what advice to give on this part of the exam. Allow them a couple of minutes to do this and suggest they make notes.

- 3 Now ask students to compare their notes with the advice given in the bullet points.

Stress that the key word must not be changed in any way. Check that students understand the information about contracted forms.

- 4 This task can either be set as homework or done in class.

Answers

1 told Sally about a new 2 took it back 3 make an effort 4 were not / weren't as fast as 5 was the worst concert 6 do not / don't dress up 7 much more easily if / when 8 far the best writer / author 9 highly priced that 10 is possible / acceptable to wear

It may be worth pointing out to students that in 10, 'is allowed to wear' would be incorrect.