



CAMBRIDGE FIRST CERTIFICATE SKILLS
Series Editor: Sue O'Connell

CAMBRIDGE FIRST CERTIFICATE
Listening and Speaking

NEW EDITION

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Introduction

Who is the book for?

Cambridge First Certificate Listening and Speaking is for learners who need additional practice in listening and speaking skills in preparation for Papers 4 and 5 of the Cambridge First Certificate examination. It aims to provide motivating communicative practice in these skills along with effective exam training. Because it addresses more than examination skills, it is also suitable for non-exam learners at upper-intermediate level who want to develop their listening and speaking skills generally.

How is it organised?

The Student's Book is organised into eighteen units, eight listening units alternating with eight speaking units, and two exam style practice tests at the end of the book. Each unit introduces and practises particular aspects of a skill and addresses vocabulary items, language points or pronunciation features which are relevant to the topic and the type of communication. Learners then apply the knowledge gained in the first part of the unit to an exam format task.

The book begins with a Foundation unit which is designed to increase learners' awareness of key aspects of the listening and speaking skills and to help them to begin assessing their own performance in these skills. In this way, learners are encouraged to become actively involved in the learning process from the outset.

Each unit begins with a summary box to show students exactly which listening and/or speaking skills, which language, vocabulary or pronunciation point, and which exam skills will be covered. Each unit contains one or two Exam Tips which summarise key techniques to remember in connection with the specific question types.

The Teacher's Book contains a timing guide for each unit, detailed teaching notes, a key to the exercises and the tapescript.

How should the material be used?

The material is intended to be used in sequence because skills and exam techniques are built up gradually and there is an element of revision and recycling incorporated into the structure of the book. Speaking tasks, for example, often provide practice in using language which has been introduced in previous listening units.

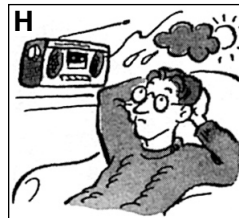
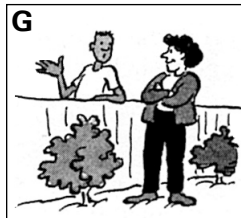
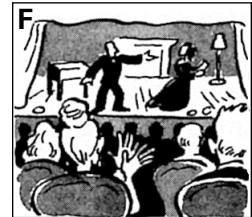
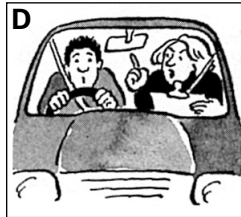
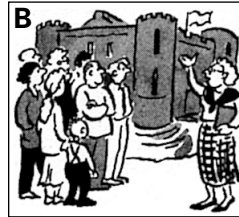
Each unit provides between 60 and 80 minutes' work. There is scope for flexibility, however, and the Teacher's Book suggests ways of extending or reducing the teaching time needed.

Foundation unit

Listening

1 Work with another student. Look at the pictures and decide what each person is listening to.

- 1 Who is speaking?
- 2 What are they talking about?
- 3 What is their reason for listening?



2 Here are four pieces of spoken English which could go with four of the pictures. Work with another student to match the extracts with suitable pictures.

- 1 'Check your mirror. That's right. Signal, yes. Now, pull over to the left and brake gently. Gently I said!'
- 2 'We apologise for the late running of the Bedford service.'
- 3 'We've got two at the back of the stalls at £12.50 or two on one side of the gallery at £5.'
- 4 'Overnight frost will be followed by patchy fog and isolated showers.'

Now work together to write one sentence that might be said in two of the other five pictures. Don't write a heading or letter to identify the sentences.

When you've finished, exchange sentences with another pair and see if you can tell which pictures go with the sentences.

3 Now answer the following questions about the different kinds of listening shown in pictures A–I opposite. Show your answer by putting a circle round the correct letter. You can circle up to three letters.

For which kind of listening:

- | | |
|---|-------------------|
| 1 is it important to understand every word? | A B C D E F G H I |
| 2 is it usually only necessary to understand the general meaning? | A B C D E F G H I |
| 3 do you select the part you listen carefully to? | A B C D E F G H I |


Which kind of listening:

- | | |
|--|-------------------|
| 4 is made easier by what you can see? | A B C D E F G H I |
| 5 would probably be followed by some writing? | A B C D E F G H I |
| 6 would probably be followed by some other action? | A B C D E F G H I |
| 7 would involve the most formal language? | A B C D E F G H I |
| 8 is usually easiest? Why? | A B C D E F G H I |
| 9 is usually hardest? Why? | A B C D E F G H I |

Compare answers with another student and discuss your reasons.

4 Your answers to exercise 1 suggested that we listen in many different situations, and for different reasons. Match each picture to one of the types of listening below.

- | | |
|------------------------------|------------------------------|
| Instructions | Lecture |
| Short talk | Directions |
| Conversation between friends | News bulletin |
| Telephone conversation | Advertisement |
| Recorded message | Joke |
| Film or play | Traffic report |
| Weather forecast | Part of a novel (read aloud) |
| Radio documentary | Public announcement |
| Interview | Poems |

 Now listen to six short extracts. After each one, decide which of the above types of listening it was. After you've heard all six, check your answers with another student, and discuss what helped you to make your decisions (e.g. words, phrases, background noises, style).

- | | |
|---------|---------|
| 1 | 4 |
| 2 | 5 |
| 3 | 6 |

First Certificate Listening

Here is a description of the Listening test in the First Certificate examination.

The test lasts about 40 minutes. There are four parts, with a total of 30 questions to answer. You hear recorded passages of English radio broadcasts, conversations, interviews, announcements, phone messages and speeches. Part 1 and Part 3 have short passages, and Part 2 and Part 4 have longer passages.

Discuss the following questions with another student.

- 1 Which of the types of listening listed in exercise 4 on page 3 would you expect to hear in a First Certificate test? Which would you not expect to hear?
- 2 How do you expect to be tested? Which of the following types of questions do not appear in a First Certificate test?

a *decide which statements are true or false*

b *choose the best answer A, B or C (multiple choice)*

c *write down what the speaker says (dictation)*

d *complete the notes ... you need to write a word or a short phrase*

e *put a tick (✓) against the correct picture*

f *draw a diagram of ...*

g *choose from the list of places A–F*

h *tick the items that you hear*

i *make notes about what you hear (note-taking)*

Speaking

What does the First Certificate Speaking test consist of?

Fill in the missing words to complete this description of the Speaking test.

In the Speaking test, you will take (1) in a conversation, with one (2) candidate. There are two examiners, (3) only one of them joins in the conversation. Part of the conversation is based (4) a pair of photographs. You will also work (5) your partner, using pictures, a map or diagram or a list in a communication activity. You may be asked to discuss the good and bad (6) of different jobs, for example, or to (7) a problem, such as planning a party.

Preparing for the Speaking test

1 Here are some possible ways of preparing for the Speaking test. Which do you think would be most useful? Tick (✓) five boxes.

- | | |
|--|--------------------------|
| studying grammar rules | <input type="checkbox"/> |
| doing written grammar exercises | <input type="checkbox"/> |
| doing practice drills in class or in the language laboratory | <input type="checkbox"/> |
| listening to conversations on tape | <input type="checkbox"/> |
| listening to English on the radio | <input type="checkbox"/> |
| reading dialogues in a textbook | <input type="checkbox"/> |
| discussing things in English with other students in class | <input type="checkbox"/> |
| doing role-plays in class with other students | <input type="checkbox"/> |
| playing games in English class | <input type="checkbox"/> |
| doing practice tests in class | <input type="checkbox"/> |
| practising pronunciation | <input type="checkbox"/> |
| speaking English outside class | <input type="checkbox"/> |

Discuss your answers with another student, and explain your reasons.

2 Here are the areas that you will be marked on during the Speaking test. Work with another student and put them in order of importance: 1 for the most important, 2 for the next, and so on.

- discourse management (*speaking in an organised and connected way, without too much hesitation*)
- grammar and vocabulary (*using appropriate structures and vocabulary without many mistakes*)
- pronunciation: sentences (*using stress, rhythm and intonation appropriately*)
- individual sounds (*using vowels, consonants, diphthongs correctly*)
- communication (*being able to initiate, respond, ask for clarification, take turns etc. appropriately*)

Pronunciation check

1 *Stress in words:* Look at these examples of stress in words. The stressed syllable is marked with a box (□).

listen discuss fluency pronunciation

Now mark the stress in the following words in the same way.

apologise	telephone	forecast	documentary
compare	advertisement	vocabulary	report
necessary	dictionary	conversation	interview

 Listen to the words as they are spoken on the tape and correct your answers.

How many did you get right?

11–12	Well done!
6–10	Keep practising.
6 or under	You need to work on this!

2 Sounds: English spelling is little help when it comes to pronunciation, as you know. For this reason, it is helpful to become familiar with the phonetic symbols used in a good dictionary.

Here is an introduction, and a test!

/ʌ/ is the phonetic symbol for the sound in sun or money

/ɒ/ is the phonetic symbol for the sound in got or watch

/i:/ is the phonetic symbol for the sound in sleep or brief

/e/ is the phonetic symbol for the sound in red or spread

Now put the following words under the correct heading. There are five in each group.

long	health	funny	gone	rough	key	head	week
wonder	said	peace	shock	enough	niece	left	
ceiling	cough	son	meant	wander			

Group 1

/ʌ/

Group 2

/ɒ/

Group 3

/i:/

Group 4

/e/

.....
.....
.....
.....
.....

 Now listen to the words as they are spoken on the tape and check your answers.

How well did you do?

18–20

Excellent, well done!

13–17

Keep practising.

12 or under

You need to work on this!

Communication

Match the words in the left hand column with the reply on the right. See how quickly you can do it.

- | | |
|---|------------------------------------|
| 1 How do you do? | a) Do you really think so? |
| 2 I'm looking for King Street. | b) Would you? |
| 3 Would you mind if I opened the window? | c) Fine thanks. |
| 4 Hi! How are you? | d) Don't worry. It doesn't matter. |
| 5 Let me give you a hand. | e) It's second on the left. |
| 6 I'd take a taxi if I were you. | f) How do you do? |
| 7 It's the craziest idea I've ever heard. | g) That's OK. Don't mention it. |
| 8 I'm sorry to keep you waiting. | h) No, not at all. |
| 9 Thanks for all your help. | i) That's kind of you. |

 To check your answers, listen to the correct exchanges on the tape.

Now work with another student and match the sentences 1–9 on page 6 with the following types of communication.

apologising asking for directions giving an opinion
expressing gratitude giving advice greeting casually
meeting (for the first time) offering help requesting permission

We hope you have enjoyed working through the Foundation unit and that you have found it useful to think about and discuss the skills of listening and speaking. The unit has introduced you to some of the ways in which you can prepare for the Listening test and the Speaking test and also to some of the exercises which will follow later in the book.

Remember that everyone has different strengths and weaknesses. You will find some of the tasks in the book easier than others, but be aware of the areas which you need to work on. The Exam Tips boxes are there to help you build up your exam skills, so make the best use of them.

Good luck with your exam preparation!