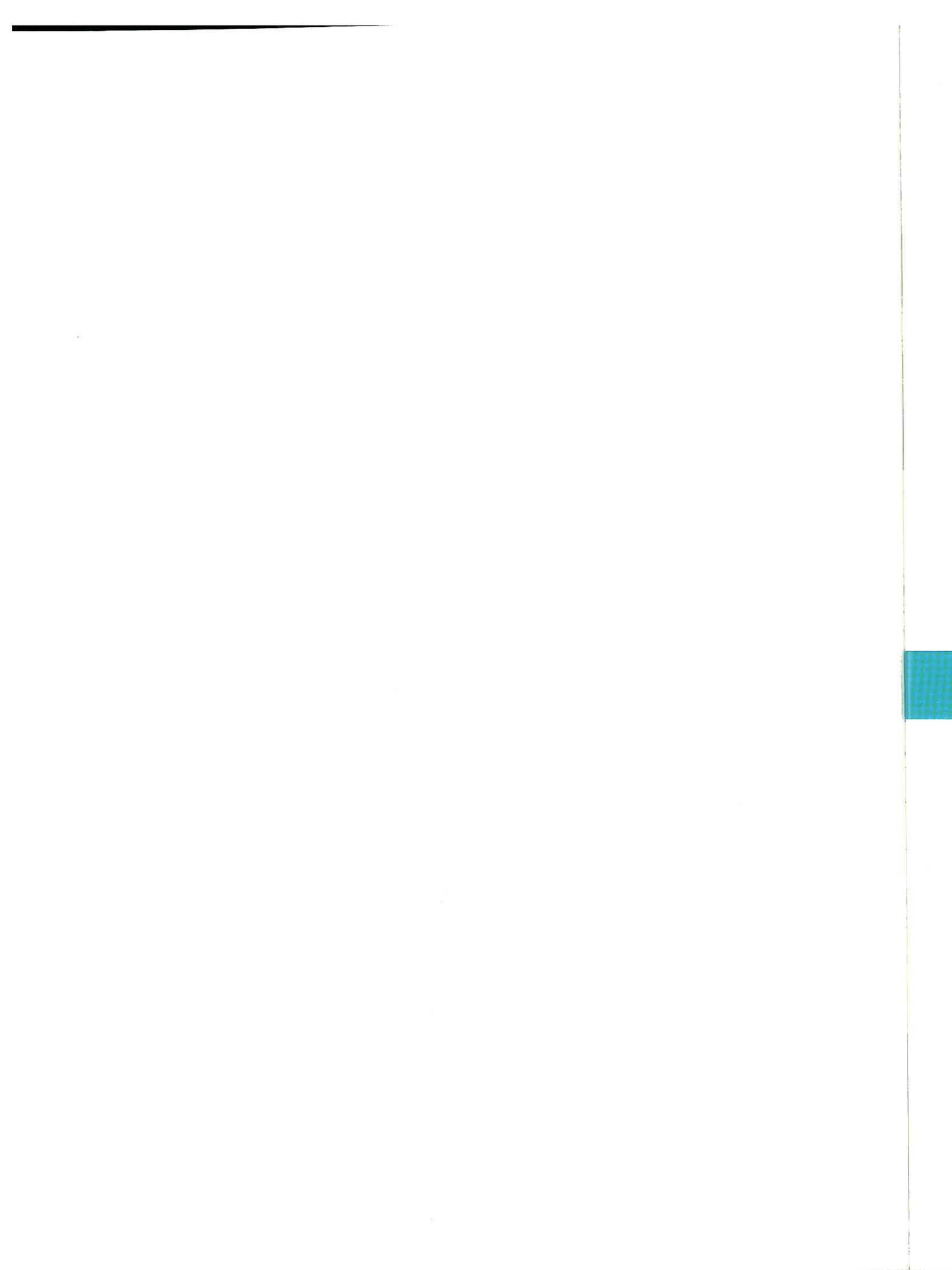


CE Result

Student's Book

Paul A Davies & Tim Falla





FCE Result

Student's Book

Paul A Davies & Tim Falla

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Exam Overview

Introduction

The First Certificate of English corresponds to Level Three in the Cambridge ESOL five-level system. It also corresponds to the Association of Language Teachers in Europe (ALTE) Level Three, and Council of Europe level B2.

There are five papers in the examination, each worth 20% of the total marks. To achieve a passing grade (A, B or C) candidates must achieve approximately 60% of the total marks available, or above. Candidates' grades are based on the total score from all five papers and there is no pass or fail grade for individual papers.

Paper 1 Reading (1 hour)

This paper has three parts, each with a text or texts and comprehension questions. There are 30 questions in total.

The texts may consist of several short pieces, and the length of each text may be between 550–700 words.

The texts are taken from newspapers, magazines, reports, fiction, advertisements, leaflets, brochures, etc.

Part	Number of items	What you do	What it tests	How to do it
1	8	Choose the best answer from four option multiple-choice questions.	Your understanding of a text and opinions expressed in it.	page 10
2	7	Decide where sentences belong in a text.	Your understanding of text structure and development.	page 94
3	15	Match prompts from a list to elements in a text.	Your ability to find specific information.	page 22

Marks

One mark for each correct answer to the multiple-matching tasks.

Two marks for each correct answer to the multiple-choice and gapped text tasks.

Paper 2 Writing (1 hour 20 minutes)

This paper has two parts. The Part 1 question is a compulsory letter or email, and is based on input information. In Part 2 you choose one question from four; Question 5 has two options on a set reading text.

Answers for Part 1 should be 120–150 words in length, and for Part 2 120–180 words.

The task types for Part 2 will be from the following: article, essay, letter, report, review, story.

Examples of Paper 2 question types can be found in the Writing Guide on pages 155–163.

Part	Task type	Number of items	What you do	What it tests	How to do it
1	Compulsory contextualised task based on input material of up to 160 words, which could be from advertisements, extracts from letters, emails, etc.	One compulsory task.	Write according to the task instructions.	Your ability to process input material and select and apply it according to the instructions.	page 79
2	Contextualised task in no more than 70 words.	One from a choice of four questions; Question 5 has two options.		Your ability to write according to the instructions, in the correct style, layout and register in order to have a positive effect on the reader.	page 19 page 55

Marks

Parts 1 and 2 have equal marks.

Paper 3 Use of English (45 minutes)

This paper has four parts, and a total of 42 questions.

The testing focus is on understanding and controlling formal elements of language (e.g. grammar, word formation, spelling).

Part	Task type	Number of items	What you do	What it tests	How to do it
1	Multiple-choice cloze	12	Fill 12 gaps in a text choosing from four-option multiple-choice items.	Phrases, collocations, idioms, phrasal verbs, linkers, used to complete a text with the correct meaning and grammatical context.	page 89
2	Open cloze	12	Fill 12 gaps in a text with one word per gap.	Your awareness and control of structural items.	page 28
3	Word formation	10	Form appropriate words from prompts to complete 10 gaps in a text.	Word formation.	page 64
4	Key word transformations	8	Complete a gapped sentence with two to five words, including a key word, so that it has the same meaning as the lead-in sentence.	Your awareness and control of grammatical and lexical items.	page 112

Marks

Parts 1, 2 and 3: one mark for each correct answer.

Part 4: each answer receives up to 2 marks.

Paper 4 Listening (approx. 40 minutes)

This paper has four parts, and 30 questions.

The recorded texts may include the following:

Monologues: announcements, radio broadcasts, telephone messages, speeches, talks, lectures, etc.

Conversations between two or three speakers: conversations, interviews, discussions.

The testing focus is on understanding specific information, gist, attitude, opinion, main points and detail.

All parts are heard twice. The instructions are given on the question paper and are also heard. The recordings include a variety of voices, styles of delivery and accents.

Part	Task type	Number of items	What you do	What it tests	How to do it
1	Multiple choice	8	Listen to eight unrelated extracts and choose the best answer from three-option multiple-choice items.	Your understanding of gist, detail, function, purpose, attitude, situation, genre, etc.	page 50
2	Sentence completion	10	Listen to a monologue or text involving interacting speakers and complete gaps in sentences with information from the text.	Your understanding of detail, specific information, stated opinion.	page 110
3	Multiple matching	5	Listen to five short related monologues and select the correct option from a list of six.	As Part 1.	page 98
4	Multiple choice	7	Listen to a monologue or text involving interacting speakers and choose the best answer from three-option multiple-choice items.	Your understanding of opinion, attitude, gist, main idea, specific information.	page 14

Marks

One mark for each correct answer.

Spelling must be correct for common words and those considered easy to spell.

Paper 5 Speaking (approx. 14 minutes)

This paper has four parts.

The standard format is two candidates and two examiners, one acting as interlocutor and assessor, the other acting as assessor only. In certain circumstances, three candidates may sit the test together.

Part	Task type	Length	What you do	What it tests	How to do it
1	A conversation between the interlocutor and each candidate.	3 minutes	Ask and answer 'personal' questions.	Your ability to use general interactional and social language.	page 15
2	Individual long turns and brief responses.	1 minute long turn for each candidate and 20-second response from the second candidate.	Talk about visual prompts.	Your ability to describe, compare, express opinions.	page 123
3	Two-way interaction between candidates.	3 minutes	Discuss a problem-solving task based on visual and/or written prompts.	Your ability to exchange ideas, express and justify opinions, agree and disagree, speculate, reach a decision through negotiation, etc.	page 39
4	A discussion between candidates and the interlocutor.	4 minutes	Discuss issues related to the Part 3 topic.	Your ability to express and justify opinions, agree and/or disagree.	page 86

Marks

Candidates are assessed on their performance throughout the test in the following areas:

- Grammar and vocabulary (accuracy and appropriacy)
- Discourse management (ability to express ideas in coherent, connected speech)
- Pronunciation (individual sounds, linking of words, stress and intonation)
- Interactive communication (turn-taking, initiating and responding)
- Global achievement (overall effectiveness in the tasks)

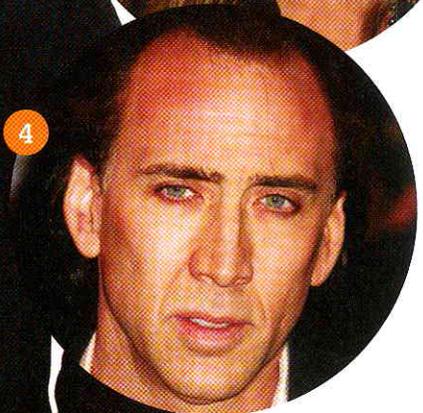
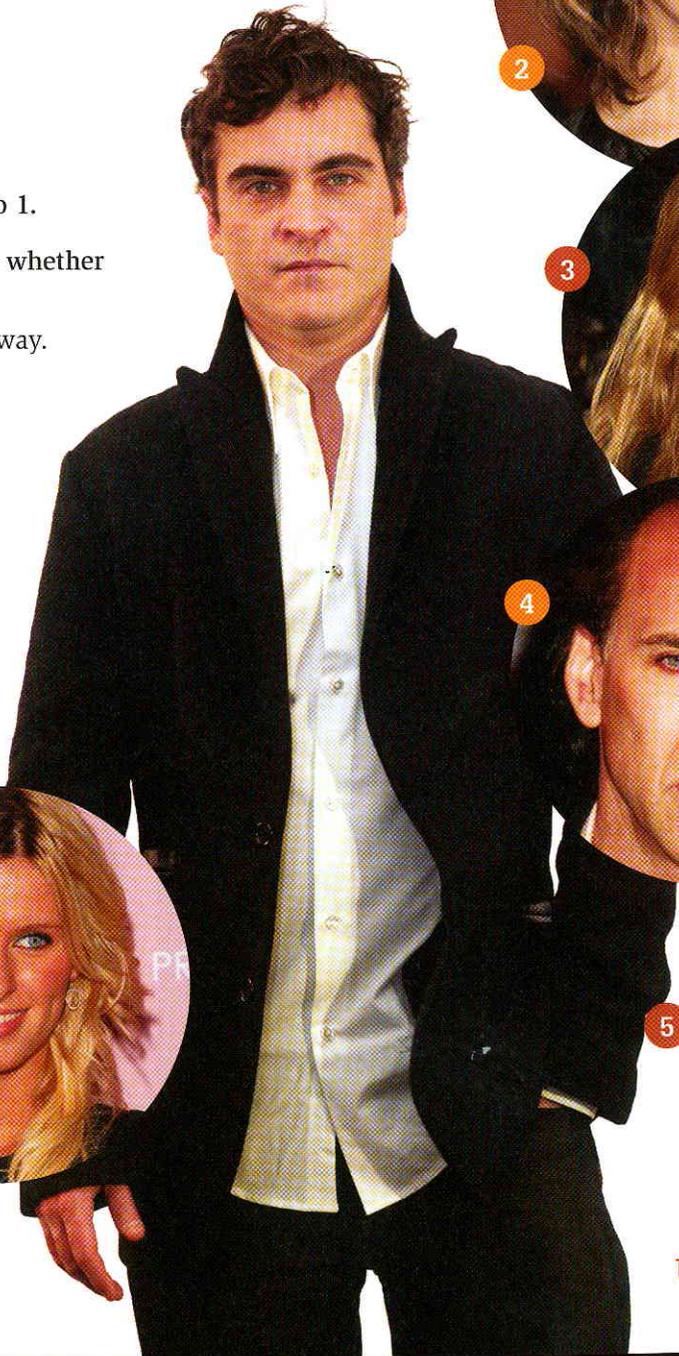
The assessor marks according to detailed Analytical Scales, the interlocutor gives a mark on a Global Scale, which is less detailed.

The circle of life

1

Lead in

- 1 Name any of the people you recognise in the photos. Guess who is related and what the relationships are.
- 2 Compare your answers to 1 in pairs. Say which physical features a–g helped you to guess.
 - a skin tone (fair/dark/tanned)
 - b hair colour (black/fair/blond/red)
 - c hairstyle (curly/straight)
 - d eye colour (blue/green/hazel/brown)
 - e eyebrows (bushy/thin)
 - f nose (large/small/hooks/turned up)
 - g mouth (full/thin lips)
- 3 Turn to page 153 to find out the answers to 1.
- 4 Work in pairs. Find out from your partner whether
 - they look like one or both parents.
 - they look like another relative in some way.
 - they have a similar personality to a parent or sibling (brother or sister).



Reading

Part 1 Multiple choice

- 1 Would you like to have an identical twin? What advantages and disadvantages might there be?
- 2 Read the text opposite quickly. Do cases like the 'Jim twins' tell scientists a, b or c?
 - a why some women give birth to identical twins
 - b which physical features we inherit from which parent
 - c how much of our personality we inherit from our parents

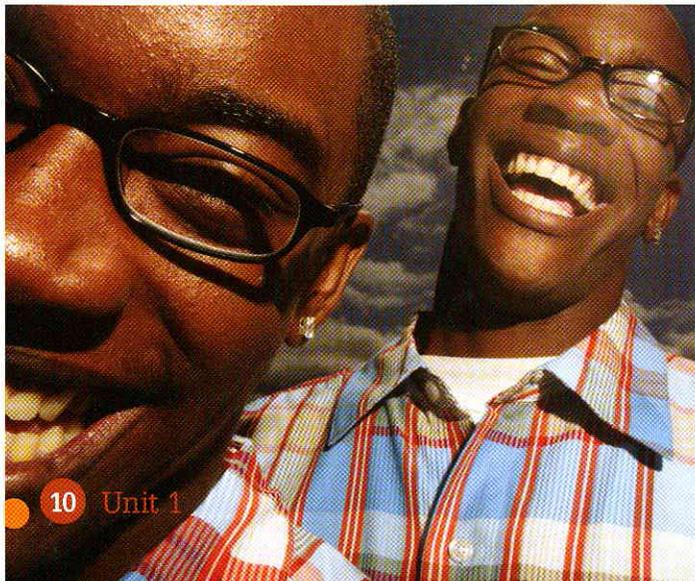
how to do it

Read the text quickly for general meaning.
Read the questions first. Don't read the options (A–D) yet.
Underline the parts of the text that contain the information you need.
Read the options and look again at the relevant part of the text. Cross out any options that are clearly wrong.
If you can't decide between two options, make an intelligent guess.

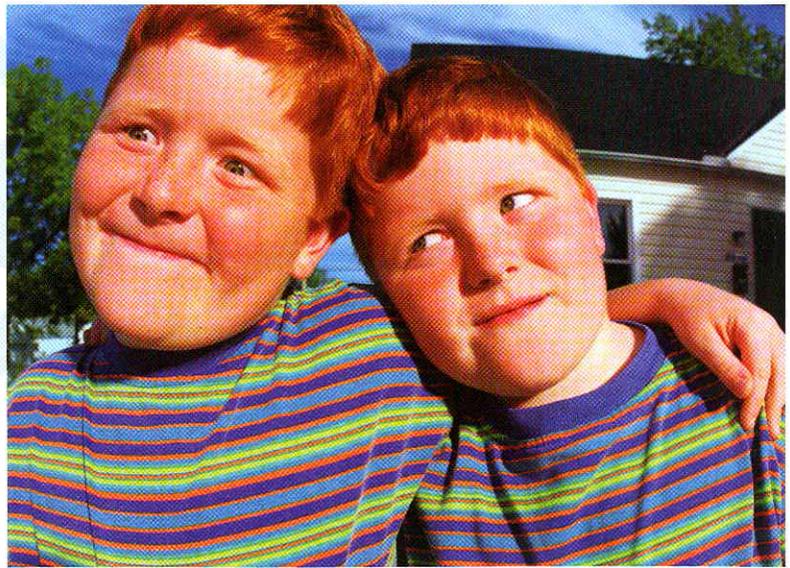
- 3 Read the **how to do it** box. Then read the text again carefully, and for questions 1–8, choose the answer (A, B, C or D) which you think fits best, according to the text.

- 1 Identical twins look the same
 - A but usually have very different characters.
 - B and are usually identical in character too.
 - C and are often very similar in character too.
 - D but rarely think in the same way.
- 2 Unlike non-identical twins, identical twins are
 - A more common among Asians than Africans.
 - B becoming more and more common.
 - C more common among older mothers.
 - D equally common everywhere.

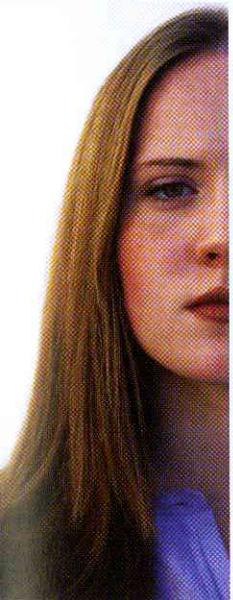
- 3 Scientists are particularly interested in identical twins who
 - A have been raised by different families.
 - B are genetically exactly the same.
 - C look and behave in very similar ways.
 - D are not alike in terms of personality.
- 4 While they were growing up, twins Jim Lewis and Jim Springer
 - A were in regular contact.
 - B knew about their twin, but had no contact.
 - C did not know they had ever had a twin.
 - D were prevented from seeing each other by their adoptive families.
- 5 When the two Jims met as adults, how did they react to the similarities between them?
 - A They had always expected them.
 - B They found them very amusing.
 - C They did not realise how similar they were until the researchers told them.
 - D They were very surprised.
- 6 As adults, the twins
 - A both had only one child.
 - B both got married twice.
 - C had pets with the same name.
 - D married women who were identical twins.
- 7 How do other cases of twins raised apart compare with the 'Jim twins'?
 - A They are all just as surprising.
 - B They are less surprising, but often show interesting coincidences.
 - C Many of them are even more surprising.
 - D Most of them show that other pairs of identical twins are not very similar.
- 8 According to the text, you might find it difficult to change your personality because
 - A only other people can change it.
 - B it is determined mainly by how your parents treat you.
 - C you can't control your surroundings.
 - D you get your personality from your parents.



THE JIM TWINS



You take it for granted that you are a unique person, different from everybody else on Earth, and you understand that everybody else is also unique. Identical twins are fascinating because they challenge this notion: they are unique people, of course, but they're also unnervingly similar to each other – and not only in terms of appearance. They often share opinions, mannerisms and personality traits.



Identical twins are rare, occurring in about three out of every 1,000 births. They seem to occur at random, regardless of the age or ethnic background of the mother (unlike non-identical twins which are, for example, far more common among Africans than Asians). Although there may be tiny differences in physical appearances between two identical twins, which allow family and close friends to tell them apart, they do have exactly the same DNA. This is because they develop from a single egg which divides in two during the very early stages of pregnancy.

For scientists, the non-physical similarities between identical twins are the most interesting: are they the result of growing up together in the same

home, or are they the result of their identical DNA? By studying identical twins who have not grown up together, researchers can see which similarities remain and which disappear. In other words, they can learn which aspects of a person's identity are determined by genes and which are influenced by the environment. The Minnesota Twin Study is probably the best-known twin study to date. The study provides information about how our environment and genes work together to influence everything from attitudes, talents and abilities, to job selection, to falling in love, to aging and health.

Identical twins Jim Lewis and Jim Springer were only four weeks old when they were separated; each infant was taken in by a different adoptive family. At age five, Lewis learned that he had a twin, but he said that the idea never truly 'soaked in' until he was 38 years old. Springer learned of his twin at age eight, but both he and his adoptive parents believed the brother had died. The two Jims were finally reunited at age 39.

The similarities the twins shared not only amazed one another, but also amazed researchers at the University of Minnesota. The very fact that both twins were given the same name was a big coincidence. But there's more.

- As youngsters, each Jim had a dog named 'Toy'.
- Each Jim had been married twice – the first wives were both called Linda and the second wives were both called Betty.
- One Jim had named his son James Allan and the other Jim had named his son James Alan.
- Each twin had driven his light-blue Chevrolet to the same beach in Florida for family vacations.
- Both Jims had at one time held part-time posts as sheriffs.
- Both were fingernail biters and suffered from migraine headaches.

While not as eerily similar as the Jim twins, many more instances of strange likenesses can be found among twins who were raised apart. For example, identical twins Tom Patterson and Steve Tazumi had very different upbringings. Raised in a Christian family by two janitors in rural Kansas, Tom still managed to choose the same career as his brother. Steve, who lives in Philadelphia, was raised in a Buddhist household. Both men own body-building gyms.

It's obvious from these twins' stories that genetics are a major factor in shaping who we are. In fact, research so far indicates that characteristics such as personality are mainly related to genes. This means that our character traits as adults are largely determined before we are born – and there is very little that we, or anybody else, can do to change them.

- 4** Discuss your reaction to the final sentence in the text, giving reasons. Do you believe it, and if so, do you think it is a good or bad thing?

Vocabulary

Describing personality

1 In pairs, discuss whether the personality adjectives in the box below are

- a good
- b bad
- c either good or bad

argumentative arrogant bossy easy-going
eccentric honest loyal narrow-minded
open-minded sensible sensitive

2 Listen to five people describing a friend or relative. Choose the best adjective from 1 to sum up their description.

Speaker 1 thinks that her uncle is

Speaker 2 thinks that his brother is

Speaker 3 thinks that her friend is

Speaker 4 thinks that his cousin is

Speaker 5 thinks that her father is

3 Read the **tip** box then think of three people you know well and describe them to a partner. Use adjectives from 1 and give examples of their behaviour.

Example My sister, Belinda, is very sensible. For example, she always goes to bed early if she has a busy day the next day.

tip You may be asked to describe somebody's character in Writing Part 2 or Speaking Part 1. When we use personality adjectives to describe somebody, we often use them with modifying adverbs like *very*, *a bit*, *rather*, *quite*, etc.

Grammar

Talking about the future GR p165

1 Choose the best verb form (a-c) to complete sentences 1-7.

1 By the time we get to the nightclub, most people home.

- a will go
- b are going
- c will have gone

2 The train to London at 6.13, so let's meet at the station at 6 o'clock.

- a is going to leave
- b leaves
- c is leaving

3 As soon as I save enough money, you a laptop.

- a I buy
- b I'll buy
- c I'll have bought

4 By the time she leaves music school, she the piano for 12 years.

- a will study
- b will be studying
- c will have been studying

5 Louis won't be at school tomorrow because in a swimming tournament.

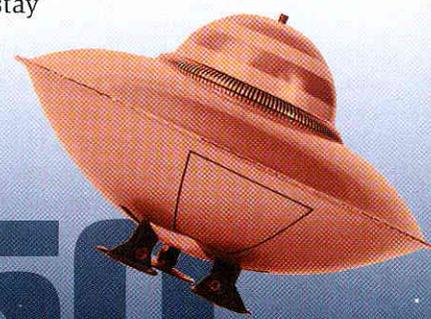
- a he's taking part
- b he'll take part
- c he takes part

6 This time next month, we around Thailand.

- a will travel
- b are travelling
- c will be travelling

7 My sister doesn't feel well, so at home this afternoon.

- a she'll have stayed
- b she stays
- c she's going to stay



2015
2020
2025
2050

2 Complete sentences a–g with the tenses below, and match them with the sentences in 1. Check your answers in the Grammar Reference.

future continuous future perfect simple
 future perfect continuous *going to* future
 present continuous present simple *will* future

- a We use the to talk about things that we've arranged to do in the future.
 b We use the to talk about things that we've personally decided to do in the future.
 c We use the to make offers and promises and predictions.
 d We use the to talk about actions in progress in the future.
 e We use the to talk about completed actions in the future.
 f We use the to talk about future events that are part of a schedule or timetable.
 g We use the to say how long future actions will have been in progress.

3 Work in pairs. Tell your partner about something that

- a humans can't do now but you think they'll be able to do by 2050.
 b takes place next summer.
 d exists today but will have disappeared by the year 2050, in your opinion.
 e you're going to do as soon as you can afford it.
 f you're doing next week.

4 Read the dialogue below. Underline any verb forms that you think are unnatural and replace them with better alternatives.

Martin Hi, is Jacqui there?

Lucy Yes, she is. Wait a moment, I'm just getting her.

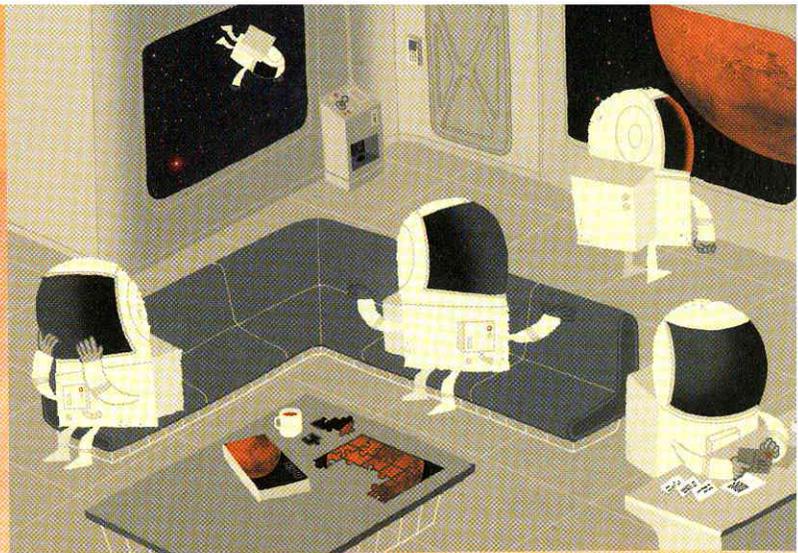
Martin Thanks!

Jacqui Hi, it's Jacqui here.

Martin This is Martin. Listen carefully, I haven't got much time. Can you meet me at the port in one hour? The next boat to Tripoli will leave at 7:35.

Jacqui I can't! I'll have dinner with some people from work this evening. I've just arranged it.

Martin But we must leave tonight! By tomorrow, the newspapers are going to get hold of the story. We won't have been able to move without attracting attention.



Jacqui What story? Are you telling me what's going on?

Martin I explain everything as soon as we'll get to Tripoli. Trust me.

Jacqui Can't you explain now?

Martin There's no time. But if you don't do as I say, then by this time tomorrow, every journalist in town will knock at your door.

5 Read these predictions, ignoring the underlining. Say which ones you believe are true or false for you. Give reasons.

- a I don't think I'll ever appear on television.
 b I reckon I'll write a novel one day.
 c I don't imagine I'll be earning much money in five years' time.
 d I guess I'll be living in this town in ten years' time.

6 In pairs, talk about your ideas for your future using the questions below. Try to use some of the underlined phrases from 5 in your answers.

- a Do you think you'll ever
- experience space travel?
 - work abroad?
 - have a face-lift?
 - become a politician?
 - own a Ferrari?
- b In five years' and 25 years' time, what kind of
- house will you be living in?
 - clothes will you be wearing?
 - hobbies will you be doing?
 - holiday will you be going on?
 - job will you be doing?