

TIMESAVER FOR EXAMS



PHOTOCOPIABLE

Listening

FOR FIRST (FCE)

By
Tom
Bradbury



**With
2 CDs**

For
revised
2015
exam



SCHOLASTIC

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Issues at school

- 1a** What do you think makes a good teacher? Put these things in order of importance (1 = most important). Then compare your opinions with a partner.

- | | |
|--|---|
| ☐ how friendly they are | ☐ what they know about their subject |
| ☐ their appearance | ☐ their age |
| ☐ how well-organised they are | ☐ how strict they are |

- 1b** Make a list of any other things that you think are important in a teacher.

- 2** Make correct definitions for these words by completing the sentences.

- | | |
|--|--|
| 1 If a school has a good reputation , | a) it's not allowed there. |
| 2 If teachers enforce the rules, | b) you hear very informal words like <i>innit</i> . |
| 3 If students have the wrong attitude at school, | c) they feel angry and upset about it. |
| 4 If a school bans something, | d) they make sure students obey them. |
| 5 If someone uses lots of slang , | e) they behave badly and don't do their work. |
| 6 If someone resents something, | f) people have a positive opinion about it. |

- 3** Read this exam question and match the options A–C with the explanations 1–3.

You hear two friends talking about the kinds of clothes teachers wear.
Both friends think the way teachers dress

- | | |
|--|---|
| A affects the reputation of the school where they work. | 1 tells us what teachers feel about the work they do in school |
| B sets an important example for their students. | 2 makes a difference to the way people from outside think about the school |
| C shows what their attitude to the job is like. | 3 is something for other people in the school to follow and learn from |

- 4** In the question above, you have to decide which idea both speakers agree about. Read part of the conversation and discuss the questions.

- a)** Which option **A**, **B** or **C**, does the extract refer to?
b) Do both speakers have the same opinion?

Girl: Well, people who look smart and formal are usually well-organised and hardworking, which is important in a teacher.

Boy: I've had great teachers who wear jeans and T-shirts.

Exam tip!

When you answer multiple-choice questions, make sure you read each option carefully. Sometimes 'explaining' the options to yourself in other words is helpful.

- 5**  Listen to the recording and decide what the correct answer is (A, B or C). Listen twice if you need to.



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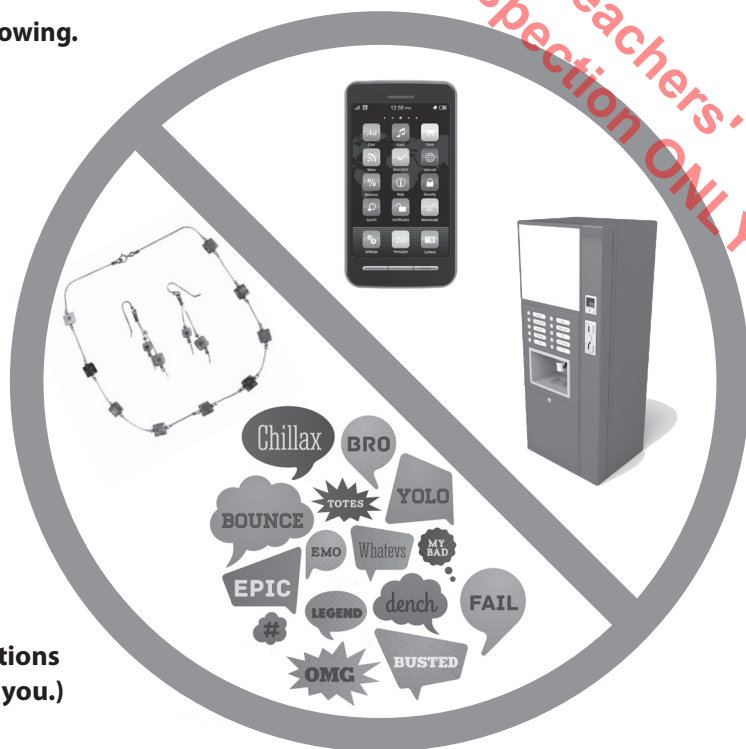
6  Now look at the transcript and do the following.

- a) Highlight the parts where the ideas in options **A**, **B** or **C** are mentioned.
- b) Check that you chose the correct answer.

7 The things on the right are banned in some schools in the UK. Is banning them a good idea or not? Discuss in pairs.

- mobile phones
- earrings or other jewellery
- machines selling fizzy drinks, sweets and snacks
- slang

8 Read the Exam task carefully. Underline or highlight the most important words in options A, B and C. (The question is already done for you.)



EXAM TASK

9a  You will hear two teachers talking. Listen to the recording and choose the best answer (A, B or C).

You hear two teachers discussing the idea of banning slang in school.

They agree that banning slang from their school would be

- A** good for students' language skills.
- B** helpful for teachers in class.
- C** popular with pupils' parents.

9b  Listen again and check that you have chosen the correct option.

10  Now look at the transcript and do the following.

- a) Highlight the parts where the ideas in options **A**, **B** or **C** are mentioned.
- b) Check that you chose the correct answer.

11 Discuss these questions in small groups.

- Do you like using slang in your own language?
- When is it bad to use slang and when is it fine to use it?
- Is it a good idea to learn slang in English?
- Do you know any slang words in English?

That's entertainment!

1 Match the film genres in the box with the descriptions a–h below.

biography comedy crime documentary fantasy
historical drama horror science fiction

- a) a story set in the past, often a long time ago *historical drama*
- b) entertainment which is intended to be funny
- c) non-fiction giving information about a subject
- d) a story about life in the future or somewhere in space
- e) entertainment which shocks or frightens people
- f) a story set in an unreal world, often with characters that aren't real
- g) the life story of a man or woman
- h) a story about activities that are illegal



2a Work in pairs. Think of three other genres and write a short explanation for each one.

2b Join another pair. Read your explanations and see if they can name the genres.

3 Write the words in the box next to the film genre which is most relevant.

arrest car chase detective education facts hilarious
humour joke laugh memories suspect upbringing

crime *arrest*

biography

comedy

4 Work in pairs to write a few words that you think might be used about these genres.

documentary

historical drama

horror movie

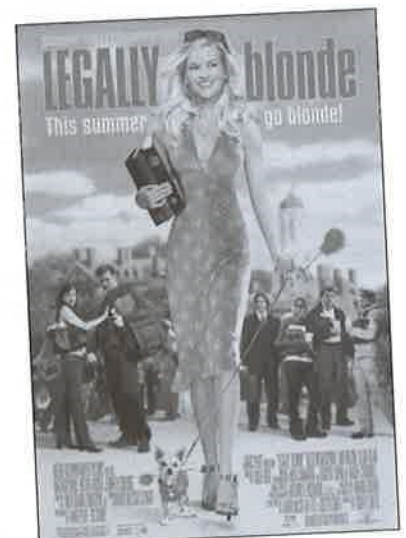
5  Listen and choose the correct answer (A, B or C).

You hear two friends talking about a film. What type of film is it?

- A a documentary B a historical drama C a horror movie

Exam tip!

With 'genre' questions in Part 1 Listening, the speakers are likely to use some words and phrases typical of many genres, e.g. story, characters, exciting. There will also be words and phrases that are typical of one specific genre. You need to listen for these specific words.



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6



Listen to another conversation and choose the correct answer (A, B or C).

You hear two friends talking about a book. What type of book is it?

- A a biography B a crime story C a comedy

7

Look at the transcript and highlight the words and phrases which could be used about a biography, a crime story and a comedy. Which words indicate what the correct answer is?

M: What are you reading, Annie?

F: It's called *Brayford*. It's about a woman and her friends who campaign to stop a new road being built through a forest near where they live.

M: So, they resist it?

F: Yeah. They steal road-building equipment, chain themselves to trees, they break the law and get arrested. The emphasis, though, is on showing how ridiculous the road-building plan is, so there's plenty of humour.

M: I saw you laughing to yourself.

F: Well, it's hilarious. It's based on an account by a woman who took part in a real event like it years ago. The details and characters have been made up, and exaggerated, but the inspiration was something authentic.



EXAM TASK

8



You will hear a short conversation. Listen twice and choose the best answer (A, B or C).

You hear two friends talking about a television series.

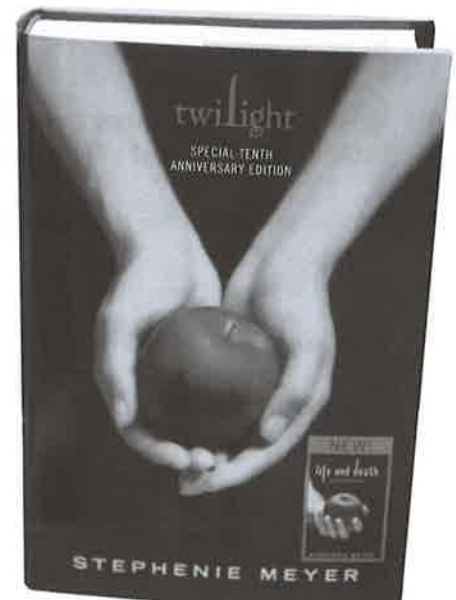
What type of series is it?

- A a fantasy story
B a legal drama
C a soap opera

9

Work in groups of three. Think of a film, TV programme or novel that you like and tell the other people in your group about it. Talk about the following and any other points you'd like to make.

- the genre
- the story
- the characters
- the soundtrack
- what you think is good about it
- anything you think is not so good about it



Living online

- 1 Answer these questions with **yes** or **no**. Then compare your answers in pairs. What do your answers say about you?

Do you ...

- 1 often find yourself staying longer online than you originally planned?
- 2 find that you're spending more and more time online?
- 3 ever choose to go online rather than go and do some exercise?
- 4 find that your family and friends often criticise you for spending too much time online?
- 5 prefer talking to people online rather than face to face?
- 6 often check emails or messages before doing something else that you need to do?
- 7 ever feel that going online affects you in things like memory and concentration?
- 8 feel anxious or irritable when you're away from your devices?



- 2 Complete the definitions with the words from the boxes.

concerned confident determined unsure

If you are ...

- a) unsure, you don't know if something is true or not.
- b) _____, you are worried about something.
- c) _____, you want something very much, and you won't let anything stop you.
- d) _____, you feel certain that something will happen.

enthusiastic reassured unconvinced uneasy

If you are ...

- e) _____, you don't think something is true despite what you have been told.
- f) _____, you are worried something bad might happen.
- g) _____, you are very keen on something.
- h) _____, you feel less worried about something (not) happening because of what has been done or said.

- 3** You are going to hear a man talking about using the internet. The options describe how he feels about the time he spends online. For each option, think of two questions to ask yourself when you listen.

A unsure whether it affects his mood

Does he talk about how time online affects his mood? Is he sure or unsure about it?

B concerned about its effect on his ability to concentrate

C confident that he manages it well

D reassured by comparisons with other people

- 4a**  **1 38** Read the transcript as you listen. Underline the words which answer your questions.



I use the internet for research, social media and games. I definitely overdo it – it means I don't do other things I should, like exercise, and when I go offline I can get very anxious. One claim often made about internet users like me is that we can't focus on one thing for any length of time – all that jumping around is so different from reading a long book, for example. I've wondered if this would happen to me but I don't think it has. And I recently heard about a couple of well-known novelists who're into technology and gaming – they've both written several long books, which makes me feel better.

Exam tip!

In Part 3 questions about the speaker's feelings / attitudes, each option will have two parts: the feeling / attitude and what it refers to. For an option to be correct, both parts must be present in what the speaker says. Remember to ask yourself about both parts of the option.

- 4b**  **1 39** Listen again and choose the correct answer in exercise 3.

 EXAM TASK

- 5**  **1 40** You will hear five short extracts in which people are talking about their use of the internet. For questions 1–5, choose from the list (A–H) how each person feels about the amount of time they spend online. Use the letters only once. There are three extra letters that you do not need to use.

A uneasy about the role it plays in his / her relationships

B reassured by comparisons with other people

C confident that he / she manages it well

D unconvinced that it makes any difference to his / her health

E concerned about its effect on his / her ability to concentrate

F determined to reduce it

G unsure whether it affects his / her mood

H enthusiastic about the way it increases his / her world knowledge

Speaker 1

	1
--	----------

Speaker 2

	2
--	----------

Speaker 3

	3
--	----------

Speaker 4

	4
--	----------

Speaker 5

	5
--	----------

- 6** Work in small groups. Think of a website or an app that you have used which other students may not be familiar with, and tell the group about it.

Mission to Mars

For teachers' inspection ONLY

1a Work in pairs to choose the correct word in these sentences about Mars. Use a dictionary to help you.

- a) Mars is the *second / third / fourth* planet from the sun.
- b) Mars is the *second / third / fourth* smallest planet.
- c) Mars has *one / two / three* moons.
- d) The average temperature on Mars is *-15°C / -50°C / -75°C*.
- e) Mars is known as the *Red / Orange / Pink* Planet because of minerals on the surface which give it a certain colour.
- f) There have been *eight / sixteen / twenty-four* successful missions to Mars.
- g) Mars has about *17% / 37% / 57%* of the Earth's gravity.

1b  Listen and check your answers.

2 Read this text about preparing the way for people to land on Mars, and underline words which mean the following.

- a) carrying humans
- b) journeys with a special purpose
- c) copy very closely
- d) difficult to live or even survive in
- e) people who take part in an activity
- f) group of people who work together (e.g. on a boat)

Exam tip!

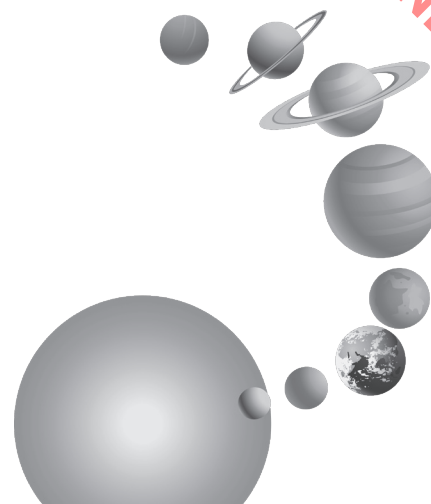
Some Part 4 tasks may be about subjects that you are not very familiar with. However, the questions will focus on ideas that you can understand. Try to work out the meaning of any unfamiliar words from the context, i.e. other words in the text.

3 Answer these questions.

- a) According to the text, is it possible for humans to go to Mars? Why? / Why not?
- b) What is the purpose of the project in Hawaii?
- c) Why was the location in Hawaii chosen for the project?

4  You are going to listen to an interview with a woman called Rashida Khan, a participant in a similar project to the one in Hawaii. Listen to part of the interview and use the context to work out the meanings of the underlined words below. Then check your ideas in pairs.

- a) Out of several hundred applicants, six of us were chosen.
- b) I happen to be the first woman of Asian origin to have been recruited for one of these projects.
- c) The scientists who run them study various things, like the composition of the crews.
- d) We looked at combinations of cookable dehydrated ingredients and pre-cooked meals.



Mars landings

It may be twenty years or more before the first people actually set foot on Mars, but scientists and engineers are already preparing for manned space missions. Current technologies, built to take astronauts on short trips to the moon or the International Space Station, won't work on a Mars mission that could last three years or more. New spacecraft and life-support equipment will be needed, so scientists are running projects which simulate the hostile conditions on the Red Planet.

One of these projects is a simulated space community in a lava field on a Hawaiian volcano, one of the most Mars-like environments on Earth. Participants live in groups in a shell-shaped structure called a geodesic dome for months on end, and are responsible for testing technologies and practices that a crew could use on a future mission to Mars. In order to make the experience as similar as possible to the real thing, participants have no contact with the normal world, apart from electronic communication, and whenever they go outside onto the lava bed, they have to put on imitation spacesuits.



EXAM TASK

5



Listen to the whole interview. For questions 1–6, choose the best answer (A, B or C).

- 1 Rashida thinks she was chosen to take part in the project because of
 - A her ambition to become an astronaut.
 - B her research experience.
 - C her family background.
- 2 What were the project directors most interested in finding out?
 - A how suitable different types of food were
 - B how efficient the design of the accommodation was
 - C how well the participants cooperated with each other
- 3 At first Rashida was concerned that she would miss having
 - A good supplies of water available.
 - B regular contact with family and friends.
 - C varied opportunities for physical exercise.
- 4 Rashida says the project directors were surprised at
 - A how unhappy some participants were.
 - B how much weight participants lost.
 - C how creative the participants were.
- 5 What does Rashida suggest is the best argument for trying to send people to Mars?
 - A One day the human species will need to move to another planet.
 - B Research in the space industry benefits human life on Earth.
 - C Humans are better than robots at space exploration.
- 6 Rashida says she has sympathy for people who are
 - A disappointed with the results of Mars research so far.
 - B unconvinced that humans will be able to live on Mars.
 - C critical of the amount of money spent on Mars research.



participants working at a Mars simulation project

6



The adjectives *desirable* and *undesirable* are both in the interview. Look at the transcript and find other adjectives with the suffix *-able* and with both the prefix *un-* and the suffix *-able*.

7

The adjectives in exercise 6 are formed from the verb *desire*. Use the verbs below to form adjectives with *-able* and *un- ... -able*. Be careful with the spelling.

accept afford do forget imagine like rely watch

8

Write three sentences with one of the negative adjectives from exercise 7 in each sentence.

It's unacceptable to spend so much money on space exploration when there are so many problems on Earth.

Transcripts

Part 1

A helping hand (pages 6–7)



Exercises 4 and 5

M: I found that article about hands and thumbs really fascinating.

F: Yes, very thought-provoking. I studied anthropology at university and remember reading that the thumb was crucial in making humans superior to all other animals. What we can do with our hands enabled our brain to develop.

M: Did you know about the difference between men's and women's hands?

F: Not that thing about the finger lengths. I'd love to find out more about that actually. Mind you, I'm not convinced about the punching theory. Don't kangaroos punch? Anyway, surely what makes humans good at fighting is the fact we can make and use weapons – not that we can use our fists.



Exercise 7

M: This article's really fascinating. It says that chimpanzees, which are more similar than any other animal to humans, can throw a ball at about thirty kilometres an hour. But a baseball player can throw one at a hundred and sixty kilometres.

F: Yes, basically, no other creature throws like us. It makes sense when you think how differently our bodies are designed.

M: Right.

F: But I hadn't realised the speeds we're capable of.

M: Well, our ability to throw evolved thousands of years ago – our ancestors hunted animals by throwing stones and other things at them.

F: Yes, you needed a good throw to hit a bird or a deer. I remember that from history lessons at school.



Exercise 9

F: You know that article about throwing? Well, I saw a TV programme about the same thing.

M: Oh. Was it good?

F: Well, I wish it'd had more about the advantages that throwing well brought humans. Apparently, more efficient hunting changed our ancestors' diet, and that meant they grew larger brains and bodies. I could've done with a lot more on that but most of the programme concentrated on showing how the human shoulder and arm work and how they evolved. There were various researchers and professors discussing it. Having read the article helped actually because I could cope with some of the specialist terms they came out with – like elastic energy and hominids.

Issues at school (pages 8–9)



Exercise 5

M: My dad thinks schools should introduce a dress code for teachers.

F: Like all male teachers wearing suits and ties? Well, people who look smart and formal are usually well-organised and hardworking, which is important in a teacher.

M: I've had great teachers who wear jeans and T-shirts. Their appearance probably makes a difference to a school's image, though.

F: If the teachers look smart, people assume it's good? I suppose that's right.

M: The ideal teacher for me is someone who knows their subject and makes their lessons interesting.
F: But dressing smartly shows us what it takes to be successful.
M: I find that hard to believe, unless maybe you want to work in a bank.



Exercise 9

F: Apparently, a school in London has banned the use of slang. They say it's to make sure their students learn how to express themselves in Standard English.

M: I heard about that. I imagine some students might resent it – their parents would be in favour, though.

F: They'd see it as a way for their children to get better at communicating in situations where slang's unsuitable. I quite like the idea myself. I hear far too much slang being used in class.

M: How could we enforce a rule like that? Anyway, our students know the difference between slang and Standard English. They just need to be more aware of when slang is and isn't appropriate.

Video games (pages 10–11)



Exercises 2b and 3b

The idea of *Wild Star* is quite familiar. As a player, you pilot a spaceship through different star systems, carrying supplies to various planets and space stations, and guarding other transporters from pirate attacks. If you succeed in a mission, you gain points and can upgrade your spaceship. The comparisons with old favourites like *Destination V9* and *Plume* are obvious, and the basics of what to do are straightforward. What will annoy gamers is that earning enough points to improve the spaceship takes an incredibly long time – so long that you just feel like giving up. This is something the makers of this game definitely need to look at.



Exercise 5b

Interviewer: Lots of people, especially children and teenagers, spend more and more of their time playing video games. Should we be concerned about this?

Psychologist: Well, being physically active is obviously healthier than sitting in front of a screen, and we know that many people today – young *and* old – don't get enough exercise. But I'm not sure whether young people spend more time gaming than people spent watching TV thirty or so years ago. Anyway, is playing video games necessarily a bad thing? After all – and this is something people often ignore or forget – gaming can involve teamwork, co-operation, problem-solving and logical thinking. Developing these skills is good for you, and you don't get them from watching TV.



Exercise 7

F: I played that game – you know, *The Visible* – the one set in the nineteenth century.

M: Oh. How did you get on?

F: Fine. What you actually have to do – the mysteries you solve – is pretty much the sort of thing you'd expect in the genre. Having said that, the designers have made the most of some cutting-edge programming. The settings and characters aren't meant to be totally authentic, but you feel as though you're there. You can't actually smell the city streets, but it's almost as if you're in them. And the detective and the people he meets aren't quite human, but you're never in doubt that you understand their thoughts and motivations.

Answers

Part 1

A helping hand (pages 6–7)

- 1 **b)** wrist
c) forefinger
d) ring finger
e) thumb
f) nail
g) fist
h) knuckle
- 4 Students should tick: really fascinating, very thought-provoking, I'd love to find out more about that.
- 5 **A**
- 6 **b)** NS **c)** NS **d)** S **e)** S **f)** NS **g)** S **h)** NS
- 7 **e)** I hadn't realised ...
- 8 **A**
- 9 **C**

Issues at school (pages 8–9)

- 1b Other things that might be important in a teacher: how hardworking they are, how patient, how enthusiastic, how good at explaining, etc.
- 2 **2** d **3** e **4** a **5** b **6** c
- 3 **a** 2 **b** 3 **c** 1
- 4 **a** C
b No, they have different opinions: the girl thinks that looking smart means that they are organised and hardworking, which is important in a teacher; the boy has had great teachers who wear casual clothes, so he doesn't think the way teachers dress shows what their attitude to the job is.
- 5 **A**
- 6 **Option A**
M: *Their appearance probably makes a difference to a school's image, though.*
F: *If the teachers look smart, people assume it's good? I suppose that's right.*
Option B
F: *But dressing smartly shows us what it takes to be successful.*
M: *I find that hard to believe, unless maybe you want to work in a bank.*

Option C

F: *Well, people who look smart and formal are usually well organised and hardworking, which is important in a teacher.*

M: *I've had great teachers who wear jeans and T-shirts.*

- 9a **A** good for students' language skills

B helpful for teachers in class.

C popular with pupils' parents.

- 9b **C**

- 10 **Option A**

F: *... They say it's to make sure their students learn how to express themselves in Standard English.*

M: *Anyway, our students know the difference between slang and Standard English.*

Option B

F: *... I quite like the idea myself. I hear far too much slang being used in class.*

M: *How could we enforce a rule like that?*

Option C

M: *... their parents would be in favour, though.*

F: *They'd see it as a way for their children to get better at communicating in situations where slang's unsuitable.*

Video Games (pages 10–11)

- 2a Other things the reviewer might talk about are: the company that produced the game, what the soundtrack is like, whether it's made for PCs, consoles, tablets, smartphones, etc., what the graphics are like, whether it's aimed at a particular age group.
- 2b Students should tick: the name of the game, what players have to do in it, how it compares with other games, how easy or difficult it is to play, what's bad about the game.
- 3a What does she think of it?
a) Only experienced players will understand it.
b) Its similarity to other games is disappointing.
c) Progress when playing it is too hard to achieve. They all refer to the video game.
- 3b **C**
- 5a **A** 2 **B** 1 **C** 2
- 5b **A**

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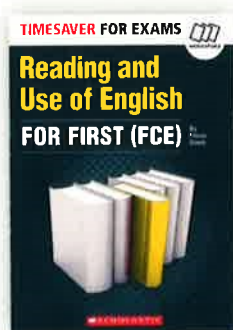


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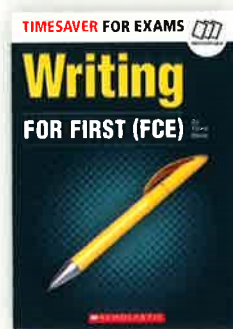
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