

C.N.GRIVAS

# Cambridge English Proficiency

**SPEAKING**

**& LISTENING**



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**& LISTENING**

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# INTRODUCTION

**CPE SPEAKING & LISTENING** for the revised CPE examination, has been designed to cater to the needs of CPE candidates. The aim of the book is to develop candidates' speaking and listening skills, enabling them to approach the new Cambridge Proficiency examination with confidence.

**CPE SPEAKING & LISTENING** covers interview topics specified by UCLES. Topics are explored from a variety of interesting and thought-provoking angles, preparing candidates for many possible approaches to a theme.

**Key features are:**

## **SPEAKING**

- warm-up questions
- stimulating approach to topics
- language boxes giving appropriate phraseology
- variety of tasks, ensuring all-round preparation
- extensive practice in CPE format

## **LISTENING**

- pre-listening tasks for Parts 2, 3 and 4
- wide range of topics
- extensive practice in CPE format
- variety of accents

**CPE SPEAKING & LISTENING** will not only familiarise candidates with the revised CPE examination but will also help them improve their fluency and develop their skills in understanding advanced English in realistic situations.

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## General description

<b>FORMAT</b>	The paper contains four parts. Each part contains a recorded text or texts and corresponding comprehension tasks. Each part is heard twice.
<b>TIMING</b>	Approximately 40 minutes
<b>NO. OF PARTS</b>	4
<b>NO. OF QUESTIONS</b>	30

## Structure and tasks

## PART 1

<b>TASK TYPE</b>	Multiple choice
<b>FOCUS</b>	The focus is on identifying speaker feeling, attitude, opinion, purpose; agreement between speakers; course of action; gist; and detail.
<b>FORMAT</b>	Three short, unrelated texts lasting approximately 1 minute each, consisting of either monologues or exchanges between interacting speakers. There are two multiple-choice questions on each extract.
<b>NO. OF QS</b>	6

## PART 2

<b>TASK TYPE</b>	Sentence completion
<b>FOCUS</b>	The focus is on identifying specific information and stated opinion.
<b>FORMAT</b>	A monologue (which may be introduced by a presenter) lasting 3-4 minutes. Candidates are required to complete the sentence with information heard on the recording.
<b>NO. OF QS</b>	9

## PART 3

<b>TASK TYPE</b>	Multiple choice
<b>FOCUS</b>	The focus is on identifying attitude and opinion; gist, detail and inference.
<b>FORMAT</b>	An interview or a conversation between two or more speakers of approximately 4 minutes. There are five 4-option multiple-choice questions.
<b>NO. OF QS</b>	5

## PART 4

<b>TASK TYPE</b>	Multiple matching
<b>FOCUS</b>	The focus is on identifying gist; attitude; main points; and interpreting context.
<b>FORMAT</b>	Five short, themed monologues of approximately 30 seconds each. There are two tasks. Each task contains five questions and requires selection of the correct option from a list of eight.
<b>NO. OF QS</b>	10

## General description

**FORMAT** The Speaking test contains three parts.

**TIMING** 16 minutes

**NO. OF PARTS** 3

## Structure and tasks

**PART 1**

**TASK TYPE AND FORMAT** A short conversation between the interlocutor and each candidate.

**FOCUS** Candidates show ability to use general interactional and social language.

**TIMING** 2 minutes

**PART 2**

**TASK TYPE AND FORMAT** A 2-way conversation between the candidates. The candidates are given instructions with written and visual stimuli, which are used in a decision-making task.

**FOCUS** The focus is on sustaining an interaction, exchanging ideas, expressing and justifying opinions, agreeing and / or disagreeing, suggesting, speculating, evaluating, reaching a decision through negotiation, etc.

**TIMING** 4 minutes

**PART 3**

**TASK TYPE AND FORMAT** An individual long turn by each candidate, followed by a discussion on topics related to the long turns. Each candidate in turn is given a written question to respond to. The interlocutor leads a discussion to explore further the topics covered in the individual long turns.

**FOCUS** The focus is on organising a larger unit of discourse, expressing and justifying opinions, developing topics.

**TIMING** 10 minutes



## Warm-up

Answer the following questions.

- In your opinion, is it better to come from a small or large family?
- What is your best friend like?
- Who do you spend more time with, friends or family?
- What qualities do you look for in a friend?



## Family and Friends

- Look at the two photographs.  
What kind of relationship do you think these people have?



### Language Box

There seems to be a very close bond between ...  
 Teenagers are often argumentative but it doesn't mean that they have a volatile relationship with ...  
 Some teenagers often fall out with ... over ...  
 Having an open and honest relationship is ...  
 Some parents are unapproachable and don't appear to have much time for their children, which ...  
 ... a relationship based on ...  
 ... they want the freedom to ...  
 ... turn their backs on ...  
 ... feel pressurised into ...

- Jake is an average sixteen year old. What kind of interpersonal relationships do you think he has with these people? Base your answers on your own experience.



GRANDPARENTS



PARENTS



BROTHER



BEST FRIEND



GIRLFRIEND



### Language Box

It goes without saying that Jake ...  
 It's probable / likely / almost certain that ...  
 He probably confides in ... more than ...  
 His brother probably sees him as a role model and ...

- close
- mutual understanding
- happy / cheerful disposition
- source of comfort
- a shoulder to cry on
- sb to turn to
- see eye to eye

### 3 What advice would you give to the following people about the relationship they're having problems with?

A



**Jane - 16**

Her best friend has a new boyfriend and doesn't have much time for her.

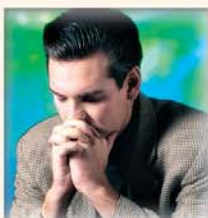
B



**Danny - 15**

Both his parents work and he spends a lot of time alone and feels rather neglected.

C



**Dave - 42**

Constantly arguing with his teenage son about the company he keeps, where he goes and the time he comes home.

#### Language Box

Well, it's pretty obvious that ... is / are very selfish and ...

People have to learn how and when to compromise in order to ...

It's important that ... learns to appreciate what ... do / does for him / her and ...

They should sit down and talk openly about what they expect / want from each other and ...

... have to make time for each other so that ...

Only by looking at the situation from ... viewpoint will ... be able to understand why ... feel(s) like they do.

It doesn't take much to make somebody feel special and ...

## CPE SPEAKING

### PART 1 (2 minutes) (Candidates A and B)

*Where are you from? (Candidate A) And you? (Candidate B)*

*Are you working or studying at the moment? (Candidate B) And you? (Candidate A)*

*Each candidate answers one further question:*

- Are you living with friends or family?
- How do you see your life changing over the next ten years?
- How important is independence to you?
- What do you like about the area you live in?
- Could you tell us something about your plans for the future?
- Do you see yourself as an ambitious person?

## COMMON ERRORS

Choose the correct word to complete the sentence.

- 1 A month and a half **has** / **have** passed since I last saw him.
- 2 I'm really worried **about** / **for** my grandfather's health.
- 3 I don't have the slightest intention **of speaking** / **to speak** to him again.
- 4 He has little regard **of** / **for** other people's feelings.
- 5 They are related **with** / **to** each other by marriage.
- 6 We **have been** / **are** friends since we were little.
- 7 I **haven't seen** / **have to see** her for a long time.
- 8 He is **not** / **no** friend of mine.
- 9 They have **very healthy relations** / **a very healthy relationship**.
- 10 **Social** / **Sociable** people are easy to talk to.





## CPE SPEAKING

### PART 2 (approximately 4 minutes) (Candidates A and B)

#### Photographic Exhibition - Developing Relationships

Here are some pictures showing different types of relationships.



First, I'd like you to look at pictures B and C and talk together about the differences in the two types of relationships. (1 minute)

Now look at all the pictures. I'd like you to imagine that a photographic exhibition is being held on the theme of Developing Relationships. Talk together about the aspects of 'developing relationships' that the photographers are trying to show. Then suggest one other photograph which you think would show an aspect of the development of relationships that you would like to see included in the exhibition. (3 minutes)

## IDIOMATIC ENGLISH

### 1 Fill in the correct word to complete the idiom.

eye • hand • head • neck • shoulder

- 1 Can you **give me a** ..... please? I can't manage this on my own.
- 2 Your mother will always be there for you, offering you **a** ..... **to cry on**.
- 3 My sister and I have very different opinions – we never **see** ..... **to eye** about anything.
- 4 We're not supposed to smoke in here, but the boss just **turns a blind** .....
- 5 Jason is ..... **over heels** in love with his new girlfriend – she could well be the one to get him to settle down.
- 6 Maria is always complaining about something or other – she's **a real pain in the** .....

### 2 Fill in the correct word to complete the sentence.

down • for • from • with

- 1 She's **not** been **on speaking terms** ..... her sister for years.
- 2 Paul is always helping you out – he definitely **has a soft spot** ..... you.
- 3 Lesley's really ..... **in the dumps**; we should do something to try and cheer her up.
- 4 Most children **take** their mothers ..... **granted**.
- 5 He was going through a very difficult time in his life and his friends **let** him ..... when he needed them most.
- 6 I work in tourism, so I meet people ..... **all walks of life**.



## MARRIAGE

1 Look at the following photographs and details, then answer the questions.

### GREG

32 - Architect, runs his own company. Financially stable. Enjoys good food and going to the theatre / opera. Likes the peace and quiet of the countryside. Member of several sports and social clubs, has little spare time. Wants to settle down but is unsure if he wants children.



### AMANDA

34 - Divorced with two young children. Struggles to make ends meet. Doesn't have much time for socialising, watches a lot of television. Good cook and housekeeper, totally dedicated to her children. Needs somebody loyal and dependable to support her and her two children.



### SUSAN

27 - Secretary in a law firm. Just ended a long-term relationship and is enjoying her new-found freedom. Enjoys eating out and going to clubs and bars. Very active, goes to aerobics two / three times a week. Shares a flat with her best friend.



### KIM

30 - Works in the local supermarket. Lives with her parents. Enjoys going out to the theatre / cinema with her friends. Does a lot of cycling - member of the local club. Learning French at night school and would like to do an Open University course in business studies.



- Who do you think would make the most suitable partner for Greg and why?
- Explain the reasons why you think the other two wouldn't be suitable.

### Language Box

They say that opposites attract, so maybe ... would be suitable as ...  
He obviously needs somebody fairly compatible so ...  
A relationship between Greg and ... wouldn't work as ...  
You have to look to the future and with this in mind ...

- similar / conflicting interests / lifestyles
- make time for
- stability
- too many ties
- overly dependent

2 Read the short text and answer the questions.

*Not so long ago, the dream of many young girls was to meet their 'Prince Charming', get married, have children and settle down to a life of domestic bliss. Although this dream still exists, it isn't always realised as many people now put their careers and ambitions before marriage, often choosing to live with their partners instead. When you look at the divorce rate - approximately two in every five marriages fail - you have to ask yourself if they may have the right idea!*

- What are the benefits of living with your partner before getting married?
- In your opinion, do couples work hard enough at their marriages?
- What steps can be taken to try and avoid divorce?



**3 Read what the following people have to say about their marriages and then answer the questions.**



After seven years of marriage, John suddenly started coming home late, sometimes not at all. He became very secretive and I knew he was lying to me about where he'd been. Then one day, completely out of the blue, he told me he was having an affair and I could either be understanding and tolerate it, or we could get a divorce. I decided divorce was the better option as I'd never be able to trust him again. I felt totally betrayed by his infidelity; he'd probably been deceiving me for years.



Joanne's family never really liked me. They were constantly telling her that she'd never be able to trust me, that I'd never remain faithful to her, probably due to the fact that I'd already been married once and had left my first wife for Joanne. 'A leopard never changes its spots,' they would tell her. 'He'll do the same to you.' It caused many arguments and disagreements between us. Eventually, we moved to another part of the country which helped to ease some of this outside pressure and we're much happier than we were. I don't foresee any further problems.



Steve and I have a wonderful marriage. We trust each other completely and rarely argue. He is always so considerate and romantic. We have a deep mutual respect for each other. I'd say our relationship is based completely on honesty. We always talk openly about everything and are never critical of each other. We do have the occasional disagreement but it never turns into a fight. I think with most couples it's the way they disagree that causes them problems.

- a** What factors help to make a successful marriage?
- b** What is likely to cause a marriage to fail?

**CPE SPEAKING**

**PART 3 (approximately 10 minutes)** (Candidates A and B)

Listen carefully to what your partner is saying because you'll be asked to comment afterwards.

**Prompt Card (a)**

**How are attitudes towards marriage changing?**

- more liberal society
- less social stigma attached to being single
- changing priorities

**Prompt Card (b)**

**Should it be more difficult to get a divorce?**

- time to discuss / possibly overcome problems
- beneficial / detrimental to children
- possible increase in domestic violence

*Candidate A, look at prompt card (a). There is a question written on it and I'd like you to tell me what you think. There are also some ideas on the card for you to use if you like. (2 minutes) Please let Candidate B see your card.*

**Candidate B**

- **Why do people delay getting married?** (1 minute)

**Candidate A**

- **Do you agree?**

*Candidate B, now it's your turn to be given a question. Look at prompt card (b). Remember, there are some ideas on the card for you to use if you like. (2 minutes) Please let Candidate A see your card.*

**Candidate A**

- **In your opinion, how can counselling help save a marriage?** (1 minute)

**Candidate B**

- **What do you think?**

*Now, to finish the test, we're going to talk about 'relationships' in general. (Candidates A and B – up to 4 minutes)*

- **What do you think marriage means to people nowadays?**
- **Why do some people choose to get married in a registry office?**
- **Why do some people value friends more than their family?**
- **How long do you think a couple should wait before getting married?**

**CPE LISTENING****PART 1**

You will hear three different extracts. For questions 1-6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

**EXTRACT ONE**

You hear a woman talking about shiatsu, which is a kind of massage.

1 What does she say about touch?

- A It's primarily a healer.
- B It's used to show a variety of emotions.
- C It's necessary for communication.

☐ 1

2 Shiatsu is mostly used

- A to alleviate pain in certain conditions.
- B to bring about feelings of exhilaration.
- C to strengthen people against falling ill.

☐ 2
**EXTRACT TWO**

You hear an estate agent and a client having a discussion.

3 Why did the woman change her mind about buying the semi-detached house?

- A There was a danger of flooding.
- B It would have needed expensive work.
- C It wasn't suitable for a woman of her age.

☐ 3

4 What is the main factor the woman must take into account?

- A her age
- B her privacy
- C her disability

☐ 4
**EXTRACT THREE**

You hear a man talking about the sport of paragliding.

5 When paragliding, what makes you feel like you're floating?

- A The wind carries you along.
- B You can't see your parachute.
- C The canopy is so light.

☐ 5

6 What is one advantage of paragliding?

- A the high speeds attained
- B its similarity to hang-gliding
- C the ease of flight

☐ 6




## PRE-LISTENING PRACTICE FOR PART 2

### a Look at the picture and answer the questions.

- 1 What do you think the man in the photo is doing?
- 2 How have computers helped us in our lives?
- 3 Do you think we have become too dependent on computers?
- 4 What do you think would happen if major computer networks suddenly failed, all at the same time?



### b You will hear the following words on the recording. Match them with their meanings.

- |              |       |   |   |
|--------------|-------|---|---|
| 1 widespread | ..... | a | increase in strength  |
| 2 fuel       | ..... | b | machine that produces electricity                                       |
| 3 proclaim   | ..... | c | the great size of sth   |
| 4 enormity   | ..... | d | put in (to an opening)  |
| 5 inundated  | ..... | e | cause sth to happen   |
| 6 generator  | ..... | f | covering a large area   |
| 7 stockpile  | ..... | g | given so much of sth that it's difficult to deal with it all            |
| 8 trigger    | ..... | h | correct   |
| 9 slot in    | ..... | i | collect and keep sth for future use (especially in times of difficulty) |
| 10 rectify   | ..... | j | announce / declare  |

## CPE LISTENING

### PART 2

You will hear a computer programmer being interviewed about the Y2K or millennium bug. For questions 7-15, complete the sentences with a word or short phrase.

Early programmers had to deal with the problem of limited 7.

The Y2K bug was expected to strike at 8.

The scare the problem caused was a(n) 9 for the three friends.

They referred to the fateful day as the '10'.

Worried about blackouts, some computer analysts were putting 11 into their houses in the desert.

They were prepared to return to living by 12.

Nigel's company refused to give any 13 that their work would be effective.

Unlike in poorer countries, there was a co-ordinated effort to fix the problem 14.

In a brief period, computers have become extremely 15.



**Cambridge English Proficiency SPEAKING & LISTENING** has been designed to help students overcome any difficulties they may face in the exam. The overall aim of the book is to develop candidates' speaking and listening skills and reinforce accumulated knowledge, enabling them to approach the examination with confidence.

This teacher / student-friendly book covers a wide range of topics which are explored in detail, from a variety of interesting and thought-provoking angles, preparing candidates for any possible examination approach to a theme.

### **SPEAKING**

The **speaking section** will enhance candidates' ability to produce spoken English using a range of functions as well as help them to speak and interact in a wide range of situations. Candidates are encouraged to express their reactions to visual and written prompts and will gain experience in communicating their ideas clearly while supporting them with reasons and justification.

#### **Key features are:**

- thought-provoking approach to topics
- variety of tasks, ensuring all-round preparation
- extensive practice in the exam format
- language boxes giving appropriate phraseology

### **LISTENING**

The **listening section** will increase candidates' ability to understand the meaning of spoken English, to extract information from texts and to understand speakers' attitudes and opinions.

#### **Key features are:**

- pre-listening tasks for Parts 2, 3 and 4
- full coverage of all text types
- wide range of topics
- extensive practice in the exam format
- variety of accents

**Cambridge English Proficiency SPEAKING & LISTENING** will provide ample preparation leading up to the examination.

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