Unit 1 A family affair

Unit objectives

- **Reading Part 2**: introduction to task type, skimming for main ideas
- **Writing Part 1**: introduction to task type, writing an informal email (of invitation), giving brief information, making suggestions
- **Use of English Part 2**: introduction to task type, skimming for general ideas
- **Listening Part 1**: listening for gist and for specific information, asking questions
- **Speaking Part 1**: introduction to task type, giving personal information, personal opinions, giving extended answers
- **Vocabulary**: adjectives describing personality and behaviour, collocations describing housework, collocations with *make* and *do*
- **Grammar**: contrasting present simple and continuous, contrasting present perfect simple and continuous

There is a photocopiable activity on page 12 for the first day of class in case your students don’t have the book yet.

Starting off

This exercise is intended as a warm-up and ‘getting to know you’ exercise. Encourage students to speak at length. In Speaking Part 1 of the exam, candidates may be asked about their families and family life. This unit provides preparation and practice.

Listening Part 1

1. **As a warmer** Elicit ideas about the first photograph with the whole class. Possible questions:
   - What is happening, and why?
   - How do you think the people in the photo are feeling?
   - Does the photo show something typical in your country? etc.

Then ask them to work in pairs and talk about the other photos in the same way.

2. **Extension idea** Ask students to work in groups and describe what a typical photograph of their families would show them doing.

After students have done the first listening task (matching the speakers to the photos), elicit what words or phrases they heard which gave them the answers.

**Answers**

Photos: Patrick 3 Tracey 2 Vicky 4 Kostas 1

**Note:** the words/sentences which give answers to questions in the main listening exercises are numbered and **underlined** for easy reference.

**Recording script** CD1 Track 2

Interviewer: How much do you help around the house, Patrick?

Patrick: Not that much really, but that’s because my mum doesn’t go out to work any more, so she has more time than she used to. I don’t have a lot of free time these days because I’m studying for my exams. I mean, my mum does most of the housework, though I used to help more when I was younger – you know, hang out clothes, lay the table, things like that. She’s pretty busy, but even so she usually manages to find a bit of time to give me a hand with my studies – she used to be a maths teacher and she knows I’m a bit nervous about the maths exam. But I think she really does it for pleasure – she’s really good at explaining things, though sometimes I feel I’d just like to get on with things on my own.

Interviewer: Tracey. How often do you all do things together as a family?

Tracey: Oh, all the time, I mean at least once a week at weekends. You see we live in this really old house by the sea, and we’ve been working on it all year. In fact, we’ve just finished doing up the kitchen at the back of the house. It’s been great fun because we’ve all been doing it together and I’ve been learning a lot about DIY, which is really useful. We’ve made a lot of mess, of course, which we’ve had to clear up and now we’re decorating it, so it’s looking nicer and nicer. We had lots of really big arguments about the colour, but in the end everyone agreed with me, so I’m really happy because we’re doing things the way I want.
Interviewer: Vicky, do you ever do sports with other people in your family?

Vicky: Well, my dad’s a fitness fanatic, so he’s always running or cycling or doing something energetic. I do sporty things with him now and again, more often in the summer though occasionally at other times of the year as well. He’s got a few days’ holiday at the moment, so he’s probably doing something sporty right now. He’s always asking me to go out cycling with him, but now I’ve got a boyfriend and other things to do, so recently I’ve been spending more time with him than with my dad.

Interviewer: Do you enjoy family celebrations, Kostas?

Kostas: Not much, to be honest. I just feel they go on for too long and I’d prefer to be out doing other things with my friends, not sitting around listening to my uncles and aunts and that. Someone is always standing up and giving a speech or singing a song and I’ve heard all those songs and speeches so many times that I’ve just lost interest. But I don’t get annoyed or anything like that. I mean I just wait for things to end and then I go out with my friends. That’s what I really like.

**Alternative treatment** Before they do the multiple-choice task, ask students to work in pairs and predict the answers, based on what they have already heard when doing Exercise 2.

**Answers**
1 A  2 C  3 B  4 A

**Extension idea** Write these headings on the board: Giving children an education, A common project, Enjoying doing the same things, Family celebrations. Ask students to match the headings with the photos. Then ask them to discuss this question: Which aspect of family life do you think is the most important?

**Answers**
1 How much do you help around the house!  2 How often do you all do things together as a family?  3 Do you (ever) do/play sports with other people in your family?  4 Do you enjoy family celebrations?

**Recording script** CD1 Track 3

1 How much do you help around the house, Patrick?
2 Tracey. How often do you all do things together as a family?
3 Vicky, do you ever do sports with other people in your family?
4 Do you enjoy family celebrations, Kostas?

**Suggested questions** Where do you go on family holidays? What do you enjoy doing with your family? How does your family spend the weekends? Which member of your family are you most similar to?

**Extension idea** Ask students to change partners and report what they have discovered about the person they interviewed.

**Grammar**

**Present simple and present continuous**

1 You can elicit that continuous tenses are formed using the verb to be + main verb + -ing.

**Answers**
2 present simple 3 present continuous
4 present continuous 5 present simple
6 present continuous 7 present continuous

2 As a warmer Students may be familiar with the ‘rule’ that the present continuous is used for things happening now; ask them to read the sentences and say which of the sentences actually refers to something happening at the present moment (Answer: 6).

**Answers**
2 present continuous 6 present continuous 1
4 present continuous 5 present simple 5
6 present continuous 3 7 present continuous 7

3 Remind students that they can use contractions to answer the questions, e.g. ‘I am working’ → ‘I’m working’, ‘she has done’ → ‘she’s done’, etc.

**Answers**
2 work 3 am working, am preparing 4 is coming out 5 are always interrupting 6 am watching
7 is coming, are getting 8 does not do, is always bringing

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Extension idea  After doing the exercise, ask students to write sentences about themselves or their families illustrating each of these uses of the present simple and continuous.

Reading  Part 2

1  As a warmer  Ask students to look at the photos at the bottom of pages 10 and 11. Ask: what do you think these teenagers’ parents would say about each of the teenagers in the photos?
   • Ask them to work in small groups and make a list of four or five adjectives that parents often use about their teenage children, e.g. untidy.
   • Write their adjectives on the board. Ask them which ones are positive and which ones are negative. If there are many more of one than the other, ask them why.
Then move on to the vocabulary exercise in the book.
After doing the exercise, ask them also to copy the adjectives they suggested into the appropriate column.

Answers

<table>
<thead>
<tr>
<th>usually positive</th>
<th>usually negative</th>
<th>could be either</th>
</tr>
</thead>
<tbody>
<tr>
<td>hard-working</td>
<td>critical</td>
<td>quiet</td>
</tr>
<tr>
<td>mature</td>
<td>fussy</td>
<td>sensitive</td>
</tr>
<tr>
<td>tactful</td>
<td>lazy</td>
<td>strict</td>
</tr>
<tr>
<td>polite</td>
<td>nervous</td>
<td>talkative</td>
</tr>
<tr>
<td>relaxed</td>
<td>rude</td>
<td></td>
</tr>
<tr>
<td>responsible</td>
<td>tactless</td>
<td></td>
</tr>
<tr>
<td>tidy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2  Explain that adjectives beginning with m or p often take the prefix im- (e.g. impossible, immature, impatient), and adjectives beginning with r often take the prefix ir- (e.g. irregular, irresistible).

Answers


Extension idea  Ask students to suggest other examples.

Answers


3  Ask students to discuss these two questions in pairs.

4  To encourage skimming skills, you could set students a time-limit, e.g. three minutes. After reading, ask them to compare their answer in pairs.

Answers

She has a mostly positive attitude. The article suggests that parents’ behaviour causes many of the problems with teenage children.

7  Use the example given in gap 1: ask students to read and say why H is the answer. You can elicit that the text says: ‘You’d be very upset.’ Why? It says: ‘You’d never say that to an adult …’ – ask what would you never say to an adult? Why does it show a total lack of respect?
To help them further, you can tell them that gap 2 is either B or F and ask them to say which is correct and why. (Answer: F – the text refers to any mess, and F says that the kitchen was sometimes cleaner.)
If you think it’s necessary, give them choices for other gaps. Ask them to work in pairs and decide on their answers, giving reasons for them. Note: in the exam, no example is given.

Answers

2  F  3  A  4  C  5  B  6  D  7  G

8  Get students started by eliciting an example from the whole class, e.g. teenagers don’t come home at the time they say they will. You can elicit what other complaints were made by parents in the text, though it would be more creative to encourage students to produce their own.

Grammar  Present perfect simple and continuous

1  Ask students which sentences are present perfect simple and which are continuous. When they have done the exercise, refer them to the Grammar reference section on page 153 and go through it with them.

Answers

1  1 a, 2 b  2  1 b, 2 a  3  1 a, 2 b

2  Before they do the exercise, elicit why the example in question 1 is continuous (Answer: it emphasises the activity). Ask students to check their answers together in pairs and, where they disagree, discuss. Encourage them to look at the Grammar reference section when doing the exercise.

Answers

2  have asked  3  have cleaned  4  has been playing  5  have passed  6  has only been working  7  have spent  8  have been cooking
Use of English  Part 2

1. **As a warmer** With their books closed, ask students to brainstorm different household tasks in small groups. Round up the activity by writing the suggestions on the board and then ask students to work in their groups and say which tasks they enjoy doing, which they don’t mind doing and which they hate doing, and why.

Then ask them to do the matching exercise in the book.

**Answers**
2 h  3 d  4 b  5 g  6 f  7 a  8 c

2. **Alternative treatment** Turn the first question into a class survey by getting students to compile details of who does each task in the family. This can then be developed into a class discussion of any surprising trends, imbalances (e.g. one member of the family doing many more of the household jobs than others), etc. This will then serve as an introduction to the next activity.

3. If appropriate, ask students if they think housework should be shared equally. Give students two minutes to skim the text for the answer.

**Answers**
The text does not say who should do housework, but implies that it should be shared equally.

4. **Answers**
The four reasons: They say, ‘I work long hours’, ‘my wife’s work is less stressful’, ‘she does it better’, and they think their jobs are more important.

5. In the exam this exercise tests grammar knowledge, collocations, linking words, prepositions and phrasal verbs. Extensive reading outside the classroom is useful preparation for this and other parts of the exam by building up students’ knowledge of English. You can help them a lot with this type of exercise, which they will find challenging to start with, by eliciting or guiding them towards the answers, especially for the first few spaces. For example, for the example 0:

- ask them to look at the position of the space in the sentence and say what type of word they need (a verb)
- tell them it’s a collocation and ask them what word(s) it will collocate with (out to work).

6. For question 1: what type of word follows *most* and comes before the + a noun (a noun, a preposition, or an adjective)?

Ask students to do questions 2–5 in pairs and then round up answers with them.

Ask them to do 6–12 alone and then discuss in pairs when they have finished.

Don’t go through the answers until they have done Exercise 6.

7. **As a warmer** Ask the whole class: do you think you should share the chores equally? Should you share the more unpleasant chores? Should each person do the chore they do best or enjoy most? Ask students to do the task in groups of three or four.

Vocabulary

Collocations with *make* and *do*

1. **As a warmer** Elicit household chores with *make* or *do*, e.g. *make the bed, do the ironing*, etc.

**Answers**
1 do, doing  2 make, do

2. **Answers**
1 making, do  2 making  3 doing  4 make, do  5 made  6 make, do

**Extension idea** If you have class sets of a good learner’s dictionary, e.g. the *Cambridge Advanced Learner’s Dictionary*, ask students to look up *do* and *make* in the dictionary and find other collocations. Ask them to write them in their notebooks.

Speaking  Part 1

1. Tell students that the aim of the Speaking paper is to see how well they can speak, so they should avoid one-word or very short answers where possible.

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Answers
1 Where are you from? – asks for personal information; What do you like about the place where you live? – asks for a personal opinion
2 Where are you from? – can be answered with a short phrase; What do you like about the place where you live? – needs a longer answer

Tell students not to worry about writing the names of the towns.

Answers
Irene: a small town, north of Spain (Llanes); quiet, beaches and countryside, friends
Peter: northern Germany (Bremen); friends, shops, sports centre

Recording script CD1 Track 4
Teacher: So, Irene, where are you from?
Irene: I’m from Llanes. It’s a small town near Oviedo on the north coast of Spain.
Teacher: And what do you like about Llanes?
Irene: Well, it’s quite a quiet place, especially in the winter, but it has wonderful beaches and beautiful countryside. Also, I have a lot of very good friends living there and we have a really good time when we go out together.
Teacher: And you Peter, where are you from?
Peter: Bremen, in northern Germany.
Teacher: And what do you like about Bremen?
Peter: My friends, the shops, the sports centre …
Teacher: Do you come from a large family?

Ask students to briefly discuss this question in pairs first.

Suggested answer
Irene: she answers in sentences, not single words; she gives a few extra details

If you wish, you can give students two or three minutes to study the questions before they start, to plan how they will answer.

Writing Part 1
1 As a warmer Ask students:
• if they write letters or emails, or chat with people from other countries
• if they enjoy doing this and how it benefits them

2 Point out that their email will be 120–150 words, so the notes should be quite brief.

3 You can point out some features of emails:
• to a friend you can start: Hello or Hi + name
• you can finish: Best wishes + your name.

Ask students if Chiara has included anything which is not asked for in the task in Exercise 1. (Answer: Yes: It’s very exciting to hear you’re coming to Italy; Let me know when you’re coming.) Remind students that the number of words is limited, so they should just deal with the task, but at the same time make the email sound natural.

Answers
1 Yes 2 Students’ own answers

4 Ask students which ways of making suggestions are followed by a verb + -ing (I suggest … and How about …) and which is followed by an infinitive (it would be a good idea …).

Answers
Suggested phrases to underline: I suggest spending a few days at a school or college. How about coming to mine? It would be a good idea to stay in a youth hostel.

Extension idea Ask students to write their own sentences suggesting ways of meeting young people in their town or country.
The first day  
**Time:** 20–30 mins

This activity provides material for the first lesson, perhaps before students have bought their books.

### Objectives

- To formulate questions on work or study
- To ask and answer questions on personal details (work and study) and familiar topics
- To discuss language-learning experiences
- To encourage oral fluency by discussing familiar topics

### Before class

You will need one photocopy of the activity page for each student.

### In class

1. Tell students that this task should take them about 40 minutes. If you wish, this can be done for homework.
   
   → For more on writing emails, you can refer students to page 169 (Writing reference - Part 1).
   
   *Sample answer:* See the model in Exercise 3 in the Student’s Book.

2. When students change partners and ask the questions, encourage them to answer with some details.

3. Students continue with the same partner and ask each other questions to find out the information for Box B. Tell them not to prepare these questions in advance and to try to have a normal conversation. Encourage them to ask follow-up questions.

   **Suggested questions**
   
   How long have you been studying English? Why are you studying English? Where have you studied / been studying? What / Which English exams have you passed? Why are you studying for First Certificate?

4. When students have finished discussing, round up the most useful answers with the whole class.

   **Extension idea** Ask students to work in pairs and write a paragraph describing an idea for learning languages which they find useful. When they are ready, ask them to read their idea to the whole class. This may lead to further discussion.

### Word lists

In general you should give students the word lists when they have finished, or are near to finishing a unit as reinforcement of vocabulary encountered during the unit.

With a weak or insecure class, you can give them the word lists in advance, but it is always useful to train students to guess the meanings of unfamiliar vocabulary from the context before resorting to a dictionary explanation. They can then use the word lists to check whether their deduction has been correct.

If you wish, you can give out the word lists before students do the final writing task in the unit and ask them to check through the list beforehand to see if they can use any of the vocabulary in the task.

### Suggested questions

Do you work or study? Who do you work for? What are you studying? What do you like and dislike about your job / studies? How long have you been working / studying? Why did you choose that job / subject? What do you hope to do in the future? / Do you have any ambitions for the future? Do you use / speak / need English in your work / studies?
Unit 1 photocopiable activity

The first day

1 Work in pairs. Think of the questions you could ask people about their work or studies to complete Box A below. Examples: Do you work or study? Who do you work for? What are you studying?

<table>
<thead>
<tr>
<th>Work or study?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Employer?</td>
</tr>
<tr>
<td>• What / studying?</td>
</tr>
<tr>
<td>• What likes / dislikes about job?</td>
</tr>
<tr>
<td>• How long working?</td>
</tr>
<tr>
<td>• Reason for choosing that job?</td>
</tr>
<tr>
<td>• Professional plans / ambitions?</td>
</tr>
<tr>
<td>• English in your work?</td>
</tr>
</tbody>
</table>

2 Change pairs. Ask your new partner the questions you have prepared and complete Box A.

3 Now work in pairs and ask each other (and answer) similar questions in order to complete Box B.

<table>
<thead>
<tr>
<th>Box B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of years studying English?</td>
</tr>
<tr>
<td>Reasons for studying English?</td>
</tr>
<tr>
<td>Where studied?</td>
</tr>
<tr>
<td>English exams passed?</td>
</tr>
<tr>
<td>Reason for studying for First Certificate?</td>
</tr>
</tbody>
</table>

4 Work in groups of four. Discuss the questions in Box C.

<table>
<thead>
<tr>
<th>Box C</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your biggest problem studying English?</td>
</tr>
<tr>
<td>What method(s) do you have for learning vocabulary?</td>
</tr>
<tr>
<td>What method(s) do you have for studying grammar?</td>
</tr>
<tr>
<td>What books have you read in English?</td>
</tr>
<tr>
<td>What advice would you give people about reading books in English?</td>
</tr>
<tr>
<td>How often do you speak in English? What advice would you give for improving fluency?</td>
</tr>
<tr>
<td>How much do you listen to films, radio, etc. in English? What advice would you give for improving listening skills?</td>
</tr>
</tbody>
</table>
Word list

Unit 1

Note: the numbers show which page the word or phrase first appears on in the unit.

amused adj (8) showing that you think something is funny
annoy v (10) to make someone angry
assume v (11) to accept something to be true without question or proof
best-selling adj (10) selling in very large numbers
bored adj (8) feeling tired and unhappy because something is not interesting or because you have nothing to do
bring up v (10) to care for a child until he/she is an adult, often giving him/her particular beliefs
charming adj (11) pleasant and attractive
compromise n (11) an agreement in an argument in which the people involved reduce their demands or change their opinion in order to agree
counter-argument n (11) an argument against another argument, idea or suggestion
countless adj (10) very many; too many to be counted
deal with v (10)
  1 to talk to someone or meet someone, especially as part of your job
  2 to take action in order to achieve something or in order to solve a problem
  3 to be about or be on the subject of something
desire v (10) a strong feeling that you want something
do someone a favour v (13) to do something for someone in order to help them
embarrassed adj (8) feeling ashamed or shy
energetic adj (9) the power and ability to be physically and mentally active
extend v (8) to add to something in order to make it bigger or longer
fanatic n (9) someone whose interest in something or enthusiasm for something is extreme

fear n (9) a company or business
fitness n (9) the condition of being physically strong and healthy
give someone a lift v (9) to give someone a free ride somewhere, usually in a car
interrupt v (9) to stop a person from speaking for a short period by something you say or do
irritate v (10) to make someone angry
lack of something n (10) not having something or not having enough of something
mature adj (10) fully grown or developed
mind your own business v (9) used to tell someone in a rude way that you do not want them to ask about something private
on average n (13) usually, based on an amount which is calculated by adding some amounts together, and then dividing by the number of amounts
prioritise v (11) to decide which of a group of things are the most important so that you can deal with them first
sporty adj (9) relating to sports
the key to something n (10) the best way of achieving something
upset adj (10) worried, unhappy or angry
vital adj (11) extremely important