

1 Family and friends


Unit objectives

FCE TOPICS	relationships, family
GRAMMAR	review of present and future tenses, comparisons
VOCABULARY	words often confused, matching expressions with similar meanings
USE OF ENGLISH	Part 1: meaning and grammar
READING	Part 1: focus of different questions
WRITING	Part 1: responding to prompts
LISTENING	Part 3: listening for general meaning and details
SPEAKING	Part 1: answering questions about daily life Part 2: comparing photographs

Family celebrations

Listening

Part 3


- 1 Talk about what is happening in the photos with the whole class, e.g. what they think the people are celebrating, how the people are related, whether they are all enjoying themselves, whether these kinds of occasions are always fun.
- 2 Ask students to work in pairs to talk about their own family celebrations. When they've finished, ask a couple of pairs to tell the class what they talked about. Summarise any useful vocabulary as these kinds of photographs are common in Speaking Part 2.
- 3  02 Tell students to listen for the answers to the questions.

Answers

- 1 Emily's family always have a party on New Year's Eve. It's well organised.
- 2 They went to a restaurant this year. Everything went well.
- 3 Nobody disagreed.

Recording script

Emily: On New Year's Eve my family always get together and last year my uncle and his family came over from New Zealand. My mum always plans a party way in advance – she likes cooking and she's really good at organising all the games and everything. Everyone leaves it to her now as she's best at it but my uncle was ahead of her this time and he suggested we should all go out to eat. We'd never thought of doing that, well, just because we never have, but it was fun and everything went smoothly. Everyone agreed though that we really like our traditions so we'll celebrate at home again next year.

- 4  02 Ask students to look at A–E and decide which one matches what Emily said. Play the recording again so they can check their answers.


Answers

E There was a change of plan (*we'd never thought of doing that*) and it was successful (*it was fun and everything went smoothly*). Point out that this tests both understanding of the whole recording (that they changed their plan) and also a detail (it was successful). See Exam tip.

Go through the options A–D and talk about why each one is wrong.

- A There is nothing to suggest that it was less well organised than usual.
 B Going out to eat was a change but it wasn't an unexpected event as it was planned in advance.
 C There is nothing to say it lasted longer than usual.
 D There was no difference of opinion (everyone agreed).

Exam task

-  03 Tell students they will hear three more speakers to match to the list A–E. One statement doesn't match any of the speakers. Play the recording twice.

Go through the answers asking students why they chose them – ask them what they remember the person saying.

Answers

Speaker 1 D
 Speaker 2 B
 Speaker 3 C

Speaker 1 Check they understand what *that didn't go down well* means. If they don't understand, it is explained in the next sentence – that the aunts were unhappy with the idea. Ask students why they didn't choose B or E (everything was the same as usual in the end).

Speaker 2 The answer is *the weird thing was that this time there was someone making a film on the beach and they asked us to be in the background*. Ask students why A is wrong (it's never very well organised and this year nothing was different).

Speaker 3 The answer is *Usually my grandparents and the others go home when it gets dark but this year was a bit different ... When it got dark nobody moved and we carried on....* Ask students why B and E are wrong (they stayed longer than usual but there was no unexpected event or change of plan).

Point out in the exam there will be six (A–F) rather than five statements to match as here and five speakers rather than four. There will always be one statement which doesn't match any of the speakers.

Recording script

You will hear three people talking about family celebrations. Choose from the list A–E what each speaker says about the celebration.

Speaker 1: My granddad's birthday is on Midsummer Day and the whole family meet up and have a picnic. When my cousins and I were small we loved it, but now we've all got things we do, like I'm in a football team and my cousin has a job in a café. So we suggested we had the party at home instead this year but that didn't go down well. My parents were OK with it but my aunts said it would upset granddad and all the plans were already made, so I had to miss my football match and the team lost – probably not because of me but you never know.

Speaker 2: My cousins live in the city and visit us twice a year. There's never any discussion about what we'll do when they arrive. We pile the cars up with loads of stuff and head down to the beach where we have a huge barbecue. Then everyone does what they want – sit and read or play games or swim or whatever. It's a really quiet place and the weird thing was that this time there was someone making a film on the beach and they asked us to be in the background. We didn't mind because we just carried on with what we were doing anyway.

Speaker 3: The first of May is a holiday and my family always have a big meal together at home. Usually the weather is nice and we eat outside. We always play the same games and eat the same food and everybody knows what to expect. Usually my grandparents and the others go home when it gets dark but this year was different because my uncle has a new job in Brazil and he and my auntie and cousins are going to live there for three years. When it got dark, nobody moved and we carried on chatting until midnight because we all knew that they wouldn't be here next year.

Use of English

Part 1

Vocabulary – Words often confused

1 Look at the Exam tip together. Ask students to do A–D in 1 and then discuss their answers. If they are struggling to see the difference, get them to look the expressions up in their dictionaries and write down some more examples. They could also work in pairs, each pair writing a sentence with one of the expressions. Some of them can then be read aloud and the class can judge whether they have got the right meaning. The best ones could be written on the board as further examples.

Now ask students to do 2, check the answers and ask them what is different about this question. Question 1 tests just meaning whereas Question 2 is dependent on grammar – *depend* and *believe* can be followed by a preposition, *demand* can't be followed by a pronoun (we don't say *He demanded me*), whereas *expect* can (*He expected me ...*).

When practising for Use of English Part 1, to help students remember some common expressions like the ones with *at*, you can get them to use their dictionaries to write down several examples in different contexts.

See the Workbook for further practice on words often confused.

Answers

- 1 A at least B at once C at last D at all
 2 A expects B demands C depends D believes

2 Ask students to skim the text very quickly without worrying about the missing words and tell them not to look at the questions. Tell them you are going to time them – one minute. This is a useful skill for Reading, Use of English and Listening. Check their answers to the questions. You could ask a couple of extra questions such as:

What was important to the people in northern countries and why? (the seasons and the weather because they were hunters)

What did they use to share? (meals)

How did they celebrate? (lighting fires and candles and singing and dancing)

Answers

- 1 the longest / shortest day
 2 that the days will get longer and lighter

Exam task


Students do the task. Remind them to read before and after the gaps.

3 When everyone has finished, tell them to quickly read through the text again to make sure the word they've chosen fits. Sometimes when you read the whole text, you realise something doesn't make sense.

Check the answers and discuss any common mistakes.

Answers

- 1 C 2 B 3 D 4 B 5 D 6 C 7 A 8 B 9 A


 **CLIL** Students could choose a country in the far northern hemisphere and find out more information about how the people celebrate midwinter and midsummer there, both today and in the past. Some suggestions are Sweden, Norway, Denmark, Estonia, Finland, Latvia, Lithuania, Canada (Quebec).

Students could research different festivals around the world. You could have a display of each of the festivals chosen with a description and pictures. These could then be used as practice for Speaking Part 2. Students can compare two festivals – clothes, entertainment, food, etc.

Friends

Speaking

Part 1

- 1  04 In the first part of the exam, students are asked personal information about themselves. The questions are designed to make the candidates feel at ease and give them time to settle into the exam. They will of course be marked on what they say though!

Students should make sure they can talk about their own lives – school, family, leisure time, future plans, likes and dislikes.

The questions here are examples of the kind they might be asked in the exam. They start by listening to two students answering the four questions. The notes summarise what they will talk about and students should add anything extra they say.


When they have listened, ask students what kinds of things George and Francesca added to the basic information (they talked about when, where, who with, how often, why, and gave more details). Students should get used to asking themselves these questions when they give an answer – is there anything else they can say about when, where, etc.

Answers

- every Wednesday after school, favourite time
- relax first and watch TV
- (Saturdays) friends in city centre, shopping, chatting; (Sunday mornings) grandmother
- (Saturday) bus to town with friends as usual, probably new cinema in shopping mall; (Sunday) practise guitar for concert on Tuesday

Recording script

- Examiner: Hello George. I'm going to ask you some questions about yourself. Do you do any activities after school?
- George: Yes I do. I'm learning to dive so I have a lesson every Wednesday after school in the pool. That's my favourite time in the whole week.
- Examiner: When do you do your homework?
- George: When I get home from school I watch TV. I like to relax for an hour so I prefer to do my homework after dinner.
- Examiner: Francesca, what do you usually do at the weekend?
- Francesca: I usually meet my friends in the city centre on Saturdays and we spend all afternoon shopping and chatting. On Sunday mornings, I go to see my grandmother.
- Examiner: What are you going to do next weekend?
- Francesca: On Saturday I'm going to get the bus to town with my friends as usual and we'll probably go to the new cinema in the shopping mall. But on Sunday I'll be practising my guitar most of the day as I'm playing in a concert next Tuesday. I know I need to practise a lot before that!

- 2  04 Ask students to try to remember what the speakers said and fill in the gaps. Play the recording again for them to check. Go through the answers – these will be used in Exercise 3 to discuss the grammar. Give students the recording script (page 82) so they can underline the answers.

Answers

- 'm learning
- get; watch
- 'm going to get
- 'll probably go
- 'll be practising
- 'm playing

Grammar – Present and future tenses

- 3 Using students' answers to Exercise 2, ask the class the questions. Revise the difference between the following: present continuous (George's diving lessons are happening over a period of time) and the present simple (habits); when we use *will*, *going to* and the present continuous for the future; when we use the future continuous. Refer students to the Grammar reference, SB page 78.

Answers

- present continuous (*I'm learning*)
 - present simple (*get home, watch TV*)
 - going to* (intention), *will* (uncertain future plan)
 - future continuous as it's over a period of time
 - present continuous (definite plan)
- 4 Elicit from students that the sentences in A are correct because these are all state verbs which cannot be used in a continuous tense. Ask them to think of other verbs which behave like this – see Grammar reference, SB page 78, for examples.
- 5 This exercise practises present and future tenses and state verbs. Check students know that conjunctions like *when*, *after*, *until*, *before*, *as soon as* are followed by the present tense even when there is a future meaning, e.g. *I'm going to do my homework before my friend gets here.*

Answers

- 're meeting
- want
- normally spend
- 're going
- think
- get
- 'm going
- go
- 'm writing; 'm going to miss
- 're coming

See the Workbook for extra practice on prepositions and determiners with days and times.

Exam task

Get students to spend a few minutes thinking about what they do after school, when they do their homework, what they do at weekends and their plans. They should make some brief notes of extra information they can give.

Students work in pairs, asking and answering the questions in Exercise 1. Remind to think about *why, when, who with, etc.*

When they have finished, ask them to think of anything they could do to improve their answers. Discuss any problems with the whole class.

Part 2



- 6 Ask students to decide which of the words they could use to talk about the first two photographs.

Answers

energetic, countryside, exercise, indoors, outdoors, a quiet spot, fresh air

- 7 Students work in pairs to think of advantages of spending time in these ways. Discuss as a class and list the advantages on the board.
- 8 Give students the script on page 82 so they can underline the advantages Francesca mentions. They can then compare them to the list on the board.

Answers

Photo 1: they're in the fresh air, having fun together, spend less money
 Photo 2: getting more exercise, more energetic

- 9 Students work in pairs to build up a bank of words and expressions that they could use to talk about the two photos.

Grammar – Comparisons

- 10 Ask students to do the exercise and use it to check that they know how to form comparatives. This is very useful for Speaking Part 2 where they always have to compare and contrast two photographs.

Answers

- 1 The people in the first photo seem much happier than the people in the second photo.
- 2 The people in the second photo are indoors which isn't as enjoyable as being in the fresh air.
- 3 They are probably getting more exercise.
- 4 They are more energetic than the people in the first photo.
- 5 They will spend less money than going to the gym.

Refer students to Grammar reference, SB page 78.

See the Workbook for further practice on comparisons

Exam task

Students work in pairs, choosing two of the photos each (it would be best if they don't compare the same two that were used in the recording). Ask them to think for a minute about what they will say and suggest they can look up some vocabulary if they need to. Make sure they know they need to describe the advantages as well as comparing the photographs. Tell them they are each going to talk for a minute. If everybody starts together you can time them for a minute each.

When everybody has finished, you could ask a couple of students to talk about their two photographs to the whole class.

In the exam, when one student has finished talking about two photographs, the other one will be asked a question connected to the topic. Get students to ask each other in their pairs the extra question or ask around the class.

Reading

Part 1

- 1 Ask the class to look at the picture and discuss the questions.
- 2 Tell students they are going to skim the text very quickly to get an idea of what it is about. They should look for the answers to the questions. Time them for two minutes.

Answers

- 1 Sierra's brother is going on a trip and has asked her to go too. She is very excited.
- 2 Amy feels annoyed that Sierra is going on another trip when she doesn't go anywhere.
- 3 All the girls are going to go on the trip.

Exam task

Ask students to read the text again more carefully and answer questions 1–4 as they read. They should underline the words which give the answer to each question. Each question has a tip to help them. When they have finished they should compare their answers with the students sitting near them. If they think they have made a mistake, they should go back and have another look.

Go through the answers, talking about the tips. For each question, ask students which words gave the key and why they chose it.

- 1 Tell students that the questions are always in the same order as the text so when they have found the answer to question 1 then they can look at the next question.
- 2 One question usually tests a word or phrase whose meaning can be found from the context.
- 3 Students should always make sure they are reading the right part of the text. There will be something in the question or a line number to direct them to the right paragraph.
- 4 There is usually a reference question and this often requires reading several sentences or a whole paragraph to find the answer.

Answers

1 B 2 A 3 D 4 B

Vocabulary – Matching expressions with similar meanings

- 3 Ask students first of all to look at the picture and guess what is happening. Then ask them to read the text. Check they have understood by asking:

How has Marcus's attitude towards Jake changed?

How do the two boys react when Jake talks to them?

What does Marcus decide to do?

Ask students to work in pairs to find the parts of the text which match the expressions 1–7. When they are ready, read the text aloud and ask the students to stop you when you come to the part of the text which matches each expression. If time is short, you could ask pairs of students to look for one expression only. Explain that this is a very useful skill because sometimes one word in a question may mean the same as a whole line in the text.

If appropriate, you could follow this up with a discussion about whether Marcus did the right thing.

Answers

- 1 keen to get his approval
- 2 He really thought he was better than the rest of them
- 3 very unsure and worried
- 4 relaxed, glad that it wasn't him who had been chosen
- 5 rather annoyed about the way Jake behaved
- 6 suddenly made up his mind
- 7 he would tackle Jake

Writing

Part 1: Email

- 1 Ask students to read the Part 1 task in Exercise 2 and answer the questions. Discuss the answers to the questions with the class.

Answers

- 1 Mrs Jones is your English teacher.
- 2 She is arranging an end-of-term picnic for the class.
- 3 She uses *could* to make suggestions.
- 4 There are four points, and students must respond to all of them. Stress the importance of this.

- 2 Tell students to discuss in pairs what they could say for the four prompts.

- 3 Ask students to read the response and answer the two questions in pairs.

Answers

- 1 The student has dealt with all the points correctly, and expanded on them, saying something extra and interesting about each point. (It is acceptable not to expand on all of the points, for example, what you write for the first point may be very brief.) The email leaves the reader with a very good impression because it is lively and enthusiastic. The student has used the correct register to talk to a teacher; the email is very polite without being too formal.
- 2 The student has written 160 words, slightly more than required, which is fine. Tell students the word count is always written at the top of the question.

- 4 Students underline phrases used to introduce the different functions. This could be done as a class activity, with the response copied and shown on a whiteboard. Alternatively, elicit the answers and write the correct ones on the board.

Answers

Thanks very much for your email. **A** What an absolutely fantastic idea to have a picnic for our class at the end of term! We've been together for a whole year, so I think it will be nice to celebrate that.

B I'm afraid I'm not very good at cooking, but I'm sure I can make some sandwiches for everyone. I'll make some different kinds, so everyone can have something they like. And I'll buy a big bottle of orange at the local shop.

C In my view it would definitely be better to have the picnic by the river. The weather is sunny and we can go swimming in the river if the water is warm enough. There's a big climbing area with trees and ropes we can go to as well.

D As for other ideas, why don't we ask Alex and Sammy to bring their guitars and ask them to play some songs for us?

- 5 Students do the exercise on their own, then check answers with the class.

Answers

I'm sorry to say that B
 We could always D
 I'm so glad to hear that A
 For me, C
 I was pleased to hear your news about A
 I'd recommend D
 How/What about ... *ing* something D
 I think/believe/feel that C

- 6 Ask students to work in pairs to write an email to Mrs Jones.

Model answer

(using some of the phrases in the exercise above)

Dear Mrs Jones

Thank you for your email. I was so glad to hear that we're going to have a picnic together at the end of term.

I could cook something. I'd like to make a frittata with my mother's recipe and bring it to the picnic. You cook it like an omelette, with eggs and potatoes and onions and then you cut it into slices when it's cold. It's tasty and I'm sure everyone will like it!

I think we should have the picnic in the small park. Then if it's hot, we can sit in the shade, under the trees. We could always go down to the river afterwards and swim if we want to.

I'm sure we don't need to do anything very special during the picnic and everyone will be happy just to chat and take some photographs. We could play a few games though – what about taking a football with us?

Best wishes

Gianni

- 7 Students read the Exam task, then answer the questions in pairs. Check answers with the class.

Answers

- 1 Alex is an English school friend of yours. He's possibly about 12–14.
 2 less formal

- 8 Tell students to look carefully at the prompts and decide whether the statements are true or false. Check these as a class.

Answers

1 F 2 T 3 T 4 F

- 9 Ask students to decide which of the phrases they can't use, and say why not.

Answers

1 b is inappropriate. You have to be enthusiastic and agree to go to the pool. 2 All answers appropriate. 3 c is not appropriate. You are expected to choose between a burger restaurant and a pizza place. 4 a is inappropriate. You have to accept the lift and give a reason why.

- 10 Ask students to do the Exam task, using phrases from the exercise above where possible. They should give this to a partner to check before they hand it in.

Exam task

Model answer

(using some of the phrases in the exercise above)

Hi Alex,

That's awesome, of course I'll come to the new pool with you! Thanks very much. It's really nice of your parents to say I can come.

I've never been down any waterslides before. Anyway, I'll give it a go, as long as we can go down them together. I really like doing stuff like that, it'll be fun.

I always get really hungry when I go to the pool, so it's really kind of your parents to take us out for lunch as well. I'd rather go to the burger place. Burgers are my favourite food, but we hardly ever eat them at home because no one else likes them.

Thanks for offering me a lift too. It'll be much better than going on the bus, and much quicker too.

I think we're going to have a great time together, so see you soon!

Bye for now

Tom

See the Writing Extra in the Workbook for more exercises on writing emails and letters.