

1

A family affair

Unit objectives

- **Reading and Use of English Part 6:** introduction to task type; skimming for main idea; using referencing and subject matter to place sentences
- **Reading and Use of English Part 2:** introduction to task type; skimming for general ideas
- **Writing Part 1:** introduction to task type; planning and writing an essay; expressing personal opinions; using *although, however, on the other hand* and *whereas*
- **Listening Part 1:** introduction to task type; identifying key ideas in questions; listening for gist and for specific information; asking questions
- **Speaking Part 1:** introduction to task type; giving personal information and personal opinions; giving extended answers
- **Pronunciation:** word stress (1)
- **Vocabulary:** phrasal verbs, e.g. *get on with, do up*, etc.; adjectives describing personality and behaviour; collocations describing housework; collocations with *make* and *do*; phrases to describe districts and neighbourhoods
- **Grammar:** contrasting present perfect simple and continuous

Starting off

As a warmer With books closed, ask students to note down three activities they do with their family. In pairs, they should compare their activities and say why and when they do them.

Extension idea Ask students: *How important is family life in your country?*


Listening | Part 1

- 1 **As a warmer** Go through the Exam information box with students. Tell them that each piece is quite short and lasts about 30 seconds.
- This part tests students’ ability to understand gist, detail, function, purpose, attitude, opinion, etc. Tell students that in the exam there will be no relationship of subject matter between the different extracts.
- Elicit that it is important to underline the key idea

in the questions because it helps students to focus on what they should be listening for. Tell them not to underline the key ideas in the alternatives A–C because the different ideas may confuse them while listening.

Suggested underlining

2 doing to the house 3 How often, do sporting activities, father 4 family celebrations, feel
5 sister, annoyed 6 tired 7 message, mother
8 chose, trumpet

- 2  Tell students:
- not to choose an option until they have heard the whole piece
 - to listen for specific words and phrases which give them the answer
 - to listen the second time to check their answers.

Alternative treatment Play the first piece only. Then elicit the correct answer from students and the words they heard which gave them the answer (*I suspect she finds explaining algebra and things quite fun ...*). Point out that the words in the answer (*she enjoys it*) will probably not be the same as the words students hear.

To break up the listening activity, you can round up after, say, question 4. To do this, ask students to work in pairs and compare their answers before rounding up with the whole class.

Answers

1 A 2 B 3 C 4 A 5 A 6 B 7 C 8 C

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

CD 1 Track 02

Presenter: One. You hear part of a conversation with a boy called Patrick.

Friend: Do you help much around the house then, Patrick?

Patrick: Not much. I make my bed and occasionally do the washing-up, but I’m studying pretty hard for my exams at the moment, so my mum ends up doing most of the housework while I get on with my studying. Even so, she still finds time to give me a hand

A family affair

with my studies from time to time. She used to be a maths teacher and she knows I'm getting a bit nervous about the maths exam.' ¹I suspect she finds explaining algebra and things quite fun, and actually she's pretty good at it, too.

Presenter: Two. You hear a girl called Tracey talking to a friend.

Friend: So, how often do you all do things together as a family then, Tracey?

Tracey: Oh, all the time, I mean at least once a week, at weekends. You see, we live in this really old house which we've been working on together. In fact, we've just finished doing up the kitchen. It's been great fun because we've all been doing it together. We made a lot of mess, of course, which we had to clear up, and ²now 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, I got my way.

Presenter: Three. You hear a girl called Vicky taking part in a class discussion.

Teacher: Does anyone ever do sports with other people in their family? Yes, Vicky ...

Vicky: Well, my dad's a fitness fanatic, so he's always running or cycling or doing something energetic. ³I 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 other things to get on with, including a new boyfriend, so recently ⁴I've been spending more time with him and not so much with my dad.

Presenter: Four. You hear a boy called Kostas talking about family celebrations.

Friend: I take it you don't enjoy family celebrations then, Kostas?

Kostas: Not much, to be honest. I just feel ⁵they go on for too long and I'd prefer to be out doing other things with my mates, not sitting around listening to my uncles and aunts and that. Everyone's always telling the same old jokes or singing the same old songs and I've heard them all millions of times, so I guess ⁶I've just lost interest. I mean, ⁷it's just not much fun any more. I try not to show it, but, you know, I just wait for things to end and then, when I get the chance, I go out with my friends. That's what I really like.

Presenter: Five. You hear a boy called Rajiv talking to his sister on the phone.

Lina: Hiya!

Rajiv: Are you still at Jasvinder's house?

Lina: Yeah, why? We're just playing some games.

Rajiv: Computer games? I've been looking for my laptop – you wouldn't have any idea what's happened to it, would you?

Lina: Oh, ⁸I've just borrowed it for the evening. Hope you don't mind.

Rajiv: Oh, honestly! ⁹You're always using my stuff without asking me, and I've got this really important homework project! Now what am I going to do?

Lina: Use Dad's computer instead. He won't mind.

Rajiv: Look, I can't do that – I've got everything saved on mine and you've just walked off with it.

Presenter: Six. You hear a boy called Marco talking to a friend.

Friend: Hi, Marco. What's the matter? You look exhausted!

Marco: I am! You see, we went on this family outing yesterday. My mum said it'd be good for me to have a break from all my school work – she says I've been working too hard. Anyway, we went down to the seaside, which is quite a long way, as you know, and then ¹⁰my dad and I spent ages swimming and playing in the sea. Mum had to drive us home, ¹¹we were both so worn out by the time we came out!

Presenter: Seven. You hear a girl called Samin leaving a telephone message for her mother.

Samin: Hi, Mum! It's Julia's birthday today. Anyway, she's having a party, and I've been with Susana and Clare to buy her a present. We got her a really nice bag, but it was quite expensive. Anyway, ¹²the reason I'm phoning you's because she's invited us to spend the night at her place. Is that all right, Mum? It is Friday night, so I don't have to get up early tomorrow or anything. I'll give you a call when I want you to come and pick me up.

Presenter: Eight. You hear an interview with a young musician called Pau.

Interviewer: Pau, you play the trumpet in the town band. Why did you go for that particular instrument?

Pau: Well, I don't think I really had a choice. ¹³There've always been trumpeters in the band from my family, and my granddad gave me his when he stopped playing, so I think he'd have been shocked if I'd chosen something else. I quite like it, but I think I'd prefer the guitar because then I could play in a rock band instead. Perhaps I'll learn that as well – you don't have to just choose one instrument. You can play others as well.

Extension idea 1 Print out and photocopy the recording scripts from the Teacher’s Resources CD-ROM and ask students to listen again, underlining the phrases which give the answers.

Extension idea 2 Write these headings on the board:
Giving children an education, A common project, Enjoying doing the same things, Family celebrations, Sharing, Having someone to care about you.

Ask students in pairs to match the headings with questions 1–8, pointing out that some questions will share a heading. Then ask them to discuss: *Which aspect of family life do you think is the most important? Why?*

Extension idea 3 Ask students to look at the photo with question 8. Ask: *What photos would you put with the other questions?*

3 You may need to remind students how to form questions in the present simple. The questions contain common student mistakes.

Answers

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?

5 How **do** other members of the family annoy you?

6 **Do** you have / **Have** you **got** any family traditions?

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

Vocabulary
Phrasal verbs

Note: All the phrasal verbs in this section are classified in the English Vocabulary Profile at B2 level. See page 4 for information about the English Profile.

1 **EP As a warmer** With books closed, ask students in pairs to write down three or four phrasal verbs they know. Round up with the whole class and write the verbs on the board.

Elicit example sentences containing the phrasal verbs and ask students what each one means.

Ask: *Why are phrasal verbs difficult to learn?*
(**Suggested answer:** Because it is often difficult to see the relation between the parts of a phrasal verb and its meaning; particles/prepositions are difficult to remember.)

Alternative treatment If you haven’t already done so, print out and distribute copies of the recording script for Listening Part 1 from the Teacher’s Resources CD-ROM. Ask students to find the verbs in the script so they can see them in context.

Answers

2 f 3 d 4 b 5 e 6 a

2

Answers

2 worn out; clearing up 3 went on

4 pick up; do up

Extension idea Ask students in pairs to write their own example sentences for each phrasal verb.

Reading and Use of English | Part 6

1 **As a warmer** Ask students to look at the photos on pages 10 and 11. Ask: *What do you think these teenagers’ parents would say about each of the teenagers in the photos?*

Ask students 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.

Encourage students to copy useful or unfamiliar adjectives into their notebooks.

Then move on to the vocabulary exercises in the book.

Note: All the adjectives listed in this exercise are classified in the English Vocabulary Profile at B2 level.

If you wish, you can print and distribute the Unit 1 word list from the Teacher’s Resources CD-ROM for students to refer to as they do this exercise.

Alternative treatment Ask students to use their dictionaries where necessary.

Answers

usually positive: concerned, enthusiastic, hard-working, mature, organised, reasonable, responsible, self-confident, understanding

usually negative: aggressive, anxious, bad-tempered, critical, impatient, impolite, unreliable

could be either: sensitive, strict

A family affair

2 Go through the Language reference on page 181 with students before they do this exercise.

Answers
concerned – unconcerned
enthusiastic – unenthusiastic
mature – immature
organised – disorganised
reasonable – unreasonable
responsible – irresponsible
sensitive – insensitive

Extension idea Ask students to think of other words which begin with *dis-*, *un-*, *im-*, *ir-* and *in-*.

3 **Answers**
Student’s own answers. These may depend very much on local culture.

4 To get them started, elicit a few more ideas from the whole class.

Extension idea 1 Ask: *Do you think parents and children have always had the same attitudes towards each other, or are they changing? Why?*

Extension idea 2 If your students are from different countries, ask some of these questions as appropriate:

- How do the attitudes vary between the different nationalities in this class?
- Are there some things which are the same for all nationalities?
- Why do you think this is?

5 Point out to students that the reading task requires them to replace missing sentences in the numbered gaps. The sentences are listed after the text. This task tests students’ ability to understand:

- how texts are structured and how the information and argument of a text develops
- referencing within and around the missing sentences.

For this reason, good exam technique is to read the main body of text first, identifying the main idea of each paragraph.

Tell students that by making notes next to each paragraph, they are seeing how the text is organised and structured.

When they have finished, ask them to compare their notes in pairs.

Suggested answers
Para. 2: trust teenagers to behave responsibly
Para. 3: brain development
Para. 4: scientific findings about teenage behaviour
Para. 5: negotiation and compromise
Para. 6: concentrate on your goal

6 As this is students’ first encounter with this type of task, words and phrases have been underlined in the text and in the sentences to help them identify the links between the two. Tell students that in the exam, none of the text will be underlined.

Alternative treatment Tell students that the correct answer to question 1 is G and elicit why. (Answer: The sentence says: *You’re not going out looking like that, are you?* and the text follows with: *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?*)

Ask students to work in pairs and decide on their answers, giving reasons for them.

Answers
1 G 2 E 3 A 4 C 5 B 6 F
D is not needed.

7 Before students start, ask them to read their roles and then discuss with the class:

- how the text says parents should react in this situation, and how they think normal parents would react in this situation
- how they personally would behave in this situation as teenagers, and whether the average teenager might behave differently.

Tell students that there are clearly different ways of playing these roles, so they can choose how to do it.

Alternative treatment Tell students they are going to do the role play twice – once where parent and teenager have a bad relationship and once where they have a good, respectful relationship.

After they have played the two situations, select one or more pairs to act out each situation in front of the whole class.

When they have finished, ask the rest of the class:

- how well each parent and each teenager handled the situation
- how realistic these parent–teenager relationships seemed to them.

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, go through the Language reference section on page 178 with them.

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

2 Before students 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 Language 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

3  Tell students that exercises with this icon  contain mistakes frequently made by candidates in the exam and that it's important to:

- pay special attention when using the present perfect to avoid these mistakes
- be able to find and correct these mistakes if they make them themselves.

Use the example in question 1 to elicit why *was* is wrong and should be replaced by *have been* (Answer: Because *since* indicates that it is something which started in the past and is still true now).

Do questions 2 and 3 with the whole class so they see what they should be doing. They can do questions 4–8 in pairs.

Answers
2 ~~learned~~ have learned / have been learning
3 ~~work~~ have worked 4 ~~play~~ have been playing
5 ~~had been doing~~ have been doing 6 ~~are~~ have been
7 ~~had been talking~~ have been talking
8 ~~dance~~ have been dancing

Reading and Use of English | Part 2

1 **As a warmer** With books closed, ask students to brainstorm different household tasks in small groups. Round up the activity by writing the ideas on the board, 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 exercise in the book.

Answers
1 e 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 or 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 Reading and Use of English Part 2, the open cloze, tests students' knowledge of language structures and their understanding of the text. The words they need will either be grammatical words, such as articles, prepositions and auxiliary verbs, or lexicogrammatical words, such as linking words, parts of phrasal verbs and fixed phrases. Extensive reading outside the classroom is useful preparation for this and other parts of the exam, as it builds up students' knowledge of English.

Tell students it is important to skim the text first to get an idea of the content and argument before they deal with the questions. Give students one minute to skim the text.

Answers
For pocket money, preparation for adult life, duty to parents, because it's fair, their parents make them

4 You can help students 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 gaps. For the example (0):

- ask them to look at the position of the gap in the sentence and say what type of word they need (Answer: a preposition)
- elicit that the preposition is used to express purpose, i.e. why do some teenagers do housework? ... pocket money.

A family affair

Point out that they need to read around the gap and think about:

- the meaning of the sentence
- the type of word (preposition, auxiliary verb, etc.) that they will need for the gap.

For question 1, to guide them to the answer and to make them aware that they need to consider meaning as well as grammar, ask:

- What does *it* refer to? (Answer: doing household chores)
 - What does *see* mean here? (Answer: consider/regard)
 - What type of word will go between the pronoun and a noun phrase? (Answer: a preposition)
- Students can do questions 2–8 alone and then discuss their answers in pairs.

Don't go through all the answers until they have used the clues in Exercise 5.

Answers


1 as 2 at 3 do 4 their 5 There 6 to 7 not 8 rather

- 5 Ask students to improve their answers by using these clues.
- 6 **Alternative treatment** Do this activity briefly as a whole-class discussion to round off the section.

Vocabulary

Collocations with *make* and *do*


As a warmer With books closed, elicit household chores with *make* or *do*, e.g. *make the bed*, *do the ironing*, etc. Ask students if they can think of other phrases with *make* or *do*, e.g. *do homework*, *make friends*, etc.

- 1  **Alternative treatment** If everyone in the class speaks the same first language, ask them to suggest a variety of collocations in their own language with verb–noun, adjective–noun and adverb–verb.
- Tell students to keep a section of their notebooks for collocations and to copy the table into their notebooks, where they should complete it.

Note: *Do an impression of someone* and *make work for someone* are also possible collocations, though not so common and not the object of this exercise.

Answers

make: an appointment, an arrangement, the bed, a change, a choice, a decision, an effort, an excuse, friends, an impression, a mistake, money, a noise, a phone call, a plan, progress, a promise
do: an activity, business, the cleaning, a course, (an) exercise, a favour, homework, housework, a job, the shopping, (a) sport, work

- 2  Ask students to do this exercise without referring to the table from Exercise 1. When they have finished, they can then look at it to check their answers.

Answers

1 do 2 make; do 3 make; make 4 made; making 5 do; make 6 doing; do

Extension idea If you have class sets of a good learner's dictionary, ask students to look up *do* and *make* in the dictionary and find other collocations which they can then add to the table.

- 3 **Alternative treatment** Ask students to do the exercise in small groups and take turns to 'present' what they did or made to the whole group. When each student finishes, the group should ask two or three questions to find out more about what the student did or made.

Speaking | Part 1


- 1 **As a warmer** Refer students to the Exam information box at the beginning of this section. Tell them that in Part 1, the examiner asks questions about the candidates themselves, and it is often considered an opportunity to break the ice and put the candidates at their ease.

Some of the questions may be predictable to some extent, so students should ensure that they know the vocabulary to describe, for example, their studies, their interests, their family and their neighbourhood. However, they should not memorise pre-prepared answers, as the examiner will recognise these and be unable to assess them: the examiner's task is to assess the quality of spontaneous speaking.

They should avoid one-word or very short answers where possible, as they will be assessed on their ability to express themselves grammatically, fluently and with an appropriate range of vocabulary, so they should aim to use longer sentences, and often more than one sentence, to answer.

Point out that although this part of the Speaking paper may be perceived as easier than the other parts, it is assessed in the same way and so requires equally serious preparation. It is an opportunity to make a good first impression.

- Answers**
1 *What do you like about the place where you live?* asks for a personal opinion; *Where are you from?* asks for personal information.
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.

- 2  Ask students to briefly discuss this question in pairs first.

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

CD 1 Track 03
Examiner So, Irene, where are you from?
Irene: I'm from Llanes. It's a small town on the north coast of Spain, which becomes quite a busy tourist resort in the summer.
Examiner: And what do you like about Llanes?
Irene: Well, it's a fairly quiet place in the winter, so it has quite a relaxed atmosphere, but it's got wonderful beaches nearby and it's surrounded by lovely countryside. Also, I've got lots of friends in the area, so I have a very active social life. And of course, most of my family and relations live nearby, too.
Examiner: And you, Peter, where are you from?
Peter: Bremen, in northern Germany.
Examiner: And what do you like about Bremen?
Peter: My friends, the shops, the sports centre ...
Examiner: Do you come from a large family?

- 3 Tell students that the examiners are trained to recognise their ability to use appropriate vocabulary, including fixed phrases and collocations.
- Extension idea** Ask students to think of two or three other phrases with adjective(s) and a noun that they can add to the list. Round up ideas with the whole class and write appropriate phrases on the board for students to copy into their notebooks.

- 4 **Answers**
It is: a, c, d, e, f
It has: b, e, f, g, h, i, j, k, l

5 **Pronunciation:** word stress (1)

- 1 Tell students that pronunciation accounts for approximately 25% of the mark in the Speaking paper. The pronunciation syllabus in this course covers aspects of discourse including word stress, sentence stress, intonation, pausing and grouping, and linking. Pronunciation of phonemes is not covered, as difficulties in this area often result from interference from students' first language and vary depending on first language.


Answers
industrial, relaxed atmosphere, wonderful, important business, impressive, historic, attractive, residential

Extension idea 1 Ask students to read the complete phrases from the list in Exercise 3, concentrating on correct word stress.

Extension idea 2 To accustom students to using their dictionaries to check pronunciation, ask them to write four or five other words of two or more syllables on a piece of paper.

They should then check how each word is stressed in their dictionaries, but not mark the stress on their list.

They then exchange lists with a partner and, in pairs, take turns to read the words aloud. Students should correct and 'teach' their partners the correct stress for the words on their lists.

- 2  You can point out that students can check pronunciation and stress online in the Cambridge online dictionaries.

CD 1 Track 04
It's a large industrial city.
It has quite a relaxed atmosphere.
It has some wonderful beaches nearby.
It's an important business centre.
The city has some impressive architecture.
My town contains a lot of historic buildings.
Recently they have built several quite attractive buildings.
I live in a pleasant residential district of the city.

- 6 Tell students not to write out the sentences: they should rely on their ability to speak fluently without referring to notes.

A family affair

- 7 Ask students to change partners for this exercise.
- 8 Tell students that this is not a discussion activity, i.e. they should actually take turns to answer the questions.

Alternative treatment Ask students to work in groups of three, with one student taking the role of examiner and asking the questions in turn to the other two students.

After three or four questions, they can change roles so that all students have practice at answering.

Writing | Part 1 An essay

As a warmer Ask students: *What is an essay? Do you ever have to write essays in (your own language)?* (An essay is a formal piece of academic writing where you discuss a question or an issue, outline information or research on the topic and argue your point of view, supporting it with reasons and examples.)

If so:

- *What sort of topics do you have to write about?*
- *How long are the essays?*
- *What things do you find difficult about writing an essay?*
- *What do you learn from writing essays?*

(Among points which might arise from the last question are: the need to research, think about the question, form an opinion, structure an answer and express the opinion convincingly the ability to support your opinion with reasons, facts and examples.)

If not:

- *What sort of writing do you have to do in your own language?*
- *How is it different from essay writing?*
- *What do you learn from doing formal writing as part of your school work?*

(Some of the answers may be the same as the points above.)

- 1 With books open, ask: *Why is it important to underline the points you must deal with?* (Answer: Because if you omit any points, or parts of your answer are irrelevant, you will lose marks.)

When students have finished, ask them to compare what they have underlined in pairs. Then round up with the whole class.

Suggested underlining

Teenagers and young people, share housework equally with their parents, agree, has more time, better, own idea

- 2 **Extension idea** When students have finished discussing, ask them to work alone and quickly note down the main points of their discussion alongside each of the points they underlined in the essay question.

Ask: *Do you have notes for all the points? If there is something you omitted in your discussion, what can you say about it?*

- 3 Also ask: *Does Violetta express any ideas which did not come up in your discussion?*
- 4 Ask students: *Why is it important to write a plan?* Tell them that they will get higher marks if their essay has a clear, logical organisation and structure and is divided clearly into paragraphs, each of which deals with a separate aspect of the subject.

Point out that the final paragraph of Violetta’s essay is very short; the middle paragraphs, where she discusses the topic, are where most of the writing should take place.

Answers

Para. 1: e Para. 2: b Para. 3: c Para. 4: a
Para. 5: d

- 5 Ask students: *Why is it important to express your opinions in an essay?* (Answer: Because if you don’t, you haven’t answered the question or completed the task, which asks: *Do you agree?*)

Answers

I believe, In my view, in my opinion, I think

- 6 Tell students that it’s important to be able to express a balanced opinion, i.e. to be able to express ideas that perhaps they don’t agree with and then contrast them with the ideas they do agree with.

Ask them to look at how ideas are balanced and contrasted using these phrases.

Go through the Language reference on page 168 with students.

Answers

1 Although 2 However 3 On the other hand
4 However 5 whereas

- 7 **Answers**
1 whereas 2 Although 3 However / On the other hand 4 Although 5 On the other hand / However 6 However / On the other hand

Extension idea Ask students to write three sentences of their own using *although*, *however*, *on the other hand* and *whereas* to express contrasting ideas which came up during their discussion in Exercise 2.

- 8 Tell students that in the exam they will have approximately 40 minutes for this writing task. However, as this is the first writing task of the course, it is more important to do things well than to write to a time limit, and if they need to take a bit longer, they can.

Alternative treatment 1 Although this task is perhaps best done for homework, ask students to write a plan for the essay in class. Give them three or four minutes to do this.

When they are ready, ask them to compare their plans in pairs. Then round up with the whole class.

Alternative treatment 2 Ask students to read Violetta’s answer again and underline any useful language which they could use in their own answers. Again, round up with the whole class.

Sample answer
See sample in Exercise 3 in the Student’s Book.