

# 1

## Lifestyles

Module 1 includes topics such as family, homes, routines, festivals and celebrations.

### Photocopiable activity

The pre-course photocopiable activity on page 87 provides an introduction to the *Cambridge English: First* exam. Students find out how much they know about the exam by completing a quiz about it, referring to the Exam reference section on pages 175–181 of the coursebook where necessary.

After the quiz, it would be useful to show students other features of the book. This could be done as a quick quiz, with questions such as: *Where can you find the Expert grammar section?* (pages 182–197) and *What can you find on pages 198–207?* (the Expert writing section). Use the contents map on pages 2–5 to ask questions such as *What type of writing is practised in Module 6?* (a review).

### Lead-in p. 7

Get students to discuss the dictionary entry in pairs or as a class. Then ask them to mark the key points that define *lifestyle* (*way a person or group of people live, place they live in, things they own, job they do, activities they enjoy*). Students then discuss the other questions in pairs or small groups before comparing ideas as a whole class.

## 1A Family life

### Reading pp. 8–9

With books closed, get students to tell a partner about their family and childhood. If necessary, provide prompts such as: *Who did you live with? Were you happy? Were you ever bored? Were your parents strict?*

- 1 Ask students to look at the first strategy box before they do this. Ask them to give reasons and so encourage them to give fuller answers.
- 2 Use the strategy box to clarify what the term *skimming* means and why it is important. As well as giving a general understanding, skimming helps to establish the type and style of the text, the writer's intention (to inform, amuse, entertain, etc.) and the general organisation and layout of the text. Suggest a suitable time to skim the article (e.g. 2–3 minutes).

1 D 2 A 3 B 4 C

- 3 Focus students' attention on the highlighted key words in the example and explain that they link back to the highlighted part of section C in the text. Then, before students do the task, use the second strategy box to clarify what scanning is and why it is useful. Point out that in the exam, it is important to use time well and scanning will help students do this.

1 D 2 A 3 B 4 D 5 C 6 D 7 B 8 C 9 A 10 B

- 4 Discuss the questions with the class.
- 5 This would be a good point to introduce the concept of phrasal verbs and ways in which students should record them in their vocabulary notebooks. Ask them to find the underlined words in the text and to try to guess what they mean. If they find this difficult, put the following words on the board and ask students to match them with the underlined words in the text: *sent, practise, relax, replaced, communicate, monitor, test*.  
You could follow this up with a discussion, using questions such as: *How do you chill out? Where were you packed off to as a child? What interests would you like to keep up if you had time?*

chill out = relax try out = test packed off = sent  
taken over from = replaced keep in touch = communicate  
keep up = practise keep an eye on = (here) monitor

- 6 This question could be discussed in small groups or as a class.

### Photocopiable activity

Activity 1A (p. 88) can be used here. It is a board game about students' lifestyles, containing questions typical of those asked in Paper 4 Part 1.

### Language development 1 pp. 10–11

- 1a First, ask students to describe the picture. What is the relationship between the people and what are they doing? Check/Clarify the difference between *grow* (become physically bigger – used for people, plants, animals, towns, etc.) and *grow up* (develop from a child to an adult – used only for people). Then ask students to match the people in the picture with the sentences.

1 B 2 C 3 A 4 D 5 A 6 E

- 1b Check that students are familiar with the basic names of the verb forms before they do this activity. After checking answers with the class, you may want to refer students to the Expert grammar notes on page 182.

a 6 b 4 c 3 d 1 e 2 f 5

- 1c** Students use the information in Exercise 1b to complete the table.

- 1 a changing situation
- 2 His children are growing up fast!
- 3 a temporary situation
- 4 He's staying with the family at the moment.
- 5 an annoying or surprising habit
- 6 She's always making long calls on the phone.
- 7 a regular action
- 8 She usually goes out in the evening.
- 9 a long-term situation
- 10 She lives in a small house with her husband and children.
- 11 characteristic behaviour
- 12 He'll sit and doze in an armchair all evening.

- 2a** Students work individually to complete the conversations. They then compare answers in pairs before class feedback.

- 1 Do you live, are living, are looking for
- 2 do you get on, will tell/tells
- 3 Does anyone annoy, is always taking
- 4 do you go out, go out, am studying, am only going out
- 5 Do you like, is getting

- 2b** Before students practise the questions in pairs, point out how the answers in the coursebook are more than simple responses: the answers are expanded to give further information (e.g. in 2, the answer *My father* is expanded to say why). Encourage students to do the same.

- 3a** Before students do the activity, you may need to clarify the difference between a state and an action. Say: *I live in [Madrid]. It's not an action – I don't actually do anything, I just live.* Then say: *Every day I ride a bike to work. This is a physical action, something that I do.* Check answers with the class.

1 S 2 S 3 S 4 A

- 3b** After students have completed the information, give them time to read the Expert grammar notes on page 182.

A understand, know B have

- 4** Students can either refer to the Expert grammar notes as they do the exercise or try on their own. During feedback, ask them to justify their answers and say whether each sentence describes a state or an action.

- 1 I **have** two brothers.
- 2 Jan's **having** a shower – can you call back later?
- 3 I don't understand this word. What **does it mean**?
- 4 Marina's **thinking** about getting a car. Do you think it's a good idea?
- 5 We **don't own** our house; we rent it.
- 6 The house **looks** old but it's quite modern inside.
- 7 What **are** you **looking** at? Oh! Yes, I can see it now.
- 8 Phil's **seeing** a client at the moment. He won't be long.

- 5a** First check that students know who Rihanna is. You could ask them to compare answers in pairs before class feedback.

## Background

Rihanna is a Barbadian singer and actress. She moved to the USA at 16 and immediately pursued a recording career. Since her debut solo album, *Music of the Sun*, in 2005, she has recorded a number of studio albums and earned numerous awards. She is the highest-selling digital artist in US history. In 2012, she made her big screen debut in *Battleship*.

habits: used to sell, would help; state: used to live

- 5b** Discuss the questions as a class.

1 many times 2 many times 3 used to, would 4 live, would

- 5c** After students have completed the information, refer them to the Expert grammar notes on page 182.

A used to, would help B used to, used to live C lived, helped

- 6** Students should be able to justify their choices and say why other answers are or aren't possible.

1 forgot 2 used to live, used to have 3 always used to go/ would always go, used to have/ would have 4 used to be, often used to work/ would often work, retired

- 7a** Ask students to write their answers, to give them time to think about the structures. If necessary, give them one or two examples about you.

- 7b** This activity would work well in small groups.

- 8** After feedback, use the completed sentences as revision: ask students why the various tenses were used in each sentence or ask for alternative endings for each sentence.

1 c 2 e 3 f 4 a 5 d 6 b

## Writing pp. 12–13

- 1** Get students started by asking who you might write a formal letter or email to (e.g. a bank), and who you would write an informal letter or email to (e.g. friends or family). Ask if anyone has ever had a pen friend or an e-pal and if so, how long they kept up correspondence.

### Possible answers:

- 1 a friend, a family member, an e-pal
- 2 An email to a new friend would usually contain personal information about family, lifestyle, interests, routines, aspirations, etc.

- 2** Point out that students should establish the style of any writing task by considering who the reader is, and also establish the purpose in order to use suitable language and complete the task.

mainly b (but also a)

- 3a** Tell students that in the exam, marks are given for task completion, so they should think about what the task requires and what they need to include in their writing. In this case, they will need to cover three main points: information about themselves, information about their family and suggesting a meeting.

**3b** When students are completing the paragraph plan, remind them that it is only an exam and not a real life situation. Although it is better to write true things about themselves (e.g. they will know more vocabulary about their own real hobbies), it is not necessary. In this case, for example, it is better to invent a hobby rather than say they don't have one. Remind them that the aim is to demonstrate what they can do in English, not to write a true description of themselves.

**4a** Check that students understand why the sentences are inappropriate (they are too formal) before they attempt the task. Go through the phrases in the table with the class. Remind them that contractions such as *I'm* are acceptable in informal letters/emails.

#### Suggested answers:

- 1 It would be great to meet up sometime.
- 2 I live in a small town in Spain.
- 3 My sister and I get on well.
- 4 Next time I write, I'll send a photo of us all.
- 5 When I was a child, we would always go on holiday by the sea.
- 6 She looks like me but she can be a bit talkative.
- 7 So you'd like to get in touch with someone from my country.
- 8 Do you ever get the chance to visit my country?
- 9 I'm glad you're interested.
- 10 Let me tell you about my family.

**4b** Students complete the task individually and then compare answers in pairs. During feedback, briefly discuss each statement.

1 R 2 W 3 W 4 W 5 R 6 R

**4c** Students could do this individually or in pairs.

- 1 any of the phrases in *Responding to a suggestion* or *Talking about the future*
- 2 It would be great to meet you sometime.
- 3 We get on (well) ...
- 4 Do you ever get the chance to ... ?
- 5 Let me tell you about my family.
- 6 My name's ...

**4d** Ask students to read the exam task again before they do this activity.

- 1 not appropriate; too formal
- 2 not appropriate; too formal
- 3 not appropriate; too informal/personal for this email
- 4 appropriate; using the other person's first name is an acceptable opening for an informal email
- 5 fairly neutral, therefore appropriate
- 6 fairly neutral, therefore appropriate
- 7 not appropriate; students should never begin an email with *Dear friend* (or *Dear pen friend* in a letter)
- 8 possibly too informal for a first email to someone you don't yet know, therefore not appropriate; could be used in subsequent emails
- 9 not appropriate; too formal

**5** Students can write their email in class or for homework. Before they do, highlight the word limit.

#### Sample answer:

Hello Simon,  
I'm glad you're interested in my country. As your friend said, I'd like us to email each other to help me improve my English. Let me start by telling you a bit about myself and my family. My name's Ivo and I live in Kutná Hora, which is about 45 minutes from Prague by car. I used to work for a medical company but now I'm learning to be a salesperson. In the future I want a job where I can travel for my work. I've already been to a few places in Europe but I've never been to an English-speaking country. I live at home with my parents, which is convenient, as I don't have to do much housework and my meals are cooked for me. My younger brother is studying at university. Although he is four years younger than me, we get on quite well. We both enjoy snowboarding and music.  
What about you? Have you ever been to the Czech Republic? It would be great if you could come over one day and we could fix up a meeting. Why don't you let me know your plans?  
Best wishes,  
Ivo

**6** Point out to students that there is a more complete list of points to check when editing their work, on page 198 of the Expert writing section.

#### Expert language: Sentence word order

The aim of this exercise is to revise basic English sentence structure and word order, in particular with adverbs of frequency and other adverbials. It can be done at any time during the writing lesson or at the end of it, or at another appropriate moment during Module 1.

- 1 I don't always speak English very well.
- 2 My mother and father always eat fish on Fridays./On Fridays, my mother and father always eat fish.
- 3 My sister's having a great time in Paris right now./Right now, my sister's having a great time in Paris.
- 4 Her friends usually gave her a lot of help./Usually, her friends gave her a lot of help.
- 5 My grandmother would always listen to music in bed.
- 6 Everyone enjoyed themselves very much at the party./Everyone at the party enjoyed themselves very much.
- 7 I'll send you an email on Tuesday next week.
- 8 Please write back as soon as you can./Write back as soon as you can, please.

## 1B Customs and traditions

As a lead-in, with books closed, ask students what kinds of festivals or events they celebrate in their country. Give birthdays and national holidays as examples of a range of possible festivals. Ask students to discuss what makes festivals special (e.g. traditional clothes, food, processions).

### Speaking pp. 14–15

- I** Ask students to spend a moment describing the photos after they have matched them with the special occasions.

**A 2 B 3 C 1 D 3**

- 2a** Use the exercise to introduce students to the concept of collocation, the way that certain words are commonly used together, and the importance of recording and learning vocabulary by collocations. For example, it will be easier to remember the difference between *blow up* and *blow out* if they learn them as *blow up a balloon* and *blow out candles*.

- 2b** Students match the photos with the collocations and briefly discuss the questions.

be awarded a certificate (A) blow out the candles (C) blow up balloons (C) cut the cake (B, C, D) exchange presents/photos/rings (B, D) make a speech/a toast (B, D) propose a toast (B, D) rent a marquee (B, D) send out invitations (B, C, D) take photos (A, B, C, D) unwrap presents (B, C, D) walk down the aisle (B, D)

- 3a** Draw students' attention to the definitions and point out that in the speaking exam, such paraphrasing can be used when students are explaining something and have forgotten an important word (e.g. *I can't remember the name but it's the place where people ...*).

- 3b** Again, use the opportunity to discuss ways of recording the pronunciation of new vocabulary, including sounds and stress, and the importance of doing so.

**1** registry office **2** bridesmaid **3** best man **4** witnesses  
**5** reception **6** honeymoon **7** anniversary

- 4** This exercise focuses on words that are often confused. You could ask students to compare answers in pairs before checking with the class.

**1** get **2** got **3** hold **4** guests **5** up

**a** registry office **b** bridesmaids **c** reception **d** honeymoon  
**e** send out

- 5** Students could discuss the questions in small groups or as a class. The discussion can be used to introduce other family celebrations (e.g. engagement, new baby, house warming, retirement). Clarify any new vocabulary and in particular, get students to think about word building (e.g. *to get engaged, to be engaged, engagement*).

- 6a** Point out the strategy box. Remind students that in Paper 4 Part 2, they will be asked to speak for about a minute and compare two photos but they should not describe them in detail. Give students time to make notes under the headings.
- 6b** Play the recording. During feedback, ask students what words/phrases in the recording helped them get to the answers.

**1** A and C

**2** The graduation ceremony is an opportunity to share in the girl's success. The birthday party is an opportunity for friends to get together.

- 6c** Give students enough time to read the expressions before they listen for them. You could model them for the students, either before or after listening, so that they can recognise the stress patterns.

Both of ... are ... They both seem to be ... In this one ... and this one ... The main difference between ... and ... is ... This one is ... whereas ... is ... Although ... , I think ... On the other hand, ... is probably ...

- 6d** Divide students into pairs. Before they do the speaking task, refer them to the strategy box again and get them to think about how long they will speak on each section (similarities, differences and importance). As they speak, encourage their partners to listen attentively but not to interrupt. They could also time the speaker and give feedback on his/her fluency.
- 7** This could be done in pairs, small groups or as a whole class, and could produce some interesting stories. If any students seem to have little to say, you could prompt them to talk about any planned future celebrations that are not shown in the photos.

### Listening p. 16

- 1** Ask students to look at the photos and say where they think they might have been taken. Point out the first strategy box before they discuss the questions.
- 2** Before students listen, point out the second strategy box and discuss briefly with the class. Then play the recording for students to match the speakers with the reasons. During feedback, ask students if they remember any words/expressions from the recording that led them to their answers.

**1** c **2** b **3** a

- 3** Before students listen again, ask them to read the last strategy box and remind them that they are listening for specific information (similar to scanning when reading), not specific words or phrases. Give them time to mark the key words in each statement before listening.

**1** C **2** E **3** A

- 4** At this stage of the course, it is probably useful to give students time to prepare what they are going to say and to look up key vocabulary if necessary. However, remind them that this is a speaking activity and check that they are just making notes rather than writing out sentences in full. The discussion itself would work best in small groups.

## Language development 2 p. 17

**1a–b** The language in Exercise 1 should largely be revision for students at this level but it is important to check that they have a good grasp of these basics. Ask students to look at the photo and ask if anyone knows anything about Burns Night. Get them to correct the mistakes in the sentences in pairs or at least discuss their answers in pairs before checking in Expert grammar. During feedback, discuss and clarify any points students are not sure about.

### Background

Burns Night, celebrated on 25 January in Scotland and by Scottish people all over the world, celebrates the life and works of Robert Burns (1759–1796), Scotland's favourite poet and songwriter. It includes speeches, reciting some of his work and, of course, eating haggis.

- 1 Burns Night celebrates the birth of the poet Robert Burns. It is one of most **the** important nights in Scotland.
- 2 For many Scots, Burns supper is the **best** event of the year.
- 3 Usually, **the later** it gets, **the noisier** it gets.
- 4 The speech before the toast was **the funniest** I have heard.
- 5 The music was **louder than** last year.
- 6 The celebration was **the liveliest** one I've ever been to.
- 7 Outside, it was just as chilly **as** last year.
- 8 Next year, I'll leave **earlier**. I couldn't get hold of a taxi.

**1c** Students may need access to dictionaries for this exercise. If so, encourage them to work out the correct form of the words before they look up the meanings. Again, get them to compare answers in pairs before checking with the class.

- 1 more enthusiastically 2 most popular 3 more widely
- 4 better known 5 bigger 6 wider 7 as enthusiastic
- 8 liveliest 9 most sensational 10 more commercialised

**2** Give students plenty of time to study the grammar box before attempting the exercise. Point out that to do well in the exam, it is not enough just to use basic comparative and superlative structures – they should be able to demonstrate use of these modifiers when using adjectives and adverbs.

- 1 by far the largest 2 much more crowded 3 quite as long as
- 4 a lot more colourful 5 far spicier 6 easily the mildest
- 7 just about the worst

**3a** Remind students to use modifiers in their sentences.

**3b** This could be done in pairs or small groups, with brief class feedback.

## Use of English 1 p. 18

**1a–b** As this is the first time students encounter key word transformations, and they are an area of the exam that students often find problematic, it is important to go through the examples carefully with the class. Explain or elicit that the two sentences in each pair express the same idea in different ways, and take time to work through the strategy box before students answer the questions and then do the key word transformations.

- 1a a B b A 1b 1 not (nearly) as old as 2 apart from

**2a** Before students do the task, ask questions to check their understanding of the rubric, e.g. *Can you change the word given?* (no) *Can you use six words?* (no) *Five words?* (yes). Point out the Help notes for questions 1 and 2. You could ask students to compare answers in pairs before checking with the class.

- 1 aren't as widely read 2 a much better swimmer than
- 3 (much) less popular than

**Help:**

- 1 passive 2 adjective

**2b** Students do the second part of the task, this time without Help notes. Again, you could ask them to compare answers in pairs before checking with the class.

- 4 is more difficult to study 5 always borrowing my things without
- 6 (only) a little more slowly

**3** Students could discuss the questions in pairs or small groups before class feedback. You could then discuss strategies for further practice in areas they found difficult, such as using the notes in Expert grammar, referring to grammar practice materials, the school study centre, etc.

- 1 a 5; b 1, 2, 3, 4, 6 2 Students' own answers

## Use of English 2 p. 19

**1** Check that students understand *hospitality* (friendly behaviour towards visitors) before they discuss the question.

**2a** With all text-based exercises, students should understand the gist before attempting to complete the task. Give them a minute to first skim the text and then scan it to find the answers to the three questions.

- 1 They gave them food and water.
- 2 an object in the house the guest has admired
- 3 They might be too embarrassed to refuse food when it is offered.

**2b** Take time to work through the strategy box before students complete the exercise. Remind them to use the Help notes where they have difficulty.

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

**Help:**

- 1 world 2 survived 3 want 4 turn

**3a** This task analysis discussion could be done in pairs, small groups or as a whole class. See if students managed to guess any of the gapped words before looking at the options. Point out that the areas listed in question 2 (words with similar meanings, phrasal verbs and collocations) are frequently tested in Paper 1 Part 1.

- 1 Students' own answers 2 a 2; b 5, 8; c 1, 6, 7

**3b** Remind students that they will need to learn a lot of vocabulary during the course and discuss with them ways to organise and use a vocabulary notebook to help them.



## Language development 3 p. 20

This section is designed to familiarise students with the concept of collocation. They will need encouragement throughout the course to notice collocations as they occur and to record them in their vocabulary notebook.

- 1** When students have found the collocations in the text on page 19, it might be useful to elicit the opposites for some of them (e.g. *heavy meal* – *light meal*), to further demonstrate how collocation works.

ancient world, passing travellers, old customs, traditional Japanese household, special cloth, foreign guest

- 2** Students may be unfamiliar with this type of diagram, which is sometimes known as a spidergram. If so, spend a little time explaining how they can be a useful memory aid, as they help learners with strong visual memories and may help to categorise vocabulary in a similar way to the brain.

apple(s), milk, look, grapes

- 3a** Students could do this activity in pairs or compare answers in pairs before class feedback. Note that although some other adjective + noun collocations might be possible here (e.g. *strong clothes*, *wide heels*), they are not common and therefore cannot really be regarded as 'strong' collocations.

strong: argument, feelings, influence, possibility

plain: English, clothes

wide: choice, gap, grin, variety

high: heels, number, speed

- 3b** Students complete the sentences with collocations from Exercise 3a. Point out that more than one answer is possible in one of the items, and get them to compare answers in pairs before you check as a class.

**1** strong feelings   **2** plain English   **3** wide grin   **4** high speed  
**5** wide choice/wide variety   **6** strong influence   **7** High heels  
**8** strong possibility

### Photocopiable activity

Activity 1B (p. 89) can be used here. It practises adjective + noun collocations, including some of the collocations covered in Exercise 3 above.

- 4** This might be a good point in the course to show students how phrasal verbs are listed in dictionaries. (e.g. *pick sth/sb* ( *up* in the in *Longman Exams Dictionary*, where the symbol ( *up* is used to mean that the object can come before or after the participle, i.e. that the verb is separable, compared with *pick on sb/sth*, which is inseparable). Check that students understand the different meanings of *pick up* in the two sentences.

obvious: 1; idiomatic: 2

- 5a** Point out to students that it is a good idea to learn the phrasal verbs with the nouns they collocate with, e.g. *turn the heat up*, *keep costs down*.

**1** up   **2** down   **3** down   **4** up   **5** down   **6** up

- 5b** After checking answers with the class, you could ask students to work in pairs and write alternative endings for the sentence beginnings 1–8.

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

- 5c** Get students to compare answers in pairs before you check with the class.

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

- 6** Ask students to record the phrasal verbs in their vocabulary notebooks. It would be useful to revise some of these verbs in a future lesson. One good way of doing so is to play *Noughts and crosses*. Divide the class into teams. The object of the game is for one team to complete a row of three squares (vertical, horizontal or diagonal) in a grid with their symbol, either 'noughts' (0) or crosses (x). Draw a square on the board and divide it into nine smaller squares by drawing two horizontal lines and two vertical lines inside it. Write one phrasal verb into each square. Teams take it in turns to choose a verb and put it into a sentence. If it is correct, they can put their symbol in the square. The first team with three squares in a row wins.

- 7** This activity would work well in pairs or small groups.