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## Components

*First Expert* consists of:

- a Coursebook for classroom use with two audio CDs packaged in the back of the book.
- a set of Teacher's Online Resource Material that provides a collection of editable Word tests, based on the course content. These comprise: quick and full entry tests, module tests, progress tests and an end-of-course test.
- Teacher's eText software for Interactive White Board: the Coursebook in interactive format, plus testing materials and reference sections.
- Student's eText software for Interactive White Board: the Coursebook in interactive format.

## Six key features

- 1 *First Expert* is flexible. It is designed in a modular way so that teachers can either follow the order of the material in the book or choose their own route through the course to meet the needs of specific classes. Each page or double-page spread is free-standing and almost always follows the same order in each module, making it easy to access and isolate separate elements of the course and integrate them in different ways.  
  
So, a teacher might follow a linear route through each module and through the book. Alternatively, you might decide to follow different, tailored routes through each module, for example, starting with Speaking or Listening rather than Reading. And you might choose to do the modules in a different sequence, depending on your students' interests.
- 2 While each section can be taught independently, there are links between the sections to provide a coherent progression when the more linear route is chosen. For example, the Language development in the 'A' units provides language which will be useful for students in the following Writing section. The Speaking has a topic which relates to the Listening in the same unit. In the 'B' units, the grammar and vocabulary in the Language development sections are practised in the Use of English sections.
- 3 Most of the Use of English/Language development sections follow a test-teach approach, in which the language is first tested by means of a Use of English task, then focused on in the Language development section, using the examples from the Use of English task to clarify form and meaning.
- 4 The sub-skills needed for the different parts of Paper 1 Reading and Use of English and Paper 3 Listening (e.g. skimming, scanning, predicting) are presented first in the early units, through tasks which simulate the exam but are graded in terms of their level of difficulty.
- 5 The Writing and Speaking sections provide practice for each part of Paper 2 Writing and Paper 4 Speaking. However, the focus is more on process than end product. In other words, students are trained to build up good habits, develop the skill of self-monitoring and so become more independent learners.
- 6 Most sections contain a Help feature, with clues that help students complete the task at hand. These often focus attention on how the task is constructed and thus help students to help themselves in the exam.

## Coursebook

The Coursebook consists of 12 modules, each of which is divided into two units (A and B). Each module practises all the papers of the exam and includes grammar and vocabulary consolidation and development.

Each module is designed around a theme and comprises a Lead-in page, with an Overview listing the contents of the module, which facilitates planning. Photos and questions prompt discussion aimed at sparking students' interest in each theme.

Then each of the two units in the module is based on a topic that relates to the overall theme of the module.

Other elements of the Coursebook are:

- Exam overview at the front of the book, presenting an outline of what each paper consists of and the skills which are tested in each section.
- Exam reference section at the end of the book, providing more detailed information about what to expect in each part of each paper, along with a list of recommended strategies for each task type.
- Expert grammar section: grammar reference, giving more detailed information about the main grammar points focused on in each module.
- Expert writing section: writing reference, which provides:
  - a checklist to help students monitor and edit their own writing.
  - a sample question for each type of writing task in the exam, with a model answer, specific guidance and another question for further practice.
  - sections to provide useful support on areas practised in the Writing sections, such as punctuation and spelling.
- Expert speaking section: speaking material, with additional tasks for some modules.

## Module and unit structure

Each module contains the sections listed below. For ease of use and flexibility, the sections are nearly always in the same order. The teacher's notes indicate when the photocopiable activities at the back of this Teacher's Resource Book may be used to expand or supplement the lessons.

### Overview and Lead-in questions

Use the Overview to introduce the module contents. You could discuss with the class the order in which they would like to cover the module. Use the photos and Lead-in questions to generate interest in the overall theme of the module.

### 'A' units

#### ► Reading

The reading texts have been selected for their interest value, as well as their potential to provide a 'window on the world' and generate discussion. There is a three-stage approach.

**Stage 1:** The *Before you read* exercise establishes the topic and gives a purpose for reading the text. It also aims to motivate students and generate vocabulary. For example, in Module 4A (*Personal challenges*) students look at the title of the article and the introduction and write three questions they would like to find the answers to in the text.

**Stage 2:** Students do an activity to encourage reading for gist, followed by an exam-style reading task. They should look at or be referred to the relevant task strategy points before attempting the task for the first time. These can be found next to the corresponding task, within the unit, and at the back of the book in the Exam reference section. As the exam preparation is carefully graded and stepped throughout the course, the strategy boxes within the main units are reduced as the course progresses. Many of the reading tasks are followed by a *Task analysis* exercise, in which students are encouraged to discuss and compare how they performed and which strategies they found useful.

**Stage 3:** A discussion and/or a vocabulary activity, based on the text. Questions for discussion relate to the students' own lives and encourage them to give their opinions.

## ► Language development 1

This section can be used independently of any exam training. However, it revises and extends general grammar areas which students will need for the exam.

The section contains short grammar summaries and a range of controlled and less controlled practice activities, linked to the topic of the unit. Opportunities are given for personalisation.

There is often a cross-reference to the Expert grammar section, which provides a detailed summary of the language point being practised. Students should be encouraged to use this resource to check their answers.

Further communicative practice of the language area is often provided in the photocopiable activities.

## ► Writing

The Writing sections cover all the types of writing that students may be required to do in the exam. The principle behind the section is to establish 'good practice' through a clear set of procedures consistently applied, which can be used when answering any exam Writing task.

The approach focuses on process more than end product. Each spread is graded and the aim is to give carefully guided preparation so that students build up to complete the main task at the end of the section. In each section, there is considerable language support; in particular, a range of functional exponents is given and linked to the task. At the end of the section there is usually an *Expert language* feature, which practises an important area of language needed for writing.

In the Expert writing section, there is a model answer for each type of writing in the exam, notes for guidance and a second task for further practice if desired.

The procedure in the Writing sections is as follows:

- 1 lead-in
- 2 understanding the task
- 3 planning the task
- 4 thinking about the language and content
- 5 writing the answer
- 6 checking and improving the answer

The *Expert language* feature gives practice in making language vivid. It is linked to but not integrated with this procedure and could be used at any point in the lesson, including the beginning.

## 'B' units

### ► Speaking

Each section provides relevant vocabulary for the exam-style task students have to do, covers the strategies needed for the task and provides useful functional exponents. In the earlier modules, there are recorded sample answers for students to evaluate from the point of view of appropriate language and effective strategies. Again, there is a three-stage approach.

**Stage 1:** Vocabulary that students might find useful for the Speaking task is introduced and practised.

**Stage 2:** Guided preparation for the exam task. In the earlier modules, students listen to the examiner's instructions and an example of a student or students doing the task. They evaluate the performance of the speaker or speakers. Then they listen again to focus on useful language exponents.

**Stage 3:** Students perform the exam task themselves. A *Task analysis* exercise then encourages them to reflect on how well they performed.

In Module 12 there is a complete Speaking paper (Paper 4).

### ► Listening

This section can be covered before or after the Speaking section, which has a linked topic.

In the earlier modules, the section develops the listening skills needed for the different parts of Paper 3 Listening. The remaining modules provide further exam-style practice tasks.

**Stage 1:** The *Before you listen* exercise encourages students to think about the topic and introduces or generates vocabulary from the students. For example, in Module 3, students are asked to look at the sentences in the exam task and think about what the man's experience in the Amazon rainforest was like.

**Stage 2:** Exercises focus on and develop the sub-skills needed for Paper 3 Listening. For example, Module 3 practises listening for specific information, which is an important skill for Paper 3, Part 2, and then introduces the exam task.

**Stage 3:** There is usually a *Task analysis* exercise that encourages students to reflect on the task they have completed, followed by discussion and/or further vocabulary work based on the topic of the text.

### ► Use of English 1

This section usually focuses on the more 'grammatical' Use of English tasks and so it is usually either Paper 1 Part 2 (open cloze) or Paper 1 Part 4 (key word transformations). Its aim is to develop the exam strategies needed for each task and, in terms of language development, to follow a test-teach procedure, as some of the language tested here is then practised in Language development 2.

The sections which practise Paper 1 Part 2 (open cloze) include texts related to the topic of the unit and have the following structure:

**Stage 1:** The *Lead-in* exercise aims to build up motivation in relation to the topic of the text and generate some of the vocabulary needed. This is usually done through a short discussion.

**Stage 2:** Students complete the task. Graded guidance is supplied, e.g. students are usually asked to read the text quickly first for general comprehension. They are further supported by Help notes, which give specific guidance for individual answers. This support is reduced as students work through the modules.

**Stage 3:** A discussion based on the content of the text and/or analysis of the language tested in the task.

A similar procedure is followed in the sections which practise Paper 1 Part 4 (key word transformations) but since there is no specific text or topic, more attention is given to the exam strategies needed.

### ► Language development 2

This section generally focuses on some of the language tested in Use of English 1.

**Stage 1:** Analysis of examples of the target language from the preceding Use of English task where appropriate. Students are either guided to the grammar rules or given input on the page.

**Stage 2:** A range of controlled and less controlled practice activities.

**Stage 3:** A short personalised task.

There is often a cross-reference to the Expert grammar section, which provides a detailed summary of the language point being practised. Students should be encouraged to use this resource to check their answers.

Further communicative practice of the language area is often provided in the photocopiable activities.

### ► Use of English 2

The task in this section focuses on vocabulary and is usually Paper 1 Part 1 (multiple-choice cloze) or Paper 1 Part 3 (word formation). Since vocabulary is also tested in Paper 1 Part 4 (key word transformations), Module 8 has a key word transformations task.

The texts are related to the topic of the unit and the section has a similar structure to Use of English 1 (see above).

### ► Language development 3

This section practises and extends the vocabulary tested in Use of English 2. It has a similar structure to Language development 2 (see above).

## Teacher's Resource Book

As well as this introduction, this Teacher's Resource Book contains:

### Unit-by-unit teacher's notes

Guidance on how to use the Coursebook material, with further suggestions; 'books closed' activities to get things going at the beginning of modules and sections; background information on the texts and exercises; answers to all exercises, with explanations where helpful.

### Photocopiable activities

A pre-course exam quiz, to see how much students already know about the *Cambridge English: First* exam; two photocopiable activities to supplement each Coursebook module, providing communicative classroom practice for grammar, vocabulary and skills; full teacher's notes and answer keys for each activity.

### Audioscripts (photocopiable)

These are all at the back of the book for ease of reference and photocopying.

## Test bank

The Teacher's Online Resource Material contains photocopiable tests to check on students' progress and comprehension of aspects covered in the course materials. The tests reflect the style of the exam and test the appropriate language skills required to pass the exam; their principal purpose is to test the vocabulary, grammar and skills development of the Coursebook and they are therefore not in the exact format of the exam itself.

## Entry test

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This test is intended for use at the beginning of the course, to give teachers an idea about their students' level of English. There are two versions of this test, both of which cover key areas of grammar and vocabulary. The full one comprises three exercises with a total of 100 items whilst the quick test, which can be used when there are time constraints to testing, consists of the first 50 multiple-choice questions from the full test. The full entry test should take about 40 minutes to administer, whereas the quick test should take 15 minutes. The answer keys to these tests can be found in the same menu as the tests.

## Module tests

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These would normally be given after a module has been studied. However, in the case where modules are not followed sequentially or where new students join a class, they can also be used to check on prior knowledge. Each module test focuses on grammar and vocabulary from the Coursebook and comprises 25 items. There are 12 module tests, each of which should take 15 minutes to administer. The answer keys can be found in the same menu as the tests.

## Progress tests

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There is a progress test after every two modules of the Coursebook. These focus on grammar, vocabulary, listening, reading and writing (conventions and functions). These tests are a useful way of revising aspects covered in the preceding two modules: Progress test 1 covers Modules 1–2, Progress test 2 covers Modules 3–4 and so on. Both the reading and listening sections of these tests are based on texts and recordings originating from the Coursebook, although the questions themselves are different. In effect, these tests can help to pinpoint any aspects requiring revision or extended work. Each test should take about 40 minutes to administer. The answer keys and audioscripts can be found in the same menu as the tests.

## End-of-course test

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This test comprises exercises on grammar, vocabulary, listening, reading and writing, as covered in the Coursebook. Ideally, 40 minutes should be spent administering this test. The answer keys and audio script can be found in the same menu as the tests.

## OMR answer sheets (photocopiable)

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Replicas of the answer sheets students have to use in the exam for the Reading and Use of English (Paper 1) and Listening (Paper 3) papers are available online with the Teacher's Online Resource Material at [www.pearsonelt.com/expert](http://www.pearsonelt.com/expert).

## CD pack

The CD pack contains all the listening material from the Coursebook. There are two CDs for the Coursebook. The listening tests in the Teacher's Online Resource Material (Test bank) and the listening exercises for the Progress Tests and End-of-course test come from the Coursebook, so you will require the Coursebook audio CD to use these tests. Audioscripts are provided separately for all listening exercises that appear in these tests.