

1

FRIENDS AND FAMILY



EXAM SPOTLIGHT

PAPER 4, PART 1 General conversation

You will take the Speaking test with another candidate. In Part 1, the examiner will begin by asking each of you your name and where you are from, and will then ask questions on general topics, for example, likes and dislikes, family and friends, free time activities, work and learning. This part of the exam will last two minutes. The questions are likely to be familiar and will help you to relax.

1 Work in pairs. Ask and answer these questions from Part 1 of the Speaking test.

- 1 What's your name? Where are you from?
- 2 How do you like to spend your evenings? Why?
- 3 How much TV do you and your family watch a week? Would you prefer to watch more TV than that, or less?
- 4 What kinds of TV programmes do you like? Do you like the same TV programmes as the rest of your family?

2 Tell the class about the person you interviewed.

This is Marco and he's from Mexico. He likes watching TV but he thinks that he watches too much. His favourite TV programme is ...

READING family soap operas

EXAM SPOTLIGHT

PAPER 1, PART 7 Multiple matching

In Part 7 of the *First Reading* and *Use of English* paper, you read one text divided into short texts, or several short texts. Then you match each question to the correct text or paragraph.

3 Read the article about soap operas. For questions 1–10, choose from the soap operas (A–E) The soap operas may be chosen more than once.

Which soap opera

- 1 is about families living as neighbours? _____
- 2 includes a character that became richer? _____
- 3 has the name of its town as the title? _____
- 4 features a mother and three brothers? _____
- 5 is adapted from a soap in another country? _____
- 6 created arguments off-screen as well as on? _____
- 7 has a star who is starting a new job? _____
- 8 has actors from different ethnic backgrounds? _____
- 9 is about moving from one country to another? _____
- 10 is written in more than one language? _____

4 Complete the sentences with your opinion. Compare your sentences with a partner.

I'd like to see ... because ...

... is probably the worst because ...

1

FRIENDS AND FAMILY



EXAM SPOTLIGHT

PAPER 4, PART 1 General conversation

You will take the Speaking test with another candidate. In Part 1, the examiner will begin by asking each of you your name and where you are from, and will then ask questions on general topics, for example, likes and dislikes, family and friends, free time activities, work and learning. This part of the exam will last two minutes. The questions are likely to be familiar and will help you to relax.

1 Work in pairs. Ask and answer these questions from Part 1 of the Speaking test.

- 1 What's your name? Where are you from?
- 2 How do you like to spend your evenings? Why?
- 3 How much TV do you and your family watch a week? Would you prefer to watch more TV than that, or less?
- 4 What kinds of TV programmes do you like? Do you like the same TV programmes as the rest of your family?

2 Tell the class about the person you interviewed.

This is Marco and he's from Mexico. He likes watching TV but he thinks that he watches too much. His favourite TV programme is ...

READING family soap operas

EXAM SPOTLIGHT

PAPER 1, PART 7 Multiple matching

In Part 7 of the *First Reading* and Use of English paper, you read one text divided into short texts, or several short texts. Then you match each question to the correct text or paragraph.

3 Read the article about soap operas. For questions 1–10, choose from the soap operas (A–E) The soap operas may be chosen more than once.

Which soap opera

- 1 is about families living as neighbours? _____
- 2 includes a character that became richer? _____
- 3 has the name of its town as the title? _____
- 4 features a mother and three brothers? _____
- 5 is adapted from a soap in another country? _____
- 6 created arguments off-screen as well as on? _____
- 7 has a star who is starting a new job? _____
- 8 has actors from different ethnic backgrounds? _____
- 9 is about moving from one country to another? _____
- 10 is written in more than one language? _____

4 Complete the sentences with your opinion. Compare your sentences with a partner.

I'd like to see ... because ...

... is probably the worst because ...

VOCABULARY family

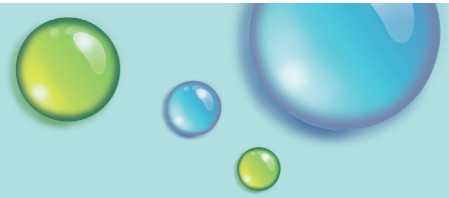
5 Find words in the text to match these definitions.

- 1 husband or wife *spouse* _____
- 2 our child or children _____
- 3 a brother who shares just one parent with you _____
- 4 the daughter of your father's new wife _____
- 5 opposite of *nuclear family* _____
- 6 wives of your husband's brothers _____
- 7 your future husband _____
- 8 all the members of your family including the ones who don't live with you _____

- 9 two children born at the same time to the same mother _____
- 10 the sons and daughters of your parents' brothers and sisters _____
- 11 your husband or wife's mother _____
- 12 your brothers and sisters _____

6 Work in pairs. Think of a family you know very well. Perhaps it's a family on TV! How many of the words from exercise 5 can you use to describe them? Tell your partner.

There are five people in the family who live next door to me. There's a mother and father, twin boys and a baby ...



Soaps around the World

A POLAND

Zlotopolscy (The Golden Poles) is a soap based around the main members of the Zlotopolscy family. That's Barbara, her sons Marek, Waldek and Kasper, plus their wives and children. But the family is divided. Some of the relatives live in a small town and the other half live in Warsaw. *The Golden Poles* forms an important part of the Polish soap industry, which is one of the biggest in the world. Poles have a particular love for Brazilian soaps and many people regularly listen to the second-longest running radio soap opera in the world called *The Matysiak Family*. It has been broadcast since 1956.

B SOUTH AFRICA

South Africa's most popular soap opera is called *Isidingo* and is set in a gold mining town of the same name. It follows the lives of the local residents and has the usual storylines of car accidents and family arguments, but unlike some soaps, *Isidingo* has a multiracial cast and is often praised because it deals with real social issues. For viewers new to *Isidingo*, one of the most interesting – and perhaps confusing – aspects of the programme is that it is multilingual. Characters speak in a variety of languages to reflect the real cultural mix of modern South Africa.

C INDIA

Apart from the fact that *Kyunki Saas Bhi Kabhi Bahu Thi (Because Once a Mother Was a Daughter-in-Law)* has a title which is longer than most soap operas, the basic ingredients of this Indian TV series are the same as those of every other soap opera – it's about a family! It began over 1,250 episodes ago with the heroine, Tulsi, marrying into the wealthy Virani family. Tulsi, who was poor before she joined the family, is always arguing with her mother and sisters-in-law. Recently the serial jumped 20 years forward and introduced a new generation of siblings. The latest news from the series is the real-life news that Smriti Irani, who plays Tulsi, has recently started a career in politics.

D BRAZIL

In a country which loves its soap operas, the series *América* had won 64 per cent of Brazil's TV audience every night by the time it finished. It tells the story of a tough but vulnerable girl called Sol, from Rio de Janeiro, who travels to Miami in search of 'the American dream'. She leaves behind her parents as well as her fiancé, Tião, who rides bulls at the rodeo. As well as being popular, *América* was controversial. Many people criticised the show for presenting an idealised view of the USA and for encouraging illegal immigration.

E GERMANY

Germans have been watching *Lindenstrasse (Linden Street)*, the country's favourite soap opera, since it began over 1,000 episodes ago. Set in Munich, it isn't so much about individual characters, but more about extended families living on top of, or next door to, each other. Another German soap, *Verbotene Liebe (Forbidden Love)*, is a version of the Australian soap *Sons and Daughters*. In it, all sorts of people, including twins, cousins, half-brothers and stepsisters, spouses and their offspring, all fall in love with people they aren't supposed to fall in love with!

KEY WORD *like*

1 Match the answers (a–e) to the questions (1–5).

- 1 What's your brother like? b
 - 2 Does he look like you? _____
 - 3 What does he like doing at the weekend? _____
 - 4 Do you like him? _____
 - 5 Do you think he would like to come out with us sometime? _____
- a I like him a lot.
 - b He's quite serious and quiet when you first meet him but he relaxes when you get to know him.
 - c Yes, I'm sure he would.
 - d Yes, we're both dark-haired with blue eyes.
 - e He likes going to the cinema or sometimes eating out.

2 Work in pairs. Tell your partner the name of someone you know well. Take turns to ask and answer questions 1–5 from exercise 1.

My sister's name is Alison.

Does she look like you?

Not at all. She has blue eyes and light brown hair. Does your sister look like you?

GRAMMAR present tenses

3 Compare the use of the present simple and the present continuous in each pair of sentences, and answer the questions.

- 1 a Some of the relatives live in a small town.
b Some of the relatives are living in Warsaw for the next few months.
 - 1 Which sentence describes something true all the time? _____
 - 2 Which sentence describes a temporary situation? _____
- 2 a Tulsı is always arguing with her mother and sisters-in-law.
b Tulsı often argues with her mother and sisters-in-law.
 - 1 Which sentence describes something that is generally true? _____
 - 2 Which sentence emphasises the repetition (of something negative)? _____
- 3 a Sol travels to Miami in search of the American dream.
b Sol is travelling to Miami.
 - 1 Which sentence describes a story? _____
 - 2 Which sentence describes something true at the moment of speaking? _____

STATE AND DYNAMIC VERBS

Verbs such as *be, like, believe, understand* and *know* describe states. We rarely use state verbs in the continuous form.

I understand the lesson today. (x)

NOT *I'm understanding the lesson today. (x)*

Note this exception:

a *My uncle is annoying. (x)*

b *My uncle is being annoying. (x)*

Sentence a describes a permanent state. Sentence b describes something true at the moment of speaking.

▶ GRAMMAR REFERENCE (SECTION 12.4) PAGE 206

4 Work in pairs. Tell your partner about the following.

- your daily routine during the week
- something you are always arguing about with members of your family or with close friends
- what you are currently studying or working on
- some of the current changes in your life or in your local area
- a book or film you have read or seen recently – describe what happens

5 Read this email from Rona to her friend Milan. Choose the correct verb forms to complete the email.

To: Milan Spasovski
From: Rona Kalodikis
Subject: My friend from Greece

Dear Milan,

Thanks for your email. It (1) *s / 's being* great to hear from you again and interesting to hear that your family (2) *moves / is moving* house. I (3) *hope / 'm hoping* they'll like their new home. It's also wonderful that you (4) *start / 're starting* University.

I (5) *write / 'm writing* to ask you a favour. A friend of mine from Greece is going to Britain in three weeks. It'll be his first time and he (6) *doesn't understand / isn't understanding* much English. Would it be possible for you to meet him and let him stay at your flat for the night? He has a great sense of humour and he (7) *looks / is looking* rather like Brad Pitt!

Anyway, let me know if you (8) *don't have / aren't having* time.

Love,
Rona

6 Compare the verb forms in each group of sentences and answer the questions.

- 1
 - a The Indian soap began over 1,250 episodes ago.
 - b The Indian soap has begun over 1,250 episodes ago.
 - c Hurry up! The Indian soap has just begun.
 - 1 Which sentence is wrong? Why? _____
 - 2 Can you identify the tenses in sentences a and c?
- 2
 - a They've already watched 1,000 episodes of *Lindenstrasse*.
 - b They've been watching *Lindenstrasse* since it began.
 - 1 Which sentence emphasises the duration of the activity? _____
 - 2 Which sentence emphasises a number or result? _____
- 3
 - a How long have you been watching *América*?
 - b Have you ever watched *América*?
 - 1 Which question asks about an activity which started in the past and continues in the present? _____
 - 2 Which asks about an experience which happened sometime in the past? _____

PRESENT PERFECT SIMPLE AND CONTINUOUS

With some verbs (e.g. *work, live*) there is little or no difference in meaning between the present perfect simple and the present perfect continuous.
I've lived there for three years. = *I've been living there for three years.*

If the action is quite recent or short in duration, the speaker is more likely to say *I've been working here for a week* rather than *I've worked here for a week*.

▶ GRAMMAR REFERENCE (SECTION 12.4) PAGE 206

7 Read this conversation from Part 1 of the First Speaking test. Complete the conversation with the correct present form of the verbs.

- A: First of all I'd like to know something about you, Dorota. Where (1) _____ (you / be) from?
 B: Poland. I (2) _____ (live) in a small town called Nowy Targ.
 A: And how long (3) _____ (you / live) there?
 B: I (4) _____ (live) there all my life, though I (5) _____ (study) English in Torun at the moment.
 A: (6) _____ (you / ever / study) any other languages?
 B: Yes. I (7) _____ (learn) German for two years when I was at school.
 A: OK. So what (8) _____ (you and your family / enjoy) doing at home?
 B: We all (9) _____ (like) skiing. My family always (10) _____ (go) skiing each winter in a place called Zakopane which is near us.
 A: And what's the most exciting thing you (11) _____ (ever / do)?
 B: Oh, that's a difficult question. Erm ... well, currently I (12) _____ (take) a course in paragliding.

SPEAKING asking and answering questions

8 Work in pairs.

Student A: you are the examiner. Ask the questions from exercise 7.

Student B: you are the candidate. Answer the questions in your own words.

First, I'd like to know something about you. Where are you from?

I'm from Italy, I live quite close to Rome.



USE OF ENGLISH gossip

- 1 **Work in pairs. Do you enjoy gossip and talking about other people? Have you heard any interesting gossip recently? Discuss with your partner.**
- 2 **Write down three pieces of news or recent gossip. Two items should be true and one should be untrue. Tell your partner your news. Your partner must guess which piece of news is untrue.**

EXAM SPOTLIGHT

PAPER 1, PART 2 Open cloze

In Part 2 of the Reading and Use of English paper, you have to complete a text with eight missing single words.

- Read the whole text from beginning to end before you fill the gaps.
- Think about what part of speech is missing in each gap (a verb, an auxiliary verb, an article, a pronoun, etc.).
- Don't leave any gap without a word. Even if you aren't sure, then guess and write a word. It might be correct!

- 3 **The table shows some of the types of words that are often tested in Paper 1, Part 2. Write the words from the box in the correct column.**

a and at because but can has he himself
in on or that the us who would

article	auxiliary verb	preposition	pronoun	conjunction

- 4 **Work in pairs. Read the text quickly. Why is gossip good for you, according to the article?**
- 5 **Work in pairs. Discuss what type of word is missing for each gap in the article. Then think of the word that fits best and write it in.**

LISTENING talking about people

EXAM SPOTLIGHT

PAPER 3, PART 1 Multiple choice

In Part 1 of the Listening test, you listen to eight short texts lasting about 30 seconds. You will hear each one twice. There is one question for each text. Before you listen, read the whole question and underline any key words.

Read question 1 and the audioscript extract. The highlighted words give you clues to the answer. Notice that the exact words in the answer are not in the recording.

- 1 You hear two people talking at work.
Who are they talking about?
A a friend
B a customer
C a manager

Audioscript extract:

B: *What's the problem?*

A: *I don't know how long I can put up with her.*

B: *She seems OK to me.*

A: *Do you think so?*

B: *Well, she's very friendly. The other staff get on with her.*

And she's got some good ideas. She wants to move the office around but that's fine. It doesn't work the way things are at present.

A: *You don't think she's a bit bossy? I mean, all these changes. She's only been here a week!*

GOSSIP IS GOOD FOR YOU

We all love hearing gossip about people we know (0) at work, or news about a friend or neighbour. Unfortunately, gossip often makes (1) _____ feel guilty because the stories might be untrue. But now a team of psychologists at (2) _____ University of Oklahoma believe we shouldn't feel guilty. They think (3) _____ gossip is positive because it can build closer relationships between people.

In part of their research, the psychologists asked a group of people to listen (4) _____ a recorded conversation between two fictional characters called Brad and Melissa. Then they put each person (5) _____ someone they had never met before. Each pair of strangers discussed what they (6) _____ liked or disliked about the couple in the recording. Pairs who disliked the speakers in the conversation developed a more friendly relationship (7) _____ pairs that both liked the speakers. One researcher concluded from this that 'shared, mild negative attitudes towards others can build (8) _____ stronger relationship'.



6 1.1 You will hear people talking in eight different situations. You will hear each extract twice. For questions 1–8, choose the best answer (A, B or C).

- 1 You hear two people talking at work.
Who are they talking about?
A a friend
B a customer
C a manager
- 2 You hear two friends talking about another friend.
What is Nigel to the two speakers?
A an old friend
B an acquaintance
C a boyfriend
- 3 You hear a celebrity talking on TV.
Why is she angry?
A because she doesn't like being interviewed by journalists
B because of another celebrity called Brad
C because of gossip in the newspapers about her
- 4 You hear a man telling his friends about a family.
Where are the family?
A in the house next door to his
B on a TV show
C in a book
- 5 You hear a voicemail message on a mobile phone.
Why is the man calling his friend?
A to stay at her house in London
B to tell her that someone else might contact her soon
C to persuade her to help an old school friend of theirs
- 6 You hear the following conversation in the corridor at work.
Why does the speaker want the other person to come to the interview?
A to meet a candidate for the job
B to talk about the new job
C to meet the new receptionist
- 7 You hear a woman talking to a friend on her mobile phone.
Why is she phoning?
A to gossip about some visitors
B to cancel dinner
C to make an arrangement
- 8 You hear a woman talking about a TV programme.
What does the woman criticise?
A the parents
B the children
C the TV programme

VOCABULARY describing relationships

7 Read sentences 0–8. Replace the words in italics with the phrasal verbs from the box.

break up fall out get back together get on with
let down look after put up with ran into stand by

- 0 I don't know how long I can *tolerate* her. put up with
- 1 All the staff *like her* and are friendly to her.

- 2 I *met* Kim *by chance* the other day. _____
- 3 She wants to *end the relationship* with him.

- 4 They *have arguments* over everything. _____
- 5 She always leaves him and then a week later they *start their relationship again*. _____
- 6 There was a mother and father on the show who still *take care of* their three grown-up children.

- 7 They never do anything around the house and always *disappoint* them *by not doing what they should do*. _____
- 8 She said she would *be loyal* to him whatever happened. _____

KEEPING A VOCABULARY NOTEBOOK

Phrasal verbs are used a lot in English, so keep a list of phrasal verbs and learn them regularly. Here are some ideas for ways of writing them to help you remember them.

Write a synonym: *put up with* = tolerate

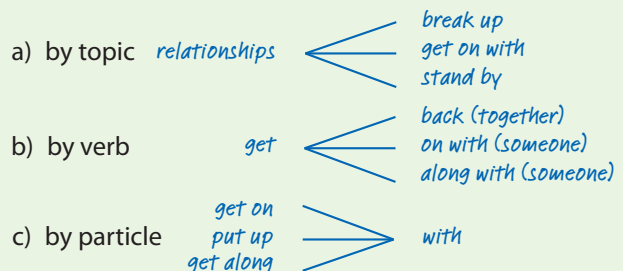
Write it in your own sentence:

I can put up with hard work if it's useful.

Show where the object goes:

I let her down. NOT *I let down her.*

Write vocabulary in groups:



8 Look up these phrasal verbs in a dictionary, and write them in your notebook following the suggestions above.

make up with take after go along with look up to

WRITING an essay (1)

EXAM SPOTLIGHT

In Paper 2, the Writing paper, you have to answer two questions in 80 minutes. In Part 1 there is a compulsory essay question, so you **must** answer it.

In Part 2 you write an answer to one more question. There is a choice of three or four types of writing (from an article, an email/letter, a review or a report).

In the *First for Schools* exam the writing tasks in Part 2 might also include a story or an essay about the set book. They will not include a report.

1 Read the Exam Spotlight box about Paper 2, Writing, and answer the questions.

- 1 How many parts are there in this exam?
- 2 How many questions do you have to answer?
- 3 Can you ignore the question in Part 1?
- 4 What are the different types of writing that are tested in Part 2?

2 Read the essay question from Part 1 of the Writing paper. Do you agree or disagree with the statement?

You must answer this question. Write your answer in 140–190 words in an appropriate style.

In your class you have been talking about different ways of communicating with people. Now, your English teacher has asked you to write an essay for homework.

Write your essay using all the notes and give reasons for your point of view.



It is much easier to communicate with family and friends than in our grandparents' time. Do you agree?

Notes

Things to write about:

- 1 letters and emails
- 2 telephones and mobile phones
- 3 your own idea

3 Read the essay question again and decide if statements 1–8 are true (T) or false (F).

- 1 The essay question in Part 1 always appears in a context. T / F
- 2 You have a statement to discuss. T / F
- 3 You can write what you want. T / F
- 4 You don't have to include all the notes. T / F
- 5 Your own ideas are the most important. T / F
- 6 An informal, 'chatty' style is OK. T / F
- 7 You can write as much as you want. T / F
- 8 Spelling and grammar are important. T / F

4 Read the model answer written by Lucia. Which paragraph(s):

- a introduce the topic of the essay?
- b deal with the advantages of modern methods?
- c give a conclusion?

Nowadays, we have lots of different ways to communicate thanks to new technology.

First of all, let's consider email and texting. As far as I'm concerned these are useful for sending and receiving messages quickly. In comparison, my grandparents used to send letters. These were much slower, especially if you wanted to communicate with people in other countries.

Next, modern mobile phones are excellent for talking but also for sending photos of the family to each other. According to my grandmother, in the old days, people only contacted each other or sent photos once or twice a year. I think this is sad!

Finally, the younger members of my family communicate with social media sites like Facebook and Twitter. We can share our whole lives with each in a way our grandparents never dreamed of.

In conclusion, communicating with family and friends has never been easier.

5 Underline the different expressions that Lucia uses to introduce opinions.

6 Complete the expressions in these sentences with the correct preposition.

- 1 According _____ experts, most of us have only three or four close friends.
- 2 _____ far _____ I'm concerned I'd never fall in love with someone I met on the Internet.
- 3 First _____ all, we should never contact people who hide behind pseudonyms.
- 4 _____ my opinion, the best way of meeting people is at school or work.
- 5 _____ conclusion, we should think twice before giving personal details.

7 Read the sentences in exercise 6 again. What topic are they about?

SEQUENCING WORDS

Sequencing words are very important in an essay, but some of them can be easily confused. We use:

- at first** to talk about a first opinion, impression or action that is different from what comes later.
- firstly / first of all** to introduce the first item in a list of reasons or arguments.
- afterwards / after that / next** to introduce another action in a series.
- secondly** to introduce a second reason or argument.
- finally / lastly** to introduce a final opinion, reason or argument.
- at last** to say that something happened after a long delay.
- in the end** to talk about a final result, often after lot of other things have happened.

8 Read the information about sequencing words in the box, then choose the correct option to complete sentences 1–5.

- 1 *Firstly / At first* I spent a lot of time phoning people, but nowadays I chat to them on Facebook.
- 2 There are several reasons for being careful on social media sites. *At first / First of all*, anything we write immediately becomes public. *Afterwards / Secondly*, we can never delete what we have written. *Finally / At last*, it leaves us open to identity theft.
- 3 Danny and Morag looked everywhere for their tablet. *At last / Lastly* they found it behind a cushion on the sofa.
- 4 They tried to repair the computer, but *at last / in the end* they had to buy a new one.
- 5 We had a long conversation on Skype. *Afterwards / Secondly* I sent her our latest photographs.

9 Now read this exam question. Work in pairs or groups and discuss your ideas.

'Thanks to the Internet there has never been a better way of making friends.' Do you agree?

Notes

Things to write about:

- 1 meeting new people
- 2 finding people with similar interests
- 3 your own idea

10 Use Lucia's answer as a model and write your answer, using the ideas you discussed in exercise 9. Check your work using the checklist.

WRITING CHECKLIST

AN ESSAY

After you write your essay, check your work.

- Does it cover the two points you are given?
- Does it include your own idea?
- Does it use a range of expressions for giving your opinion?
- Is it between 140 and 190 words?
- Have you checked your work for mistakes and punctuation?

WRITING GUIDE PAGE 212





GLOSSARY

- orphan:** a child whose parents have died (adj. orphaned)
drought: a long period when it doesn't rain and there isn't enough water for plants or animals
formula: dried milk for babies
grieve: to feel very sad after the death of someone close
breakthrough: a sudden and important development or discovery
herd: a large group of animals such as elephants or cows

VIDEO a match made in Africa

- 1 Look at this photograph of an elephant calf (baby elephant) and a sheep called Albert. Where do you think the photograph was taken? What is strange about it?
- 2 You are going to watch a documentary about the story of this unlikely friendship. While you watch, number the events a–h in the correct order 1–8.
 - a The calf begins to drink water. _____
 - b The elephant goes walking with Albert. _____
 - c No other elephant wants to take care of him. 1
 - d A baby elephant loses its mother. _____
 - e Albert the sheep arrives. _____
 - f The calf is rescued. _____
 - g They name the elephant *Temla*. _____
 - h The elephant starts to drink milk. _____

- 3 Read the glossary and watch the video again. While you are watching, decide if statements 1–8 are true (T) or false (F).

- 1 An elephant calf needs milk for six months. T / F
- 2 Elephants never adopt calves without mothers. T / F
- 3 There was a serious shortage of water. T / F
- 4 The team from Shamwari drugged the calf. T / F
- 5 At first, the calf was too unhappy to drink water. T / F
- 6 Albert and the calf became instant friends. T / F
- 7 The calf eventually started to drink 'formula' milk. T / F
- 8 Albert and the calf did everything together. T / F

- 4 How did Albert help to save the elephant calf's life? Why do you think this was?

5 Match the expressions in italics in 1–5 to the definitions a–e.

- 1 The Shamwari team *moves in* for a rescue. _____
- 2 The staff was afraid that the calf would not *make it* through the rescue. _____
- 3 At first the elephant and Albert didn't *hit it off*. _____
- 4 Baby elephants are emotional, if they aren't happy everything *shuts down*. _____
- 5 The orphaned elephant was grieving *in a big way*. _____

- a stop operating
- b survive an illness or dangerous situation
- c a lot / a great deal
- d like each other as soon as you meet
- e go closer

6 What close relationships do you have with family or friends? Can you think of a time in your life when a friendship started off in a difficult way?

PAPER 4, PART 1 General conversation

7 Read the Ideas generator and start making a mindmap about you, your life and your relationships to prepare for Part 1 of Paper 4. Choose the main topics and add some details.

8 Work in pairs. Take turns to be the interlocutor and the candidate. Ask these questions and answer them using the useful expressions in the box.

- 1 Where are you from?
- 2 Tell me about your home town or city.
- 3 What do you like doing in your free time?
- 4 Do you prefer to spend time on your own or with friends?
- 5 Do you spend more time with family or with friends?
- 6 Do you like animals? Tell me about your pets.
- 7 Do you spend much time on social media websites like Facebook? Are they a good way to make friends?

USEFUL EXPRESSIONS

TALKING ABOUT YOURSELF

I'm from / I come from ...
I live in ... / (It's a beautiful place with ...)
I like playing ... / doing ... / going ...
I prefer being with friends because ... / I enjoy time on my own (to read a book ...)
I think I probably spend more time (with friends at college / with my family at the weekend)
I love my pets. I have (a cat and a dog ...)
I like meeting people online. (On Facebook I have about 200 friends.)
I don't spend much time online because ... (I prefer seeing my friends.)



IDEAS GENERATOR

MINDMAPPING A TOPIC

In Part 1 of the *First Speaking* test, you talk about different personal and general topics, such as your family and friends, pets and hobbies, where you live and your occupation. To prepare for this part of the exam, it's useful to generate ideas by making a mindmap. Here's a mindmap by a student. He begins by writing categories and then adds details. He can refer back to the mindmap and add more information later on. It will help him answer the examiner's questions.

