

1 Family matters

Vocabulary

Ages and stages of life

- 1 Work with a partner. Match the photos with these words. What ages go with each stage of life?

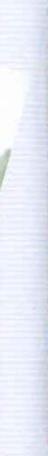
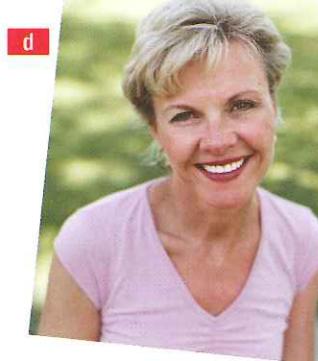
baby child middle-aged adult
senior citizen teenager young adult

e baby, 0-3 approximately

- 2 Put the stages of life in order. Begin with *birth*.

adolescence birth childhood
death middle age old age

- 3 1.01 Listen, check and repeat.



The family

- 4 Divide these words into three lists: Male/Female/Male or Female.

aunt brother-in-law cousin
daughter grandfather grandson
husband nephew niece
stepfather uncle wife

| Male | Female | Male or Female |
|---------|----------|----------------|
| husband | daughter | cousin |

- 5 Match the words in 4 with these descriptions.

- the man that a woman is married to **husband**
- the brother of one of your parents
- your mother's new husband in a second or later marriage
- a daughter of your brother or sister
- the son of one of your children
- the brother of your husband or wife

- 6 SPEAKING Work with a partner. Take it in turns to define the other words in 4. Can your partner say the family member?

It's the son of your brother or sister.

Nephew.

Grammar Present simple and present continuous Articles

Vocabulary Ages and stages of life The family

Noun suffixes -ment, -ion, -ence

Speaking Asking for personal information

Writing An informal email

Reading

- 1 Look at the photos. What can you see in them? What do you think the text is about? Guess.

- 2 Read the text and choose a good title.

1 New technology in the USA 2 Protection 24 hours a day – is it a good idea?

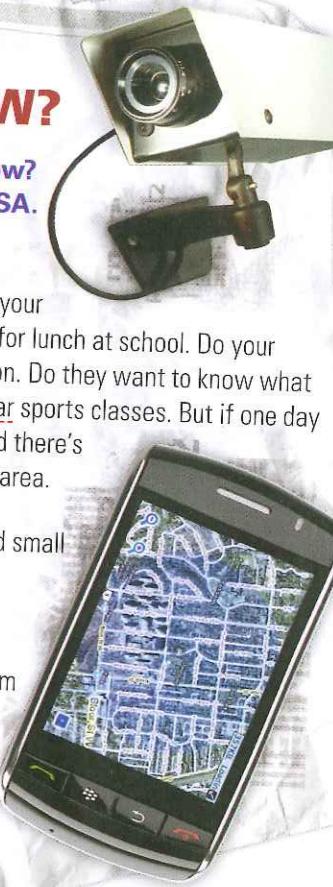
3 Unhappy families

WHAT ARE YOUR PARENTS DOING NOW?

Maybe they're watching you, listening to you or finding out where you are. How? It's all thanks to new high-tech equipment from specialist companies in the USA.

A company called BladeRunner has a jacket with a GPS system inside. It costs \$500, and for \$20 a month your parents can always see where you are (or where your jacket is!). But that's nothing. Do your parents want to know what you're eating? No problem. MyNutriKids tells them what you're having for lunch at school. Do your parents want to know your exam results? GradeSpeed is a service which gives them that information. Do they want to know what online conversations you're having? IMSafer tells them. You usually arrive on time for extra-curricular sports classes. But if one day you don't arrive on time, there's a service which informs your parents. And there's another service which sends them a message if you go outside a specific area.

So, are your parents protecting you or are they spying on you? Babies and small children need constant care and protection. But is it really important for parents to know where their teenage kids are every minute of the day? Adolescents need to take their own decisions and make their own mistakes. Mistakes are an important part of growing up, of passing from childhood to independence. We think it's important for parents to give their children the opportunity to do this.



EXAM SUCCESS

Here is a multiple-choice reading activity. In this type of exercise you have three or four options. You choose the option that is best according to the information in the text. If you aren't sure of the correct answer, what can you do?

EXAM SUCCESS ▶ page 150

- 3 Read the text again and choose the best answers.

- 1 The BladeRunner jacket

- a costs \$500.
b only works if you pay regularly.
c has a mobile phone inside.

- 2 GradeSpeed

- a helps students to work fast in exams.
b helps students to have good results in exams.
c gives parents information about exam results.

- 3 One of the services

- a tells parents if their children do not arrive at a place on time.
b stops children from entering a new zone.
c tells children if they are going into a dangerous place.

- 4 A lot of the new technology

- a is dangerous for children.
b gives parents information about their children.
c is difficult to use.

- 5 In the article, it says that for young people it is

- a bad to make mistakes.
b important to listen to parents.
c important to have the chance to make mistakes.

- 4 Match the underlined words in the text with their definitions.

1 something you do at school, but not part of your normal studies **extra-curricular**

2 things that you do wrong, that are incorrect

3 connected to the Internet

4 chance, possibility

5 permanent attention and help

6 written or spoken information that you send to somebody

7 tells

- 5 SPEAKING What about you?

1 Do your parents usually know what you are doing?

2 Imagine. Your parents give you a GPS jacket. Would you wear it? Why/Why not?

I think my parents usually know where I am.

Me too. My parents always call me when I'm not at home.

GRAMMAR GUIDE

Present simple and present continuous

1a Look at these sentences. Which sentences are in the present simple and which are in the present continuous?

- 1 You usually arrive on time for sports classes.
- 2 They're watching you now.
- 3 We think it's important.
- 4 Adolescents should take their own decisions.

1b Match the sentences in 1a with the explanation of their uses in a-d.

- a For actions that are happening now or temporary actions.
- b For regular or routine actions.
- c For things that are always or generally true.
- d With certain verbs like *love, like, hate, think, believe, know, understand, want, need*.

1c Complete the sentences with the correct form of *study*.

Present simple

Affirmative: He studies history.Negative: He doesn't study physics.Question: Does he study English?

Present continuous

Affirmative: She is studying English now.Negative: She isn't studying maths now.Question: Is she studying French?

GRAMMAR REFERENCE ▶ page 16

► STUDY SKILLS

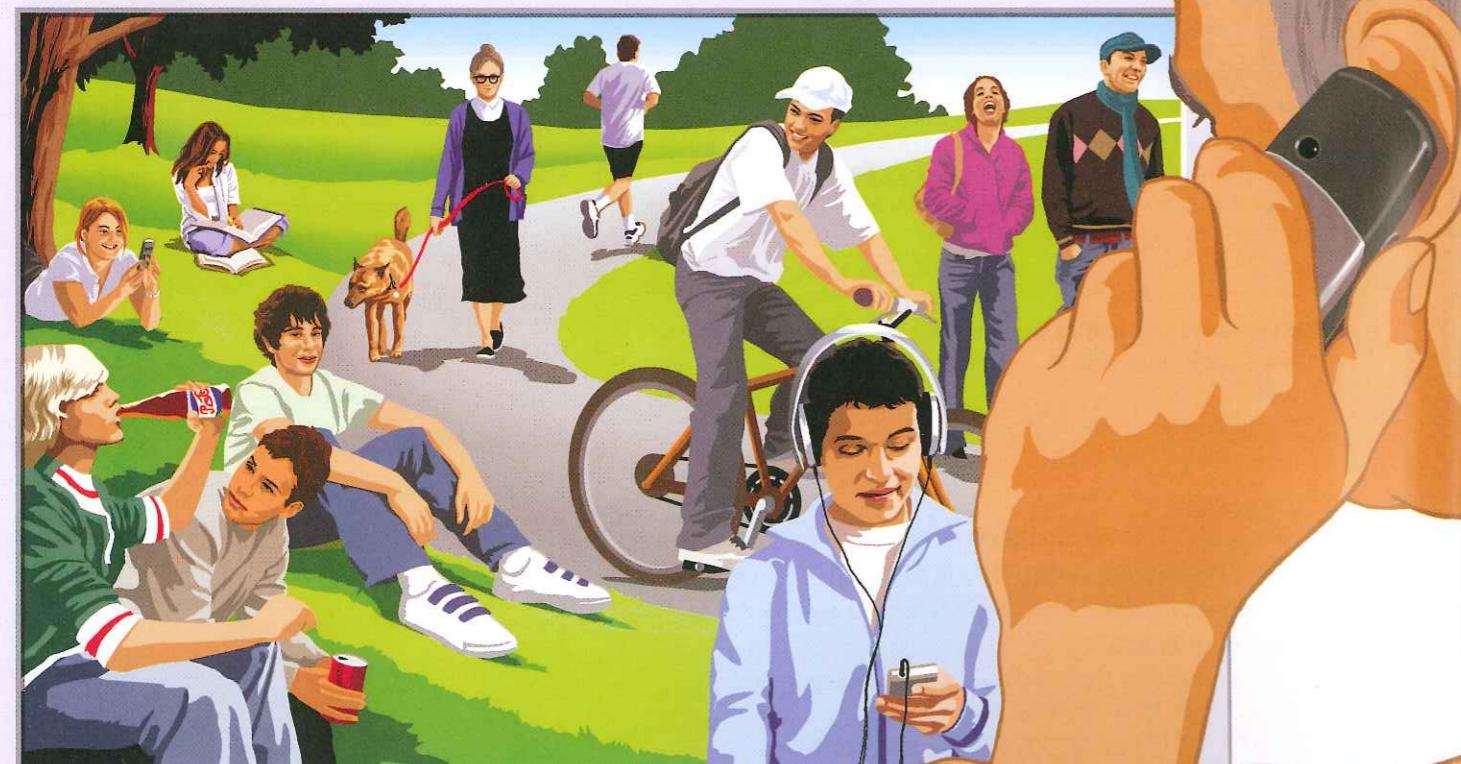
When you have a problem with grammar, where can you find help?

STUDY SKILLS ▶ page 146

2 Look at the picture. Describe what the people are doing. Use the present continuous form of these verbs.

call chat drink laugh listen ride run sit study walk wear

A boy is listening to music.



3 Complete the sentences with the correct form of the verbs given.

3 Complete the dialogue about the picture using the present simple or present continuous form of the verbs given.

MUM: Can you see Mike?

DAD: Yes, I can.

MUM: What (a) is he doing now?DAD: Right now he's (b) riding a bike.MUM: Impossible. He never (c) takes his bike to school on Fridays. (d) Is he wearing a helmet at the moment?DAD: No, he (e) isn't.MUM: He normally (f) wears a helmet when he (g) rides his bike.DAD: Let me call him to find out what (h) happens ... Mike? What (i) is he doing?MIKE: Oh, hi, Dad. Well, you know I usually (j) play football on Fridays. But because this Friday is Pete's birthday we decided to come to the park. Pete (k) has his bike here.DAD: Why (l) is he not wearing a helmet?MIKE: How (m) is he knowing that? Dad! (n) Is he spying on me again?!

4 Find these words and phrases in the dialogue in 3. Which go with the present simple and which go with the present continuous?

- | | | |
|-----------------|--------------|---------------|
| 1 at the moment | 4 now | 7 this Friday |
| 2 never | 5 on Fridays | 8 usually |
| 3 normally | 6 right now | |

at the moment = present continuous

5 Complete the sentences with the present simple or present continuous form of these verbs.

lie look after need not understand shout work

- 1 I can't come out at the moment because I look after my baby sister.
- 2 Why are you shouting? My grandfather can hear you.
- 3 My cousin always works in a restaurant on Saturday afternoons.
- 4 Can you say that again? I need to hear you better.
- 5 Can I help you, Dad? Are you not understanding anything?
- 6 My sister is lying down right now because she doesn't feel well.

6 Write questions for these answers.

- 1 What do you do on Fridays? I play basketball on Fridays.
- 2 What is your mum doing? My mum is working at the moment.
- 3 Where do your uncle and aunt live? My uncle and aunt live in Liverpool.
- 4 Is your cousin studying at university? No, my cousin isn't studying at university.
- 5 What do your grandparents do in the morning? My grandparents go for a walk in the mornings.
- 6 What do you and your family do at the weekend? My family and I usually go to the cinema at the weekend.

7 SPEAKING Use the questions in 6 to interview your partner. When you finish, think of similar questions to ask.

What do you do on Fridays?

I go out with my friends.

Noun suffixes **-ment, -ion, -ence**

1 Look at these words from the text on page 7.

equipment independence protection

The parts of the word in **bold** are suffixes. Suffixes change the type of word, e.g. from an adjective to a noun.

2 Complete the words in the table and then use your dictionary to check the words.

-ment

| Verb | Noun |
|-----------------|----------------|
| 1 <u>equip</u> | equipment |
| move | 2 <u>.....</u> |
| improve | 3 <u>.....</u> |
| 4 <u>retire</u> | retirement |

-ion

| Verb | Noun |
|------------------|----------------|
| 5 <u>protect</u> | protection |
| inform | 6 <u>.....</u> |
| invent | 7 <u>.....</u> |
| 8 <u>discuss</u> | discussion |

-ence

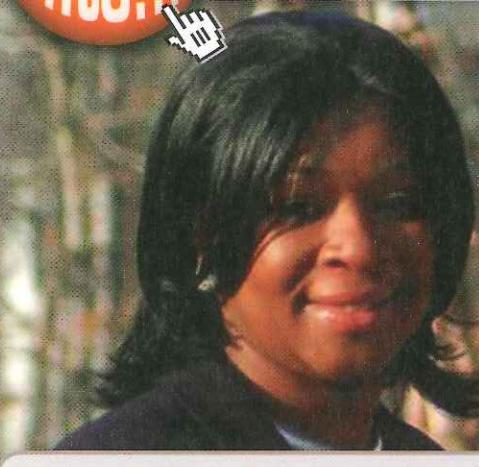
| Adjective | Noun |
|-----------------------|-----------------|
| 9 <u>independence</u> | independence |
| 10 <u>adolescence</u> | adolescence |
| different | 11 <u>.....</u> |
| 12 <u>confidence</u> | confidence |

3 Complete the sentences with nouns from 2.

- 1 What is the period between childhood and being an adult? is the period between childhood and being an adult.
- 2 What is the difference between them? He and his brother are very similar. There isn't a big difference between them.
- 3 What is the most important thing about the computer? The computer is a brilliant invention.
- 4 What is the most important thing about her family? She doesn't live with her family. She likes having complete independence.
- 5 What is the most important thing about the Internet? You can find a lot of information about many different topics on the Internet.
- 6 What is the most important thing about a hat? A hat can give you protection from the sun.



Teenagers and parents



International cultural knowledge

British teenagers and their parents

- 1 Strict parents are parents who have very clear rules for their children to follow and obey. Work with a partner. Do you think these statements are true (T) or false (F)? Guess.

- 1 British parents are very strict. T/F
2 British parents don't like being strict. T/F
3 An experiment on TV shows that British teenagers hate strict parents. T/F

- 2 Read the text. Check your answers from 1.

- 3 Read the text again and answer the questions in your own words.

- 1 What is 'The world's strictest parents'? *It's a television programme about British adolescents and discipline.*
2 Who is Andrea Wiseman?
3 What negative things do British teenagers do, in Wiseman's opinion?
4 What negative things do British parents do, in Wiseman's opinion?
5 What are the negative effects on teenagers when parents act in this way?
6 What happens to the British teenagers in 'The world's strictest parents'?

WORD BOOSTER

Match the words and definitions.

- | | |
|---------------|--|
| 1 explores | a the way that someone does things, for example, at school |
| 2 celebrities | b famous people |
| 3 discipline | c treated in a good and equal way |
| 4 values | d the way that we make people obey rules |
| 5 fair | e ideas that are important in our lives |
| 6 behaviour | f looks at, investigates |

4 What about you?

- 1 Would you like to watch this programme on TV?
Why/Why not?
2 How strict do you think parents are in your country?

I'd like to watch it.

Why?

Because I'd like to see the British teenagers living in these different countries.



Popular culture

'Girls just want to have fun' by Cyndi Lauper

- 5 Look at the picture. What is happening?



- 6 1.03 Listen to the song and match the picture to a verse.

- 7 Now read the words to the song and match a sentence to each verse. There are four sentences but only three verses.

- 1 The girl's father is angry because people call his daughter at unusual times. *verse*
2 The girl's brother is angry because they have different opinions about things. *verse*
3 The girl's mother is angry because her daughter stays out late. *verse*
4 The girl doesn't want a boyfriend to control her. *verse*

8 What about you?

- 1 What do you think of the song's words and music?
2 How does the song make you feel?

I think the words are really good.

Me too. What about the music?

Verse 1
I come home in the morning light,
My mother says "When you gonna live your life right?"
Oh, mama dear,
We're not the fortunate ones,
And girls, they want to have fun
Oh, girls just want to have fun

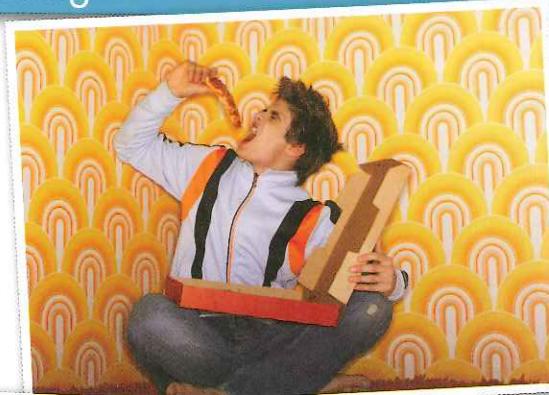
Verse 2
The phone rings in the middle of the night,
My father yells "What you gonna do with your life?"
Oh, daddy dear,
You know you're still number one,
But girls, they want to have fun
Oh, girls just want to have fun

INSIDE INFORMATION

- This song first appeared in 1984. It won the first ever MTV Best Female Video award.
- The song appears in many films, adverts and TV series, including an episode of *The Simpsons*.
- The song is one of the first songs about girl power. Cyndi Lauper was an inspiration for artists like Madonna.

Verse 3
Some boys take a beautiful girl,
And hide her away from the rest of the world
I want to be the one to walk in the sun
Oh, girls, they want to have fun,
Oh, girls just want to have fun

Chorus



1a SPEAKING Work with a partner. Describe the photos. Who can you see? Where are they? What are they doing? How are the people feeling, and why? If you are not sure of something, use *I think* and/or *I imagine*.

1b Ask and answer these questions.

- 1 What time do you usually have dinner?
- 2 Where do you usually have dinner?
- 3 Who do you usually have dinner with?
- 4 What do you usually do when you have dinner – talk, watch TV, listen to music ... ?

2 LISTENING 1.04 Listen to a radio programme about family dinners. Match the people and their situations.

- | | |
|---|-------------------------------------|
| A eats with the family just once a week | |
| B eats with the family but they don't talk | |
| C makes dinner for the family every day | Mike <input type="checkbox"/> 1 |
| D never arrives home in time for dinner | Chris <input type="checkbox"/> 2 |
| E eats and talks with the family every day | Sally <input type="checkbox"/> 3 |
| F usually eats with the family but isn't eating with them today | Alice <input type="checkbox"/> 4 |
| G always eats alone because mum and dad work | Jennifer <input type="checkbox"/> 5 |
| H has to order pizza because nobody has time to cook | Daniel <input type="checkbox"/> 6 |

3 SPEAKING What about you?

Do you think it's important to eat with your family? Why/Why not?

I think it's important to eat together.

Why?

Because you can talk about what you did that day or talk about your problems.

GRAMMAR GUIDE

Articles

1 Look at these sentences and then complete rules 1–5 with *a/an*, *the* or *no article*.

- a I think family dinners are a great thing.
- b Family dinners are *an* important time for us.
- c *The* dinner I'm eating today isn't good.
- d *The* government talks a lot about family dinners.
- e I'm *a* computer technician.

- 1 We use *no article* when we talk about things in general.
- 2 We use to talk about a specific person or thing or a person or thing mentioned before.
- 3 We use to talk about a singular, countable person or thing for the first time, or to say that the person or thing is one of a number of things or people.
- 4 We use to talk about someone or something that is unique.
- 5 We use to say what somebody's profession is.

GRAMMAR REFERENCE ▶ page 16

2a PRONUNCIATION 1.05 Listen to how we pronounce *the* in List A and in List B. What is the difference in pronunciation? Why is this?

| List A: | List B: |
|----------------|---------------------|
| the problem | the end |
| the dinner | the important thing |
| the government | the evening |
| the weekend | the afternoon |

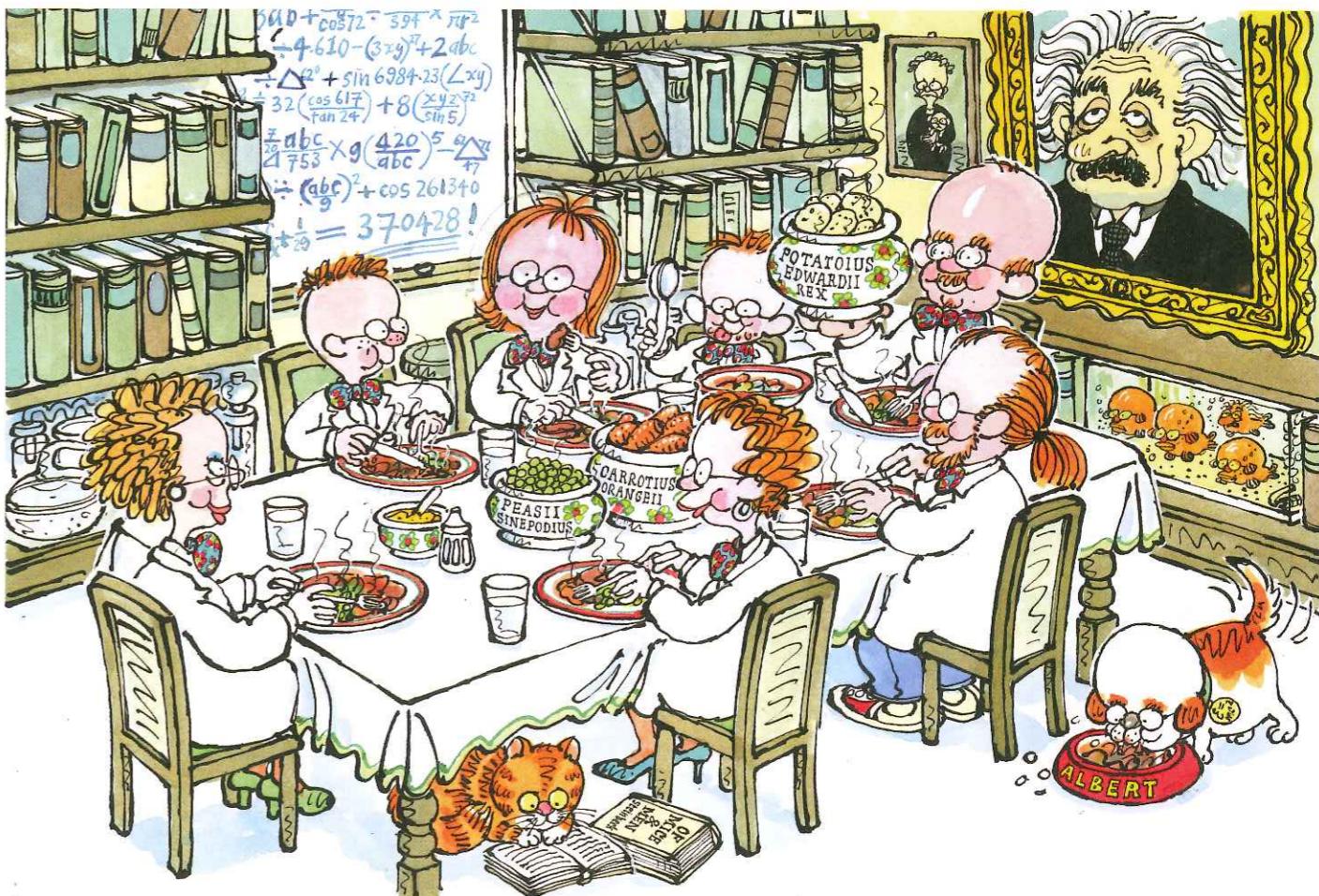
2b Listen again and repeat.

3 Complete the sentences with *the* if necessary.

- 1 Today on programme we're talking about family dinners.
- 2 I'm going to fridge to see if there's anything to eat.
- 3 I think communication is essential.
- 4 In my house breakfast isn't an important meal.
- 5 Adults don't always arrive home on time because of work.
- 6 I don't like food at school.
- 7 In films they often show families eating together.

4 Read the text and choose the correct alternative.

(a) *An/The* interesting study in the USA shows (b) *the/0* importance of family dinners. The results show that (c) *0/the* teenagers who eat with their families five or six times a week usually get (d) *0/the* top marks at school. There is probably (e) *a/the* simple explanation for this. Rakeish Bedesi is (f) *0/the* president of ApplyingtoSchool.com. This is (g) *a/the* service helping students who want to go to (h) *0/the* university. He says he sees (i) *a/the* big difference between families that discuss things and families that don't. When you eat together and talk about (j) *0/the* different opinions and options, students can plan for the future. Do you want to be (k) *0/a* great inventor one day? Talk about it over dinner!



5 Look at these questions. Add *a*, *an*, *the* or *0* if the question does not need an article.

- 1 Do you think family dinners are important?
- 2 Are family dinners important part of life in your country?
- 3 Do you think children and parents talk a lot in your country?
- 4 Do you talk about important things when you have dinner?
- 5 Do you think food you eat makes a difference to your school marks?
- 6 Do you like food at your school?
- 7 Do you listen to music at dinnertime?

6 SPEAKING Interview your partner using the correct questions in 5.

Do you think family dinners are important?

Yes, I do. I think they are an important part of family life.

- 1 Complete this personal information file with information about you and your brothers, sisters or best friend.

Brothers/Sisters/Best friend:

Age:

What they do:

How often you see them:

What you usually do on Saturdays:

What you usually do on Sundays:

Your likes/dislikes:

- 2 Look at these four people and their personal information files. Tell your partner which people are similar to you. Explain why.

Oliver is similar to me because he's got one brother and he does sport on Sundays.

Liam

- one brother, one sister
- brother at university, sister works
- goes out with friends on Saturdays
- plays tennis on Sundays

Oliver

- one brother
- brother at university
- goes out with friends on Saturdays
- does sport on Sundays

Emma

- one brother
- brother studies at school
- watches films on Saturdays
- doesn't like sport

Philippa

- one sister
- sister lives in the USA
- plays tennis on Saturdays
- plays computer games on Sundays

- 3 **LISTENING** 1.06 Listen to two teenagers talking at a party. Look at the personal information files in 2. Which two people are talking?

- 4 Work with a partner. Complete the dialogue with the correct questions. Look at the Speaking Bank for help.

(a)?

Yes, I've got one brother.

Me too. (b)?

He's 22.

(c)?

No, he doesn't. He's at university in Manchester.

(d)?

About once a month, when he comes home for the weekend.

That's good! I see my brother every day because he's only fourteen. (e)?

I usually go out with my friends on Saturdays and we sometimes play football on Sundays. (f)?

My brother and I often go to the cinema on Saturdays.

But I never play football because I don't like sport.

▶ Speaking Bank

Useful questions to ask for personal information

- Have you got any brothers or sisters?
- What do you do at the weekend/in the evenings/on Wednesdays?
- What about you?
- Do you like ...?
- What do you think of ...?
- How often do you ...?

- 6 **SPEAKING** Practise the completed dialogue in 4 with your partner. Pay special attention to the correct intonation in questions.

Practice makes perfect

- 7a **SPEAKING** Work with a partner. Do this role-play using the dialogue in 4 and the Speaking Bank to help you.

You meet an English boy/girl at a party.

- Find out if he/she has brothers or sisters.
- Tell him/her about your family.
- Find out what he/she does at the weekend.
- Tell him/her what you do in your free time.

- 7b Change partners and repeat.

EXAM SUCCESS

In information role-plays, how can you keep the conversation going?

EXAM SUCCESS ▶ page 150

- 1 Look at this advert from a teenager called Alanna. What does Alanna want? Would you be interested in contacting her? Why/Why not?



Name: Alanna
My country: Ireland
My age: 14-18



Category: Language – English

Main aim: Find an international e-pal

I speak: English and a little Spanish

My interests: Music, books, travel

Message: Hi! I'm from Dublin. I've got two brothers, two sisters and a pet dog called Buttons! I love travelling and discovering new countries, new music and new books. If you want to practise your English and make new friends, write to me.

Reply



- 2 Read this reply to Alanna's advert. Do you think this person is a good e-pal for Alanna? Why/Why not?

Message - Hi Alanna!

From: Silvia <silvia.lombardi@mailnet.com> To: Alanna <teacakes@realmail.com>
Subject: Hi Alanna!

Hi Alanna!

1 I'm Silvia. I'm from Florence in Italy. Let me tell you about myself.

2 I'm from quite a big family. I've got two brothers and a sister. My sister and I are almost the same age and we go everywhere together. My father works in a bank and my mother is a teacher. My mum teaches at my school. That's often a good thing, but sometimes it can be really bad ;-).

3 I love listening to all types of music, but especially pop and rock. My favourite group is an Italian group called Negramaro. Do you know them? Right now I'm listening to their latest CD.

4 English is my favourite subject at school. This year I'm doing extra classes and I also read books in English. At the moment I'm reading a Sherlock Holmes book.

5 Anyway, that's all for now. Write back soon if you'd like to be my e-pal.

Best wishes
Silvia :-)



- 3 Look again at the email in 2 and complete the information in the Writing Bank.

▶ Writing Bank

Useful words and expressions in informal emails

- To begin an informal email we usually use the word **Hi**.
- We use contractions like **I'm** or **you're**.
- We can use emoticons like **:)** or **:-(**.
- We can use the word **to** to change the subject.
- To finish an informal email letter we can use:
That's for now.
Write soon.
Best

▶ STUDY SKILLS

When you finish writing, what do you need to check?

STUDY SKILLS ▶ page 146

- 4 Match the paragraphs in Silvia's email with their content.

- Paragraph 1 favourite subject at school
- Paragraph 2 main hobby
- Paragraph 3 basic personal information
- Paragraph 4 asking for a reply
- Paragraph 5 family

Practice makes perfect

- 5 Look at the task and write the email. Use Silvia's email and the Writing Bank to help you.

Write an email with information about yourself to a new e-pal. Tell your e-pal:

- basic personal information
- information about your family
- information about your main hobby
- information about your favourite subject at school.

Language reference and revision

► Grammar reference

Present simple

Form

| | |
|---------------|--|
| Affirmative | I/You/We/They work . He/She/It works . |
| Negative | I/You/We/They don't (do not) work . He/She/It doesn't (does not) work . |
| Question | Do I/you/we/they work? Does he/she/it work? |
| Short answers | Yes, I/you/we/they do . No, I/you/we/they don't . Yes, he/she/it does . No, he/she/it doesn't . |

Time expressions we often use with the present simple:
always, usually, often, sometimes, rarely, never, once/twice/three times a day/week/month/year, on Mondays/Tuesdays

Present continuous

Form

| | |
|---------------|---|
| Affirmative | subject + am/are/is + verb+ ing <i>We're waiting.</i> |
| Negative | subject + am not/aren't/isn't + verb+ ing <i>She isn't listening.</i> |
| Question | Am/Are/Is + subject + verb+ ing? <i>Are they watching?</i> |
| Short answers | Yes, subject + am/are/is . No, subject + am not/aren't/isn't . <i>Yes, I am. No, they aren't.</i> |

Time expressions we often use with the present continuous:
now, right now, at the moment, today, this week

Articles

A/An

We use **a/an** with singular, countable nouns. We use it when we mention something for the first time, or to say that the person or thing is one of a number of things or people.

I've got a dog. It's a labrador.

We use **a/an** to say what somebody's profession is.

He's an engineer.

The

We use **the** with countable (singular and plural) and uncountable nouns. We use it to refer to something or somebody previously mentioned.

I've got a dog. The dog is really big.

Spelling

See page 149 for rules about spelling the third person singular form.

Use

We use the present simple to talk about:

1 regular habits and routines.

We have our English class on Thursdays.

2 permanent situations.

They live in a big city.

3 general and scientific facts.

Water boils at 100°C.

See notes below about state and action verbs.

► Grammar revision

Present simple and present continuous

- 1 Write the third person singular form and the **-ing** form of the verbs below.

| Verb | Third person singular | -ing form |
|---------|-----------------------|------------------|
| 1 have | | |
| 2 lie | | |
| 3 write | | |
| 4 try | | |
| 5 get | | |
| 6 miss | | |
| 7 do | | |
| 8 cut | | |

WORKBOOK ► page 4

/8 points

Articles

- 3 Choose the correct alternative.

- 1 It's **a/the/0** beautiful day and **a/the/0** sun is shining.
2 **A/The/0** young girl walks into a restaurant. **A/The/0** girl sits down and orders a pizza.

WORKBOOK ► page 4

/8 points

► Vocabulary revision

Ages and stages of life – The family

- 1 Complete the text with the appropriate words.

'My name's Harry. I live with my mum. She's middle-
(a) I think she's 50 this year. My dad doesn't live with us because my parents are (b) I'm an (c) child. I haven't got brothers or sisters but I spend a lot of time with my (d) George. He's the son of my Uncle Jack. He's young. I remember when he was born. In fact, I was there at the hospital on the day of his (e) My Aunt Angela, Uncle Jack's (f) , is really nice too. My mum says she wants to get married again, but I don't really want to have a (g) father. I prefer my mum not to get married and to stay (h) '

WORKBOOK ► page 2

/8 points

Noun suffixes -ment, -ion, -ence

- 2 Complete the sentences with the correct form of these words.

adolescent different improve independent
inform invent move protect

- 1 She usually gets 50% or 60% in her exams but in this exam she has 90%. That's a big
2 Can you ? I can't see the blackboard if you sit there.
3 I love my MP3 player! What a great !
4 This program your computer from viruses.
5 There are two or three between the present simple and the present continuous.
6 She wants to be a secondary school teacher because she likes working with
7 A dictionary gives you about new words.
8 He doesn't want to get married at the moment. He wants to be and free.

WORKBOOK ► page 5

/8 points

► Vocabulary

1 Ages and stages of life

adolescence baby
birth child childhood
death middle age
middle-aged adult old age
senior citizen teenager
young adult

2 The family

aunt born brother
brother/sister/father/mother-in-law cousin
daughter divorced grandfather/mother
grandson/daughter husband nephew niece
one-parent family only child partner single
sister son stepfather/mother uncle wife

3 Noun suffixes -ment, -ion, -ence

equipment improvement movement
retirement discussion information
invention protection adolescence
confidence difference independence

4 Other words and phrases ► page 136–7

Total

/40 points