Unit 1 A family affair

Starting off
Work in pairs. Are these sentences true for you? Give some details in your answers.
1 I'm an only child.
2 In my family we usually have our meals together.
3 My grandparents helped to look after me when I was small.
4 I help my family to do the housework.
5 When I'm at home, I prefer being in my own room.
6 I'd prefer to share a flat with my friends than live with my family.

Listening Part 1
You will hear part of an interview with four young people talking about their family lives.

Before you listen, describe the photos above.
- What does each photo show about family life?
- Which of these things do you do with your family?

Now listen to the interview. Match the speakers to the photos.

<table>
<thead>
<tr>
<th>Patrick</th>
<th>Tracey</th>
<th>Vicky</th>
<th>Kostas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now listen again and choose the best answer A, B or C for each speaker. Before you listen, read each question carefully.

1 In Patrick’s opinion, why does his mother help him?
   A She enjoys it.
   B She worries about him.
   C She has plenty of time.

2 What is Tracey’s family doing to the house at the moment?
   A extending it
   B cleaning it
   C painting it

3 How often do Vicky and her father take exercise together?
   A regularly, once a week
   B occasionally
   C only in the summer

4 How does Kostas feel about family celebrations?
   A bored
   B embarrassed
   C amused

Exam information
In Listening Part 1, you:
- listen to people talking in eight different situations
- choose A, B or C to answer one question for each situation
- hear each piece twice.
4 (a) Correct the mistakes in questions 1–4 on the notepad. Then check by listening to the questions again.

1. How much you help around the house?
2. How often are you all doing things together as a family?
3. You ever do sports with other people in your family?
4. Are you enjoy family celebrations?

(b) Which tense and which example is used to describe …?
1. a situation which is permanent
   Tense: present simple
   Example: sentence 2

2. an activity happening at the present moment
   Tense: present continuous
   Example:

3. an activity in progress, but not happening exactly now
   Tense: present continuous
   Example:

4. something which happens frequently with always
   Tense: always
   Example:

5. an activity which happens regularly or occasionally
   Tense: present simple
   Example:

6. a situation which is changing or developing
   Tense: present continuous
   Example:

7. an activity which irritates the speaker
   Tense: present simple
   Example:

5 Work in pairs. Add four more questions to the notepad to ask other members of the class about their family life.
You can ask about: family holidays, things they enjoy doing with their family, how the family spends weekends, which family member they are most similar to, etc.

6 Now ask your questions to another member of the class.

Grammar
Present simple and present continuous

1 Look at the underlined verbs in each of these sentences from the listening exercise. Which are present simple and which are present continuous?

1. I don’t have a lot of free time these days because I’m studying for my exams. present continuous
2. We live in this really old house by the sea …
3. … it’s looking nicer and nicer.
4. … my dad is a fitness fanatic, so he’s always running or cycling or doing something energetic.
5. I do sporty things with him now and again, more often in the summer.
6. … he’s probably doing something sporty right now.
7. Someone is always standing up and giving a speech or singing a song …

2 Put the verbs in brackets into the correct tenses (present simple or continuous) in these sentences.

1. Max has passed his driving test, so he … often gives … (often give) me a lift to school in the morning.
2. Sandra’s dad and my dad …………………………… (work) together. They joined the same firm 20 years ago.
3. I’d love to come out now, but I ……………………………………………….. (work) on my English grammar – I ……………………………………………….. (prepare) for a university entrance exam next month, you see.
4. Look! The sun ……………………………………. (come out) so we should be able to go out for a walk this afternoon.
5. You ……………………………………. (always interrupt) my private conversations! Can’t you mind your own business?
6. Why do they have to phone me now, just when I ……………………………………. (watch) my favourite programme?
7. I think winter …………………………………. (come); the days …………………………………. (get) cooler.
8. My mum …………………………………….. (not do) much cooking because she …………………………………….. (always bring) work home from the office.
Reading  Part 2

1 Work in pairs. You will read an article giving advice to parents. Before you read, write these adjectives in the most appropriate column below.

<table>
<thead>
<tr>
<th>usually positive</th>
<th>usually negative</th>
<th>could be either</th>
</tr>
</thead>
<tbody>
<tr>
<td>critical</td>
<td>tactful</td>
<td>experienced</td>
</tr>
<tr>
<td>fussy</td>
<td>polite</td>
<td>rude</td>
</tr>
<tr>
<td>hard-working</td>
<td>quiet</td>
<td>sensitive</td>
</tr>
<tr>
<td>lazy</td>
<td>nervous</td>
<td>strict</td>
</tr>
<tr>
<td>mature</td>
<td>relaxed</td>
<td>talkative</td>
</tr>
<tr>
<td>responsible</td>
<td>tidy</td>
<td>tactless</td>
</tr>
</tbody>
</table>

2 Add one of these prefixes un-, im-, ir-, in- to each of these words to make opposites, e.g. critical – uncritical.

3 Match each of these words with its opposite, e.g. hard-working – lazy.

4 Which of the adjectives above describe/described your parents’ attitude to you as a teenager? Why? Which describe/described your attitude to your parents as a teenager? Why?

5 Work in small groups.
   - Make a list of things that parents sometimes say about their teenage children, e.g. He’s so untidy! He’s always leaving his clothes on the bathroom floor! She’s very hard-working. She spends hours studying in her room.
   - What do you think parents can do to live happily with their teenage children? For example, Listen to what their children say.

6 Read the article quickly without paying attention to the gaps. Do you think Penny Palmano has a mostly positive or a mostly negative attitude to teenagers?

How to live with teenagers

There have been countless books and television series on living with teenagers, yet parents don’t seem to have discovered how to get their children to pick up their clothes from the bedroom floor, or even clean their room occasionally. It might be difficult to accept, but a new approach to dealing with rude or difficult teenagers is for parents to look at their own behaviour.

“The key to getting teenagers to respect you is to respect them first,” says Penny Palmano, who has written a best-selling book on teenagers. “You can’t continue to treat them the same way that you have been treating them for the previous 12 years: they have opinions that count. You’d be very upset. You’d never say that to an adult, because it shows a total lack of respect.”

Palmano, who has a daughter aged 19 and a 16-year-old stepdaughter, has even allowed the children to hold several teenage parties at her home. They passed without problems.

“I’ve found that if you have brought them up to do the right thing, and then trust them to do it, usually they’ll behave well,” she says. “I make them sandwiches and leave them alone. But I make it clear that they have to clear up any mess.”

She agrees that teenagers can be irritating: enjoying a world that is free of responsibility, yet desperate for independence. She doesn’t think, however, that they are trying to annoy...
you. Until recently, scientists assumed that the brain finished growing at about the age of 13 and that teenage problems were a result of rising hormones and a desire for independence.

“This would explain why many teenagers can’t make good decisions, control their emotions, prioritise or concentrate on several different things at the same time. It means that they do not intentionally do the wrong thing just to annoy their parents,” says Palmano.

The key to happiness for all, Palmano believes, is calm negotiation and compromise. If you want your teenagers to be home by 11 pm, explain why, but listen to their counter-arguments. If it’s a Saturday, you might consider agreeing to midnight (rather than 1 am, which is what they had in mind).

Instead, ask if they’ve had a problem with public transport and let it pass; they’ve almost managed what you asked.

She urges a bit of perspective about other things, too. “There have been times when my daughter’s room has not been as tidy as I expected, but as she said once, ‘I’m a teenager – what do you expect?’”

“It’s vital to choose your battles carefully: don’t criticise teenagers for having an untidy room, then suddenly criticise them for other things. One minute, it’s about an untidy room and the next, you’re saying, ‘And another thing … and criticising them for everything.”

Adapted from The Daily Telegraph

7 Seven sentences have been removed from the article. Choose from the sentences A–H the one which fits each gap. There is one extra sentence which you do not need to use.

A But it turns out that the region of the brain that controls judgement and emotions is not fully mature until the early twenties.

B If they are up to 20 minutes late, don’t react angrily.

C For example, they may find it difficult to make the right decision between watching television, ringing a friend, or finishing their homework.

D I’m not turning into a criminal, it’s just clothes on the floor.

E Parents often complain that teenagers can be charming to people outside the home but irritating to their family.

F I’ve never had a problem; in fact, the kitchen was sometimes cleaner than I’d left it.

G On these occasions, parents tend to mention all the other things that they may or may not have done wrong.

H Imagine if you’d spent two hours getting ready to go out for the evening and someone said, ‘You’re not going out looking like that, are you?’

Exam information

In Reading Part 2, the text contains seven gaps. Following the text there is a list of eight possible sentences to fill the gaps. You must choose the correct sentence for each gap; there is one sentence you will not need.

8 Write down on a piece of paper three things teenagers do which their parents find annoying. Pass the paper to another student. Take turns to tell each other what parents should do to deal with the things that annoy them.
**Grammar**

**Present perfect simple and continuous**

1. Look at the pairs of sentences below and answer the questions.

   1a … Penny Palmaro, who has written a best-selling book on teenagers.
   
   b She’s been writing books for more than 20 years ...

   Which sentence …
   
   1 talks about the result of an activity?
   2 talks about the length of an activity?

   2a I’ve been learning how to do things like carpentry and so on.
   
   b I’ve phoned her more than six times, but she never answers the phone.

   Which sentence …
   
   1 talks about how many times something has been repeated?
   2 talks about changes or developments which are not finished?

   3a I’ve been helping my mum while her secretary is on holiday.
   
   b We’ve lived in this house since I was a small child.

   Which sentence …
   
   1 talks about something which is temporary?
   2 talks about something which is permanent?

2. Complete these sentences by putting the verb into either the present perfect simple or the present perfect continuous.

   1 I’ve been visiting ….. (visit) friends, so I haven’t spoken to my parents yet today.
   2 I ………………….. (ask) him to tidy his room several times.
   3 I ………………….. (clean) the kitchen, so what would you like me to do next?
   4 My neighbour ………………… (play) the violin for the last three hours and it’s driving me mad!
   5 Congratulations – you ………………… (pass) the exam with really high marks!
   6 We can’t leave Adrianna to run the shop – she ………………… (only work) here for a few days.
   7 We ………………… (spend) every summer in Crete since I was a child, so it’ll be sad if we don’t go there this year.
   8 I’m really tired because I ………………… (cook) all day!

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**Use of English Part 2**

1. Work in pairs. You will read a text about housework in Britain. Before you read, match the verbs (1–8) with the nouns (a–h) to make word combinations for some common household chores.

   1 do a the beds
   2 do b the dinner ready
   3 dust c the floor
   4 get d the furniture
   5 hang e the ironing
   6 lay f the table
   7 make g the washing out to dry
   8 sweep h the washing-up

2. Discuss:

   - Who does each of these chores in your family, and why! Example: My dad does the ironing because he has more time.
   - Which of these chores do your parents enjoy doing, and which do they hate doing?
   - Do you think men or women do more housework in your country? Why?
3 Read the text quickly to find out if the text says who should do the housework: men or women?

Who **should** do the housework?

Even in an age when most women (0) **go** out to work, many of them full-time, they still find themselves doing most (1) **of** the chores. Research shows that mothers spend, on average, three hours a day (2) **doing** housework and cooking, whereas fathers spend just 45 minutes. Men still expect women to do the housework. (3) **While** men do things around the house, they act as though they are doing their partner a favour. They say things like: 'I've done the washing-up (4) **for** you,' instead of regarding it as something (5) **benefits** both of them.

Housework is (6) **important** that couples should discuss (7) **with** all the other big issues when they are first deciding whether to marry or (8) **if/when**. Men give all sorts of excuses for not doing housework: 'I work long hours and I don't think my wife's work is as stressful as (9) **of**,' or: 'I would do more, but she's so much better (10) **than** me.' But what a man really means by this (11) **is** that he feels his job is ultimately (12) **more** important than his partner's.

Adapted from The Daily Mail

4 Read the text again more carefully. What four reasons do men give for doing less housework?

5 Complete the text by writing one word in each space. Make sure that you spell the word correctly.

Exam information

In Use of English Part 2 there is a text with 12 gaps. You must write **one word** in each gap.

You are given an example (0).

You usually need ‘grammar’ words, e.g. articles (a, the, an), prepositions (to, with, by, etc.), auxiliary verbs (do, did, have, etc.), pronouns (it, them, which, etc.), conjunctions (and, although, but, etc.).

The box below contains the words you need to complete the text. Check them against your answers and make the changes you think are necessary.

<table>
<thead>
<tr>
<th>at</th>
<th>doing</th>
<th>for</th>
<th>if/when</th>
<th>is</th>
<th>it</th>
<th>mine</th>
</tr>
</thead>
<tbody>
<tr>
<td>more</td>
<td>not</td>
<td>of</td>
<td>so</td>
<td>that/which</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6 The box below contains the words you need to complete the text. Check them against your answers and make the changes you think are necessary.

7 Work in groups. Imagine that you are going to share a flat together. Discuss and decide which of you will do each of the chores in Exercise 1.

Vocabulary

Collocations with **make** and **do**

A collocation is a combination of words formed when two or more words are frequently used together, e.g. **do an exam** not **make an exam**. Recognising and using collocations is important for success at First Certificate.

First Certificate candidates often confuse **make** and **do**. Circle the correct alternative in italics in the sentences below to form collocations with **make** and **do**.

1 When men **make** / **do** things around the house, they act as though they are **making** / **doing** their partner a favour.
2 I always **make** / **do** my own bed in the morning but I don’t **do** / **make** any other housework.

Read the extract from the Cambridge Advanced Learner’s Dictionary and the list of common collocations. Then complete the sentences on page 14 with the correct form of **make** or **do**.

**Exam information**

Do or make?

Do usually means to perform an activity or job.

I should do more exercise.

I should **make** more exercise.

Make usually means to create or produce something.

Did you make the dress yourself?

Did you **do** the dress yourself?

Common collocations

Do business, a course, exercise, a favour, housework, homework, the shopping, work

Make an appointment, the bed, a decision, an effort, an excuse, friends, money, a noise, a phone call, a plan, a promise
1. Would you please stop ..........making........ so much noise? I've got a lot of work to ................
2. My mum is ....................... me a cake for my birthday tomorrow.
3. Patsy likes being a teacher. She feels she's .................. something useful.
4. If you want to go to university, you'll have to .................. more effort and .................. a lot more homework than you're doing at the moment.
5. I think the best film Stanley Kubrick ever ...................................... was Space Odyssey 2001.
6. I joined the sports club partly to .................. friends and partly to .................. a bit of exercise.

Speaking  Part 1

Exam information

The Speaking paper has four parts and you do it with a partner. In Speaking Part 1 you will each be asked questions about yourself, your life, your work or studies, your plans for the future, your family and your interests.

Look at these two questions which the examiner may ask you in Speaking Part 1.

• Where are you from?
• What do you like about the place where you live?

1. Which question asks you to give your personal opinion and which asks you for personal information?

2. Which question can be answered with quite a short phrase and which question needs a longer answer?

Listen to two students, Irene and Peter, answering the questions above. Note down their answers.

Irene: ........................................................................................................................

Peter: ........................................................................................................................

Writing  Part 1

Exam information

In Writing Part 1 there is one task you must do. You:

• read a short text (e.g. an email, a letter, an advertisement or an article) and some notes about it; there are four points you must deal with in your answer
• write a letter or email dealing with the four things
• must follow the instructions exactly.

You have to make enquiries, suggestions, requests, give reasons, etc.

You have about 40 minutes and you should write between 120 and 150 words.

Read the writing task below and underline the four points you must deal with in the first email on page 15.

An English friend of yours, Anne, is a student. She has written to you asking for advice. Read Anne’s email and the notes you have made. Then write an email to Anne using all your notes.

Work in pairs. Make brief notes on:

• the best time of year to visit your country
• the best way to meet young people
• what clothes Anne and her friends should bring.
Hi Anne,

I’ve got together with six of my friends from college and we’re hoping to travel to your country for about two weeks for a holiday. Can you give us some help, please?

We’d like to know when is the best time of year to visit your country. Also, we want to meet people our own age (17–18). What’s the best way to do this?

We don’t want to carry too much stuff, so can you tell us what clothes we should bring?

And while we’re there, would you like to join our group and travel round with us? I think it would be great fun, don’t you?

Many thanks and looking forward to hearing from you.

Anne

Hi Anne,

Thanks for your email. It’s very exciting to hear you’re coming to Italy. Personally, I think the best time to come is in the spring before it gets too hot.

If you want to meet young people I suggest spending a few days at a school or college. How about coming to mine? I’m sure we can organise something with the teachers. Also, it would be a good idea to stay in a youth hostel.

In the spring the weather is usually quite changeable, so you should bring some light clothes for the daytime but a jersey and a jacket for the evenings.

Thanks also for your invitation to join the group. I’d love to do so if I’m free. I’ll be able to show you some of the most interesting things in my area. Let me know when you’re coming!

Best wishes,

Chiara

1 Has she answered all four points?
2 Were her ideas the same as yours?

To: Anne Ryder
Subject: Holiday

Hi Anne,

Thanks for your email. It’s very exciting to hear you’re coming to Italy. Personally, I think the best time to come is in the spring before it gets too hot.

If you want to meet young people I suggest spending a few days at a school or college. How about coming to mine? I’m sure we can organise something with the teachers. Also, it would be a good idea to stay in a youth hostel.

In the spring the weather is usually quite changeable, so you should bring some light clothes for the daytime but a jersey and a jacket for the evenings.

Thanks also for your invitation to join the group. I’d love to do so if I’m free. I’ll be able to show you some of the most interesting things in my area. Let me know when you’re coming!

Best wishes,

Chiara

Tell her when and why
Suggest ...
Advise her
Thank her

Hi Anne,

Thanks for your email. It’s very exciting to hear you’re coming to Italy. Personally, I think the best time to come is in the spring before it gets too hot.

If you want to meet young people I suggest spending a few days at a school or college. How about coming to mine? I’m sure we can organise something with the teachers. Also, it would be a good idea to stay in a youth hostel.

In the spring the weather is usually quite changeable, so you should bring some light clothes for the daytime but a jersey and a jacket for the evenings.

Thanks also for your invitation to join the group. I’d love to do so if I’m free. I’ll be able to show you some of the most interesting things in my area. Let me know when you’re coming!

Best wishes,

Chiara

1 How to some school young my meet visiting about people?
2 I in going clubs the cafés to suggest and evenings.
3 It idea a club good contact be youth in to my would the area.
4 Read the email again and underline three suggestions Chiara makes.
5 Put the words in the sentences below into the correct order to form ways of making suggestions. The first and last words are given.
6 Write your own answer to the writing task. Use the notes you made in Exercise 2. Write between 120 and 150 words.

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