

1

A family affair

Starting off



Work in pairs

- Which of the activities in the photos look the most fun? Why?
- Do you do any activities like these with your family?
- Write a list of five activities you enjoy doing with your family and a list of five activities you enjoy doing with your friends. Then discuss: How different are the two lists? Why do you think this is?

Listening Part 1

EXAM INFORMATION


In Listening Part 1, you:

- ▶ listen to people talking in eight different situations which may be either a conversation between two or more people, or just one person speaking.
- ▶ answer one question for each situation by choosing A, B or C;
- ▶ hear each piece twice.

1 Work in pairs. You will hear people talking in eight different situations. Before you listen, read questions 1–8 and underline the main idea in each. An example has been done for you.

- 1 You hear part of a conversation with a boy called Patrick. He thinks his mother helps him because
 - A she enjoys it.
 - B she worries about him.
 - C she has plenty of time.
- 2 You hear a girl called Tracey talking to a friend. What is her family doing to the house at the moment?
 - A extending it
 - B painting it
 - C cleaning it

- 3 You hear a girl called Vicky taking part in a class discussion. How often does she do sporting activities with her father?
A more often than before
B the same as before
C less often than before
- 4 You hear a boy called Kostas talking about family celebrations. How does he feel about them?
A bored
B embarrassed
C amused
- 5 You hear a boy called Rajiv talking to his sister on the phone. He is annoyed with her because
A she has taken something without permission.
B she has gone out without telling him.
C she has lost something he needs.
- 6 You hear a boy called Marco talking to a friend. He is tired because he has done too much
A studying.
B exercise.
C travelling.
- 7 You hear a girl called Samin leaving a telephone message for her mother. She is phoning to
A explain something.
B complain about something.
C ask permission for something.
- 8 You hear an interview with a young musician called Pau. Why does he say he chose to play the trumpet?
A It was the only instrument available.
B It was his favourite instrument.
C It was a family tradition.

- 2  02 Listen and choose the best answer (A, B or C).
- 3 Work in pairs. Correct the mistakes in questions 1–6 on the tablet.

1 How much you help around the house?
How much do you help around the house?

2 How often 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?

5 How other members of the family annoy you?

6 You have any family traditions?

- 4 Now take turns to ask and answer questions 1–6 in Exercise 3.

Vocabulary
Phrasal verbs

- 1  Match these phrasal verbs (1–6) from Listening Part 1 with their definitions (a–f).
- 1 get on with
2 do up
3 clear up
4 go on
5 wear out
6 pick up

a collect (or go and get) someone or something
b continue
c continue doing something, especially work
d make a place tidy by removing things from it or putting them where they should be
e make someone extremely tired
f repair or decorate a building so that it looks attractive
- 2 Complete these sentences by writing a phrasal verb from Exercise 1 in the correct form in each of the gaps.
- 1 I need to *get on with* my homework project, otherwise I won't finish it for tomorrow.
- 2 Mati had a little sleep because she felt after spending all morning the mess in her room.



- 3 I got bored with the film because it for too long.
- 4 We'll need to some more pots of paint if we're going to your room this weekend.

Unit 1

Reading and Use of English Part 6

1 EP Work in pairs. You are going to read an article giving advice to teenagers about talking to adults. Before you read, write these adjectives in the most appropriate column below.

- aggressive anxious bad-tempered concerned
critical enthusiastic hard-working impatient
impolite mature organised reasonable
responsible self-confident sensitive strict
understanding unreliable

usually positive	usually negative	could be either
	aggressive	

2 Add one of these prefixes *dis-*, *un-*, *im-*, *ir-*, *in-* to each of these words to make opposites.

- critical *uncritical* concerned enthusiastic mature
organised reasonable responsible sensitive

➔ page 181 Language reference: Word formation – adding prefixes

3 Work in pairs. Which of the adjectives in Exercise 2 describe typical attitudes of parents to teenagers? Why? Which describe typical attitudes of teenagers to parents? Why?

- 4 Work in groups.
- Make a list of things teenage children sometimes say about their parents.
They never listen to me!
They never let me do what I want!
They're very unreasonable.
They work really hard.
They help me when I have problems at school.
 - What can you do to live happily with your parents?
Be honest with them and respect their point of view.

5 Read the article carefully, ignoring the gaps, and make a note of the main idea of each paragraph. An example has been done for you.



Talking to parents, can be difficult, but a little understanding on both sides can make it easier.

Do you ever get the feeling that your parents just don't listen to you? They'd rather discuss how much you're studying and how long you've been playing computer games this evening than helping you book tickets to see your favourite band. It's not that your parents ignore you completely; it's more that they don't see things in quite the same way as you. When you talk to them, they may give the impression that they're taking in what you say. 1 It's as if the words are going in, but the meaning just isn't getting through to them. And this isn't the only problem you may face.

As you grow up, your personality is developing and you're trying to become more independent, so naturally you have more questions and opinions about all aspects of your life. You start wondering whether your parents actually know what they're talking about. 2 That's often because it's the first time they've been responsible for a teenager and they're learning to cope!

Obviously, it's important to respect your parents and you should try to understand why they might have a different point of view from yours. Their priority is to provide you with a structured environment, where they can guide and support you. It's crucial for them to know what you're doing and that you're safe. However, it's vital that they

It's hard for teenagers to talk to their parents.

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try and see your point of view. 3

After all, in only a few years you'll probably leave home and have to look after yourself!

Although this situation is absolutely normal, it doesn't make it any easier. Ideally, your home should be a place where things can be discussed reasonably and constructively. However, parents are human too and can be hurt by what you say to them. Try to remember that in every family there are good times and bad times, but your parents are there for you throughout. 4 You'll be taking steps to earn their trust, and they might be prepared to be more tolerant.

Be sensitive! If there is something you really have to talk about, don't bring it up just before your Mum or Dad goes to work or just before bedtime. Think about what you are going to say and during the discussion, keep calm and be open and honest. Avoid talking about how your friends' parents behave in similar situations. 5 Reminding yourself that many other teenagers are having the same problems can, however, offer the best way of coping with such feelings.

The important thing is to keep talking. 6 Remember that there's no reason why people should automatically understand all your views. The more you can discuss things with your parents in a mature way, the happier you will feel. On the other hand, if you really find it impossible to talk to your parents, it might be a good idea to find a family member, teacher or professional counsellor who can help you. Above all, stay positive and remember that it won't be long before you'll be able to make your own decisions.

6 Six sentences have been removed from the article. Choose the correct sentence (A–G) which fits each gap (1–6). There is one extra sentence which you do not need. Use the underlined words and phrases in the sentences and in the text to help you.

- A These doubts can lead to arguments and it's hard for parents to know how to deal with this.
- B But that doesn't mean they're right on this occasion.
- C They also need to give you the freedom to make your own decisions.
- D In fact they're often not actually doing so at all.
- E And don't take yourself too seriously!
- F It won't help your attempts to communicate and may only increase the frustrations you're experiencing.
- G As long as you show them that you appreciate this, they will begin to realise that you're not trying to cause trouble.

EXAM INFORMATION

In Reading and Use of English Part 6, you read a text of 500–600 words with six gaps where sentences have been removed. You choose one sentence from a list of seven sentences A–G for each gap; there is one sentence you will not need.

Unit 1

- 7 Work in groups of four. Two students should take the role of parents and two students should take the role of teenagers.
- Work with the student who has the same role as you. Read your role and prepare what you are going to say.
 - When you are ready, change partners and have your conversations.

Parents

Your son's/daughter's teacher has called you because your son/daughter is not handing in their homework on time. You are annoyed because:

- they spend ages in their room and you thought they were doing their homework.
- you think they should have told you if they were having problems with their school work.

Have a conversation with your teenage son/daughter. Find out what happened and decide how to avoid this situation in the future.

Teenage son/daughter

- You have not been handing in your homework on time recently.

Have a conversation with your parents. Explain what has been happening and discuss how to avoid this situation in the future.

Grammar
Present perfect simple and continuous

- 1 Look at each of the pairs of sentences in *italics* and answer the questions that follow.

- 1 a *I've broken my personal record playing virtual tennis.*
b *I've been playing virtual tennis all evening.*

Which sentence (a or b) talks about ...

- 1 the result of an activity?
2 the length of an activity?

- 2 a *I've been learning how to do carpentry.*
b *I've phoned her more than six times, but she never answers the phone.*

Which sentence (a or b) talks about ...

- 1 how many times something has been repeated?
2 changes or developments which are not finished?

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

Which sentence (a or b) talks about something which is ...


- 1 temporary?
2 permanent?

→ page 178 Language reference: Verb tenses – present perfect simple and continuous

- 2 Complete these sentences by writing the verbs in brackets in the correct form (present perfect simple or continuous) in the gaps.

- 1 I *'ve been visiting* (visit) friends, so I haven't spoken to my parents yet today.
2 My mum (ask) me to tidy my room several times.
3 I (clean) the kitchen, so what would you like me to do next?
4 Our 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 Adriana doesn't know many people in our town yet. She (only live) here for a few weeks.
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!



3  Candidates often make mistakes with the present perfect simple and continuous. Correct one of the wrong underlined verbs in each of these sentences.

- 1 I was interested in it since I was a child. *have been*
- 2 In the last three weeks, I learned so many interesting things which I didn't know how to do before.
- 3 This isn't the first time I fix the brakes on my bike.
- 4 My name is Hannah and I play tennis for three years.
- 5 Since I started the project, I had been doing research on someone famous from my country.
- 6 Vicky and Kostas are friends for many years. They actually met at primary school.
- 7 They had been talking about it for weeks, but nothing has been done up to now.
- 8 I dance since I was very young and now I am working very hard to fulfil my dream of becoming a famous dancer.



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

Do you help with household chores?



If you help your parents with the housework, do you just do it (0) *for* pocket money, or do you see it (1) a way of helping your busy parents? According to a recent study of teenagers, many feel they have a duty to help their parents because it is fair, especially if their parents work.

More than two-thirds of the young people who were surveyed, clean floors (2) least once a week and more than 80% regularly set the table for meals or (3) the washing-up. Girls are more likely than boys to wash (4) own clothes.

(5) are, however, a few teens who only do the housework because they are made (6) by their parents. They argue that they should (7) be expected to help out at home because in their view, their teenage years are a period which should be enjoyed (8) than interrupted with household responsibilities. What do you think?

Reading and Use of English Part 2

1 Work in pairs. You will read an article about housework. Before you read, match the verbs (1–8) with the nouns (a–h) to make phrases for 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 Work in groups.

- Who does each of the chores in Exercise 1 in your family, and why?
We all do our own ironing because we're all very busy. My dad gets the dinner ready because he says it helps him relax.
- Which of the chores do you not mind doing? Which would you prefer to avoid?

3 Read the text quickly. Why do teenagers do housework?

Unit 1

- 5 Now check or complete your answers by using these clues.
- 1 This preposition is used with *see* to mean *believe it is (that thing)*. Other verbs which are followed by this preposition are *consider* and *regard*.
 - 2 In other words, they clean floors a minimum of once a week.
 - 3 Which verb do we use with *washing-up*?
 - 4 Whose clothes do they wash?
 - 5 This word is often used to introduce a sentence before the verb *be*.
 - 6 *Their parents make them do the housework* = They are made do the housework by their parents.
 - 7 Do you understand that a *minority of teens* mentioned in this paragraph believe they should help?
 - 8 This word is part of a two-word phrase which means *instead of*.

EXAM INFORMATION

In Reading and Use of English Part 2, you read a text of 150–160 words with eight gaps where words have been removed. You write one word in each gap. You are given an example (0).

- 6 Work in pairs. Do you think what the text says about teenagers and household chores is true in your country as well?



Vocabulary
Collocations with *make* and *do*

- 1 EP Complete the third column of the table below by writing these words and phrases in the correct row.

~~an activity~~ ~~an appointment~~ an arrangement
the bed business a change a choice
the cleaning a course a decision an effort
an excuse (an) exercise a favour friends
homework housework an impression a job
a mistake money a noise a phone call a plan
progress a promise the shopping (a) sport work

verb	definition	common collocation
make	to create or produce something	<i>make an appointment</i>
do	to perform an activity or job	


- 2 Candidates often confuse *make* and *do*. Complete these sentences by writing *make* or *do* in the correct form in the gaps.
- 1 According to a recent study of teenagers, most of them not do housework just for pocket money.
 - 2 I always my own bed in the morning, but I don't any cleaning.
 - 3 Our teacher said she had to a lot of phone calls to all the arrangements for the school trip.
 - 4 A few changes have been to the computer game and the company say they'll try to avoid similar mistakes in the future.
 - 5 People who language courses tend to a lot of friends at the same time.
 - 6 When my mum came back from the shopping, she helped me to my homework.
- 3 Work in pairs. Each choose five words/phrases from the box in Exercise 1 and think about when you did or made each of these things. Then take turns to tell your partner about each of them.

I had to make a choice between going away with my family, or doing a language course during the summer. Although it was a difficult choice to make, I decided to do the language course and miss my holiday.

Speaking Part 1

EXAM INFORMATION

In Speaking Part 1, the examiner asks you questions about yourself. These may include questions about your life or studies, your plans for the future, your family and your interests, etc.

- 1 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? Which asks you for personal information?
- 2 Which question can be answered with quite a short phrase? Which question needs a longer answer?
- 2  03 Listen to two candidates, Irene and Peter, answering the questions above. Who do you think gives the best answers? Why?
- 3 In the exam, you will get higher marks if you use a range of appropriate vocabulary. Work in pairs. Which of these phrases can you use to describe the place where you live?
- a a large industrial city
 - b a relaxed atmosphere
 - c lively cafés
 - d in the middle of some great countryside
 - e a pleasant residential district
 - f good live music venues
 - g plenty of sports facilities
 - h a lot of historic buildings
 - i a lot of attractive buildings
 - j some pretty good shopping
 - k a busy city centre
 - l wonderful beaches nearby

- 4 Which of the phrases (a–l) can you use with ... ?

It is ... *a large industrial city*
It has ...


(In some cases, both are correct.)

5 **Pronunciation:** word stress (1)

In the Speaking paper, you will get higher marks if your pronunciation is clear. In words of more than one syllable, one syllable is stressed more than the others. If you stress the wrong syllable, the word becomes difficult to understand. In dictionaries the stressed syllable is marked like this: in'dustrial.

- 1 Underline the stressed syllable in each of these words and phrases.

industrial relaxed atmosphere wonderful
facilities historic

- 2  04 Listen and check your answers. Then work in pairs and take turns to read the words aloud.



Unit 1

6 How can you extend your answers to these two questions below? Think about Irene’s extended answers you heard in (Speaking) Exercise 2, and use the frameworks given to help you.

“ Examiner: Where are you from?
Student: I’m from ... It’s a ... which ... ”

“ Examiner: What do you like about the place where you live?
Student: Well, it’s ... , so ... , but ... and ... Also ... ”

7 Work in pairs. Take turns to ask and answer the questions in Exercise 6. Use some of the vocabulary from (Speaking) Exercise 3.

8 Read questions 1–8.

- Spend a little time thinking about how you can give extended answers.
- Work in pairs and take turns to ask and answer the questions.

- 1 Do you come from a large family?
- 2 What do you like about being part of a large/small family?
- 3 Who does the housework in your family?
- 4 What things do you enjoy doing with your family?
- 5 Tell me about your friends.
- 6 What things do you enjoy doing with your friends?
- 7 Which are more important to you: your family or your friends?
- 8 Do you have similar interests to your parents?

→ page 194 Speaking reference: Speaking Part 1

Writing Part 1 An essay

EXAM INFORMATION

- In Writing Part 1, you:
- ▶ write an essay in which you discuss a question or topic. After the essay title, there are some notes which you must use.
 - ▶ must also include your own ideas.
 - ▶ must write between 140 and 190 words.

1 Read this writing task and underline the points you must deal with.

In your English class, you have been talking about how much teenagers and young people should help with the housework.
Now your English teacher has asked you to write an essay. Write an essay using **all** the notes and give reasons for your point of view.

Essay question

Teenagers and young people should share housework equally with their parents. Do you agree?

Notes

Write about:

1. *who has more time for housework*
2. *who does housework better*
3. *... (your own idea)*

Write your **essay**.

2 Work in groups. Discuss the task and try to find two or three things you can say about each of the notes 1–3.



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3 Read Violetta’s answer to the task, ignoring the gaps. Which of her ideas do you agree with and which do you disagree with?

(1) it is fashionable to say that everyone should share the housework equally, in many homes parents do most of it. (2) , I believe people of all ages should do their fair share.

It is true that young people spend most of the day at school or college and they also have large amounts of homework to do when they come home. (3) , parents go out to work and come home tired. In my view, family life is more pleasant when everyone shares the responsibility for cleaning and tidying because it takes less time.

People often argue that parents do the cooking and ironing better. (4) in my opinion, young people should learn to do them as preparation for the future.

Finally, housework is boring if you do it alone (5) when families do it together, it gives parents and children a chance to talk to each other about the things that matter to them. This greatly improves family life and makes young people more cooperative and responsible.

For all these reasons, I think that family life is more pleasant when everyone shares the chores.

4 Complete this plan for Violetta’s essay by matching the notes (a–e) with the paragraphs (1–5).

- Para. 1: intro:
Para. 2:
Para. 3:
Para. 4:
Para. 5: conclusion:

- a life more enjoyable doing things together
- b time: young people studying, parents working, chores finished more quickly
- c get practice – you improve
- d sharing work together – better family life
- e parents do most of it + my opinion

5 It is important to express your opinions in an essay. Find four phrases which Violetta uses to introduce her personal opinions.

6 When you write an essay, you should try to present contrasting points of view. Complete Violetta’s essay by writing *although*, *however*, *on the other hand* or *whereas* in each of the gaps 1–5. Then check your answers by reading the Language reference.

→ page 168 Language reference: Linking words for contrast

7 Complete these sentences by writing *although*, *however*, *on the other hand* or *whereas* in the gaps. In some cases, more than one answer may be possible.

- 1 Adults tend to worry more about their health, young people are more concerned about money.
- 2 I am happy to do some of the cooking, I don’t want to do it all.
- 3 My mum and dad have similar tastes. , mine are completely different.
- 4 my parents give me a lot of freedom, I would prefer to have even more independence.
- 5 Young people often spend many hours a week on their social life. , older people are often too busy.
- 6 I enjoy making beds. , I’m not at all keen on doing the ironing.

8 Write your own answer to the writing task in Exercise 1. Before you write, use the notes you made in Exercise 2 to write a plan. Write between 140 and 190 words.

- Use Violetta’s answer in Exercise 3 as a model, but express your own ideas and the ideas which came up during your discussion.

→ page 186 Writing reference: Part 1 Essays