



1 A family affair

Starting off

- 1 Work in pairs. Discuss these questions.
- Which of the activities in the photos look the most fun?
 - Write a list of five activities you enjoy doing with your family and a list of five activities you enjoy doing with your friends. How different are the two lists? Why do you think this is?

Listening Part 1

• In Listening Part 1, you listen to people talking in eight different situations, which may be either conversations between two or more people, or just one person speaking.

• You answer one question for each situation by choosing A, B or C. You hear each piece twice.

Exam info

- 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. The first one has been done for you.
- 1 You hear part of a conversation between friends.
The boy says the reason his father cooks most of the time is because
- A the boy doesn't like exotic food.
B the boy has too much school work.
C the boy doesn't know what ingredients to buy.
- 2 You hear part of a conversation between friends.
The girl says that she enjoys spending weekends with her family because
- A her mother spends a long time researching places to visit.
B her mother often chooses entertaining activities to do at the weekend.
C her parents allow her to relax at home.

- 3 You hear a girl talking to her brother on the phone.
What has her brother done to annoy her?
A He hasn't done something he agreed to do.
B He has bought the wrong present.
C He has forgotten to buy a card.
- 4 You hear a boy taking part in a class discussion.
His relationship with his brother
A was surprisingly better in the past.
B was bad because they argued.
C improved because of their parents' actions.
- 5 You hear a girl talking to a friend.
She says her sister didn't tell her mum that she had got two new kittens because
A her mother doesn't like cats.
B her room was too small for kittens.
C her mother thought that one cat was enough.
- 6 You hear a boy leaving a message on his mother's phone.
He is calling his mother because he wants her to
A tell his relatives that he can't see them tonight.
B allow him to stay at his friend's house.
C help him with his project.
- 7 You hear an interview with a young chess champion.
She says that the main reason for her success is that
A her father gave her a chess set when she was young.
B she has been very lucky.
C her family have helped her.
- 8 You hear a boy talking to a friend.
Why did the boy go to Denmark last summer?
A He likes trying new things.
B He always spends his holidays there.
C The climate is better there.



2 Listen and choose the best answer (A, B or C).

3 Work in pairs. Correct the mistakes in questions 1–6.

- 1 How often you do the cooking?
2 You usually spend your weekends with your family?
3 You have yet managed to get a present?
4 Parents should limit the amount of time their children spend in front of a screen?
5 How much pets you say you had at home?
6 How you have become so successful?

Vocabulary

Phrasal verbs

1 Match the phrasal verbs (1–12) from Listening Part 1 to their definitions (a–l).

- | | | | |
|----|----------------------------------|---|---|
| 1 | chill out <i>c</i> | a | have an argument with someone |
| 2 | come up with | b | immediately like each other and become friendly |
| 3 | set off | c | relax and rest |
| 4 | work (something) out | d | experiment with an idea |
| 5 | rely/depend on (someone) | e | be able to trust someone to do something |
| 6 | fall out with (someone) | f | find an answer to something |
| 7 | try (something) out | g | respect or admire an older person |
| 8 | hit it off | h | start a journey |
| 9 | look out for (someone/something) | i | think of (an idea or plan) |
| 10 | take after (someone) | j | think about something in the past |
| 11 | look up to (someone) | k | try to notice |
| 12 | look back at (something) | l | be like a parent or older sibling |

2 Complete the sentences with a phrasal verb from Exercise 1 in the correct form.

- 1 I used to with my cousins all the time when I was younger, mostly because I didn't agree with their opinions, but now I'm a bit older we've started to really as we seem to understand each other better.
- 2 My mother is a really good artist. I've always her because I've always known she's talented. I really hope I her so that I can make a living out of art too.
- 3 I know I can Martin if I've got a problem because he always good suggestions.
- 4 When I think about my childhood, I all the silly things I did, but at least I now know what to so that I can avoid making the same mistakes.
- 5 My friend loves the weekend because she can get up late and just On weekday mornings, on the other hand, she's up at 7 am as she has to for school soon after that.
- 6 When Tomas has a problem, he often a few ideas before he finds the correct solution. It doesn't matter what the situation is, he usually it in the end.

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Reading and Use of English Part 6

1 Work in pairs. You are going to read an article giving advice to teenagers about how to get on better with their siblings (brothers and sisters). Before you read, write these adjectives in the correct column below.

~~caring~~ cheeky childish cooperative
critical energetic enthusiastic hardworking
irritating mature organised patient
reliable responsible self-confident sensitive
sympathetic thoughtful

usually positive	usually negative
<i>caring</i>	

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

~~cooperative~~ *uncooperative* critical enthusiastic
mature organised reliable responsible
sensitive sympathetic

3 Work in pairs. Which of the adjectives in Exercise 1 do you think typically describe older siblings in relation to younger siblings? Why? Which describe younger siblings in relation to older siblings? Why?

4 Work in groups.

- Make a list of things teenage children sometimes say about their siblings.
He's really irritating!
My parents always praise her.
- Discuss what you can do to live happily with your brothers and sisters.
Be kind to them and try to be cooperative.

- 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.

Exam advice

5 Read the article opposite carefully, ignoring the spaces, and make a note of the main idea of each paragraph.

First paragraph:

Getting on with your siblings can be difficult, but it is possible to have a good relationship.

6 Six sentences have been removed from the article. Choose from the sentences (A–G) the one which fits each gap (1–6). There is one extra sentence which you do not need.

Use the underlined words in the sentences and in the text to help you.

- A It is also crucial that you are sensitive to the feelings of your siblings too.
- B Your siblings need to learn to take responsibility if they have done something wrong.
- C These arrangements will hopefully make both of you more cheerful.
- D It is only natural that these developments will affect your feelings towards members of your family.
- E But you should try not to let incidents like these have too big an effect on your relationship.
- F Indeed, it could seem impossible to imagine that you could ever be friends.
- G This could be watching a series on television, joining an exercise class or even preparing a family meal.

FROM WORST ENEMIES TO BEST FRIENDS

Everybody feels irritated by their siblings from time to time. Maybe your younger brother shows off and behaves in an immature way when you invite your friends to your house. Or perhaps your hardworking older sister gets a lot of praise from your parents, making you feel like you are not trying hard enough. At times, your brother or sister can feel like your worst enemy. **1** But your relationship can improve greatly with a bit of effort and understanding.

Sibling relationships can be especially difficult for teenagers, who are experiencing many changes to their preferences and personality. **2** For example, you may now find some of the activities that you used to enjoy doing with your younger brother childish or a waste of time. At times, the age difference can feel bigger than it really is, and this can have a negative effect on your relationship.

One way to solve this problem is to make sure you continue to include your brother or sister in your day-to-day life. Find an activity that you think you will both enjoy and suggest that you do it together. **3** If you do this activity regularly, you will soon remember how much fun it can be to spend time together, and you will start to get on better with each other. This can take some time, so it is important to be patient and enthusiastic.



Of course, it is perfectly normal for brothers and sisters to fall out with one another over small things. When you live together, it is only natural that you will get on each other's nerves from time to time. For example, if your younger sister is always borrowing your clothes without your permission and then

loses or damages them, then of course it is your right to be annoyed with her. **4** It is important to learn to forgive your siblings for this kind of behaviour, just as you would forgive your close friends.

In situations like these, it is really important to let your sibling know how you feel. Rather than insulting



your sister when she takes your things, tell her that it makes you feel angry, and that you would feel much happier if she asked you first. **5** Your older brother may be more popular with your parents for his academic achievements, but he may also feel sad that he is not so popular with you. By making an effort to understand each other's feelings, your relationship will quickly improve.

Finally, it is important to learn how to compromise. It is understandable that you may not want to lend your favourite jumper to your unreliable sister, but maybe you could offer her a less valuable alternative item of clothing. Or if your brother likes to spend all his free time watching football and you find it boring, you could suggest a different sport that you follow regularly together. **6** And if you make the effort to make your sibling happy, he or she will do the same for you.

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- 7 Work in groups of four. Two students should take the role of Brother/Sister A and two students should take the role of Brother/Sister B.
- Read the role-play cards and decide as a group what the missing / borrowed item is going to be.
 - 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.

Brother/Sister A

You recently received a special gift for your birthday. When you looked for it the other day, it had gone missing. You think that your brother/sister may have taken it. You are annoyed because

- they often take your things without asking
- this gift is very important to you as it is something that you had wanted for a long time.

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

Brother/Sister B

You recently borrowed something belonging to your brother/sister without asking them. You sometimes do this because your brother/sister never lets you borrow their things.

Have a conversation with your brother/sister. Explain what happened and discuss how to avoid this situation in the future.



Grammar

Present perfect simple and continuous

▶ Page 162 Grammar reference

- 1 Look at 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 bake bread.*
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?
- 2 Complete the sentences with the present perfect simple or continuous form of the verbs in brackets.
- 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 Students often make mistakes with the present perfect simple and continuous. Correct the underlined verb which is wrong in each sentence.



- I was interested in it since I saw a film about it.
have been
- In these last three weeks, I learned so many interesting things which I didn't know how to do before.
- This isn't the first time I fix the brakes on my bike.
- My name is Hannah and I play tennis for three years.
- Since I started the project, I had been doing research on someone famous from my country.
- They had been talking about it for weeks, but nothing has been done up to now.
- Vicky and Kostas are friends for many years. They actually met at primary school.

3 Read the text quickly. How do teenagers get and manage their money?

4 Think of the word which best fits each gap. Use only one word in each gap. Make sure that you spell the word correctly.



How (0) *do* young people manage their money? A recent survey asked teenagers (1) their money comes from and about their spending habits. Just over 80% of the teenagers surveyed received regular pocket money (2) their parents. About half of these had to (3) housework in return for their pocket money. Just under 10% received no money but said that their parents bought (4) essential items, such as clothes. A further 12% chose (5) get a part-time job. Reasons (6) seeking employment included having more money to spend, saving up for a large purchase such (7) a car and wanting to be financially independent; that is to say, to make their own money. When asked about (8) spending habits, about half of the teenagers surveyed said that they spent all their money each month. A quarter opened a bank account and saved a set amount each month and 10% set a monthly budget.

Reading and Use of English Part 2

- 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).



1 Work in pairs. You are going to read an article about how teenagers get and manage their money. Before you read, match the verbs (1–7) to the nouns (a–g) to make phrases related to getting and managing money. Some verbs may be used with more than one noun.

- | | |
|-----------|-------------------|
| 1 open | a a budget |
| 2 get | b a bank account |
| 3 set | c pocket money |
| 4 buy | d essential items |
| 5 receive | e bills |
| 6 make | f a part-time job |
| 7 pay | g choices |

2 Work in groups. Discuss these questions.

- Which of the phrases in Exercise 1 are related to getting money? Which are related to managing money?
- Which of the things in Exercise 1 have you done, or do you do?

I do housework every week to get pocket money from my parents.

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- 5
- Now check or complete your answers by using these clues.
- 1

an adverb used to describe places
- 2

This preposition tells us who gives teenagers pocket money.
- 3

Which verb do we use with *housework*?
- 4

a pronoun which tells us who the parents buy everything for
- 5

a preposition often used before the infinitive form of a verb
- 6

a preposition used with *reason* and often followed by the gerund (*-ing*) form of a verb
- 7

This preposition is used with *such* to mean *for example*.
- 8

Whose spending habits did the survey ask about?
- 6

Work in pairs. Is what the text says about how teenagers get and manage their money true in your country as well?



Vocabulary

Collocations with *make* and *do*

- 1
- Put the words and phrases in the box into the third column of the table.

~~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>an appointment</i>
do	to perform an activity or job	<i>an activity</i>

- 2
- Students often confuse *make* and *do*. Complete the sentences with the correct form of *make* or *do*.
- 1

According to a recent study of teenagers, half of them do not housework for pocket money.
- 2

Many teenagers get a part-time job because they want to money and be financially independent.
- 3

If you want to me a favour, could you the shopping for tonight's dinner?
- 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

I a big effort to be helpful around the house last week.
- 3

Work in pairs. Each choose five words/phrases from the table in Exercise 1 and think about when you did or made these things. Then take turns to tell your partner about 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

▶ Page 192 Speaking bank

- 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, your interests, etc.

Exam info

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

- Examiner:**
- a Where are you from?
 - b 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 needs only a fairly short answer? Which question needs a longer answer?

2 Listen to Tania 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 lots 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 these sentence openings? In one case, both are correct.

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

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: resi'dential.

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

industrial
relaxed atmosphere
wonderful
facilities
historic

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



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6 How can you extend your answers to the two questions below? Think about Tania’s extended answers you heard in Exercise 2, and use the frameworks given here 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 Exercise 3.

8 Read questions 1–8. Think about how you can give extended answers. Then 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 Who are more important to you: your family or your friends?
- 8 Do you have similar interests to your parents?

Writing Part 1

An essay

▶ Page 202 Writing bank

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

Exam advice

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

In your English class, you have been talking about how teenagers manage their money.

Now your English teacher has asked you to write an essay.

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

‘It is beneficial for teenagers to receive pocket money from their parents.’

Do you agree?

Notes

Write about:

1. reasons why receiving pocket money is beneficial for teenagers
2. reasons why receiving pocket money may not be good for teenagers
3. (your own idea)

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.



3 Read a student's answer to the task, ignoring the spaces. Which of her ideas do you agree with, and which do you disagree with?

(1) most teenagers can rely on their parents for the things they need, learning how to manage money is an important skill. Many adults believe that teenagers simply waste their pocket money on clothes, computer games and fast food.
(2) , I believe that parents can teach teenagers to manage their money effectively by giving them regular pocket money.

Some parents prefer to buy their children everything they need rather than give them their own money. It is true that young people may not spend their money on sensible things, (3) parents may know better what they need, but in my view, young people need to be given the independence to make their own choices.

People often argue that young people will find it difficult to make their money last for a whole month. (4) , if parents help their children to set a budget, and are strict about not giving them extra money, they will soon learn to manage their money sensibly in my opinion. They are likely to be more financially responsible when they are adults and will be less likely to borrow money from their parents.

For all these reasons, I think that teenagers benefit more from receiving pocket money from their parents than if their parents buy them everything they need.

4 Complete this plan for the student's essay by matching the notes (a–d) to the paragraphs (1–4).

Paragraph 1: introduction:
Paragraph 2:
Paragraph 3:
Paragraph 4: conclusion:

- a Who should decide what teenagers need and why?
- b Parents can help children to manage their money and why this is good
- c Most beneficial to give teenagers pocket money
- d Common belief that teenagers waste money + my opinion

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

6 When you write an essay, you should try to present contrasting points of view. Complete the student's essay by writing *although*, *however*, *on the other hand* or *whereas* in each of the spaces 1–4.

7 Complete the sentences with *although*, *however*, *on the other hand* or *whereas*. 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 the student's essay as a model, but express your own ideas and the ideas which came up during your discussion.