

1

Generations

1A

Vocabulary

Ages and stages

I can talk about the different stages of people's lives.

Unit map

Vocabulary

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Life events
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Noun and adjective endings
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- 1 **SPEAKING** Work in pairs. Can you answer this famous riddle from Sophocles' play *Oedipus the King*? Explain your answer.

'What creature walks on four legs in the morning, two legs in the afternoon, and three in the evening?'

- 2 **1.07 VOCABULARY** Number the stages of life in the order that people reach them. Then listen and check.

Stages of life be an adult be a centenarian be an infant be a toddler
be a young child be elderly be in your teens be in your twenties be middle-aged

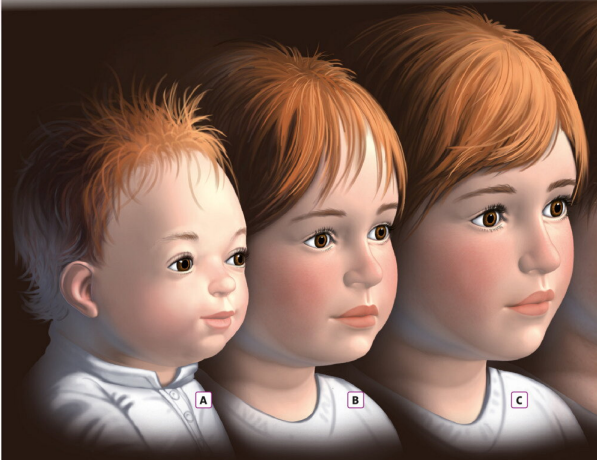
- 3 Match some of the phrases in exercise 2 with the pictures below of the woman at different stages of her life.

In picture A, she's an infant.

- 4 **VOCABULARY** Check the meaning of the life events below. At what age are they most likely to happen, do you think? Put them in groups A–E. Compare your answers with your partner. Do you agree?

Life events be born be brought up (by) become a grandparent
buy a house or flat emigrate fall in love get divorced get engaged
get married get your first job go to university grow up have a change of career
inherit (money, a house, etc.) learn to drive leave home leave school
move (house) pass away retire settle down split up start a business
start a family start school

- A Before you are 20 _____
B From 20 to 40 _____
C From 40 to 60 _____
D Over 60 _____
E At any age _____



- 5 **1.08** Listen to four people talking about their backgrounds and their families. Circle the correct answers (a–c).

- Bilal's dad
 - a was born in the UK.
 - is going to have a change of career.
 - wants to study law.
- Sandra's family
 - have owned a number of farms.
 - sold the first farm and bought a bigger one.
 - have owned the same farm for many years.
- Charlotte's mum
 - brought up her daughter in France.
 - isn't married.
 - has been married twice.
- Callum's parents
 - inherited and ran a successful family business.
 - didn't have a good education.
 - left Britain many years ago.

RECYCLE! Past simple

Remember that there are no rules for the affirmative forms of irregular verbs (e.g. *go – went*), and that the spelling changes with some regular verbs (e.g. *stop – stopped, carry – carried*).

We form the past simple negative with *didn't* and the interrogative with *did*. (The verbs *be* and *can* are exceptions.)

► **Vocabulary Builder** Noun plural forms: page 121

- 6 **1.08** Read the **Recycle!** box. Complete the sentences with the past simple form of the verbs below. Then listen again and check.

be buy emigrate fall get get grow up leave move not go not leave not retire start

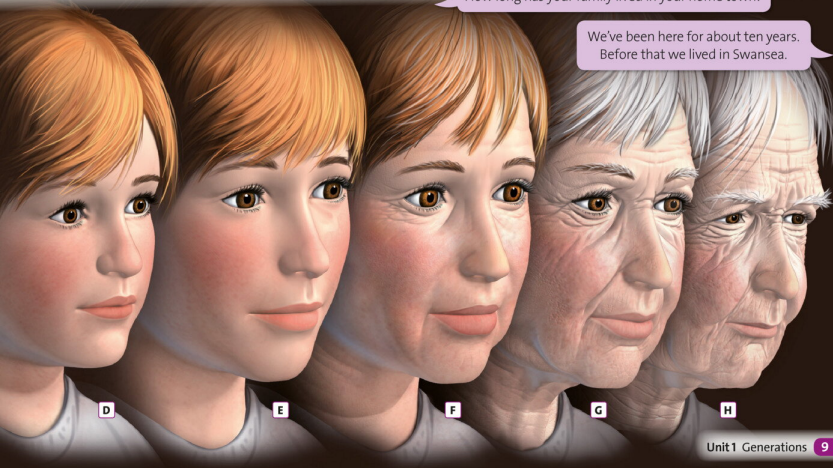
- My grandparents _____ from Pakistan in the 1960s.
- She _____ home until last summer, when she _____ married.
- I _____ in the village where my family has lived for generations.
- They managed to save quite a bit of money and eventually _____ a small farmhouse with some land.
- They _____ in love, _____ engaged after a week and were married a month later.
- I _____ brought up by my mum after she _____ back to the UK.
- They _____ school at sixteen and _____ to university.
- They _____ a successful business and _____ until they were in their seventies.

- 7 **SPEAKING** In pairs, ask and answer about your family and your ancestors. Give extra information where you can.

- How long has your family lived in your home town?
- Did any of them emigrate from another country? From where? When? Why?
- Did any of them move from another part of your country? From where? When? Why?
- Did any of your ancestors or members of your family emigrate to another country? Where to? When? Why?
- Are you related to anyone famous? If so, who?

How long has your family lived in your home town?

We've been here for about ten years.
Before that we lived in Swansea.



Past tense contrast

I can talk about the past using a variety of past tenses.

- 1 Look at the photo. How old do you think the woman is?
Why do you think she is famous?

- 2 Read the text and check your ideas.



In 1875, the US army was still fighting Native Americans, and Alexander Bell was working on a new invention – the telephone. That was the year that Jeanne Calment, the person with the longest lifespan ever, was born in Arles, France. Her parents ran a shop in the town and she worked there when she was a teenager. While she was serving in the shop in 1888, she met Vincent van Gogh, who had come in to buy pencils. She thought he was 'dirty, ugly and badly dressed'!

In 1896, at the age of 21, she married Fernand Calment and then gave birth to a daughter, Yvonne. Fernand was very wealthy so Jeanne never needed to work. She lived in Arles for the rest of her life, dying on 5 August 1997 at the age of 122.

People of that age often have an enormous family with generations of grandchildren. But Jeanne didn't have any living descendants. Yvonne had had a son, but both she and her son had died many years earlier. So how did Jeanne manage to live so long? The French have their own theories, noting that she ate more than two pounds of chocolate a week and rode a bicycle until she was 100!

- 3 Complete the **Learn this!** box with the tenses below. Then underline an example of each of the rules (a–d) in the text in exercise 2.

past continuous past perfect past simple

LEARN THIS! Past tenses

- a We use the **past simple** for a sequence of events that happened one after another.
In 1889, my parents met, fell in love and got married.
- b We use the **past continuous** to describe a scene in the past. The events were in progress at the same time.
It was raining and people were rushing home from work.
- c We use the **past perfect** for a single event that interrupted a longer event in the past. We use the **past simple** for the longer event.
My parents got engaged while they were living in Wales.
- d We use the **past perfect** for an event that happened before another event in the past.
He had started a business before he left school.

- 4 Complete this sentence in three different ways using the three tenses in the **Learn this!** box. Use the verb *learn*. How does the meaning change?

When Tom left school, he _____ / _____ / _____ to drive.

- 5 Complete the sentences with the correct past simple, past continuous or past perfect form of the verbs in brackets.

- 1 We _____ (move) house a lot while I _____ (grow up).
2 After Joe _____ (learn) to drive, he _____ (buy) a car.
3 George _____ (leave) school, _____ (go) to university and _____ (study) engineering.
4 Where _____ you _____ (live) when you _____ (get) your first job?
5 My parents _____ (get) engaged in 1990. They _____ (fall) in love two years before, while they _____ (work) in London.
6 Kim _____ (want) a change of career so she _____ (emigrate) to Australia.

► Grammar Builder 1.1 page 128

- 6 Complete the text with the past simple, past continuous or past perfect form of the verbs below.

be be become die get leave live
meet not stop retire say work write

Japan is the country with the most centenarians: over 50,000. It is also where Jiroemon Kimura, the man with the longest lifespan ever, ¹ _____ born in 1897, the year that Bram Stoker ² _____ *Dracula*. Kimura ³ _____ school at fourteen and ⁴ _____ a job in a post office. While he ⁵ _____ there, he ⁶ _____ his future wife Yae. He ⁷ _____ a postal worker for 45 years when he ⁸ _____ in 1962. But he ⁹ _____ working! He ¹⁰ _____ a farmer! In an interview just before he ¹¹ _____ at the age of 116, he said he wasn't sure why he ¹² _____ so long. 'Maybe it's thanks to the sun,' he ¹³ _____. 'I'm always looking up to the sky!'



- 7 Choose a real or invented person from a previous generation (e.g. a parent, grandparent). Make notes about their life using the headings below to help you.

Born when / where? Education? Jobs? Married? Family? Moved? Other interesting facts?

- 8 **SPEAKING** Tell the class about the person in exercise 7. Look again at the vocabulary in lesson 1A. Use the prompts below to help you, and your own ideas.

- She was born ...
- At the age of ... she left school and got a job as ...
- After she had left home, she ...
- While she was living in ..., she ...
- She got married in ...

Family tensions

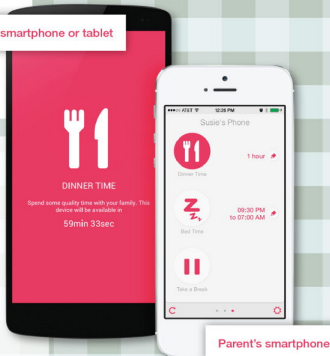
I can identify the attitude and intention of a speaker.

- 1 **SPEAKING** Look at the photo. What do you think this app does? Why might some people need it?
- 2 **SPEAKING** Read the text and check your answer to exercise 1. Do you think the app would increase or decrease the number of arguments in your family? Why?

Tablets for dinner?

An evening meal for all the family was once part of everyday life in British homes, but this tradition has almost disappeared. Some people blame technology: children and teenagers are so addicted to their phones and tablets that they do not want to stop playing with them, even at mealtimes. This causes a lot of arguments in families. But now, parents can get a free app called DinnerTime, which locks their children's devices at certain times of the day and night. During those times, the children are unable to access messages, games, or the internet. In theory, this means that parents and children can spend more time together, eating and chatting. But will it lead to happier families or more family arguments?

Kid's smartphone or tablet



Parent's smartphone

- 3 **VOCABULARY** In pairs, check the meaning of the adjectives below. Which describe a positive attitude? Which describe a negative attitude?
- Attitude (adjectives)** accusing aggressive arrogant bitter calm complimentary enthusiastic grateful miserable nostalgic optimistic pessimistic sarcastic sympathetic urgent

Listening Strategy

Sometimes, the words alone do not fully express the speaker's intention. You need to pay attention to the tone of voice as well. For example, an urgent tone of voice suggests that the speaker is giving a warning.

- 4 **1.09** Read the **Listening Strategy**. Then listen and underline the adjective which best matches the speaker's attitude. Use their tone of voice to help you.
- arrogant / pessimistic / confident
 - aggressive / miserable / sarcastic
 - calm / complimentary / optimistic
 - accusing / enthusiastic / sympathetic
 - grateful / optimistic / sympathetic
 - aggressive / bitter / urgent
- 5 **1.10** **SPEAKING** Listen and compare two different ways of saying the sentences. Then, in pairs, say a sentence in one of the two ways. Can your partner guess the adjective?
- 'Thanks, Andy. That's really helpful.' (first grateful, then sarcastic)
 - 'Our train leaves in ten minutes.' (first calm, then urgent)
 - 'You and your sister always argued during dinner.' (first nostalgic, then accusing)
 - 'You need to stop and think about what's happened.' (first sympathetic, then aggressive)
 - 'I think we'll win one or two of our matches.' (first optimistic, then pessimistic)

- 6 **1.11** Listen to four speakers. In pairs, try to agree which speaker sounds:

- a urgent _____ c enthusiastic _____
b calm _____ d arrogant _____

- 7 **1.11** Listen again. Match sentences A–E with speakers 1–4. Use the tone of voice to help you. There is one extra sentence.

- A The speaker is giving advice about winning family arguments. _____
B We learn how a bad argument had a positive result for the speaker. _____
C The speaker is advertising a course for families who want to argue less. _____
D The speaker is persuading somebody to attend a family reunion. _____
E The speaker describes how a relative lost his job because of a family argument. _____

- 8 **SPEAKING** Work in pairs. Decide which of these topics is most likely to cause arguments in your family and why. Are there any others you can think of?

doing chores
doing schoolwork
staying out late
sharing a family computer
what to watch on TV
when to watch TV
too much time spent on social media and games
what to eat

- 9 **SPEAKING** Compare your ideas with the class. Find the topic which causes the most family arguments.

used to

I can talk about things that were different in the past.

- 1 1.12 Read and listen to the dialogue between a teenager and his grandfather. Which adjective best sums up the grandfather's attitude: miserable or nostalgic?



- Grandad** Have you seen this photo of me when I was your age?
- James** No, I haven't. Let me see. Wow! You used to have great hair!
- Grandad** I know. I used to spend ages getting it just right. It's much quicker now.
- James** Your clothes look cool too. Did you use to spend a lot of money on them?
- Grandad** I didn't use to have much money. My mother made some of them. And I used to share clothes with my brother.
- James** I used to do that too. But he doesn't let me borrow them now!

LEARN THIS!

- a We use *used to* when we want to talk about things which were true in the past, but are not true now.
I used to read my sister's magazines. (I don't read them now.)
- b Pay attention to the spelling of the negative and interrogative forms.
*My sister didn't use to like it.
Did she use to get angry? Yes, she did.*

- 2 Read the **Learn this!** box. Underline an affirmative, a negative and an interrogative example of *used to* in the dialogue in exercise 1.

- 3 Complete the dialogue with the correct form of *used to* and the verbs below.

be do go live not have not pay wait

- Mum** I ¹ _____ opposite the Palace Cinema when I was ten.
- Alice** ² _____ you _____ there often?
- Mum** Yes. But we ³ _____. It wasn't our fault – we ⁴ _____ any money for tickets.
- Alice** So how did you get in?
- Mum** We ⁵ _____ outside the fire exit and run in when somebody opened it!
- Alice** I can't believe you ⁶ _____ that! You're always telling me how important it is to be honest!
- Mum** Well, yes. I ⁷ _____ very naughty, but I grew out of it.

- 4 1.13 Listen and check your answers to exercise 3. How is *used to* pronounced?

➡ Grammar Builder 1.2 page 129

- 5 Complete these sentences with the correct form of *used to* / *didn't use to* and the verbs in brackets.

- They _____ (live) abroad, but they moved back to this country last year.
- She _____ (be) a student, but she finished her university course in June.
- She _____ (eat) meat, but now she has chicken sometimes.
- I _____ (like) cats, but I prefer dogs now.
- I _____ (enjoy) TV, but now I find most of the programmes boring or annoying.
- We _____ (spend) a lot of time together, but now we hardly ever see each other.
- He _____ (speak) a foreign language, but he started going to Spanish lessons last year.
- My grandad _____ (have) a lot of money, but he's quite rich now.

LOOK OUT!

Do not confuse *used to* with the phrase *be / get used to (doing) something*.

I used to ride my bike to school. (used to)

These glasses feel strange, but I'll get used to them. (get used to)

She hates losing. She isn't used to it! (be used to)

- 6 1.14 Read the **Look out!** box. Listen and decide if the sentences contain *be / get used to*, *used to* or both.

1 *be used to*

- 7 Think about what you used to be like at the age of five. Read the phrases and write true sentences about yourself with *used to* or *didn't use to*.

- be afraid of the dark
I used to be / didn't use to be afraid of the dark.
- drink milk before bed
- play with dolls
- listen to stories at bedtime
- draw pictures at school every day
- watch a lot of cartoons
- have piano lessons
- walk to school on my own

- 8 **SPEAKING** Work in pairs. Find out what your partner was like at the age of five. Ask and answer using the ideas in exercise 7. How similar or different were you?

Did you use to be afraid of the dark?

Yes, I did. / No, I didn't.

- 9 **SPEAKING** Find out more about your partner's childhood. Use the correct form of *used to*. What did he or she use to ...

have for breakfast? watch on TV? wear at school?
enjoy playing? do at weekends? your ideas

Phrasal verbs (1)

I can use three-part phrasal verbs.

- 1 Read the article about a film. Explain in your own words what is unusual about the main character.



I USED TO BE older...

The *Curious Case of Benjamin Button* certainly **lives up to** its title. It is a very unusual film about a man who lives his life backwards: he is born as an old man and dies as a baby.

The story begins in 1918 when a woman gives birth to a baby with the appearance of an elderly man. The mother dies and the father **walks out on** the baby, who is called Benjamin. Two workers at a nursing home, Queenie and Tizzy, decide to look after Benjamin, who **fits in with** the elderly residents at the home because he looks so old. But as the years pass, Benjamin becomes physically younger.

At the age of twelve, he meets a young girl called Daisy and **gets on with** her very well despite having the appearance of an old man, but later they lose touch when Benjamin **signs up for** a job on a boat.

Years later, he **catches up with** Daisy again in Paris. In their forties, they finally look the same age for the first time – and fall in love. They almost marry and settle down together, but they never **go through with** it. One reason is that Daisy could never **put up with** Benjamin's strange condition.

In the end, they **run out of** time: Daisy is becoming an old woman and Benjamin is becoming a child. He finally dies in Daisy's arms as a baby.

- 2 Match the highlighted phrasal verbs in the text with their definitions below.

- 1 to have a (good / bad) relationship with _____
- 2 to abandon or leave _____
- 3 to complete something _____
- 4 to match or equal _____
- 5 to use all of your supply of something _____
- 6 to agree to do something (e.g. work) _____
- 7 to succeed in finding or reaching somebody _____
- 8 to look and act like part of a group _____
- 9 to tolerate or be patient about something _____

- 3 Circle the correct words to complete the **Learn this!** box. Use the examples in the text in exercise 1 to help you.

LEARN THIS!

- a A three-part phrasal verb has ¹one / ²two verb(s) and ³one / ⁴two particle(s).
- b Three-part phrasal verbs are ⁵transitive / ⁶intransitive (they have a direct object).
- c The object always goes ⁷after / ⁸before / ⁹between the two particles.
- d In questions, the three parts of the phrasal verb usually stay together.

What kind of course did you sign up for?

Dictionary tip

Some three-part phrasal verbs have a different meaning from similar two-part verbs. When you look up a phrasal verb in a dictionary, find the correct part of the entry.

- 4 **DICTIONARY WORK** Read the **Dictionary tip**. Then find these phrasal verbs in a dictionary and check the difference in meaning between the two- and three-part phrasal verbs.

look up / look up to get away / get away with
make up / make up for get up / get up to
go in / go in for go back / go back on

- 5 Complete the sentences with two- or three-part phrasal verbs from exercise 4.

- 1 We sent her a present to _____ the disappointment of missing the music festival.
- 2 I like football, but I don't _____ extreme sports.
- 3 We _____ his name on the internet to check his story was true.
- 4 You said you would take us on holiday this summer – you can't _____ your promise!
- 5 Did you _____ anything exciting while your parents were away?
- 6 Did you _____ that story or is it true?

► **Vocabulary Builder** Phrasal verbs: page 121

- 6 Use three-part phrasal verbs from exercises 2 or 4 to replace the underlined words.

- 1 Which famous people do you admire? _____
- 2 Which sports or games do you enjoy? _____
- 3 What did you do last weekend? _____
- 4 What kind of behaviour is the most difficult to tolerate? _____
- 5 What kind of people do you find it easiest to be friendly with? _____

- 7 **SPEAKING** Work in pairs. Ask and answer your questions from exercise 6. Add suitable follow-up questions.

Which famous people do you look up to? Why?

I look up to ... because ...

Adolescence

I can understand a text about how teenagers can get on better with their parents.

- 1 SPEAKING** Do you sometimes argue with your parents? What do you argue about, and why? Use the ideas below to help you.

bedtime
clothes
going out with friends
homework
housework
staying up late
using computers or tablets

- 2** Read the text quickly, ignoring the gaps. Choose the best summary of the text: a, b or c.

- a Parents may find it difficult to understand their adolescent children, but it is a parent's duty to communicate properly with them and avoid arguments.
b Although teenagers develop new ideas, values and beliefs during adolescence, that is no excuse for bad behaviour. They should listen to their parents.
c Teenagers experience big physical and emotional changes during adolescence. It's important to communicate with your parents and try to understand their point of view.



HOW TO HANDLE your parents

1.15

Parents get a lot of advice on how to handle their adolescent children, but what about some advice for teenagers on how to deal with their parents?

- 5 Psychologist Raymond Freedman offers some tips ...

What is adolescence? It starts when you are aged between about ten and thirteen and is a period of rapid **physical change**

- 10 which transforms you from a pre-teen child, dependent on your parents, to the independent young adult that you become in your early twenties.¹ Here are some of the most common social and **emotional changes**
15 that happen during adolescence.

FREEDOM You may not want to spend as much time with your parents as you used to. You want more freedom to choose who you see and when. You may feel that your friends are as important to you as your family.

PRIVACY You used to be most happy **in the company of** your
20 parents.² You need your own space and some **privacy**.

INTERESTS You have new interests and they might include activities that your parents do not understand or think are a waste of time, such as playing computer games or chatting on the internet.

DECISIONS In the past, your parents **made** most **decisions** for you
25 and told you what to do.³ You may resent them **telling you** to go to bed, tidy your bedroom, or come home by ten o'clock.

OPINIONS When you were younger, you didn't have many strong
opinions.⁴ Adolescents are often **idealistic** and feel impatient and at
30 odds with the adult world. You may feel that you have all the answers, while many adults don't have any!

Reading Strategy

Read the missing sentences carefully. Then read the sentences in the text that come before and after each gap. Look for words that link with vocabulary in the missing sentences (e.g. synonyms, paraphrases, words with the opposite meaning, pronouns).

- 3 Read the **Reading Strategy**. Then read the sentences below and the highlighted words in the text. Say which sentence links to which highlighted word and underline the part of the sentence which helped you to decide.

- A They may not say so, but they are probably feeling a sense of loss and may even feel rejected by you.
 B Your parents will expect you to behave responsibly.
 C But now you want to decide things for yourself and don't want to be told what to do all the time.
 D As your body changes, you also begin to think and feel differently.
 E Despite this, you should always listen carefully.
 F Now you are beginning to see the world differently, developing your own views and your own sense of right and wrong.
 G Now you probably want to spend more time on your own.

- 4 Use your answers to exercise 3 to match sentences A–G with gaps 1–5 in the text. There are two extra sentences.

- 5 **VOCABULARY** Complete the stems to make a noun and an adjective. Use a dictionary to help you. Either the noun or the adjective is in the text. (Sometimes you do not need to add anything.)

1 adolescence, adolescent

Noun and adjective endings

- | | | |
|----------------|----------------|------------------|
| 1 adolesc_____ | 5 priv_____ | 9 safe_____ |
| 2 depend_____ | 6 ideal_____ | 10 irritat_____ |
| 3 free_____ | 7 impati_____ | 11 critic_____ |
| 4 emot_____ | 8 concern_____ | 12 distrust_____ |

- 6 **SPEAKING** Work in pairs or small groups. Discuss points 1 and 2. Use the phrases below to help you.

- Look at the five social and emotional changes that the writer describes in the text (freedom, privacy, interests, decisions and opinions). Discuss them one by one. Which ones affect teenagers most, do you think? Give examples.
- Look at the advice offered by the writer in the last but one paragraph. Is it good advice on the whole, do you think? Which is the best piece of advice? Give reasons.

Presenting your ideas

I agree that ... I don't agree that ...
 It's (not) true to say that ... In my experience, ...
 Personally, I believe that ... I'm not sure about that.
 For example, ... For instance, ...

- 7 **SPEAKING** Share your ideas and opinions from exercise 6 with the class.

All these changes are perfectly normal, but it is important to remember that they will affect your relationship with your parents and that they may be a source of conflict and arguments. So what can you do to make life easier and make sure that you stay on good terms with your parents?

Firstly, your parents will feel much better if you let them know that you still love and value them. Remember that **they have lost** forever the little child you once were. 5

- Secondly, try to agree rules and boundaries. You may feel these are unnecessary, but your parents' main concern is often just to keep you safe. Once you have agreed what is and isn't acceptable behaviour, try to stick to it. It may feel like a nuisance to remember to phone them and let them know where you are, but make the effort anyway.

- Thirdly, try to understand why they might be irritated by your behaviour. Do your parents get cross if you spend three hours chatting with friends on social media and leave your homework till the last minute? That's probably because they want you to do well at school.

- Finally, it's all about communication! Keep talking to your parents, tell them about what you did today, let them know where you are going, and ask for advice if you need it. The more disconnected they feel, the more critical, distrustful and controlling they tend to become. Who wants parents like that?



Role-play

I can role-play a conversation about an exchange programme.

- 1 SPEAKING** In pairs, look at the advert below. In your opinion, what would be the best and worst things about spending a year with a family abroad? Use the prompts below and your own ideas.

Exchange programmes eating different food
gaining confidence going to a different school
making new friends missing family / friends / home
speaking a foreign language visiting different places
watching foreign TV programmes



Study abroad

Home from home

Speaking Strategy
Use your preparation time well. Read the task carefully. Then think of one thing to say about each topic. If you have more time, think of more ideas.

Imagine the following situation: you recently spent a term as an exchange student in England. You are having a video call with a student from Japan who is preparing to take part in the same scheme and you are giving him / her some advice. Discuss the following points:

- getting to know your exchange student
- useful things to take with you
- going to school in England
- advice about staying with an English family

- 2** Read the **Speaking Strategy** and the task above. Then match one or two of the ideas below with each topic.

carrying a dictionary doing hobbies together
eating in the canteen helping with housework
keeping your room tidy wearing a uniform

- 3** **1.16** Listen to a student doing the task from exercise 2. Does she discuss all the topics? Which ideas from the exercise does she mention?

LEARN THIS! Advice

- We use *should* and *ought to* to give advice.
You should / ought to take a dictionary.
- The negative forms are *shouldn't* and *ought not to*. However, we often use *I don't think you should ...* instead.
I don't think you should carry too much money.
- We use *Should I ... ?* or *Do you think I should / ought to ... ?* to ask for advice.
Should I send a thank-you letter?
Do you think I ought to visit London?

- 4** Read the **Learn this!** box. Then complete sentences 1–5 using the words in brackets. Do not change the words, but add extra words if necessary.

- You _____ (ought / find out) about his hobbies.
- I _____ (think / should / send) him an email.
- '_____ (think / should / take) some food from home with me?'
'No, I _____ (think / you / should / do) that.'
- You _____ (ought / take) a present for the parents.
- What _____ (should / buy) for them?

- 5** **1.16** Listen again. Check your answers to exercise 4.

- 6 SPEAKING** Work in pairs. Student A is an English student who is going to stay with Student B's family next month. Ask for and give advice about these topics.

- suitable presents for the family you're staying with
- how to stay safe when you're out
- suitable clothing for the season
- the best deals for calling and texting
- how to improve your language skills quickly

What do you think I should buy for your parents?

I think you should get ...

- 7** Read the task below. In pairs, think of one or two ideas for each topic. Make notes, using questions 1–4 to help you.

Imagine the following situation: you spent three weeks with a host family when you did a language course in England last summer. You are having a video call with a student from Japan who is planning to do the same thing this summer and you are giving him / her some advice. Discuss the following points:

- preparing for the visit
- what you can learn by studying in England
- staying in touch with people back home
- staying safe abroad

- What should he / she take to England?
- What things could he / she learn, apart from the language?
- How did you keep in contact with your family and friends while in England?
- Should he / she go out alone at night in England? What else should or shouldn't he / she do?

- 8 SPEAKING** Work in pairs. Do the task in exercise 7 using your notes to help you.

I'm going to stay with a host family in England this summer. You did that last year, didn't you?

Yes, I did.

I'd really like some advice about ...

A message

I can write a message in response to an advertisement.

- 1 **SPEAKING** Work in pairs. What is a penfriend? Think of three reasons why somebody might want a penfriend in a different country.

Find a penfriend



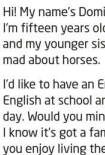
Hi! My name is Adam. I'm sixteen years old and I live in Newcastle in the UK. I'm looking for a penfriend from any country in the world. Send me a message and tell me about yourself and your family. Also, could you please tell me why you are looking for a penfriend? Thanks - and I hope to hear from you soon!

[Click here to reply to Adam](#)

- 2 Read the advertisement from a website for international penfriends above. What information does Adam ask for?
- 3 Read the task and the message below. Does Dominik provide all of the information that Adam asks for? What does Dominik ask for more information about?

You have seen this advertisement on a website for international penfriends. Write a message in reply and provide the information Adam asks for. Include a request for information in your message.

Find a penfriend



Hi! My name's Dominik and I'm from the Czech Republic. I'm fifteen years old and live in Prague with my parents and my younger sister. I'm into football, and my sister's mad about horses.

I'd like to have an English penfriend because I'm studying English at school and would like to visit England one day. Would you mind telling me more about Newcastle? I know it's got a famous football team, but that's all! Do you enjoy living there?

- 4 **KEY PHRASES** Look at the polite requests below. Which one does Adam use in his advertisement? Which one does Dominik use in his message?

Polite requests

Would it be possible for you to ... ?
 Could you please ... ? Would you mind if ... ?
 Would you mind (+ -ing form)? I wonder if ...

- 5 **SPEAKING** Work in pairs. Request the following information from your partner. Use different phrases from exercise 4 and verbs like *tell, explain, describe, etc.*

- his / her date of birth
- his / her earliest memory
- his / her ideal day out
- his / her taste in music

I wonder if you could tell me your date of birth?

Yes, of course. It's ...

Writing Strategy

Make sure that you a) include all of the points in the task and b) develop each point, that is, add some extra information or detail. Try not to write just one sentence for each point.

- 6 Read the **Writing Strategy**. Then look at the message in exercise 3 again. Does Dominik develop the points or does he just write a single sentence for each one?
- 7 Match sentences 1–5 with sentences a–e. Think of other ways that extra detail or information could be added to sentences 1–5.

- I go to Harford Community College. ____
 - I've got two brothers. ____
 - We moved to a house outside town last month. ____
 - My name's Jack and I'm seventeen years old. ____
 - Would you mind if I visited you in August? ____
- I live in Brighton with my parents and my sister.
 - I'm doing my A-levels.
 - We needed more space.
 - I'd really like to meet you and your family.
 - One is older than me and one is younger.

- 8 You are going to do the task in exercise 3. Plan your message, using the prompts below to help you. Think about how you can add extra details.

- Describe yourself and your family.
- Explain your reason for wanting a penfriend.
- Request information from Adam.

- 9 Write your message using your plan from exercise 8.

CHECK YOUR WORK

Have you ...

- referred to and developed each point in the task?
- used a phrase from exercise 4 to request information?
- checked the spelling and grammar?