

Vocabulary

A

Ages and stages

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

1 Label the pictures with the life stages below.

centenarian elderly infant in his / her teens
in his / her twenties middle-aged toddler young child



1 She's a _____.



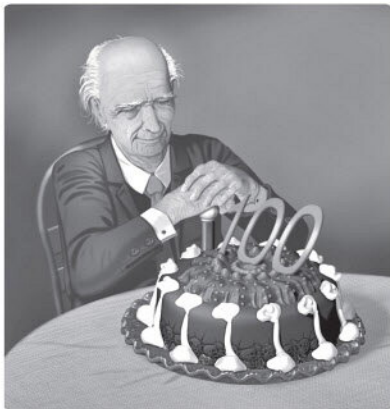
2 He's _____.



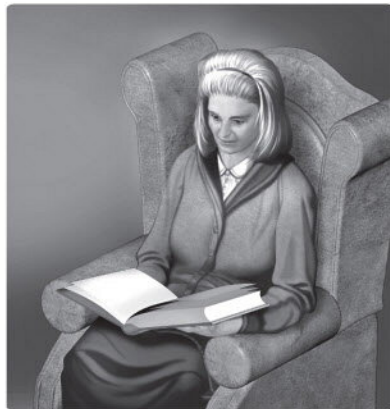
3 _____.



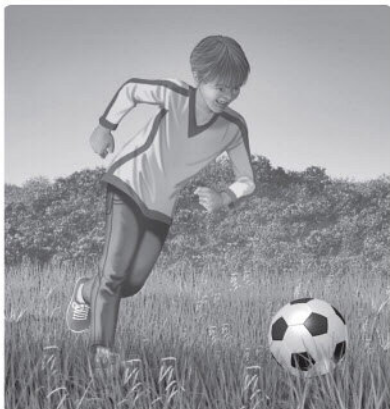
4 _____.



5 _____.



6 _____.



7 _____.



8 _____.

2 Complete the life events with the words below. Use all the words.

be be emigrate fall get get go inherit
learn move split start

- 1 _____ born 7 _____ to university
2 _____ a business 8 _____ house
3 _____ in love 9 _____ your first job
4 _____ (money, etc.) 10 _____ engaged
5 _____ to drive 11 _____ brought up (by)
6 _____ up 12 _____ from abroad

away a change of career divorced down
a family from work a grandparent home a house or flat
married school school up

- 13 get _____ 20 become _____
14 leave _____ 21 grow _____
15 start _____ 22 pass _____
16 settle _____ 23 buy _____
17 leave _____ 24 get _____
18 start _____ 25 retire _____
19 have _____

3 Write six true sentences about you or members of your family using different phrases from exercise 2.

My grandad retired when he was in his sixties.

- 1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

4 1.02 Listen to a teenage girl asking people in the street about the best age to do certain things in life. Complete the table.

Best age to leave home:

1 Woman _____

Best age to learn to drive:

2 Girl _____

Best age to start a family:

3 Boy _____

Best age to buy a house or flat:

4 Girl _____

Past tense contrast

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

- 1 Complete the table with the *-ing* form, past simple and past participle form of the verbs.

Base form	-ing form	Past simple	Past participle
1 marry			
2 fight			
3 die			
4 meet			
5 retire			
6 think			
7 stop			
8 ride			
9 fall			
10 learn			

- 2 Circle the correct answers.

- My parents **bought** / **were buying** a house just after they got married.
- John **had got engaged** / **was getting engaged** before he left university.
- Liam inherited a lot of money and **was emigrating** / **emigrated** to Australia.
- Did Pam phone** / **Had Pam phoned** while you **watched** / **were watching** television?
- I opened the door and **stepped** / **had stepped** outside. It **rained** / **was raining**.
- I didn't know where you were because you **weren't phoning** / **didn't phone**.
- I **had** / **'d had** this watch for two years when the battery ran out.

- 3 Some of the verb forms and tenses in the sentences are incorrect. Rewrite them correctly. Tick the correct sentences.

- Why did you be angry with Mary? ☐
- Had you eaten before you went out? ☐
- I couldn't go out until I had did my homework. ☐
- It wasn't rain when we left the house. ☐
- I wasn't feeling well this morning. ☐
- We was eating when you phoned. ☐
- Where had you lunch? ☐

- 4 Write the negative and interrogative form of the sentences.

- Jason had been to Italy.
Jason hadn't been to Italy.
Had Jason been to Italy?

- Tom grew up in London.

- Her parents split up last year.

- Harry was living in Scotland.

- Sally had eaten lunch.

- 5 Complete the sentences with the verbs below. Use the past simple, past continuous or past perfect.

go out leave not listen lose shine snow

- I couldn't pay for the pizzas because I _____ my money at home.
- I put on my coat and _____.
- You didn't understand the question because you _____.
- When we woke up, everything was white because it _____ during the night.
- I borrowed my brother's jacket because I _____ mine.
- It was a really cold day, but the sun _____.

- 6 Complete the text with the verbs in brackets. Use the past simple, past continuous or past perfect.

When Sarah Knauss ¹ _____ (die) on 30 December 1999, she ² _____ (live) in Pennsylvania, USA, where she ³ _____ (spend) all her life. At the time of her death, only one person before her ⁴ _____ (live) longer. Sarah ⁵ _____ (have) one daughter, who ⁶ _____ still _____ (live) when Sarah died.



Family tensions

I can identify the attitude and intention of a speaker.

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1 Read the sentences. What is each speaker's attitude? Circle the correct answers.

- 1 'Quick! Shut the door, before it's too late!'
 - a aggressive b calm
 - c sarcastic d urgent
- 2 'This town was wonderful when I was a boy.'
 - a accusing b miserable
 - c nostalgic d optimistic
- 3 'Poor you. I hope you feel better soon.'
 - a bitter b grateful
 - c sympathetic d urgent
- 4 'Don't worry. Everything will be fine, I'm sure.'
 - a accusing b calm
 - c nostalgic d pessimistic
- 5 'I expect I'll come last in the race. I usually do.'
 - a arrogant b enthusiastic
 - c grateful d pessimistic
- 6 'I can't forgive him for how he behaved.'
 - a bitter b complimentary
 - c optimistic d sarcastic
- 7 'Your hair looks fantastic!'
 - a aggressive b complimentary
 - c grateful d urgent
- 8 'You left my phone outside in the rain? That was a really clever thing to do!'
 - a enthusiastic b grateful
 - c nostalgic d sarcastic

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.

2 1.03 Read the Listening Strategy. Then listen and circle the tone of voice the speaker uses.

- 1 The next train leaves in half an hour.
 - a calm b urgent
- 2 That's made me feel a lot better.
 - a grateful b sarcastic
- 3 This is going to be rather painful.
 - a aggressive b sympathetic
- 4 We were too poor to even go on holiday.
 - a bitter b nostalgic

3 Try reading aloud each sentence from exercise 2 using the other tone of voice.

4 1.04 Listen. Which adjective below best describes each speaker's tone of voice? There are three extra adjectives.

arrogant enthusiastic grateful nostalgic
pessimistic sympathetic urgent

Speaker 1 _____

Speaker 2 _____

Speaker 3 _____

Speaker 4 _____

5 Match the intentions (1–5) with the tone of voice you are most likely to use.

- 1 persuading somebody: _____
 - a enthusiastic b grateful c sarcastic
- 2 remembering something: _____
 - a arrogant b nostalgic c sympathetic
- 3 thanking somebody: _____
 - a accusing b bitter c grateful
- 4 praising somebody: _____
 - a calm b complimentary c optimistic
- 5 complaining about something: _____
 - a enthusiastic b miserable c optimistic

6 1.05 Listen to four monologues. Decide what tone of voice each speaker is using. Choose from the adjectives in exercise 5.

Speaker 1 _____

Speaker 2 _____

Speaker 3 _____

Speaker 4 _____

7 1.05 Listen again. Match speakers 1–4 with sentences A–E. There is one extra sentence. Use your answers to exercises 5 and 6 to help you.

Speaker	1	2	3	4
Sentence (A–E)				

- A The speaker is persuading people to buy something.
- B The speaker is remembering a family tradition from when he / she was younger.
- C The speaker is thanking his / her guests for coming to a special family meal.
- D The speaker is praising a family member for preventing a family argument.
- E The speaker is complaining about a bad experience at a family reunion.

used to

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

1 Complete the sentences with the correct form of *used to*.

- I know this town well. We _____ (visit) here a lot when I was younger.
- You _____ (love) swimming. Why don't you like it now?
- Your dad is fantastic at football. _____ he _____ (play) a lot?
- Our town _____ (have) good sports facilities, but now there's a great new sports centre.
- She sounds American. _____ she _____ (live) in the USA?
- I _____ (argue) a lot with my dad, but we get on really well now.
- He speaks Spanish really well because he _____ (go) to university in Madrid.
- I _____ (be) interested in films, but I go to the cinema a lot now.
- My mum _____ (make) dinner every night, but now my dad cooks at weekends.
- My grandparents _____ (go) abroad at all, but these days, they often visit other countries.

2 Complete the sentences with the correct form of *used to*. Use the word in brackets and any other necessary word.

- (sea) *We didn't use to live near the sea,* but we live near it now.
- (glasses) _____, but I wear them now.
- (milk) _____, but I don't drink it now.
- (dogs) _____, but I'm not afraid of them now.
- (stamps) _____, but he doesn't collect them now.
- (teacher) _____, but she isn't one now.
- (Japanese) _____, but she speaks it now.

3 Complete the sentence in five different ways with *used to* (affirmative or negative) and the verbs in brackets.

When I was eight years old, ...

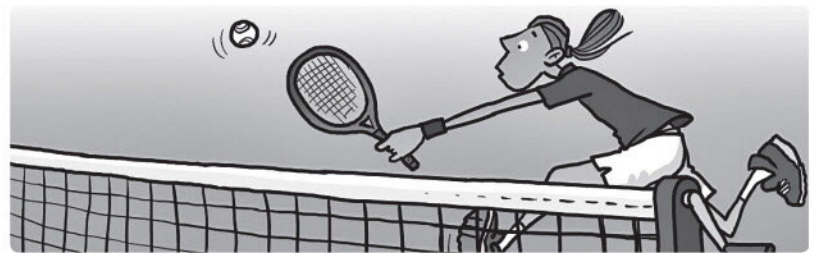
- (eat) _____
- (wear) _____
- (play) _____
- (like) _____
- (be afraid) _____

4 Look at the pictures of Jackie twenty years ago. Complete the questions with the correct form of *used to* and the verbs below. Then write the answers.

go have ~~live~~ play sleep wear work



- Did she *use to* live in London?
No, she *used to* live in Paris.
- _____ short hair?
- _____ in a shop?



- _____ football at weekends?
- _____ a tracksuit?



- _____ skiing in the winter?
- _____ in a hotel?

5 Tick the correct phrase to complete the sentences.

- She moved to Canada two years ago, but she _____ living in a cold country.
a didn't use to ☐ b hasn't got used to ☐
- I _____ angry a lot, but I'm much calmer now.
a used to get ☐ b got used to ☐
- They _____ like the same music, but they don't now.
a used to ☐ b got used to ☐
- I like your new glasses. _____ wearing them?
a Did you use to ☐ b Have you got used to ☐
- I hated this flat when we moved in, but I _____ it now.
a used to ☐ b have got used to ☐

Phrasal verbs (1)

I can use three-part phrasal verbs.

1 Complete the sentences with the correct form of the phrasal verbs below.

get up to go in for go through with live up to
put up with run out of sign up for

- We _____ money two days after we arrived!
- He's so annoying. How do you _____ him?
- Personally, I don't _____ dangerous sports.
- She wasn't brave enough to _____ the plan.
- At the hotel reception, you can _____ some really interesting excursions.
- What did you _____ on holiday?
- Part 2 of the trilogy could never _____ Part 1.

2 Complete the plot summary of the film *Big* with the correct form of the phrasal verbs below.

catch up with fit in with get away with get on with
get up go back make up walk out on



At a travelling carnival, twelve-year-old Josh Baskin is embarrassed when he is too small for one of the rides. He puts a coin in a fortune-telling machine, which tells him to make a wish – so Josh wishes he was big. When he ¹ _____ the next morning, he notices that his wish has come true: he is an adult, although still a child inside. His mother thinks he is a burglar, so he has to leave home. He tries to ² _____ to the carnival, but it has left town.

On his own, Josh needs money, so he finds a job at a toy company. He doesn't really have the skills he needs for work, but he ³ _____ it because he loves toys. In fact, he does well at work, but he finds it difficult to ⁴ _____ the other adults there. The only person he really ⁵ _____ is a female colleague called Susan Lawrence.

One day, Josh's friend Billy tells him that the carnival is back in town. Josh ⁶ _____ Susan in the middle of an important meeting at work. When she ⁷ _____ him, he is at the fortune-telling machine. Finally, she realises that he did not ⁸ _____ the story about being a child. The two say goodbye before Josh puts another coin in the machine and becomes a child again.

3 Complete the sentences with one or two prepositions below.

away back for for in in on to up up up

- Look _____ his address on the internet.
- It was so dark inside the cave that he was afraid to go _____.
- I've always looked _____ my grandmother; she's a brave and intelligent person.
- He's very reliable; he never goes _____ a promise.
- I like sport, but I don't really go _____ martial arts.
- The beach was fantastic. It made _____ the hotel, which wasn't great.
- The police saw the burglar, but he still managed to get _____.

VOCAB BOOST!

When you come across a new phrasal verb, write down examples to show whether it is separable or inseparable. For example, 'come across' is inseparable:

I came across a new verb today.

I came across it today.

However, 'write down' is separable:

I wrote down two examples.

I wrote them down.

4 Rewrite the sentences replacing the underlined object with a pronoun (*him, her, it, them, etc.*).

- She likes my friends and tries to get on with my friends.
She likes my friends and tries to _____.
- I don't know where the restaurant is. Let's look up the location on the internet.
I don't know where the restaurant is. Let's _____.
- They'd planned the robbery carefully, but didn't go through with the plan.
They'd planned the robbery carefully, but _____.
- We haven't eaten here before; we just came across the restaurant while we were walking around town.
We haven't eaten here before; we just came across _____.
- He's always so rude. I don't think I can put up with his rudeness much longer.
He's always so rude. I don't think I can put up with _____.
- I knew the answer, but I didn't have time to write down the answer.
I knew the answer, but I didn't have time _____.
- The flight was terrible, but the holiday made up for the journey.
The flight was terrible, but the holiday _____.

Family fortunes

I can understand a text about a famous family.

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1 Complete the table.

	Noun	Adjective
1	adolescence	_____
2	_____	dependent
3	freedom	_____
4	_____	emotional
5	privacy	_____
6	_____	idealistic
7	impatience	_____
8	_____	concerned
9	safety	_____
10	_____	irritated
11	criticism	_____
12	_____	distrustful

2 Complete the sentences with the correct form of the nouns and adjectives in exercise 1.

- My diary is _____ – I don't let anyone else read it.
- Mark is always complaining that his parents don't give him enough _____. He wants to do what he likes when he likes.
- Kathy hates waiting for people. She's so _____!
- _____ can be a difficult stage in life.
- You never believe what I say! Why are you so _____?
- Strong _____ such as love and anger are sometimes difficult to deal with.

3 Read the text. Choose the best summary.

- The Kardashians agreed to make a TV show, but they think it's had a bad effect on the family.
- The Kardashians' show was successful, but the family are now too busy to make more shows.
- The Kardashians' show has many viewers, but it doesn't appeal to everybody.

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).

4 Read the Reading Strategy. Then match sentences A–F with gaps 1–4 in the text. There are two extra sentences.

- She has three girls – Kourtney, Kim and Khloé – and one son, Rob.
- Throughout the series, many family events have been shown.
- But who are they and why are they famous?
- Other reality TV shows are about singing, dancing, or cooking.
- A lot of Americans disapprove of the family's behaviour on TV and in the press.
- Kim married rap star Kanye West and has a daughter called North.

KEEPING IT IN THE FAMILY



The Kardashians are currently one of the USA's most well-known families. They are often in the news, and Americans follow their lives in the papers and celebrity magazines. ¹ _____ The Kardashians are reality TV stars, with their own family show called *Keeping up with the Kardashians*.

It all started in 2007 when the family was asked by an American channel to make a TV series about their lives. The show focused on mother Kris and her four children. ² _____ Their father was lawyer Robert Kardashian, who died a few years earlier. The show became a success in its first season, mainly because of the three sisters and their extrovert personalities. Since then, there have been eight more seasons and the show is still running. ³ _____ Two of the sisters got married on the show. Kim got married twice! And two of the sisters are now parents. Furthermore, the three sisters have used their fame to establish careers in the fashion industry. They have opened clothes shops and launched several clothing collections and perfumes. Kim has even launched a successful mobile phone game called *Kim Kardashian: Hollywood*.

Although the show has many fans, it also has many critics. ⁴ _____ They are irritated by the sisters' desire for fame and fortune, and think the show is meaningless. The Kardashians are only 'famous for being famous', but they don't mind because it has made them rich.

Role-play

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

- 1 Complete the second sentence so that it has a similar meaning to the first. Use the words in brackets and no more than three other words.

1 It would be a good idea to phone home when you arrive. (should)

You _____
home when you arrive.

2 I recommend that you take a gift for the family. (ought)

You _____
a gift for the family.

3 It wouldn't be a good idea to take too much money with you. (should)

I don't think _____
too much money with you.

4 In my opinion, phoning your parents every day would be a bad idea. (ought)

I don't think _____
phone your parents every day.

5 It would be a good idea for us to decorate the bedroom. (ought)

We _____
the bedroom.

6 It's a good idea for you to speak English as much as possible. (should)

I think _____
English as much as possible.

- 2 1.06 Listen to a student and examiner doing the task below. Which of the four topics do they spend most time on? Which do they not discuss?

Recently, a student from England stayed with you and your family for a month. Speak to a friend from another country who is expecting an English student soon. Here are four topics that you need to discuss.

- 1 accommodation for the student
- 2 fitting in at your school
- 3 food and drink preferences
- 4 advice about making the student feel at home

Most time: topic ☐ Not discussed: topic ☐

- 3 Think of one or two ideas for the topic not discussed in exercise 2.

- 4 1.06 Complete the sentences with the correct form of the verbs below. Then listen again and check.

do do make miss share take

1 Did he _____ your room?

2 We need to _____ the room nice for her.

3 It _____ him a few days to feel comfortable there, though.

4 Did he have to _____ the homework?

5 He actually _____ well in some subjects.

6 Will she _____ her friends and family?

Speaking Strategy

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

- 5 Read the Speaking Strategy. Read the task and answer the questions below.

An exchange student from England stayed with you for three weeks last month. Speak to a student from another country who is expecting an exchange student next month. Here are four topics that you need to discuss.

- 1 preparing for the exchange student's visit
- 2 communicating with the visitor
- 3 entertaining the visitor
- 4 advice about keeping in touch after the visit

In which topic 1–4 are you most likely to discuss:

- A going to the cinema? ☐
 B swapping Skype addresses? ☐
 C using a bilingual dictionary? ☐
 D tidying your visitor's room? ☐

- 6 Now try to think of at least one more idea for each topic in the task.

1 How should you prepare for the visit?

2 What communication problems might you have and how could you solve them?

3 What kinds of entertainment could you offer at home? Where could you go out?

4 What are the best ways to keep in touch with somebody in another country?

- 7 Now do the speaking task from exercise 5. Use your notes from exercise 6.

A message

I can write a message in response to an advertisement.

Preparation

1 Complete the polite requests with the words below.

could if mind possible wonder

- 1 Would it be _____ for you to ... ?
- 2 _____ you please ... ?
- 3 Would you _____ telling me ... ?
- 4 Would you mind _____ ... ?
- 5 I _____ if ...

2 Rewrite the imperatives as polite requests. Include the word in brackets.

1 Tidy your room! (possibly)

2 Give me your address! (mind)

3 Phone me later! (wonder)

4 Bring me some coffee! (possible)

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.

3 Read the Writing Strategy. Then read the message. Match the extra information 1–5 with A–D in the message. There is one piece of information you do not need.

Hi! My name is David and I live in Budapest, the capital of Hungary. **A** I'm sixteen years old, and I live with my parents and my younger brother. **B**

I'm a huge fan of music and I love going to gigs. I also play guitar in a band. **C** I also enjoy going to the cinema and watching films at home.

I've got a computer in my room and I often chat to my friends online. I wonder if you could send me your Skype address. **D**

- 1 We aren't very good because we don't practise enough!
- 2 That is why I'm interested in finding a penfriend.
- 3 Our flat is in the centre of the city, near the river.
- 4 It would be fun to speak to you some time.
- 5 His name is Miles and he's into computers.

☐
☐
☐
☐
☐

Writing Guide

Hi! My name is Lucy. I'm fifteen years old and I live in Birmingham in the UK. I'm interested in chatting (in English!) with teenagers from different countries using Skype. Please send me a message and tell me a little about yourself, your family and your hobbies. Also, please say why you are interested in chatting. I'm waiting to hear from you!

[Click here](#) to reply to Lucy.

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

4 Read the advertisement and the task above. Then make brief notes under headings 1–4.

1 Information about yourself

2 Information about your family

3 Hobbies and interests

4 What information are you requesting?

5 Write your message. Use your notes from exercise 4 and include a phrase from exercise 1 for your polite request.

CHECK YOUR WORK

Have you ...

- ☐ included and developed each point in the task?
- ☐ checked your spelling and grammar?