

## 1

## A family affair



## Starting off

Work in pairs.

- What aspects of family life does each of the photos show?
- Which of these activities do you most enjoy doing with members of your family? Which do you prefer to do with friends? Why?
- What other activities do you enjoy doing with members of your family? Why?
- How important is it for families to spend time together? Why?

## 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.

This part tests your ability to understand a variety of things, including the general idea being expressed, a detail, a reason or a purpose.

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.



## Vocabulary

### Phrasal verbs

1 **EP** Match these phrasal verbs from Listening Part 1 with their definitions.

- |               |   |
|---------------|---|
| 1 get on with | a collect (or go and get) someone or something                                      |
| 2 do up       | b continue  |
| 3 clear up    | c continue doing something, especially work   |
| 4 go on       | d make a place tidy by removing things from it or putting them where they should be |
| 5 wear out    | e make someone extremely tired  |
| 6 pick up     | 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.

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.

## Reading and Use of English | Part 6

- 1 **EP** Work in pairs. You are going to read an article giving advice to parents. 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 that parents sometimes say about their teenage children.  
*He's so bad-tempered! He gets angry whenever I ask him to tidy his room!*  
*She's very hard-working. She spends hours studying in her room.*
- What do you think parents can do to live happily with their teenage children?  
*Listen to what their children say.*

- 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.

# SURVIVING TEENAGERS

*It might be difficult to accept, but a new approach to living happily with teenagers is for parents to look at their own behaviour.*

“The key to getting teenagers to respect you is to respect them first,” says Penny Palmano, who has written a best-selling book on teenagers. “You can’t continue to treat them the same way that you have been treating them for the previous 12 years: they have opinions that count. **1** You’d be very upset. You’d never say that to an adult, because it shows a total lack of respect.”

Palmano, who has a daughter aged 19 and a 16-year-old stepdaughter, has even allowed the children to hold several teenage parties at her home. They passed without problems. “I’ve found that if you have brought them up to do the right thing, and then trust them to do it, usually they’ll behave well,” she says. “I make them sandwiches and leave them alone. But I make it clear that they have to clear up any mess. **2**”

She agrees that teenagers can be irritating: enjoying a world that is free of responsibility, yet desperate for independence. She doesn’t think, however, that they are trying to annoy you. Until recently, scientists assumed that the brain finished growing at about the age of 13 and that teenage problems were a result of rising hormones and a desire for independence. **3**

treat teenagers differently from before



“This would explain why many teenagers can’t make good decisions, control their emotions, prioritise or concentrate on several different things at the same time. 4 It means that they do not intentionally do the wrong thing just to annoy their parents,” says Palmano.

The key to happiness for all, Palmano believes, is calm negotiation and compromise. If you want your teenagers to be home by 11 pm, explain why, but listen to their counter-arguments. If it’s a Saturday, you might consider agreeing to midnight (rather than 1 am, which is what they had in mind). 5 Instead, ask if they’ve had a problem with public transport and let it pass; they’ve almost managed what you asked. She urges a bit of perspective about other things, too. “There have been times when my daughter’s room has not been as tidy as I expected, but as she said once, ‘I’m a teenager – what do you expect? I’m not turning into a criminal, it’s just clothes on the floor.’”

“It’s vital to choose your battles carefully: don’t criticise teenagers for having an untidy room, then suddenly criticise them for other things. 6 One minute, it’s about an untidy room and the next, you’re saying, ‘And another thing ...’ and criticising them for everything.”

Adapted from *The Daily Telegraph*

6 Six sentences have been removed from the article. Choose the correct sentence from 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 But it turns out that the region of the brain that controls common sense and emotions is not fully mature until the early twenties.
- B If they are up to 20 minutes late, don’t react angrily.
- C For example, they may find it difficult to make the right decision between watching television, ringing a friend, or finishing their homework.
- D Parents often complain that teenagers can be charming to people outside the home but irritating to their family.
- E I’ve never had a problem; in fact, the kitchen was sometimes cleaner than I’d left it.
- F On these occasions, parents tend to mention all the other things that they may or may not have done wrong.
- G Imagine if you’d spent two hours getting ready to go out for the evening and someone said, ‘You’re not going out looking like that, are you?’

### Exam information

In Reading 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.

This part tests your ability to understand the structure of the text, how the argument develops and how ideas in the sentences A–G refer and link to ideas in the text.



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

It is Saturday night and your teenage son/daughter has gone out with friends. You are annoyed because

- you asked them to be back by midnight and they came home half an hour late
- you phoned their mobile but they did not answer
- this has already happened once before this month.

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

It is Saturday night. You went out with your friends, but you promised your parent(s) you would be back by midnight. However, you got home half an hour late.

Have a conversation with your parents. Explain what happened 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 *Penny Palmano has written a best-selling book on teenagers.*  
b *She's been writing books for more than 20 years.*

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



3  Candidates often make mistakes with the present perfect simple and continuous. Correct one mistake with a verb tense 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 work at a camp.
- 4 My name is Sarah Beauland, I'm 25 years old and I play tennis since 1990.
- 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 years, but nothing has been done up to now.
- 8 I dance since I was very young and now I'm 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.

## Doing the chores



## 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?

According to a recent study of teenagers, most of them do not do housework just **(0)** .....*for*..... pocket money. While many do household chores because they see it **(1)** ..... a way of getting ready for adult life, others 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.

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).

This part tests your knowledge of grammar, e.g. articles (*a, the, an*), prepositions (*to, with, by, etc.*), modal verbs (*can, must, should, etc.*), auxiliary verbs (*do, did, have, etc.*), pronouns (*it, them, which, etc.*), conjunctions (*and, although, but, etc.*), quantifiers (*much, few, a little, etc.*).

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	make an appointment
do	to perform an activity or job	

2 **EP** 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 He had to ..... a phone call in order to ..... the arrangements.
- 4 Essential changes should be ..... so that we avoid ..... the same mistake in the future.
- 5 People who ..... language courses tend to ..... a lot of friends at the same time.
- 6 This weekend, as well as ..... the shopping, I'm hoping to ..... some outdoor activities as well.

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, your work or studies, your plans for the future, your family and your interests, etc.

This part is intended to break the ice and tests your ability to interact with the examiner and use general social language.

**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 a busy tourist resort
- d in the middle of some great countryside
- e a pleasant residential district
- f an important business centre
- g some impressive architecture
- 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**

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  
important business impressive historic  
attractive residential

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





- 6 How can you extend your answers to these two questions? 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.

This part tests your ability to develop an argument or discussion on a topic, express your opinion on the topic clearly and support your ideas with reasons and examples.

- 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.



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

