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Cambridge English

SECOND EDITION



Complete First



Student's Book
with answers

Guy Brook-Hart



English
Profile

For revised exam from 2015

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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.



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

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

- 1 How much you help around the house?
How much do you help around the house?
- 2 How often you all doing things together as a family?
- 3 You ever do sports with other people in your family?
- 4 Are you enjoy family celebrations?
- 5 How other members of the family annoy you?
- 6 You have any family traditions?

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

Vocabulary

Phrasal verbs

1 Match these phrasal verbs 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.

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.

treat
teenagers
differently
from before

"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**



“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.



Unit 1

7 Work in groups of four. Two students should take the role of parents and two students should take the role of teenagers.

- Work with the student who has the same role as you. Read your role and prepare what you are going to say.
- When you are ready, change partners and have your conversations.

Parents

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

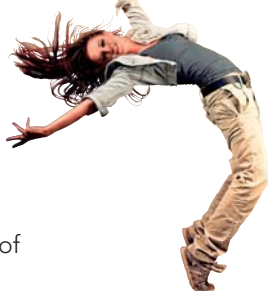
2 Complete these sentences by writing the verbs in brackets in the correct form (present perfect simple or continuous) in the gaps.

- 1 I*'ve been visiting*..... (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.



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?

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

Doing the chores



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.

Unit 1

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

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

Exam information

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

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  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.



Unit 1

- 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



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SECOND EDITION

Complete First



**Teacher's Book with
Teacher's Resources**

Guy Brook-Hart**For revised exam from 2015**

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1

A family affair

Unit objectives

- **Reading and Use of English Part 6:** introduction to task type; skimming for main idea; using referencing and subject matter to place sentences
- **Reading and Use of English Part 2:** introduction to task type; skimming for general ideas
- **Writing Part 1:** introduction to task type; planning and writing an essay; expressing personal opinions; using *although, however, on the other hand* and *whereas*
- **Listening Part 1:** introduction to task type; identifying key ideas in questions; listening for gist and for specific information; asking questions
- **Speaking Part 1:** introduction to task type; giving personal information and personal opinions; giving extended answers
- **Pronunciation:** word stress (1)
- **Vocabulary:** phrasal verbs, e.g. *get on with, do up*, etc.; adjectives describing personality and behaviour; collocations describing housework; collocations with *make* and *do*; phrases to describe districts and neighbourhoods
- **Grammar:** contrasting present perfect simple and continuous

Starting off

As a warmer With books closed, ask students to note down three activities they do with their family. In pairs, they should compare their activities and say why and when they do them.

Extension idea Ask students: *How important is family life in your country?*

Listening | Part 1

- 1 **As a warmer** Go through the Exam information box with students. Tell them that each piece is quite short and lasts about 30 seconds.

This part tests students' ability to understand gist, detail, function, purpose, attitude, opinion, etc. Tell students that in the exam there will be no relationship of subject matter between the different extracts.

Elicit that it is important to underline the key idea

in the questions because it helps students to focus on what they should be listening for. Tell them not to underline the key ideas in the alternatives A–C because the different ideas may confuse them while listening.

Suggested underlining

2 doing to the house 3 How often, do sporting activities, father 4 family celebrations, feel 5 sister, annoyed 6 tired 7 message, mother 8 chose, trumpet

- 2  Tell students:

- not to choose an option until they have heard the whole piece
- to listen for specific words and phrases which give them the answer
- to listen the second time to check their answers.

Alternative treatment Play the first piece only. Then elicit the correct answer from students and the words they heard which gave them the answer (*I suspect she finds explaining algebra and things quite fun ...*). Point out that the words in the answer (*she enjoys it*) will probably not be the same as the words students hear.

To break up the listening activity, you can round up after, say, question 4. To do this, ask students to work in pairs and compare their answers before rounding up with the whole class.

Answers

1 A 2 B 3 C 4 A 5 A 6 B 7 C 8 C

Note: The words/sentences which give answers to questions in the main listening exercises are numbered and underlined in the scripts for easy reference.

CD 1 Track 02

Presenter: One. You hear part of a conversation with a boy called Patrick.

Friend: Do you help much around the house then, Patrick?

Patrick: Not much. I make my bed and occasionally do the washing-up, but I'm studying pretty hard for my exams at the moment, so my mum ends up doing most of the housework while I get on with my studying. Even so, she still finds time to give me a hand

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with my studies from time to time. She used to be a maths teacher and she knows I'm getting a bit nervous about the maths exam.' ¹I suspect she finds explaining algebra and things quite fun, and actually she's pretty good at it, too.

Presenter: Two. You hear a girl called Tracey talking to a friend.

Friend: So, how often do you all do things together as a family then, Tracey?

Tracey: Oh, all the time, I mean at least once a week, at weekends. You see, we live in this really old house which we've been working on together. In fact, we've just finished doing up the kitchen. It's been great fun because we've all been doing it together. We made a lot of mess, of course, which we had to clear up, and ²now we're decorating it, so it's looking nicer and nicer. We had lots of really big arguments about the colour, but in the end, I got my way.

Presenter: Three. You hear a girl called Vicky taking part in a class discussion.

Teacher: Does anyone ever do sports with other people in their family? Yes, Vicky ...

Vicky: Well, my dad's a fitness fanatic, so he's always running or cycling or doing something energetic. ³I do sporty things with him now and again, more often in the summer though occasionally at other times of the year as well. He's got a few days' holiday at the moment, so he's probably doing something sporty right now. He's always asking me to go out cycling with him, but now I've got other things to get on with, including a new boyfriend, so recently ³I've been spending more time with him and not so much with my dad.

Presenter: Four. You hear a boy called Kostas talking about family celebrations.

Friend: I take it you don't enjoy family celebrations then, Kostas?

Kostas: Not much, to be honest. I just feel ⁴they go on for too long and I'd prefer to be out doing other things with my mates, not sitting around listening to my uncles and aunts and that. Everyone's always telling the same old jokes or singing the same old songs and I've heard them all millions of times, so I guess ⁴I've just lost interest. I mean, ⁴it's just not much fun any more. I try not to show it, but, you know, I just wait for things to end and then, when I get the chance, I go out with my friends. That's what I really like.

Presenter: Five. You hear a boy called Rajiv talking to his sister on the phone.

Lina: Hiya!

Rajiv: Are you still at Jasvinder's house?

Lina: Yeah, why? We're just playing some games.

Rajiv: Computer games? I've been looking for my laptop – you wouldn't have any idea what's happened to it, would you?

Lina: Oh, ⁵I've just borrowed it for the evening. Hope you don't mind.

Rajiv: Oh, honestly! ⁵You're always using my stuff without asking me, and I've got this really important homework project! Now what am I going to do?

Lina: Use Dad's computer instead. He won't mind.

Rajiv: Look, I can't do that – I've got everything saved on mine and you've just walked off with it.

Presenter: Six. You hear a boy called Marco talking to a friend.

Friend: Hi, Marco. What's the matter? You look exhausted!

Marco: I am! You see, we went on this family outing yesterday. My mum said it'd be good for me to have a break from all my school work – she says I've been working too hard. Anyway, we went down to the seaside, which is quite a long way, as you know, and then ⁶my dad and I spent ages swimming and playing in the sea. Mum had to drive us home, ⁶we were both so worn out by the time we came out!

Presenter: Seven. You hear a girl called Samin leaving a telephone message for her mother.

Samin: Hi, Mum! It's Julia's birthday today. Anyway, she's having a party, and I've been with Susana and Clare to buy her a present. We got her a really nice bag, but it was quite expensive. Anyway, ⁷the reason I'm phoning you's because she's invited us to spend the night at her place. Is that all right, Mum? It is Friday night, so I don't have to get up early tomorrow or anything. I'll give you a call when I want you to come and pick me up.

Presenter: Eight. You hear an interview with a young musician called Pau.

Interviewer: Pau, you play the trumpet in the town band. Why did you go for that particular instrument?

Pau: Well, I don't think I really had a choice. ⁸There've always been trumpeters in the band from my family, and my granddad gave me his when he stopped playing, so I think he'd have been shocked if I'd chosen something else. I quite like it, but I think I'd prefer the guitar because then I could play in a rock band instead. Perhaps I'll learn that as well – you don't have to just choose one instrument. You can play others as well.

Extension idea 1 Print out and photocopy the recording scripts from the Teacher's Resources CD-ROM and ask students to listen again, underlining the phrases which give the answers.

Extension idea 2 Write these headings on the board: *Giving children an education, A common project, Enjoying doing the same things, Family celebrations, Sharing, Having someone to care about you.*

Ask students in pairs to match the headings with questions 1–8, pointing out that some questions will share a heading. Then ask them to discuss: *Which aspect of family life do you think is the most important? Why?*

Extension idea 3 Ask students to look at the photo with question 8. Ask: *What photos would you put with the other questions?*

- 3 You may need to remind students how to form questions in the present simple. The questions contain common student mistakes.

Answers

- 2 How often **do** you all **do** things together as a family?
- 3 **Do you (ever) do/play** sports with other people in your family?
- 4 **Do** you enjoy family celebrations?
- 5 How **do** other members of the family annoy you?
- 6 **Do** you have / **Have** you **got** any family traditions?

- 4 **Extension idea** Ask students to change partners and report what they have discovered about the person they interviewed.

Vocabulary

Phrasal verbs

Note: All the phrasal verbs in this section are classified in the English Vocabulary Profile at B2 level. See page 4 for information about the English Profile.

- 1 **EP As a warmer** With books closed, ask students in pairs to write down three or four phrasal verbs they know. Round up with the whole class and write the verbs on the board.

Elicit example sentences containing the phrasal verbs and ask students what each one means.

Ask: *Why are phrasal verbs difficult to learn?*

(**Suggested answer:** Because it is often difficult to see the relation between the parts of a phrasal verb and its meaning; particles/prepositions are difficult to remember.)

Alternative treatment If you haven't already done so, print out and distribute copies of the recording script for Listening Part 1 from the Teacher's Resources CD-ROM. Ask students to find the verbs in the script so they can see them in context.

Answers

2 f 3 d 4 b 5 e 6 a

- 2 **Answers**

2 worn out; clearing up 3 went on
4 pick up; do up

Extension idea Ask students in pairs to write their own example sentences for each phrasal verb.

Reading and Use of English | Part 6

- 1 **As a warmer** Ask students to look at the photos on pages 10 and 11. Ask: *What do you think these teenagers' parents would say about each of the teenagers in the photos?*

Ask students to work in small groups and make a list of four or five adjectives that parents often use about their teenage children, e.g. *untidy*.

Write their adjectives on the board. Ask them which ones are positive and which ones are negative. If there are many more of one than the other, ask them why.

Encourage students to copy useful or unfamiliar adjectives into their notebooks.

Then move on to the vocabulary exercises in the book.

Note: All the adjectives listed in this exercise are classified in the English Vocabulary Profile at B2 level.

If you wish, you can print and distribute the Unit 1 word list from the Teacher's Resources CD-ROM for students to refer to as they do this exercise.

Alternative treatment Ask students to use their dictionaries where necessary.

Answers

usually positive: concerned, enthusiastic, hard-working, mature, organised, reasonable, responsible, self-confident, understanding

usually negative: aggressive, anxious, bad-tempered, critical, impatient, impolite, unreliable
could be either: sensitive, strict

A family affair

- 2 Go through the Language reference on page 181 with students before they do this exercise.

Answers

concerned – unconcerned
 enthusiastic – unenthusiastic
 mature – immature
 organised – disorganised
 reasonable – unreasonable
 responsible – irresponsible
 sensitive – insensitive

Extension idea Ask students to think of other words which begin with *dis-*, *un-*, *im-*, *ir-* and *in-*.

3 **Answers**

Student's own answers. These may depend very much on local culture.

- 4 To get them started, elicit a few more ideas from the whole class.

Extension idea 1 Ask: *Do you think parents and children have always had the same attitudes towards each other, or are they changing? Why?*

Extension idea 2 If your students are from different countries, ask some of these questions as appropriate:

- How do the attitudes vary between the different nationalities in this class?
- Are there some things which are the same for all nationalities?
- Why do you think this is?

- 5 Point out to students that the reading task requires them to replace missing sentences in the numbered gaps. The sentences are listed after the text. This task tests students' ability to understand:

- how texts are structured and how the information and argument of a text develops
- referencing within and around the missing sentences.

For this reason, good exam technique is to read the main body of text first, identifying the main idea of each paragraph.

Tell students that by making notes next to each paragraph, they are seeing how the text is organised and structured.

When they have finished, ask them to compare their notes in pairs.

Suggested answers

Para. 2: trust teenagers to behave responsibly

Para. 3: brain development

Para. 4: scientific findings about teenage behaviour

Para. 5: negotiation and compromise

Para. 6: concentrate on your goal

- 6 As this is students' first encounter with this type of task, words and phrases have been underlined in the text and in the sentences to help them identify the links between the two. Tell students that in the exam, none of the text will be underlined.

Alternative treatment Tell students that the correct answer to question 1 is G and elicit why. (Answer: The sentence says: *You're not going out looking like that, are you?* and the text follows with: *You'd never say that to an adult ...* Ask: *What would you never say to an adult? Why does it show a total lack of respect?*)

Ask students to work in pairs and decide on their answers, giving reasons for them.

Answers

1 G 2 E 3 A 4 C 5 B 6 F

D is not needed.

- 7 Before students start, ask them to read their roles and then discuss with the class:

- how the text says parents should react in this situation, and how they think normal parents would react in this situation
- how they personally would behave in this situation as teenagers, and whether the average teenager might behave differently.

Tell students that there are clearly different ways of playing these roles, so they can choose how to do it.

Alternative treatment Tell students they are going to do the role play twice – once where parent and teenager have a bad relationship and once where they have a good, respectful relationship.

After they have played the two situations, select one or more pairs to act out each situation in front of the whole class.

When they have finished, ask the rest of the class:

- how well each parent and each teenager handled the situation
- how realistic these parent-teenager relationships seemed to them.

Grammar

Present perfect simple and continuous

- 1 Ask students which sentences are present perfect simple and which are continuous. When they have done the exercise, go through the Language reference section on page 178 with them.



Answers

1 1 a, 2 b 2 1 b, 2 a 3 1 a, 2 b

- 2 Before students do the exercise, elicit why the example in question 1 is continuous (Answer: It emphasises the activity). Ask students to check their answers together in pairs and, where they disagree, discuss. Encourage them to look at the Language reference section when doing the exercise.

Answers

2 have asked 3 have cleaned 4 has been playing
5 have passed 6 has only been working
7 have spent 8 have been cooking

- 3  Tell students that exercises with this icon  contain mistakes frequently made by candidates in the exam and that it's important to:

- pay special attention when using the present perfect to avoid these mistakes
- be able to find and correct these mistakes if they make them themselves.

Use the example in question 1 to elicit why *was* is wrong and should be replaced by *have been* (Answer: Because *since* indicates that it is something which started in the past and is still true now).

Do questions 2 and 3 with the whole class so they see what they should be doing. They can do questions 4–8 in pairs.

Answers

2 ~~learned~~ have learned / have been learning
3 ~~work~~ have worked 4 ~~play~~ have been playing
5 ~~had been doing~~ have been doing 6 ~~are~~ have been
7 ~~had been talking~~ have been talking
8 ~~dance~~ have been dancing

Reading and Use of English | Part 2

- 1 **As a warmer** With books closed, ask students to brainstorm different household tasks in small groups. Round up the activity by writing the ideas on the board, then ask students to work in their groups and say which tasks they enjoy doing, which they don't mind doing and which they hate doing, and why.

Then ask them to do the exercise in the book.

Answers

1 e 2 h 3 d 4 b 5 g 6 f 7 a 8 c

- 2 **Alternative treatment** Turn the first question into a class survey by getting students to compile details of who does each task in the family. This can then be developed into a class discussion of any surprising trends or imbalances (e.g. one member of the family doing many more of the household jobs than others), etc. This will then serve as an introduction to the next activity.

- 3 Reading and Use of English Part 2, the open cloze, tests students' knowledge of language structures and their understanding of the text. The words they need will either be grammatical words, such as articles, prepositions and auxiliary verbs, or lexicogrammatical words, such as linking words, parts of phrasal verbs and fixed phrases. Extensive reading outside the classroom is useful preparation for this and other parts of the exam, as it builds up students' knowledge of English.

Tell students it is important to skim the text first to get an idea of the content and argument before they deal with the questions. Give students one minute to skim the text.

Answers

For pocket money, preparation for adult life, duty to parents, because it's fair, their parents make them

- 4 You can help students with this type of exercise, which they will find challenging to start with, by eliciting or guiding them towards the answers, especially for the first few gaps. For the example (0):
- ask them to look at the position of the gap in the sentence and say what type of word they need (Answer: a preposition)
 - elicit that the preposition is used to express purpose, i.e. why do some teenagers do housework? ... pocket money.

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Point out that they need to read around the gap and think about:

- the meaning of the sentence
- the type of word (preposition, auxiliary verb, etc.) that they will need for the gap.

For question 1, to guide them to the answer and to make them aware that they need to consider meaning as well as grammar, ask:

- What does *it* refer to? (Answer: doing household chores)
 - What does *see* mean here? (Answer: consider/regard)
 - What type of word will go between the pronoun and a noun phrase? (Answer: a preposition)
- Students can do questions 2–8 alone and then discuss their answers in pairs.

Don't go through all the answers until they have used the clues in Exercise 5.

Answers


1 as 2 at 3 do 4 their 5 There 6 to 7 not 8 rather

- 5 Ask students to improve their answers by using these clues.
- 6 **Alternative treatment** Do this activity briefly as a whole-class discussion to round off the section.

Vocabulary

Collocations with *make* and *do*

As a warmer With books closed, elicit household chores with *make* or *do*, e.g. *make the bed*, *do the ironing*, etc. Ask students if they can think of other phrases with *make* or *do*, e.g. *do homework*, *make friends*, etc.


- 1  **Alternative treatment** If everyone in the class speaks the same first language, ask them to suggest a variety of collocations in their own language with verb–noun, adjective–noun and adverb–verb.

Tell students to keep a section of their notebooks for collocations and to copy the table into their notebooks, where they should complete it.

Note: *Do an impression of someone* and *make work for someone* are also possible collocations, though not so common and not the object of this exercise.

Answers

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

- 2  Ask students to do this exercise without referring to the table from Exercise 1. When they have finished, they can then look at it to check their answers.

Answers

1 do 2 make; do 3 make; make 4 made; making 5 do; make 6 doing; do

Extension idea If you have class sets of a good learner's dictionary, ask students to look up *do* and *make* in the dictionary and find other collocations which they can then add to the table.

- 3 **Alternative treatment** Ask students to do the exercise in small groups and take turns to 'present' what they did or made to the whole group. When each student finishes, the group should ask two or three questions to find out more about what the student did or made.

Speaking | Part 1

- 1 **As a warmer** Refer students to the Exam information box at the beginning of this section. Tell them that in Part 1, the examiner asks questions about the candidates themselves, and it is often considered an opportunity to break the ice and put the candidates at their ease.

Some of the questions may be predictable to some extent, so students should ensure that they know the vocabulary to describe, for example, their studies, their interests, their family and their neighbourhood. However, they should not memorise pre-prepared answers, as the examiner will recognise these and be unable to assess them: the examiner's task is to assess the quality of spontaneous speaking.

They should avoid one-word or very short answers where possible, as they will be assessed on their ability to express themselves grammatically, fluently and with an appropriate range of vocabulary, so they should aim to use longer sentences, and often more than one sentence, to answer.

Point out that although this part of the Speaking paper may be perceived as easier than the other parts, it is assessed in the same way and so requires equally serious preparation. It is an opportunity to make a good first impression.

Answers

- 1 *What do you like about the place where you live?* asks for a personal opinion; *Where are you from?* asks for personal information.
- 2 *Where are you from?* can be answered with a short phrase; *What do you like about the place where you live?* needs a longer answer.

- 2  Ask students to briefly discuss this question in pairs first.

Suggested answer

Irene: she answers in sentences, not single words; she gives some extra details.

CD 1 Track 03

Examiner: So, Irene, where are you from?

Irene: I'm from Llanes. It's a small town on the north coast of Spain, which becomes quite a busy tourist resort in the summer.

Examiner: And what do you like about Llanes?

Irene: Well, it's a fairly quiet place in the winter, so it has quite a relaxed atmosphere, but it's got wonderful beaches nearby and it's surrounded by lovely countryside. Also, I've got lots of friends in the area, so I have a very active social life. And of course, most of my family and relations live nearby, too.

Examiner: And you, Peter, where are you from?

Peter: Bremen, in northern Germany.

Examiner: And what do you like about Bremen?

Peter: My friends, the shops, the sports centre ...

Examiner: Do you come from a large family?

- 3 Tell students that the examiners are trained to recognise their ability to use appropriate vocabulary, including fixed phrases and collocations.

Extension idea Ask students to think of two or three other phrases with adjective(s) and a noun that they can add to the list. Round up ideas with the whole class and write appropriate phrases on the board for students to copy into their notebooks.

4 Answers

It is: a, c, d, e, f

It has: b, e, f, g, h, i, j, k, l

5 Pronunciation: word stress (1)

- 1 Tell students that pronunciation accounts for approximately 25% of the mark in the Speaking paper. The pronunciation syllabus in this course covers aspects of discourse including word stress, sentence stress, intonation, pausing and grouping, and linking. Pronunciation of phonemes is not covered, as difficulties in this area often result from interference from students' first language and vary depending on first language.

Answers


industrial, relaxed atmosphere, wonderful, important business, impressive, historic, attractive, residential

Extension idea 1 Ask students to read the complete phrases from the list in Exercise 3, concentrating on correct word stress.

Extension idea 2 To accustom students to using their dictionaries to check pronunciation, ask them to write four or five other words of two or more syllables on a piece of paper.

They should then check how each word is stressed in their dictionaries, but not mark the stress on their list.

They then exchange lists with a partner and, in pairs, take turns to read the words aloud. Students should correct and 'teach' their partners the correct stress for the words on their lists.

- 2  You can point out that students can check pronunciation and stress online in the Cambridge online dictionaries.

CD 1 Track 04

It's a large industrial city.

It has quite a relaxed atmosphere.

It has some wonderful beaches nearby.

It's an important business centre.

The city has some impressive architecture.

My town contains a lot of historic buildings.

Recently they have built several quite attractive buildings.

I live in a pleasant residential district of the city.

- 6 Tell students not to write out the sentences: they should rely on their ability to speak fluently without referring to notes.

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7 Ask students to change partners for this exercise.

8 Tell students that this is not a discussion activity, i.e. they should actually take turns to answer the questions.

Alternative treatment Ask students to work in groups of three, with one student taking the role of examiner and asking the questions in turn to the other two students.

After three or four questions, they can change roles so that all students have practice at answering.

Writing | Part 1 An essay

As a warmer Ask students: *What is an essay? Do you ever have to write essays in (your own language)?* (An essay is a formal piece of academic writing where you discuss a question or an issue, outline information or research on the topic and argue your point of view, supporting it with reasons and examples.)

If so:

- *What sort of topics do you have to write about?*
- *How long are the essays?*
- *What things do you find difficult about writing an essay?*
- *What do you learn from writing essays?*

(Among points which might arise from the last question are: the need to research, think about the question, form an opinion, structure an answer and express the opinion convincingly the ability to support your opinion with reasons, facts and examples.)

If not:

- *What sort of writing do you have to do in your own language?*
- *How is it different from essay writing?*
- *What do you learn from doing formal writing as part of your school work?*

(Some of the answers may be the same as the points above.)

1 With books open, ask: *Why is it important to underline the points you must deal with?* (Answer: Because if you omit any points, or parts of your answer are irrelevant, you will lose marks.)

When students have finished, ask them to compare what they have underlined in pairs. Then round up with the whole class.

Suggested underlining

Teenagers and young people, share housework equally with their parents, agree, has more time, better, own idea

2 **Extension idea** When students have finished discussing, ask them to work alone and quickly note down the main points of their discussion alongside each of the points they underlined in the essay question.

Ask: *Do you have notes for all the points? If there is something you omitted in your discussion, what can you say about it?*

3 Also ask: *Does Violetta express any ideas which did not come up in your discussion?*

4 Ask students: *Why is it important to write a plan?* Tell them that they will get higher marks if their essay has a clear, logical organisation and structure and is divided clearly into paragraphs, each of which deals with a separate aspect of the subject.

Point out that the final paragraph of Violetta's essay is very short; the middle paragraphs, where she discusses the topic, are where most of the writing should take place.

Answers

Para. 1: e Para. 2: b Para. 3: c Para. 4: a
Para. 5: d

5 Ask students: *Why is it important to express your opinions in an essay?* (Answer: Because if you don't, you haven't answered the question or completed the task, which asks: *Do you agree?*)

Answers

I believe, In my view, in my opinion, I think

6 Tell students that it's important to be able to express a balanced opinion, i.e. to be able to express ideas that perhaps they don't agree with and then contrast them with the ideas they do agree with.

Ask them to look at how ideas are balanced and contrasted using these phrases.

Go through the Language reference on page 168 with students.

Answers

1 Although 2 However 3 On the other hand
4 However 5 whereas

7 **Answers**

1 whereas 2 Although 3 However / On the other hand 4 Although 5 On the other hand / However 6 However / On the other hand

Extension idea Ask students to write three sentences of their own using *although*, *however*, *on the other hand* and *whereas* to express contrasting ideas which came up during their discussion in Exercise 2.

- 8 Tell students that in the exam they will have approximately 40 minutes for this writing task. However, as this is the first writing task of the course, it is more important to do things well than to write to a time limit, and if they need to take a bit longer, they can.

Alternative treatment 1 Although this task is perhaps best done for homework, ask students to write a plan for the essay in class. Give them three or four minutes to do this.

When they are ready, ask them to compare their plans in pairs. Then round up with the whole class.

Alternative treatment 2 Ask students to read Violetta's answer again and underline any useful language which they could use in their own answers. Again, round up with the whole class.

Sample answer

See sample in Exercise 3 in the Student's Book.



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Workbook
with answers

Barbara Thomas & Amanda Thomas



English
Profile

For revised exam from 2015

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1

A family affair

Grammar

Present perfect simple and continuous

- 1 Read this email and put the verbs in brackets into the most appropriate form (present perfect simple or continuous).



To: Stephanie

Hi Stephanie

How are you? I (1) *'ve been having* (have) a lovely time here in Spain. Sorry I (2) (not write) to you for ages but I (3) (work) hard here in Spain since I arrived six weeks ago. The family I'm living with are very kind and I (4) (met) some really nice Spanish people of my age. They (5) (take) me out a few times. I think my Spanish (6) (improve) a lot because I (7) (not have) the opportunity to speak much English since I arrived, except to the children. My job is to look after the children, who are 5, 8 and 11. I'm normally not supposed to work at weekends but the parents (8) (go) to Madrid this weekend. I think the mother is missing the children a lot – she (9) (phone) six times already! The children (10) (play) in the garden since breakfast though and they're quite happy so I (11) (write) emails all morning. I (12) (send) six so far!

I won't see you now until the end of September because I (13) (change) my flight so that I can go travelling before I come home.

I (14) (wonder) what you (15) (do) since I left! Write back soon and tell me all your news.

Love Emily

Asking questions (present perfect simple and continuous)

- 2 A week later, Stephanie phones Emily and asks her some questions. Use the prompts to write her questions using the most appropriate form (present perfect simple or continuous) in the speech balloons.

- 1 you visit / Madrid yet?

Have you visited Madrid yet?

- 2 you get up early / every day?

.....

- 3 you buy / anything?

.....

- 4 you learn / how to cook Spanish food?

.....

- 5 How many times / you eat / paella?

.....

- 6 where / you decide / to go travelling?

.....

Vocabulary

Collocations with *make* and *do*

- 1 **EP** Complete each of the sentences below with the correct form of *make* or *do*.
- Don't worry about the exam. You can only*do*..... your best.
 - Carla dropped a whole bottle of olive oil and it a mess.
 - Everyone was asleep when I came home so I tried not to a noise.
 - I wanted to teach art but I didn't have the right qualifications so I decided to a course.
 - I needed to have my hair cut so I rang to an appointment.
 - The fridge was empty because I'd forgotten to the shopping.
 - William didn't want to send the original document so he a copy.
 - The sink was full of dirty dishes so I the washing up.
 - I only have a week's holiday and there are so many places I want to go, it's difficult to a decision.
 - We were all hungry so Andrea offered to a meal.

Adjectives

- 2 **EP** For each of the sentences below, make an adjective from one of the words in the box. Some gaps need a negative adjective.

aggression ~~criticism~~ enthusiasm organise
patience rely understand

- It's important not to be too*critical*..... when children make mistakes or they will lose confidence.
- Although Charlie wanted to see the show, he was too to stand in the queue for half an hour.
- Most animals will get if they feel their young are being threatened.
- Mark's family are so they can never find anything they need.
- When Petra explained why she was late, her boss wasn't very and got angry with her.
- Stacey is really She promises to do things but often changes her mind.
- I thought you'd be really excited about going to Amsterdam but you don't seem very

Phrasal verbs

- 3 **EP** Complete each gap with a phrasal verb which means the same as the word(s) in brackets. Use the verbs in the box in their correct form.

clear up ~~do up~~ go for go on pick up wear out

When my cousin comes to stay in the holidays she shares my room. Last summer I thought I'd give her a surprise and (1) ~~do it up~~ (*decorate it*) before she came. First of all, I had to (2) (*tidy*) and that took ages because it was a real mess. In fact, I was so (3) (*tired*) that I had to have a rest before going to the shop to buy the paint. I couldn't decide whether to (4) (*choose*) green or blue but in the end blue seemed best. When I came out of the shop, I realised I couldn't carry all the stuff I'd bought so my mum had to come and (5) (*collect me*). Then I only had a day to get it all done. I (6) (*continue*) painting nearly all night. The annoying thing was my cousin didn't even notice when she arrived.

Writing | Part 2 An article

Read part of an article written by a student for a magazine and correct the spelling and punctuation. There are 15 mistakes. The first one has been corrected for you.

Being a teenager

I ~~definitely~~ ^{definitely} think that teenage year's should be the best in everyones life because you can have fun and you have fewer problems than adults teenagers know how to have a good time. Most teenagers have a lot of freinds and they discuss things that they are interested in. Teenagers have to be in fashion wearing up-to-date cloths and listening to modern music. They also like to do sports and compete in matchs. But teenager's parents sometimes have a difficult time and they dont understand why? Wouldnt you feel angry if someone went into your room without permission. So do teenagers. Teenagers stop thinking like children as they grow up and their believes and their interests change. My opinion is that teenage years are magical and Id like to stay a teenager forever.

Listening | Part 3

02 You will hear five short extracts in which teenagers are talking about a family day out. For questions **1–5**, choose from the list (**A–H**) what each speaker says about the day. Use the letters only once. There are three extra letters which you do not need to use.

- A I got bored with what we were doing after a while.
- B I enjoyed the day more than I had expected.
- C I had a better time than some members of my family.
- D I was disappointed about something.
- E I was annoyed about a change of plan.
- F I didn't have time to do everything I wanted.
- G I regretted a decision I made.
- H I was relieved that the day was a success.

Exam advice

Read A–H and listen carefully to each speaker. The words you hear will be different from those below.

Speaker 1 1

Speaker 2 2

Speaker 3 3

Speaker 4 4

Speaker 5 5



Reading and Use of English | Part 7

You are going to read a newspaper article about people who have no brothers or sisters. For questions **1–10**, choose from the people (**A–E**). The people may be chosen more than once.

Which person

realises that the positive relationship they had with their parents isn't shared by all only children?

1

thinks people make a judgement about only children which is mistaken?

2

thinks they developed a better understanding of adults because of being an only child?

3

finds their present circumstances a challenge?

4

says that only children have needs which can be difficult for others to deal with?

5

realised at a particular point that they were happy being an only child?

6

was unaware that their reactions to being an only child were not unique?

7

had problems as a child because they lacked a necessary skill?

8

says they accept their situation because they don't know anything different?

9

mentions a positive benefit of spending a lot of time alone?

10

Exam advice

Read the questions, then quickly read the texts. When you find the part of a text which matches the question, underline it.

Being an only child

“What’s it like to spend a lifetime without brothers and sisters?” asks Joanna Moorhead.



A Sam Thompson, aged 10

When my mum’s friend had a baby, it made me think about being an only child for the first time. I thought, would I like to have brothers and sisters? But to be honest, my friend’s sister looked quite annoying – he was always having to watch her and I decided I was better off on my own. There are lots of good things about being an only child. I have privacy, and I like that; some of my friends have to share a bedroom and I know that will never happen to me. Plus I get time on my own with Mum and Dad, and that’s very special.



B Bethany Shaw, aged 15

One of the bad things about being an only child when you’re young is the reaction you get from other people. They think you’re spoilt – you see that look in their eyes. And then you have to prove you’re not spoilt, although you know you’re not and nor are most only children. In general, I think the negatives outweigh the positives, but on the other hand it’s all I’ve known and I’m OK with it.



C Leah Mitchell, aged 29

I went away to school when I was seven, and the hardest thing I found was making friends. Because I was an only child, I just didn’t know how to do it. The thing is that when you’re an only child, often there aren’t any other children at a gathering. I found being an only child interesting, in that it gave me a place at the grown-ups’ table and gave me a view into their world that children in a big family might not get. And I know it has, at least partly, made me into the person I am: I never like the idea of being one of a group, for example. I’m not comfortable with being one of a gang.



D Laura Arnold, aged 36

I know some only children feel stifled by their parents’ constant demands and worries, but that wasn’t my experience. I found being an only child enriching, which I think is mainly because we get on so well. I’ve got two children now and I do find that scary. The problem is I’ve absolutely no experience of this kind of situation; nothing in my past has prepared me for having to divide myself between the needs of these two little people, and the guilt is hard when I feel I’ve not been there enough for one of them. And on a practical level, things like sibling rivalry are going to be a whole new ball game.



E Jasmine Weller, aged 49

I always felt a little odd, and assumed it was something about me. It was only in my 30s, when I was training to be a psychotherapist, that I found myself with a group of only children, describing our experiences. It was a revelation because it made me realise that other people felt many of the same things. Growing up in a small unit means we need time to ourselves, which can cause problems with partners and friends, who might misinterpret it as rejection. There are pluses too. Being on your own helps you to become resourceful, and develop your imagination and creativity.