1 Family matters

Vocabulary

Ages and stages of life
1 Work with a partner. Match the photos with these words. What ages go with each stage of life?

- baby, 0-3 approximately
- child
- middle-aged adult
- senior citizen
- teenager
- young adult

2 Put the stages of life in order. Begin with birth.

- adolescence
- birth
- childhood
- death
- middle age
- old age

3 1.01 Listen, check and repeat.

The family
4 Divide these words into three lists:
- Male/Female
- Male or Female

- aunt
- brother-in-law
- cousin
- daughter
- grandfather
- grandson
- husband
- nephew
- niece
- stepfather
- uncle
- wife

5 Match the words in 4 with these descriptions.

- the man that a woman is married to
- the brother of one of your parents
- your mother’s new husband in a second or later marriage
- a daughter of your brother or sister
- the son of one of your children
- the brother of your husband or wife

6 SPEAKING Work with a partner. Take it in turns to define the other words in 4. Can your partner say the family member?

- It’s the son of your brother or sister.
- Nephew.

7 Complete the sentences with these words.

<table>
<thead>
<tr>
<th>born</th>
<th>divorced</th>
<th>one-parent</th>
<th>only child</th>
<th>partner</th>
<th>single</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>If you are ____________________, you aren’t married.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>An ____________________ doesn’t have brothers or sisters.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>You can use the word ____________________ to describe either a husband or wife or the person that someone lives with.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>If you are married and then end the marriage, you are ____________________.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>____________________ families are families where only the father or the mother lives at home and looks after the children.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Approximately 670,000 babies are ____________________ every year in Britain.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8 LISTENING 1.02 Listen to three people talking about themselves and their families. Choose the correct alternative for each person.

1 Joshua is a child/a teenager. He has a big/small family.
2 Olivia is a child/a teenager. She has got a big/small family. She lives with her father/grandfather. She spends a lot of time with her aunt/cousin.
3 Jessica is a senior citizen. She’s got four/twelve children. She is married/divorced.

9a SPEAKING Make notes about your family. Use the words from this page.

I live with mum and dad, one sister, often visit grandparents

9b Tell other people about your family using your notes.

I live with my mum, dad and sister. My mum’s name is ...
1 Look at the photos. What can you see in them? What do you think the text is about? Guess.

2 Read the text and choose a good title.
   1 New technology in the USA
   2 Protection 24 hours a day – is it a good idea?
   3 Unhappy families

WHAT ARE YOUR PARENTS DOING NOW?

Maybe they’re watching you, listening to you or finding out where you are. How? It’s all thanks to new high-tech equipment from specialist companies in the USA.

A company called BladeRunner has a jacket with a GPS system inside. It costs $500, and for $20 a month your parents can always see where you are (or where your jacket is!). But that’s nothing. Do your parents want to know what you’re eating? No problem. MyNutriKids tells them what you’re having for lunch at school. Do your parents want to know your exam results? GradeSpeed is a service which gives them that information. Do they want to know what online conversations you’re having? IMSafer tells them. You usually arrive on time for extra-curricular sports classes. But if one day you don’t arrive on time, there’s a service which informs your parents. And there’s another service which sends them a message if you go outside a specific area.

So, are your parents protecting you or are they spying on you? Babies and small children need constant care and protection. But is it really important for parents to know where their teenage kids are every minute of the day? Adolescents need to take their own decisions and make their own mistakes. Mistakes are an important part of growing up, of passing from childhood to independence. We think it’s important for parents to give their children the opportunity to do this.

4 Match the underlined words in the text with their definitions.
   1 something you do at school, but not part of your normal studies ______ extra-curricular ______
   2 things that you do wrong, that are incorrect __________________
   3 connected to the Internet __________________
   4 chance, possibility __________________
   5 permanent attention and help __________________
   6 written or spoken information that you send to somebody __________________
   7 tells __________________

5 SPEAKING What about you?
   1 Do your parents usually know what you are doing?
   2 Imagine. Your parents give you a GPS jacket. Would you wear it? Why/Why not?

I think my parents usually know where I am.

Me too. My parents always call me when I’m not at home.

EXAM SUCCESS

Here is a multiple-choice reading activity. In this type of exercise you have three or four options. You choose the option that is best according to the information in the text. If you aren’t sure of the correct answer, what can you do?

EXAM SUCCESS » page 150

3 Read the text again and choose the best answers.
   1 The BladeRunner jacket
      a costs $500.
      b only works if you pay regularly.
      c has a mobile phone inside.
   2 GradeSpeed
      a helps students to work fast in exams.
      b helps students to have good results in exams.
      c gives parents information about exam results.
   3 One of the services
      a tells parents if their children do not arrive at a place on time.
      b stops children from entering a new zone.
      c tells children if they are going into a dangerous place.
   4 A lot of the new technology
      a is dangerous for children.
      b gives parents information about their children.
      c is difficult to use.
   5 In the article, it says that for young people it is
      a bad to make mistakes.
      b important to listen to parents.
      c important to have the chance to make mistakes.
Look at these sentences. Which sentences are in the present simple and which are in the present continuous?

1. You usually arrive on time for sports classes.
2. They're watching you now.
3. We think it's important.
4. Adolescents should take their own decisions.

1b Match the sentences in 1a with the explanation of their uses in a–d.
   a. For actions that are happening now or temporary actions.
   b. For regular or routine actions.
   c. For things that are always or generally true.
   d. With certain verbs like love, like, hate, think, believe, know, understand, want, need.

1c Complete the sentences with the correct form of study.

Present simple
Affirmative: He __________ history.
Negative: He __________ physics.
Question: __________ he __________ English?

Present continuous
Affirmative: She __________ English now.
Negative: She __________ maths now.
Question: __________ she __________ French?

STUDY SKILLS
When you have a problem with grammar, where can you find help?

2. Look at the picture. Describe what the people are doing. Use the present continuous form of these verbs.

   call  chat  drink  laugh  listen  ride  run  sit  study  walk  wear

A boy is listening to music.
3 Complete the dialogue about the picture using the present simple or present continuous form of the verbs given.

MUM: Can you see Mike?
DAD: Yes, I can.
MUM: What (a) ___________ he ___________ (do) now?
DAD: Right now he’s (b) ___________ (ride) a bike.
MUM: Impossible. He never (c) ___________ (take) his bike to school on Fridays. (d) ___________ he ___________ (wear) a helmet at the moment?
DAD: No, he (e) ___________.
MUM: He normally (f) ___________ (wear) a helmet when he (g) ___________ (ride) his bike.
DAD: Let me call him to find out what (h) ___________ (happen) … Mike? What (i) ___________ you ___________ (do)?
MIKE: Oh, hi, Dad. Well, you know I usually (j) ___________ (play) football on Fridays. But because this Friday is Pete's birthday we decided to come to the park. Pete (k) ___________ (have) his bike here.
DAD: Why (l) ___________ you ___________ (not wear) a helmet?
MIKE: How (m) ___________ you ___________ (know) that? Dad! (n) ___________ you ___________ (spy) on me again?!

4 Find these words and phrases in the dialogue in 3. Which go with the present simple and which go with the present continuous?

1 at the moment = present continuous
2 never
3 normally
4 right now
5 this Friday
6 usually
7 now
8 this Friday

5 Complete the sentences with the present simple or present continuous form of these verbs.

<table>
<thead>
<tr>
<th>verb</th>
<th>present simple</th>
<th>present continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>lie</td>
<td>I can't come out at the moment because I__________my baby sister.</td>
<td>I'm lying after the need.</td>
</tr>
<tr>
<td>look after</td>
<td>Why ___________ you ___________? My grandfather can hear you.</td>
<td>Why are you looking after your need?</td>
</tr>
<tr>
<td>need</td>
<td>My cousin always ___________ in a restaurant on Sunday afternoons.</td>
<td>My cousin is always needing at the restaurant.</td>
</tr>
<tr>
<td>not understand</td>
<td>Can you say that again? I ___________ in a restaurant on Saturday afternoons.</td>
<td>Can you say that again? I'm not understanding anything.</td>
</tr>
<tr>
<td>shout</td>
<td>Can I help you, Dad? ___________ you ___________ anything?</td>
<td>Can I help you, Dad? Are you shouting anything?</td>
</tr>
<tr>
<td>work</td>
<td>My sister ___________ down right now because she doesn't feel well.</td>
<td>My sister is working down right now because she doesn't feel well.</td>
</tr>
</tbody>
</table>

6 Write questions for these answers.

1 What do you do on Fridays? I play basketball on Fridays.
2 ___________? My mum is working at the moment.
3 ___________? My uncle and aunt live in Liverpool.
4 ___________? No, my cousin isn't studying at university.
5 ___________? My grandparents go for a walk at university.
6 ___________? My family and I usually go to the cinema at the weekend.

7 SPEAKING Use the questions in 6 to interview your partner. When you finish, think of similar questions to ask.

What do you do on Fridays?
I go out with my friends.
Teenagers and parents

Strict parents are parents who have very clear rules for their children to follow and obey. Work with a partner. Do you think these statements are true (T) or false (F)? Guess.

1. British parents are very strict. T/F
2. British parents don’t like being strict. T/F
3. An experiment on TV shows that British teenagers hate strict parents. T/F

2. Read the text. Check your answers from 1.

3. Read the text again and answer the questions in your own words.
1. What is ‘The world’s strictest parents’? It’s a television programme about British adolescents and discipline.
2. Who is Andrea Wiseman?
3. What negative things do British teenagers do, in Wiseman’s opinion?
4. What negative things do British parents do, in Wiseman’s opinion?
5. What are the negative effects on teenagers when parents act in this way?
6. What happens to the British teenagers in ‘The world’s strictest parents’?

4. What about you?
1. Would you like to watch this programme on TV? Why/Why not?
2. How strict do you think parents are in your country? 

Because I’d like to see the British teenagers living in these different countries.

‘What’s the problem with British teenagers?’

Many British newspapers and TV programmes are asking this question at the moment. A lot of people are saying that there are problems with teenagers at school, on the streets and in their homes. Why? What, or who, is responsible for these problems?

A recent BBC television series explores these questions. It’s called ‘The world’s strictest parents’. Is that because British parents are very strict? Just the opposite, it seems.

The director of the programme, Andrea Wiseman, explains why they are making it. She thinks that in the United Kingdom teenagers pay no attention to adults. They don’t want to do well at school, They think they can do what they like and they are only interested in new fashions and Hollywood celebrities.

Why are British teenagers like this? Wiseman says it’s because their parents give their children everything they can. But they give their children no limits, no rules, no discipline because they want their children to be ‘free’. They don’t tell their children to work hard because they don’t want their kids to have any stress.

The problem with this is that parents give their sons and daughters no cultural values. When a teenager does something bad and their parents say something, the teenagers immediately say ‘My parents are really strict’ or ‘My parents aren’t fair’.

So what happens in the TV programme? Some problematic British teenagers go and live with parents in different parts of the world. They live with families that believe in traditional discipline and cultural values. In Ghana, Jamaica, Botswana and the southern US state of Alabama, the teenagers have the experience of living with parents who want and expect good behaviour and hard work. The results are interesting. In the end, the British teenagers seem to prefer having strict parents!

WORD BOOSTER

Match the words and definitions.

1. explores a. the way that someone does things, for example, at school
2. celebrities b. famous people
3. discipline c. treated in a good and equal way
4. values d. the way that we make people obey rules
5. fair e. ideas that are important in our lives
6. behaviour f. looks at, investigates
Look at the picture. What is happening?

Me too. What about the music?

I think the words are really good.

Verse 1
I come home in the morning light,
My mother says "When you gonna live your life right?"
Oh, mama dear,
We’re not the fortunate ones,
And girls, they want to have fun
Oh, girls just want to have fun

Verse 2
The phone rings in the middle of the night,
My father yells “What you gonna do with your life?”
Oh, daddy dear,
You know you’re still number one,
But girls, they want to have fun
Oh, girls just want to have fun

Chorus
That’s all they really want
Some fun
When the working day is done,
Oh, girls, they want to have fun,
Oh, girls just want to have fun

Verse 3
Some boys take a beautiful girl,
And hide her away from the rest of the world
I want to be the one to walk in the sun
Oh, girls, they want to have fun,
Oh, girls just want to have fun

Chorus

What about you?
1. What do you think of the song’s words and music?
2. How does the song make you feel?

I think the words are really good.
Me too. What about the music?
GRAMMAR GUIDE

Articles

1 Look at these sentences and then complete rules 1–5 with a/an, the or no article.
   a I think family dinners are a great thing.
   b Family dinners are an important time for us.
   c The dinner I’m eating today isn’t good.
   d The government talks a lot about family dinners.
   e I’m a computer technician.

   1 We use __no article____ when we talk about things in general.
   2 We use _______________ to talk about a specific person or thing or a person or thing mentioned before.
   3 We use _______________ to talk about a singular, countable person or thing for the first time, or to say that the person or thing is one of a number of things or people.
   4 We use _______________ to talk about someone or something that is unique.
   5 We use _______________ to say what somebody’s profession is.

GRAMMAR REFERENCE  page 16

2a PRONUNCIATION  1.05 Listen to how we pronounce the in List A and in List B. What is the difference in pronunciation? Why is this?

<table>
<thead>
<tr>
<th>List A:</th>
<th>List B:</th>
</tr>
</thead>
<tbody>
<tr>
<td>the problem</td>
<td>the end</td>
</tr>
<tr>
<td>the dinner</td>
<td>the important thing</td>
</tr>
<tr>
<td>the government</td>
<td>the evening</td>
</tr>
<tr>
<td>the weekend</td>
<td>the afternoon</td>
</tr>
</tbody>
</table>

2b Listen again and repeat.

3 Complete the sentences with the if necessary.
   1 Today on ___________ programme we’re talking about ___________ family dinners.
   2 I’m going to ___________ fridge to see if there’s anything to eat.
   3 I think ___________ communication is essential.
   4 In my house ___________ breakfast isn’t an important meal.
   5 Adults don’t always arrive home on time because of ___________ work.
   6 I don’t like ___________ food at school.
   7 In ___________ films they often show ___________ families eating together.

1a SPEAKING Work with a partner. Describe the photos. Who can you see? Where are they? What are they doing? How are the people feeling, and why? If you are not sure of something, use I think and/or I imagine.

1b Ask and answer these questions.
   1 What time do you usually have dinner?
   2 Where do you usually have dinner?
   3 Who do you usually have dinner with?
   4 What do you usually do when you have dinner – talk, watch TV, listen to music … ?

2 LISTENING  1.04 Listen to a radio programme about family dinners. Match the people and their situations.

   A eats with the family just once a week
   B eats with the family but they don’t talk
   C makes dinner for the family every day
   D never arrives home in time for dinner
   E eats and talks with the family every day
   F usually eats with the family but isn’t eating with them today
   G always eats alone because mum and dad work
   H has to order pizza because nobody has time to cook

   Mike  1
   Chris  2
   Sally  3
   Alice  4
   Jennifer  5
   Daniel  6

3 SPEAKING What about you? Do you think it’s important to eat with your family? Why/Why not?

   I think it’s important to eat together.
   Why?

   Because you can talk about what you did that day or talk about your problems.
4 Read the text and choose the correct alternative.

(a) An/The interesting study in the USA shows (b) the/0 importance of family dinners. The results show that (c) 0/the teenagers who eat with their families five or six times a week usually get (d) 0/the top marks at school. There is probably (e) a/the simple explanation for this. Rakeish Bedesi is (f) 0/the president of ApplyingtoSchool.com. This is (g) a/the service helping students who want to go to (h) 0/the university. He says he sees (i) a/the big difference between families that discuss things and families that don’t. When you eat together and talk about (j) 0/the different opinions and options, students can plan for the future. Do you want to be (k) 0/a great inventor one day? Talk about it over dinner!

5 Look at these questions. Add a, an, the or 0 if the question does not need an article.

1. Do you think ______ family dinners are important?
2. Are ______ family dinners ______ important part of life in your country?
3. Do you think ______ children and ______ parents talk a lot in your country?
4. Do you talk about ______ important things when you have ______ dinner?
5. Do you think ______ food you eat makes a difference to your school marks?
6. Do you like ______ food at your school?
7. Do you listen to ______ music at dinnertime?

6 SPEAKING Interview your partner using the correct questions in 5.

Do you think family dinners are important? Yes, I do. I think they are an important part of family life.
1. Complete this personal information file with information about you and your brothers, sisters or best friend.

<table>
<thead>
<tr>
<th>Brothers/Sisters/Best friend:</th>
<th>What you usually do on Saturdays:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age:</td>
<td>What you usually do on Sundays:</td>
</tr>
<tr>
<td></td>
<td>Your likes/dislikes:</td>
</tr>
<tr>
<td></td>
<td>How often you see them:</td>
</tr>
</tbody>
</table>

2. Look at these four people and their personal information files. Tell your partner which people are similar to you. Explain why.

Oliver:
- One brother
- Brother at university
- Goes out with friends on Saturdays
- Plays sport on Sundays

Liam:
- One brother, one sister
- Brother at university, sister works
- Goes out with friends on Sundays
- Plays computer games on Sundays

Emma:
- One brother
- Brother at school
- Watches films on Saturdays
- Doesn’t like sport

Philippa:
- One sister
- Sister lives in the USA
- Plays tennis on Saturdays
- Plays computer games on Sundays

3. Listening 1.06 Listen to two teenagers talking at a party. Look at the personal information files in 2. Which two people are talking?

4. Work with a partner. Complete the dialogue with the correct questions. Look at the Speaking Bank for help.

EMMA: (a) ..........................................................?
OLIVER: Yes, I’ve got one brother.
EMMA: Me too. (b) ............................................
OLIVER: He’s 22.
EMMA: (c) ......................................................
OLIVER: No, he doesn’t. He’s at university in Manchester.
EMMA: (d) ........................................................
OLIVER: About once a month, when he comes home for the weekend.
EMMA: That’s good! I see my brother every day because he’s only fourteen. (e) ............................................
OLIVER: I usually go out with my friends on Saturdays and we sometimes play football on Sundays. (f) ............................................
EMMA: My brother and I often go to the cinema on Saturdays. But I never play football because I don’t like sport.

5a Pronunciation 1.07 Listen again and check your answers. Which questions in the dialogue go with Diagram A? Which go with Diagram B?

5b Listen and repeat the questions.

5c Complete the rules.

1 In Wh- questions (e.g. What’s your name?) the intonation usually goes up/down at the end of the question.

2 In Yes/No questions (e.g. Is your name Anna?) the intonation usually goes up/down at the end of the question.

6 Speaking Practise the completed dialogue in 4 with your partner. Pay special attention to the correct intonation in questions.

Practice makes perfect

7a Speaking Work with a partner. Do this role-play using the dialogue in 4 and the Speaking Bank to help you.

You meet an English boy/girl at a party.
- Find out if he/she has brothers or sisters.
- Tell him/her about your family.
- Find out what he/she does at the weekend.
- Tell him/her what you do in your free time.

7b Change partners and repeat.

EXAM SUCCESS In information role-plays, how can you keep the conversation going?
1. Look at this advert from a teenager called Alanna. What does Alanna want? Would you be interested in contacting her? Why/Why not?

Name: Alanna
My country: Ireland
My age: 14-18

Message: Hi! I’m from Dublin. I’ve got two brothers, two sisters and a pet dog called Buttons! I love travelling and discovering new countries, new music and new books. If you want to practise your English and make new friends, write to me.

2. Read this reply to Alanna’s advert. Do you think this person is a good e-pal for Alanna? Why/Why not?

Message: Hi Alanna!
1. I’m Silvia. I’m from Florence in Italy. Let me tell you about myself.
2. I’m from quite a big family. I’ve got two brothers and a sister. My sister and I are almost the same age and we go everywhere together. My father works in a bank and my mother is a teacher. My mum teaches at my school. That’s often a good thing, but sometimes it can be really bad ;-).
3. I love listening to all types of music, but especially pop and rock. My favourite group is an Italian group called Negramaro. Do you know them? Right now I’m listening to their latest CD.
4. English is my favourite subject at school. This year I’m doing extra classes and I also read books in English. At the moment I’m reading a Sherlock Holmes book.
5. Anyway, that’s all for now. Write back soon if you’d like to be my e-pal.
Best wishes
Silvia :-)

3. Look again at the email in 2 and complete the information in the Writing Bank.

Useful words and expressions in informal emails:
- To begin an informal email we usually use the word ____________
- To use contractions like ____________ or _____________.
- We can use emoticons like ____________ or ____________.
- We can use the word ____________ to change the subject.
- To finish an informal email letter we can use: That’s ____________ for now.
  Write ____________ soon.
  Best ____________.

4. Match the paragraphs in Silvia’s email with their content.
- Paragraph 1: favourite subject at school
- Paragraph 2: main hobby
- Paragraph 3: basic personal information
- Paragraph 4: asking for a reply
- Paragraph 5: family

5. Look at the task and write the email. Use Silvia’s email and the Writing Bank to help you.

Write an email with information about yourself to a new e-pal. Tell your e-pal:
- basic personal information
- information about your family
- information about your main hobby
- information about your favourite subject at school.

STUDY SKILLS: When you finish writing, what do you need to check?

STUDY SKILLS > page 146
Grammar reference

Present simple

Form

Affirmative:
I/You/We/They \textit{work}.
He/She/It \textit{works}.

Negative:
I/You/We/They \textit{don’t (do not)} \textit{work}.
He/She/It \textit{doesn’t (does not)} \textit{work}.

Question:
Do I/you/we/they \textit{work}?
Does he/she/it \textit{work}?

Short answers:
Yes, I/you/we/they \textit{do}.
No, I/you/we/they \textit{don’t}.
Yes, he/she/it \textit{does}.
No, he/she/it \textit{doesn’t}.

Time expressions we often use with the present simple:
\textit{always, usually, often, sometimes, rarely, never, once/twice/three times a day/week/month/year, on Mondays/Tuesdays}

Spelling

See page 149 for rules about spelling the third person singular form.

Use

We use the present simple to talk about:
1 regular habits and routines.
\textit{We have our English class on Thursdays}.
2 permanent situations.
\textit{They live in a big city}.
3 general and scientific facts.
\textit{Water boils at 100°C}.

See notes below about state and action verbs.

Present continuous

Form

Affirmative:
subject + \textit{am/are/is} + \textit{verb}+\textit{ing}.
\textit{We’re waiting}.

Negative:
subject + \textit{am not/aren’t/isn’t} + \textit{verb}+\textit{ing}.
\textit{She isn’t listening}.

Question:
Am/Are/Is + subject + \textit{verb}+\textit{ing}?
\textit{Are they watching}?

Short answers:
Yes, subject + \textit{am/are/is}.
No, subject + \textit{am not/aren’t/isn’t}.
Yes, I am. No, they aren’t.

Time expressions we often use with the present continuous:
\textit{now, right now, at the moment, today, this week}

Spelling

See page 149 for rules about spelling the \textit{-ing} form.

Use

We use the present continuous to talk about:
1 actions in progress at the moment of speaking.
\textit{I can’t answer the phone. I’m having a shower}.
2 temporary actions and situations.
\textit{John’s living in New York for a few months}.

NOTE: Some verbs are not usually used in the present continuous because they describe states not actions:
\textit{have (=possess) need love hate want prefer believe know understand think (=have an opinion) mean hear see seem}

Articles

\textit{a/an}

We use \textit{a/an} with singular, countable nouns. We use it when we mention something for the first time, or to say that the person or thing is one of a number of things or people.
\textit{I’ve got a dog. It’s a labrador}.

We use \textit{a/an} to say what somebody’s profession is.
\textit{He’s an engineer}.

\textit{the}

We use \textit{the} with countable (singular and plural) and uncountable nouns. We use it to refer to something or somebody previously mentioned.
\textit{I’ve got a dog. The dog is really big}.

Vocabulary

1 Ages and stages of life

adolescence     baby     birth     child     childhood     death     middle age     middle-aged adult     old age     senior citizen     teenager     young adult

2 The family

aunt     born brother     brother/sister/father/mother-in-law cousin     daughter     divorced grandfather/mother grandson/daughter husband     nephew     niece     one-parent family     only child partner     single sister     son     stepfather/mother     uncle     wife

3 Noun suffixes \textit{-ment, -ion, -ence}

equipment     improvement     movement     retirement     discussion     information     invention     protection     adolescence     confidence     difference     independence

4 Other words and phrases ➤ page 136–7

### Grammar revision

**Present simple and present continuous**

1. Write the third person singular form and the **-ing** form of the verbs below.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Third person singular</th>
<th>-ing form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>have</td>
<td></td>
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<tr>
<td>2</td>
<td>lie</td>
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<td>3</td>
<td>write</td>
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<td>4</td>
<td>try</td>
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<td>5</td>
<td>get</td>
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<td>6</td>
<td>miss</td>
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<td>7</td>
<td>do</td>
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<tr>
<td>8</td>
<td>cut</td>
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</tbody>
</table>

2. Choose the correct word to complete the sentences.

1. He's _____________ a new pair of jeans today.
   a) wears   b) carries  c) wearing  d) carrying

2. When _____________ your sister have English lessons?
   a) is   b) do  c) does  d) has

3. I'm not sure if he _____________ French or German right now.
   a) studies  b) study  c) study's  d) studying

4. I'm sorry, I _____________ what you're telling me.
   a) I'm not understanding  b) not understand  c) not understanding  d) don't understand

5. Where's your cousin? He normally _____________ on time.
   a) come  b) is arriving  c) arrives  d) is coming

6. Ah! Now I _____________ what you mean.
   a) see  b) I'm seeing  c) I'm knowing  d) I'm not understanding

7. Stop talking to her because she _____________ to you.
   a) don't listen  b) isn't listening  c) is listening  d) never listens

8. Why _____________ she doing anything?
   a) hasn't  b) isn't  c) doesn't  d) don't

### Articles

3. Choose the correct alternative.

1. It's _____________ beautiful day and _____________ sun is shining.
   a) a/the  b) an/a

2. _____________ young girl walks into a restaurant. _____________ girl sits down and orders a pizza.
   a) A/The  b) The/A

   a) a/the  b) an/a

4. Pete’s uncle is _____________ doctor. He says _____________ cigarettes are bad for your health.
   a) a/the  b) an/a

### Vocabulary revision

**Ages and stages of life – The family**

1. Complete the text with the appropriate words.
   'My name’s Harry. I live with my mum. She’s middle-
   (a) ___________________. I think she’s 50 this year. My dad doesn’t
   live with us because my parents are (b) ___________________.
   I'm an (c) ___________________ child. I haven’t got brothers or
   sisters but I spend a lot of time with my (d) ___________________.
   George. He's the son of my Uncle Jack. He's young. I remember
   when he was born. In fact, I was there at the hospital on the
day of his (e) ___________________. My Aunt Angela, Uncle Jack’s
   (f) ___________________, is really nice too. My mum says she
   wants to get married again, but I don’t really want to have a
   (g) ___________________ father. I prefer my mum not to get married
and to stay (h) ___________________.'

2. Complete the sentences with the correct form of these words.

   **Noun suffixes -ment, -ion, -ence**

   adolescent  different  improve  independent
   inform  invent  move  protect

   1. She usually gets 50% or 60% in her exams but in this exam she
   has 90%. That’s a big ________________.

   2. Can you ________________? I can’t see the blackboard if you
   sit there.

   3. I love my MP3 player! What a great ________________!

   4. This program ________________ your computer from viruses.

   5. There are two or three ________________ between the
   present simple and the present continuous.

   6. She wants to be a secondary school teacher because she likes
   working with ________________.

   7. A dictionary gives you ________________ about new words.

   8. He doesn’t want to get married at the moment. He wants to
   be ________________ and free.