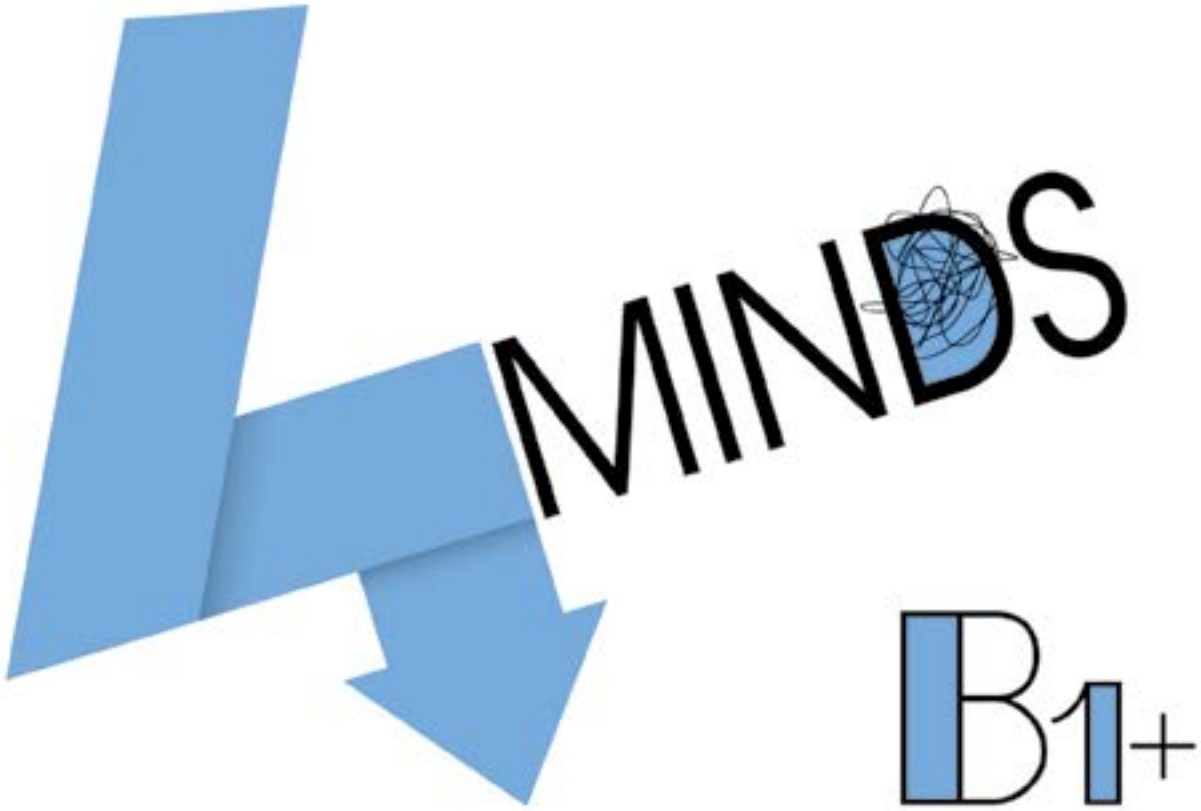

STUDENT'S BOOK

Jenny Dooley

Express Publishing

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Symbols think, pairwork, groupwork, video, flipped video, mediation, theory presentation, ICT research, audio, Values, Vocabulary from text, Debate

1 IT'S A TEEN'S WORLD

OBJECTIVES

Vocabulary: stages of life; character; feelings
Reading: a blog post about teens (4-option multiple choice)
Grammar: present simple/present continuous, adverbs of frequency, stative verbs; types of comparisons
Listening: an interview with a researcher about teen behaviour (3-option multiple choice)
Everyday English: adding emphasis
Writing: an informal email describing a person
Culture: Teen rights in the UK
Mediation: explain an image
Values: growing up
Life Skills: How can we become good listeners?

Watch the video. Make notes, then give a summary of what it was like being a teenager in the 1950s.

Watch the video. What do the words *nifty*, *hip* **and** *square* **mean? What words would you use instead of them today?**

What made teenagers feel *excited*, *unhappy*, *pleased*, *upset*, *proud* **in the 1950s and what makes them feel like that now?**

1a READING

Watch the video. Make a list of the adjectives that describe teenagers. Ask your classmates to match the adjectives to the types of teenagers in the video that they describe.

1 **Watch the video. Which positive role models are mentioned and why are they important?**

2 **Read the blog post quickly. How do you think the writer feels?**

atelie fix

Home | Forum | Posts | What's New?

New Posts | Private Messages | FAQ | Calendar | Community | Forum Actions | Quick Links

Last Post

Topics 5 Posts 5 Replies 3

You just don't get it!

I'm sure, that just like me, you often hear lots of things from adults about us, 'teenagers'. They probably say things like teens are silly and careless, and don't show enough respect. Maybe they tell you that teens get annoyed easily and are uninterested in serious things. Or perhaps, my favourite, teens only care about excitement, parties, relationships, and having fun! Things aren't always like this, though, and these stereotypes aren't always true. So, I think it's only fair that us teens have a chance to share our feelings and say who we really are.

Instead of listening, adults often judge us and say that we're just kids. OK, we may still be growing, but we're also growing in a world that's changing along with us. A world that adults are giving us and we have to deal with. That's why so many of us, actually up to 80% according to research, have a higher interest in social issues than previous generations. We care about the world and feel positive about being involved in environmental and social activism, charity work and politics. I'm sure you feel proud too, about helping the planet and making a difference.

Even so, a lot of adults think that we aren't sensible, when in fact, we are and try to do the right thing. Most of my friends avoid bad or dangerous behaviour, party less, care about their health and diet and are more responsible than many adults! That doesn't mean we're boring, though. We just enjoy different things and have our own ways to have fun. Sure, older people think we are all glued to our smartphones, but that's not always true. We're digital natives and we use things like social media and the Internet in lots of different ways for lots of different reasons. Making friends, sharing ideas and gaming online are just as natural to us as meeting our friends in person. We aren't ashamed or embarrassed about that and it doesn't have to be a bad thing. After all, when we use social media to get informed and find out about everything that's going on around us it's not that different from adults watching the news.

Something else we always hear about is grown-ups' problems and how difficult their lives are. Well, actually, us teens don't always have it easy either! We can feel stressed and anxious, too, about lots of things. I'm not just talking about peer-pressure, studies, deadlines, homework and extracurricular activities. We also have to think about pandemics, global financial problems, what jobs are left for us, conflicts and issues like climate change. And we do all of this while we are growing up and our bodies and minds are changing. I don't know about you, but I think that's pretty awesome!

So the next time you hear someone say they're disappointed with teenagers remind them that we aren't the problem. We take what we find in the world and we're the ones who have to make a better future from it!

CHECK THESE WORDS

relationship, judge, issue, activism, charity work, be glued to (sth), have it easy, peer-pressure, deadline, conflict

In the UK, children and teens can open a bank account at 11, work part-time from 13, leave school at 16, drive a car at 17 and vote or own a home at 18. That's quite a lot of things for young people to be allowed to do! What about your country?

STUDY SKILLS

Multiple choice questions

Multiple choice questions often ask about the detail, purpose or main idea of a text. For detail questions, read the question stems and underline the parts in the text which answer each question. Look for words in the options that match what the text says (correct answers are often paraphrased). For items that test purpose or main idea, the options may include true statements about part of the text but not the whole text. Look for the option that includes the writer's reason for writing or the main idea of the whole text.

3 **For questions 1-5, choose the correct answer (A, B, C or D) which you think fits best according to the text. Listen and check.**

1 What is the writer trying to do in the text?
- **A** explain life from a teenager's eyes
- **B** support stereotypes about teens
- **C** describe teenagers' favourite hobbies
- **D** highlight how teens use social media

2 Why does the writer mention a study?
- **A** to increase young people's interest in a topic
- **B** to agree with common ideas about something
- **C** to show why the opinion of the writer is correct
- **D** to argue for more volunteers for charities

3 What does the writer say about having fun?
- **A** It isn't important for teenagers.
- **B** It all depends on what friends want.
- **C** It's more dangerous for young people nowadays.
- **D** It's something that teens view differently.

4 When talking about social media, the writer says teens
- **A** prefer it to going out with friends.
- **B** admit it's the only reason they own a smartphone.
- **C** use it to learn about events in the world.
- **D** feel concerned it's taking over their lives.

5 What do we learn about teenagers in the final paragraph?
- **A** They aren't responsible for how the world is.
- **B** They complain about things too much.
- **C** They create a lot of problems in society.
- **D** They don't believe in their future.

4 **How do your adult family members and relatives view you and other teenagers? You can use ideas from the text.**

VALUES

'I'm not just a teenager, I'm a future world-changer.'

Discuss.

VOCABULARY

5 **How many words related to feelings and character can you find in the text in one minute? How many others can you think of? Make a list.**

6 **Look at the list of the adjectives that you found in Ex. 5 and put them in the correct column in the table.**

Positive	Negative

Does turning 18 really mean you are an adult? Discuss.

7 **Fill in the summary of the text with:** *stereotype, respect, generations, research, difference, politics.*

TEENS FOR TOMORROW, TODAY!

People often say that teenagers don't have **1)** _____ and aren't responsible enough. However, this unfair **2)** _____ isn't always true. In fact, **3)** _____ by academics shows that younger **4)** _____ care a lot about social issues, charities, **5)** _____ and what happens to our environment. Young people don't just care about having a good time. They want to make a **6)** _____ to the world too!

8 **Choose the correct preposition.**

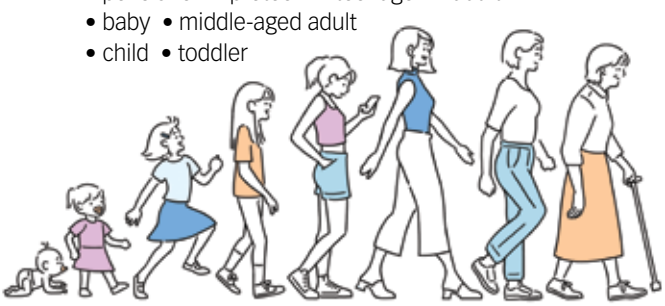
1 Teenagers are tired **for/of** hearing negative stereotypes about them.
2 Teenagers are experiencing a world that's changing **along/with** towards them.
3 Young people have to deal **from/with** a lot of exam stress these days.
4 Teens often use social media to find out **of/about** world news.
5 Many teens are happy to be involved **in/for** social activism.
6 Teenagers nowadays have to grow **about/up** with lots of challenges.

1b VOCABULARY

STAGES OF LIFE

1 **Look at the image below. Label the parts of the image (A-H) using the words in the list. What ages are each?**

• pensioner • preteen • teenager • adult
• baby • middle-aged adult
• child • toddler



A _____ **D** _____ **G** _____
B _____ **E** _____ **H** _____
C _____ **F** _____

2 **Match the activities/events below to the stages of life in Ex. 1. Some activities/events may match more than one stage. Add your own ideas.**

1 start a family _____
2 begin a career _____
3 retire _____
4 do a degree _____
5 get promoted _____
6 start to speak _____
7 crawl _____
8 vote _____
9 learn to read and write _____
10 leave home _____
11 graduate from university _____
12 get married _____
13 go to school _____
14 buy a house _____
15 have grandchildren _____
16 have driving lessons _____

3 **a) Read what the people say and complete with:** *take care of*, *get to know*, *have an adventure*, *acquire new skills*, *keep in touch*, *change your routine*. **One is extra.**

University is a great time to **1)** _____ _____ different people.

As a parent, I always try to **2)** _____ _____ my children.

We should **3)** _____ with our elderly relatives so that they don't feel lonely.

Taking a gap year before university is a great time to **4)** _____ in another country.

With a part-time job you can **5)** _____ _____ and improve your CV.

b) How important are the activities/events in Exs 2 and 3a in each stage of your life? Are there things that you really want/don't want to do?

CHARACTER & FEELINGS

4 **What kind of person are you? Read the questions (1-6) and tick (✓) the column that's correct for you. Then, match questions 1-6 to the adjectives (A-F). Are you really like that? Which things would you like to change about yourself?**

Do you …	Often	Sometimes	Never
1 get upset if other people have things that you don't?	☐	☐	☐
2 try to make people feel nice so they like you?	☐	☐	☐
3 ask questions and feel interested in things?	☐	☐	☐
4 get angry if things aren't exactly how you want them?	☐	☐	☐
5 feel good about the future?	☐	☐	☐
6 get sad and look unhappy?	☐	☐	☐

A charming **C** jealous **E** hopeful
B miserable **D** curious **F** fussy

5 **To show strong feelings, we can use stronger adjectives. Fill in the gaps with the stronger alternatives of the adjectives in bold.**

• delighted • exhausted • amazed • terrified

1 **A:** Are you **afraid** of flying?
B: Yes. To be honest, I'm _____ of it.
2 **A:** Laura looks really **tired**.
B: Yes, poor thing. She's _____ .
3 **A:** Why does Bob look so **surprised**?
B: He's _____ that his team won the game.
4 **A:** Is Lisa **happy** about passing her exams?
B: Yes! She's _____ that she now has a degree.

6 **Fill in with:** *dull*, *neat*, *brave*, *difficult*, *reasonable*, *weak*, *lively*, *untidy*.

Although brothers and sisters sometimes look similar, they can still be very different people. Four siblings tell us how!

1 I'm a very _____ person – my bedroom is always in a mess – but Julian is very _____ his room is clean and tidy.
2 I can be _____ and hard to deal with, but my sister Denise is very _____ and always fair.
3 I'm not like my sister Emma, I'm quite a(n) _____ person and I get scared easily but she's really _____!
4 I suppose I'm quite _____ and boring because I don't like to socialise, but Ian is really _____ ! He's so full of energy!

GRAMMAR IN USE 1c

PRESENT SIMPLE/PRESENT CONTINUOUS, ADVERBS OF FREQUENCY, STATIVE VERBS (pp. GR1-GR2)

V(ery) R(eal) friends?

Mark is a very sociable person and usually **meets** his friends every day. But Mark doesn't always go to town or at a café to meet them. Instead, he turns on his games console and **hangs out** with them online. He loves spending his time like this and actually next week he **is taking** part in an online tournament, which **starts** at midnight because players are in different time zones; but he doesn't mind. Activities like this **are becoming** more and more popular among teens who think it's perfectly natural. In fact, to them it's just as natural as meeting in person. This shouldn't surprise us as 82% of teens in the UK have a console or mobile gaming device and large numbers of those are having online friendships while they play. However, people **aren't** just **gaming** in their teens. As many players know, gaming **creates** communities and a lot of different age groups **are joining** in the fun these days especially after the pandemic. Some adults **are** constantly **complaining** about the Internet destroying social skills, but according to teens and young adults, the Internet doesn't stop friendships. It just changes the way we enjoy them.

1 **Read the text. Do you think online friends are important? Why? Discuss with your partner.**

2 **Identify the tenses in bold in the text. How do we form each tense? Match the verbs in bold to their uses:**

- actions happening around the time of speaking
- fixed arrangements in the near future • daily routines
- changing situations • general truths • habits
- temporary situations • timetables/schedules
- frequently repeated actions that express annoyance

3 **Choose the correct tense.**

1 Julie **stays/is staying** at her aunt's farmhouse every summer.
2 **Is Tom retiring/Does Tom retire** later this year?
3 The graduation ceremony **is starting/starts** at 2:00 pm.
4 Norman **has/is having** driving lessons these days.
5 Anna still **keeps/is keeping** in touch with her friends even though she moved away.
6 It **gets/is getting** harder and harder for young couples to buy a house.

4 a) **Look at the circled adverbs of frequency in the text. When and how do we use them in a sentence?**

b) **Use character adjectives to talk about your friends and family. Use:** *always*, *usually*, *often*, *sometimes*, *rarely*, *never*.

*A: My brother is really charming. He **always** says nice things to people!*
*B: My mum is really brave. She **never** gets scared when lights go off!*

5 **Look at the highlighted verbs in the text. Do they have a continuous form? Why/Why not?**

6 **Put the verbs in brackets into the correct tense. Then, ask and answer questions, as in the example.**

Erika **1)** teaches **(teach)** at a local school and usually **2)** _____ **(get)** home late in the afternoon. But no matter how tired she feels, she always **3)** _____ **(make)** time for her kids and **4)** _____ **(not/tell)** them 'no' when they ask to play. Tonight, everyone is extra excited because the family **5)** _____ **(do)** something special. What **6)** _____ **(they/do)** today? Well, it's gaming night! Like Erika, more and more parents **7)** _____ **(realise)** that gaming is a great way to spend time together and get closer. It **8)** _____ **(change)** how people look at family time and all ages, from preteens to pensioners, **9)** _____ **(love)** the benefits. So next time you **10)** _____ **(want)** to do something cool with your parents, plug in your console and join the fun!

'Does Erika teach at a local school?' 'Yes, she does.'

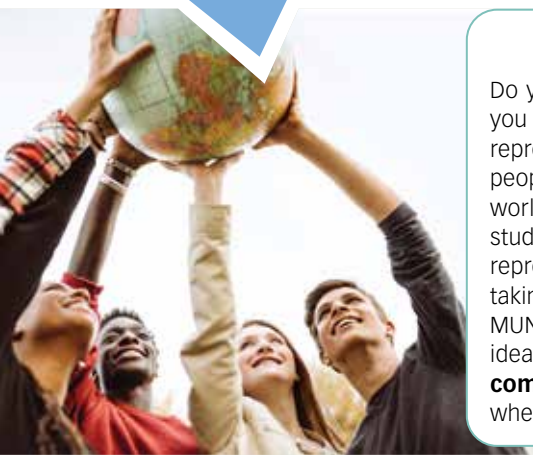
7 a) **Look at the underlined verbs in the text. How does their meaning differ?**

b) **Put the verbs in brackets into the correct tense. Give reasons.**

1 Jack's delighted; his new trainers *fit* **(fit)** him really well.
2 The plumber _____ **(fit)** a new sink.
3 I _____ **(see)** what you mean.
4 I _____ **(see)** my friends tomorrow afternoon.
5 This coffee _____ **(taste)** very bitter.
6 Jane _____ **(taste)** the soup.

1d GRAMMAR IN USE

TYPES OF COMPARISONS (pp. GR2-GR3)



Give young people a voice!

Do you want to tell the world about what's **very important** for teens in your country? Do you want the chance to vote to make things **much better**? Then why not become a youth representative with the Model United Nations (a special version of the UN just for young people)? Developing partnerships is becoming **more and more important** in our modern world and as a representative you're **by far the best** person to do that. MUN works with students from different stages of life, from secondary school to university and has representatives from all over the world! Their events can have as many as 3000 members taking part, because **the bigger** the numbers, **the more hopeful** the future can be. With MUN you can encourage teens to get involved with the UN's 2030 Agenda for change, share ideas and get to know people from all over the world who may or may not live **as comfortably as** you. Sounds interesting? Then join today. Because we're **less powerful** when we don't work together.

1 **Read the text. Write a couple of sentences advertising the MUN for a social media post.**

There are different ways to compare people or things. Study the examples.

- ***less*** **+ adjective/adverb +** ***than*** (expresses the difference between two people/things/animals/places). The opposite is ***more … than***. *Peter is* ***less interested than*** *his brother in social issues. Jo dresses* ***less smartly than*** *her cousin.*
- ***the least*** **+ adjective/adverb +** ***of/in*** (compares one person/thing/animal/place with two or more people/things/animals/places of the same group). The opposite is ***the most … of/in***. *Tina is* ***the least shy*** *person* ***in*** *my class. Of all his friends, Ed found work* ***the least quickly***.
- **comparative +** ***and*** **+ comparative** (shows that something is increasing or decreasing). *It's becoming* ***more and more*** *normal to make friends online. People are getting married* ***later and later*** *in this country.*

2 **Look at the text again. What type of comparison is each phrase in bold? What does each one show?**

3 **Choose the correct item.**

1 Frank's new house is **as/less/far** big as Jeff's.
2 Nick got promoted because he works **a lot/much/by far** the hardest of all his workmates.
3 This house is less expensive **from/than/of** the other one you want to buy.
4 Jason's baby brother is getting **sweeter/more sweet/far sweeter** and sweeter every day!
5 Becky goes out **the least/a little/slightly** often of all her friends now that she started a family.
6 Todd plans to leave home **very/far/a lot** soon.
7 The younger the child the **more/most/much** energetic they are.
8 Janet learns things **much/very/more** faster than anyone else in her family.
9 Andy's sister is **not as/a little/a bit** lively as he is.
10 Denise feels **much/a lot/more** positive than Boris about retiring.

4 **Fill in the gaps with the correct form of the adjectives/adverbs in brackets.**

1 Jon is *less excited* **(excited)** than Amy about beginning a new career; he hates changing his routine.
2 Eric is _____ **(fussy)** person in his family; he is really easygoing.
3 The _____ **(kind)** you are to people, the _____ **(relaxed)** they feel around you.
4 Before you start university is by far _____ **(good)** time to travel around the world.
5 Martin started to speak slightly _____ **(early)** than his baby sister.

5 **Think about members of your family. Make four sentences about them. Use:** *less … than*, *the least … of/in*, *much … , the … the … .* **Take turns to tell your partner.**

A: My mum is more hopeful than my dad.
B: The older my brother gets the neater he is.

TRANSFORMATIONS (Review)

6 **Complete the second sentence using no more than three words.**

1 Kevin has a game online with his friends now.
Kevin *is playing* a game online with his friends now.
2 Learning to read Japanese is more difficult than speaking it.
Speaking Japanese isn't _____ learning to read it.
3 Mark has an appointment to meet his dentist on Tuesday.
Mark _____ his dentist on Tuesday.
4 No one in the office has fewer qualifications than Jane.
Jane is _____ qualified person in the office.
5 Karen is in Bristol now, but her house is in Liverpool.
Karen is in Bristol now, but she _____ Liverpool.
6 Lucy's confidence as a driver is growing.
Lucy is becoming _____ confident as a driver.

PHRASAL VERBS (related to character/feelings)

get on with (sb): to be friendly with sb
give in: to finally agree to what sb wants
get together: to meet sb
put off (doing sth): to decide to do sth later
help (sb) out: to do sth for sb else
carry out (sth): to do sth you have promised to do or have been told to do

1 **Fill in the gaps with phrasal verbs from the box above in the correct form. Do you know any people like this? Tell your partner.**

1 Sociable people like Julian love to _____ with their friends and hang out.
2 Emma is really friendly; she _____ everyone!
3 Sandra is a kind girl who loves to _____ people _____ when they need something.
4 Andy is very stubborn, but yesterday he finally _____ and did what we wanted.
5 Paul _____ the things that he agreed to do yesterday; he's so reliable.
6 Norman is so lazy; he always _____ doing things till the last moment.

PREPOSITIONS

2 **Fill in:** *about (x2)*, *for*, *of*, *with*, *to*. **Check in your dictionary.**

1 It's easy to make friends _____ people if you're sociable.
2 Don't feel bad _____ saying the wrong thing; just be honest.
3 I feel sorry _____ Jason, he really deserved to get promoted.
4 Henry is mad _____ videogames; it's his favourite pastime.
5 Laura has a great sense _____ humour and makes everyone laugh.
6 Tim is a hardworking person who always pays attention _____ his teachers.

WORD FORMATION (forming negative adjectives)

We use the prefixes **un-** *(happy – unhappy)*, **dis-** *(honest – dishonest)*, **il-** *(legal – illegal)*, **im-** *(polite – impolite)*, **in-** *(active – inactive)* and **ir-** *(regular – irregular)* to form negative adjectives.

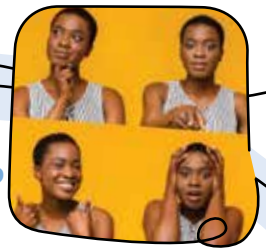
3 **Read the Word Formation box, then complete the gaps with the correct word derived from the words in brackets. Check in your dictionary.**

1 Jack's behaviour is sometimes _____; he often makes rude remarks. **(APPROPRIATE)**
2 You shouldn't get so _____ when people make mistakes. **(PATIENT)**
3 Mr Jones is rather _____ and difficult to get on with. **(AGREEABLE)**
4 Denise seems _____ at first, but she's lovely when you get to know her. **(FRIENDLY)**
5 I can't believe Ted lost his keys; he's so _____! **(RESPONSIBLE)**
6 I think James' behaviour is quite _____; it doesn't make sense. **(LOGICAL)**

IDIOMS ABOUT *CHARACTER*

4 ICT **Choose the correct word. Then research the definitions in your dictionary.**

1 Julie is often quite rude but *is all sweetness and* **bright/light** when she wants something.
2 Terry *is like a* **bull/cow** *in a china shop*; he always rushes into things without thinking.
3 I like Andy, but he *is as* **crazy/mad** *as a hatter* and always says the strangest things!
4 Erica is a real *pain in the* **head/neck**; she always makes things difficult!
5 The boys *are full of* **beans/seeds** they are really excited about today's match.



SUMMING UP

Choose the correct option.

Does our character change much as we age?

Scientists now believe that our character **1) are changing/change/changes/is changing** in different stages of life much more than we realise. You might be **2) jealous/delighted/amazed/exhausted** to hear that although many character traits develop during our teen years, when we get to **3) know/care/acquire/keep** new people and learn to get **4) at/in/on/from** with them, our characters don't stop growing there. Changes continue until our old age when we **5) retire/graduate/change/crawl** and even beyond. Of course, as adults we become more responsible because we have to pay more attention **6) to/for/about/of** others like our workmates, partners or children, but there are other positive changes much later in life, too. For example, while many of us might think that the elderly can be quite **7) jealous/difficult/untidy/weak** with people, they are actually **8) less/the least/more/most** easygoing than stereotypes say. That's because people become kinder and more reasonable as they age due to experience. So, remember not everyone is set in their ways. You can teach an old dog new tricks after all!

1f LISTENING SKILLS

MULTIPLE CHOICE

Preparing for the task

1 **Read the question stems (1-2). What is the topic of the discussion? Which speaker should we focus on?**

1 According to Professor Lane most teens
- **A** don't have enough friendships.
- **B** worry about making friends.
- **C** should speak more to their relatives.

2 What does Professor Lane encourage teens to do?
- **A** try to be less stressed
- **B** tell their problems to someone at home
- **C** sign up for extra activities

2 **a) Read the extract of a script below. Who talks about speaking to relatives? Look at the underlined parts in the script. Which option (A-C) in Ex.1 Question 1 is therefore wrong? Which of the other options is correct? Why?**

b) Look at Question 2 in Ex. 1 and the highlighted parts in the script. Which option (A-C) is correct? Why might the others be confusing?

(Pr: Presenter – PL: Professor Lane)

Pr: Professor Lane, thanks for joining us on Society Today. My first question is how important are personal relationships in helping teens manage their feelings when changing schools?

PL: Starting a new school is hard and having enough friends to rely on really helps in this process. In my research I often see that the majority of those I talk to feel anxious about getting to know new people when they join a new school.

Pr: I imagine it's even more difficult when you don't have brothers or sisters to talk to or share your difficult experience with.

PL: Absolutely, which is why I advise teenagers to look for after school clubs to join. It's a great way to talk to people in a relaxed environment that is nice and calm.

STUDY SKILLS

Predicting content

Read the questions and the answer choices. Look at the questions carefully, as they give information about what to listen for. Underline key words and think of synonymous words/phrases as the information is often paraphrased. Remember that you will hear words related to all the options, but only one is correct. Pay attention to who is speaking as the question might be asking about a specific speaker's statements.

3 **Read the questions (1-5) and underline the key words. Who is the main speaker? What is the discussion about?**

1 Dr Jones believes that
- **A** people have judged teenagers unfairly.
- **B** adults' opinions of teens are correct.
- **C** dealing with teenagers is very challenging.

2 How does white matter work in the brain?
- **A** It is responsible for the decisions we make.
- **B** It controls feelings and emotions.
- **C** It helps communication between parts of the brain.

3 According to Dr Jones, which of the teen behaviours grows faster than the rest?
- **A** The ability to develop new skills.
- **B** The ability to show feelings correctly.
- **C** The ability to arrange things.

4 What do teenagers and ten-year-olds have in common?
- **A** a lot of difficult feelings
- **B** a specific skill at something
- **C** a similar brain size

5 Teenagers' strong reactions can be the result of
- **A** scary memories of animals.
- **B** angry behaviour from others.
- **C** a normal way to react to danger.

4 **You will hear an interview with a researcher called Janet Jones. Listen and for questions 1-5 in Ex. 3 choose the correct answer.**

5 **In your own words, explain to your partner what happens to teenagers' brains.**

INTONATION: TONE & MEANING

In spoken English, intonation and differences in pitch or tone can be used to show the speaker's attitude or feelings. For example, falling intonation can show weak feelings and rising can show strong feelings. Also, pay attention to context to understand meaning and purpose.

6 **a) Listen to the sentences. Does the intonation rise? fall? Tick (✓) the correct box. Then say if the speaker is** *excited*, *worried* **or** *uninterested*. **Listen again and repeat.**

	A My exam is tomorrow. (↗)	(↘)		B Tim is here. (↗)	(↘)	
1	☐	☐	_____	☐	☐	_____
2	☐	☐	_____	☐	☐	_____
3	☐	☐	_____	☐	☐	_____

b) Use intonation to say a few sentences of your own. Your partner has to guess how you feel.

EVERYDAY ENGLISH

Adding emphasis

Alice: What's wrong, Ryan? You look down.
Ryan: It's my parents. **1)** _____ .
Alice: Don't exaggerate! Your parents are lovely people.
Ryan: Well … yeah, but sometimes they do things that make me uncomfortable. **2)** _____ .
Alice: **3)** _____ ! What do they do wrong?
Ryan: Well, I don't like it when parents try to be your friends. It's a bit embarrassing, don't you think?
Alice: Not all the time. I quite like it. **4)** _____ . One thing I really love is knowing that I can talk to them about anything.
Ryan: Seriously?
Alice: **5)** _____ . My parents are great. What I love about them is that they always make time to listen to my problems. I'm sure your parents can be great listeners, too. Just try talking to them.
Ryan: I guess you're right.

A Actually, my parents and I are very close
B It made me really miserable
C Yes, it's true
D Sometimes, they can be so annoying
E It can't be that bad
F It's quite frustrating

1 **Complete the dialogue. Use the sentences (A-F). One sentence is extra. Listen and check.**

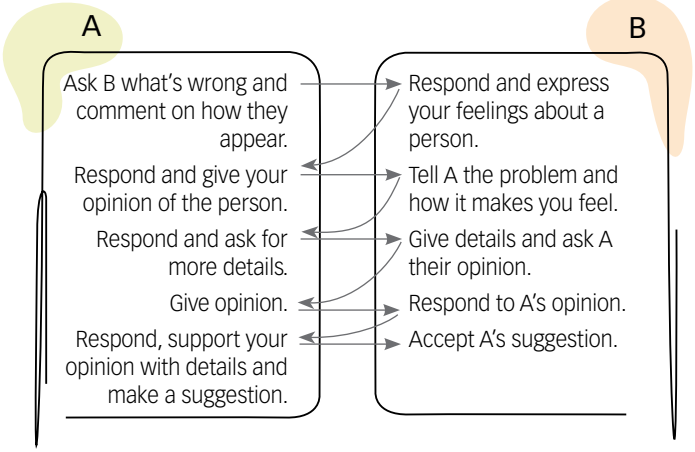
2 **Use the underlined words/phrases in exchanges of your own.**

3 **Act out a similar dialogue to Ex. 1 about a teacher. Use phrases from the language box. Follow the diagram. Record yourselves.**

Adding emphasis

POSITIVE • What I (really) like/love about … is …
• What's (really) important (to me) is … • One thing I (really) like/love is … • Most importantly/Above all, …

NEGATIVE • One thing that (really) annoys me/I hate is …
• What I can't get over is … • What I find difficult to accept is …
• Something that (always) gets to me is …



PERSONAL INFORMATION

STUDY SKILLS

When taking part in everyday conversations, you should avoid giving one word answers to questions. Use appropriate short answer (Yes, I am/No, I don't, etc) and then try to expand your answer by adding some more details. You can do this by thinking about question words such as *what*, *who*, *when*, *where*, *why*, *how often* etc.

4 **Look at the exchange. Which phrases in Speaker B's reply refer to:** *when*, *why*, *who*, *where* **and** *how often*?

A: What's your favourite hobby, Alan?
B: I really love playing chess. I usually play in the evenings[1] with my sister[2]. We also go to a chess club[3] once a week[4]. I love chess because you have to think carefully with every move[5].

1 _____ **3** _____ **5** _____
2 _____ **4** _____

5 **Match questions 1-4 to the responses (a-d). Use appropriate short answers and expand the prompts to answer the questions, as in the example.**

1 c Are you going on holiday with your family this year?
2 Do you find it easy to make friends?
3 Are you like a particular person in your family?
4 Do you like watching films?

a enjoy/science fiction/because/special effects
b feel/shy/get nervous/around new people
c travel/friends/this time
d like grandfather/because have same sense of humour

A: Are you going on holiday with your family this year?
B: No, I'm not. I'm travelling with my friends this time…

1h WRITING SKILLS

AN INFORMAL EMAIL DESCRIBING A PERSON

WRITING TIP

Informal emails describing a person are often written to a friend or relative or in response to an informal request for information about a person. In the **first paragraph** of your email, you should start with the opening remarks and then give general information about the person (who they are/how you know them). In the **second** and **third paragraphs**, you usually discuss their appearance and personal qualities and character. (Depending on the reason you are writing the email, you need to decide how much emphasis you will place on the physical description and/or personality.) In the **last paragraph**, you should give your feelings about the person and say why they are special. You should finish your email with appropriate closing remarks.

Informal emails are written in an **informal style**, which includes **everyday language** and **vocabulary**, **omission** of **pronouns**, and **short verb** forms.

RUBRIC ANALYSIS

1 **Read the rubric and look at the underlined words. Then answer the questions.**

Your classmates are looking for people to suggest for Student President and want your help. This is part of an email the student council has sent you.

> Who's your <u>favourite person at school</u>? <u>Describe them</u> and their <u>character</u>. Why <u>could they be</u> the next Student President?

Write your email (110-160 words).

1 What are you going to write?
2 Who are you?
3 Who is going to read it?
4 What topics should you include?
5 What style should you use?
6 How long should your piece of writing be?

MODEL ANALYSIS

2 **a) Read the email. Have all the points in the rubric been included?**

OUTBOX | INBOX | CONTACTS

Hi guys,

A Was great to read your email. I'd be glad to help! I think my favourite person to become our next Student President has to be Julie from my Science class. She's totally awesome.

B Julie is really cool. She's tall and slim and has long brown hair, brown eyes and a kind face that lights up whenever she smiles. She wears casual clothes and doesn't show off, which is really important for someone who represents all students.

C Julie is an extremely brave person and always does what she thinks is right. She isn't afraid to fight for student rights and is doing a lot for social issues these days. She's also a very positive person, as well as a great leader. In fact, she's captain of the volleyball team.

D Julie would be a good Student President because she's a great role model who we all look up to. I think that she would be absolutely brilliant in this position!

Hope this helps,

Helen

Send

b) Which of the sentences are true? Underline examples in the email.

Helen's email is informal because it contains:

1 everyday language. ☐
2 simple linkers. ☐
3 omission of personal pronouns. ☐
4 use of the third person. ☐
5 short verb forms. ☐
6 complex sentences. ☐

3 **Read the model email again. Which paragraph is about:**

1 ☐ the writer's feelings about the person?
2 ☐ how the writer knows the person?
3 ☐ the person's character?
4 ☐ the person's appearance?

4 **a) Which of the sentences are:** *opening remarks (O)***?** *closing remarks (C)***?**

1 Was great to read your email.
2 Let me know what you think.
3 Hope this helps.
4 Appreciate hearing from you.
5 Tell me if you need anything else.
6 Thanks for your message.

b) Replace the opening/closing remarks in Helen's email with sentences from Ex. 4a.

WRITING TIP

When we describe a person's **physical appearance**, we normally include details of their: **height**, **build**, **age**, **special features** and **hair**. We can also talk about their **clothes**. We move from general adjectives to more specific ones. *Nick is short and well-built with straight long hair. He has a sweet face and always wears smart clothes.* When we describe a **person's character**, it's a good idea to justify the qualities we mention.

5 **a) Complete the table with words from the model in Ex. 2a. that are used to describe the person's appearance/character.**

Height short, medium height, average, _____

Build thin, well-built, muscular, _____

Eyes narrow, green, _____

Face round, sweet, serious, oval, _____

Hair short, straight, fair, wavy, shoulder-length, bald, _____

Character curious, jealous, gentle, unkind, generous, annoying, selfish, lively, sociable, easygoing, _____

b) How does the writer justify Julie's character qualities? Highlight them in the email in Ex. 2a.

When we want to make our description more vivid, we can use **intensifiers** (adverbs which we use to make adjectives stronger). The most common intensifier is ***very***. We can also repeat it for extra emphasis. *Jane's brother is **very very** kind.* **BUT** we don't use ***very*** with strong adjectives, such as *enormous*, *furious*, *awful* etc. We use **-ly** adverbs (***extremely***, ***really***, ***especially*** etc) instead. There are also **strong intensifiers**, such as ***completely***, ***absolutely***, ***totally*** etc, which go with strong adjectives (*completely horrible*, *absolutely brilliant*).

6 **a) Circle all the intensifiers used in the email in Ex. 2a.**

b) Read the sentences and choose the correct option.

1 He's a **very/completely** short man.
2 Laura's jacket is **totally/very** incredible!
3 Jack's hands are **very/really** huge.
4 Mandy thinks Jen is a(n) **absolutely/very** brilliant person.
5 Kevin has **especially/very** blonde hair.

YOUR TURN

7 **a)** **Read the rubric below. With your partner discuss what you have to do to complete the task. Then choose a person at school that you admire and make a list of their qualities and character traits.**

> You have received an email from your school's Student President who wants help finding someone to join the Model United Nations as a school representative. Write an email (110-160 words) to the Student President with your suggestion.

b) Read the following topics and decide which ones you would include in your email for Ex. 7a. Use them to complete the plan below with the relevant information.

- how many friends the person has
- name & how you know/met the person you recommend
- physical appearance
- the person's favourite hobby
- description of the person's character
- feelings/comments about the person
- supporting details/examples about their character
- why the person is special

Dear (recipient's name)
(Para 1) opening remarks, ...
(Para 2) _____
(Para 3) _____
(Para 4) _____
(Para 5) closing remarks
Yours,
(first name)

8 **Use your ideas from Ex. 7a and the completed plan in Ex. 7b to write your email.**

CHECKLIST

When you finish your email, check that you have:

- used an appropriate opening/closing remark.
- used well-structured paragraphs.
- explained who the person is.
- described the person's physical appearance.
- used adjectives to describe their character and justified them with examples.
- covered all the points in the rubric.
- made no spelling, grammar or punctuation mistakes.
- written the correct number of words.

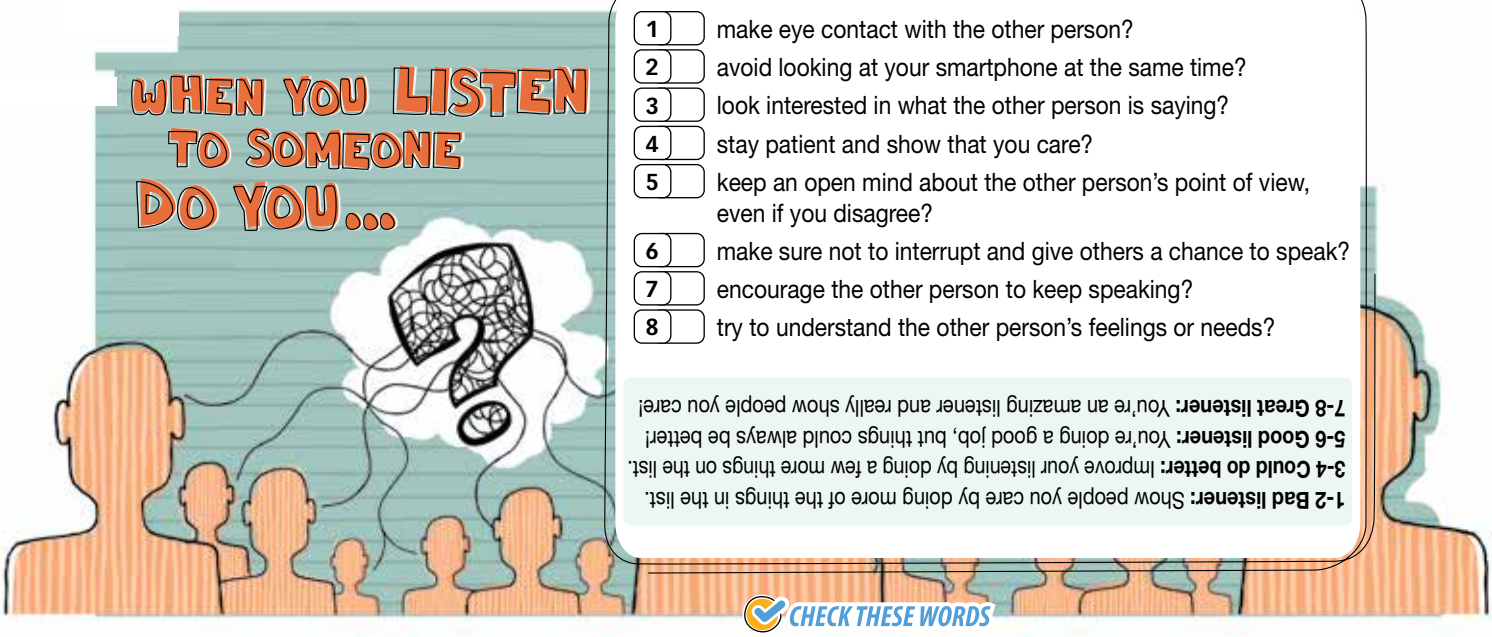
1i LIFE SKILLS

HOW CAN WE BECOME GOOD LISTENERS?

Watch the video. How does being a good listener help us? Make notes. Tell the class.

1 **Watch the video. What are some of the reasons why we listen? Which do you think is the most important and why? Do you agree with what Larry King said about listening?**

2 **Look at the quiz and tick the boxes that are true about yourself. Then add up the ticks to see how good a listener you are.**



1 ☐ make eye contact with the other person?
2 ☐ avoid looking at your smartphone at the same time?
3 ☐ look interested in what the other person is saying?
4 ☐ stay patient and show that you care?
5 ☐ keep an open mind about the other person's point of view, even if you disagree?
6 ☐ make sure not to interrupt and give others a chance to speak?
7 ☐ encourage the other person to keep speaking?
8 ☐ try to understand the other person's feelings or needs?

1-2 Bad listener: Show people you care by doing more of the things in the list.
3-4 Could do better: Improve your listening by doing a few more things on the list.
5-6 Good listener: You're doing a good job, but things could always be better!
7-8 Great listener: You're an amazing listener and really show people you care!

CHECK THESE WORDS

eye contact, avoid, keep an open mind, point of view, interrupt, give sb a chance, encourage

3 **In groups, read the three situations below. What are the problems in each situation and which of the things in Ex. 2 could the people do to be better listeners?**

4 **Make groups of three. Person A is telling Person B something but Person B isn't listening properly. Person C mediates and asks Person A how they feel. Then Person C asks Person B what they could do better and why they think it's important.**

5 **ICT** **Research online for more ideas about how to be a good listener. Compare them with your partner.**

REVIEW 1