

1.3 GETTING TOGETHER

LESSON OBJECTIVES

- Learn about projects that get different generations together
- Listen for and understand opinions

LISTENING

1 THINK Look at the photos. Discuss the questions.

- 1 How do you think the people in the photos know each other? Why are they spending time together?
- 2 What are the benefits of older and younger people spending time together? Might there be any challenges?

2 02 Listen to a radio report and check your answers to exercise 1.

Skill UP!

To help you recognize opinions, listen for phrases such as *I think, I feel, I believe, I'd say, I'm sure / convinced, As far as I'm concerned, From my point of view / perspective, If you ask me*. However, a speaker might also state an opinion without using these phrases, e.g. *This is great!*

3 02 Read the Skill UP! Listen again. Are the statements true (T) or false (F)? Correct the false sentences.

- 1 Lewis believes he has a close relationship with Harry. _____
- 2 Lewis was relaxed about meeting Harry for the first time. _____
- 3 Lewis thinks he and Harry became friends very fast. _____
- 4 Harry says that Lewis has changed his view of life. _____
- 5 Harry thinks that Lewis's cooking has got a little better. _____



- 4 03 Listen to some people talking about intergenerational volunteering. Match the opinions A–E with speakers 1–5.

- A ____ It helps you develop skills you didn't have before.
 B ____ It makes you feel less nervous about talking to adults.
 C ____ It changes the way you see teenagers.
 D ____ It helps generations to know more about each other.
 E ____ It stops you feeling old.



There are a lot of ways young people can get involved in intergenerational volunteering. Find out about opportunities in your community online.

- 5 Discuss the questions.

- What older people do you know? What do you enjoy doing with them?
- Would you like to participate in an intergenerational project? Why / Why not?

- 6 Match the words in bold in 1–7 with their definitions A–G.

- I **commit** time each week **to** (playing volleyball).
- I **appreciate** my friend when (she makes me laugh).
- The person who **advises** me the most is (my brother).
- I never **volunteer** to (wash the dishes).
- Someone has to **encourage** me to (do housework).
- I **assist** (my aunt) **with** technology problems.
- I (like having) more **responsibility** as I get older.

- A persuade
 B recognize the good qualities of
 C help
 D the state of being in charge of something
 E say you'll definitely do something
 F offer to help
 G say what you think someone should do

- 7 Complete the sentences with the bold words from exercise 6 in the correct form.

- Thanks for _____ me to enter the photography competition – I won first prize!
- My friend _____ every Saturday at an old people's home.
- The work involves _____ jobs around the house.
- She's so _____ winning a gold medal that she trains for three hours a day.
- She takes on all the _____ for organizing the volunteers, which takes up a lot of time.
- I _____ you to work harder so that you get better results!
- It's important to _____ your parents for the help and advice they give you.

- 8 Write true sentences for you. Change the words in brackets in exercise 6.

I commit time each week to looking after my sisters.

- 9 Discuss your ideas from exercise 8.

I commit time each week to looking after my sisters because my parents work long hours.

PROJECT BUILDER 3

Create questions for an interview.

Workbook Project Log p5

- 10 Look at the topics from Project Builder 2 that your group has decided to include in the blog. Think about what you would like to know about each topic. Then for each topic, write a few questions that you could ask someone from an older generation.

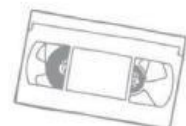
Did you listen to cassettes?

- 11 You're going to use some of the questions from exercise 10 to interview an older person to find out about their life as a teenager. In your group, decide:

- which two questions for each topic you will use
- the order of the questions in the interview
- who each member of the group will interview, e.g. a grandparent, neighbour or parent



- 12 For homework, carry out your interview and take notes.



1.5 LOW TECH

LESSON OBJECTIVES

- Talk about similarities and differences

SPEAKING

- 1 **THINK** Look at the photos 1–3. Put them in chronological order. What do they have in common? What do you think each device was used for?



- 2 Match photos 1–3 to the descriptions A–C. What's the name of each device?

- A ____ This is for speaking and listening.
B ____ This sent short messages using a special code.
C ____ This scans documents and sends the data to another machine, which prints them out.

- 3 **Video** Watch the first part of the video. Answer the questions.

- 1 What is Jess trying to do? Why?
- 2 What does she try first? What's the problem?
- 3 How many more techniques does she try?

- 4 **Video** Watch the first part of the video again. Complete phrases 1–6 with one word.

KEY PHRASES

Saying something is similar

- It's similar to (my mobile).
- (This is) ¹ _____ the same as (our home phone).
- (It's just) like (my grandma's old phone).
- (It) looks like (something I saw in a film once).
- (It) is as good as (yours).

Saying something is different

- (Mobiles) were much ² _____ (in the past).
- (It's) ³ _____ like (this).
- (How's that) ⁴ _____ to (before)?
- (I moved it from one number to another) ⁵ _____ (now I'm letting it go back a bit first).
- (This) isn't as ⁶ _____ as (it looks).

- 5 **Video** Look at photo 2. Use the phrases in the box to say how you think it works. Watch the second part of the video and check your answers.

let go lift the handset move the dial to
put your finger in take your finger out of



When you don't know or can't remember the exact word for something, don't waste time trying to think of it. Compare it to something similar (*It looks like ...*, *It's similar to ...*, etc.), use a general word (*vehicle, furniture, clothes*, etc.) or use an opposite adjective in a negative sentence (*The water isn't deep.*, *The place isn't loud.*, etc.).

- 6 Read the **Skill UP!** Then look at photos 1–4 below. Can you see anything you don't know the word for? How could you describe it?

- 7 **Follow the instructions.**

Student A Look at photos 1 and 2 and answer the question.
Student B Listen to Student A. When he/she finishes, say if you enjoy doing housework, and why.



How are the people feeling about doing housework?

- 8 **Now swap roles. Follow the instructions.**

Student A Listen to Student B. When he/she finishes, say which type of entertainment you prefer, and why.
Student B Look at photos 3 and 4 and answer the question.



Why do people enjoy these types of entertainment?