

1


It's personal!



Read the descriptions of different families and label them with these words. Which one is most like your own?

adoptive family blended family extended family single-parent family traditional family

- 1 _____
I live in Bristol with my mum, dad and brother, Tim. My parents met at university and got married when they finished their studies. I was born a year later and my brother was born when I was three years old.
- 2 _____
Mum and I have just got home from holiday in Spain. Mum works hard so that we can go away once a year. It may sound strange, but I have a lot of fun with my mum. There's just the two of us at home, so it's a good thing we get along!
- 3 _____
My dad remarried a few years ago and when he did, Josh and I got a stepmother and a stepsister! At first, it was strange living with them in the same house, but we soon got used to it. It's pretty cool, actually.
- 4 _____
Every summer, the whole family gets together for a party at my grandparents' house. All three generations are there – grandparents, aunts, uncles, cousins and everyone. We have a fantastic time. For me, it's the best day of the year!
- 5 _____
My mum and dad aren't my biological parents. They couldn't have children of their own, so they adopted me and my sister! They love us very much and always do their best to make us happy.

 DVD 1 Watch this short video of children talking about their brothers and sisters. What kind of family is Elizabeth from?



Reading

1 Look at these household chores. Who do you think should do them? Write C for child or P for parent.

- | | | | |
|-------------------|--------------------------|----------------------|--------------------------|
| 1 Make your bed | <input type="checkbox"/> | 5 Do the laundry | <input type="checkbox"/> |
| 2 Wash the car | <input type="checkbox"/> | 6 Dust the furniture | <input type="checkbox"/> |
| 3 Cook meals | <input type="checkbox"/> | 7 Clean the bathroom | <input type="checkbox"/> |
| 4 Wash the dishes | <input type="checkbox"/> | 8 Sweep and mop | <input type="checkbox"/> |

2 Which of the chores in 1 do you do?

3 Read the article about helping out at home and decide on the best title for the article.

- a Top tips for a clean home
- b When a household falls apart
- c How to treat teenagers



Dirty dishes in the sink, dusty furniture, grubby carpets, filthy floors, unmade beds, overflowing rubbish bins and smelly laundry in the basket.

Could you live in such a mess?

In the past, women stayed at home and did all of the household chores while men went out to work. The father or sons rarely helped, but sometimes the daughters did. However, those days are long gone. **1** But despite this change, many teenagers believe that their parents, and more particularly their mothers, are the only ones who should pick up, tidy, wash, clean and clear. Are you one of those teens? Or do you help out?

It's a sad fact that just when children are mature enough to really help in the house they become too involved with their schoolwork, part-time jobs and other activities to be of much help. They always seem too busy to lend a hand around the house. Even so, teenagers should be careful not to make extra work for others. **2** The truth is that no one is too busy to do these simple chores, and anyone claiming otherwise is probably just being lazy. So what happens when parents become sick and tired of their children's excuses?

Jessica Stilwell faced this very problem. Her three daughters didn't lift a finger at home. So she went on strike. It all began on a typically busy Saturday, when Jessica was rushing around all over the town, taking her daughters to and from sports, shopping for the family and running errands. That evening, when she put her feet up for the first time all day, she looked around at the mess in her home and realised, with a shock, that she hadn't made any of it. Stilwell went on strike there and then, and stayed on strike for six days. **3** Incredibly, they didn't even notice what was happening until day three of the strike. By



4 Five sentences have been removed from the article. Choose from the sentences A-F the one which fits each gap (1-5). There is one extra sentence which you do not need to use.

- A What this means is that they should keep their rooms tidy, leave bathrooms clean, pick up after themselves and wash their dishes once in a while.
- B Another option was to ask her girls to sign contracts, which clearly outlined which chores each one was to do regularly.
- C Her daughters complained about the 'disgusting' house, but it apparently hadn't offended them enough to clean it.
- D Nowadays, women have jobs and successful careers, leaving them little time to deal with the large number of tasks that a household requires.
- E Interestingly, these are the main reasons parents give for not pressing their children to help at home.
- F She didn't actually tell her children; she just stopped doing the chores.

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When you deal with a gapped text, look for words such as definite articles and pronouns in the missing sentences that you think will link to things in the text. Then, find what those words refer to and place the missing sentences in the correct place. For example, what do *they* in sentence A and *these* in sentence E refer to?

5 Complete the sentences with the correct form of these expressions.

be sick and tired do your fair share lend a hand not lift a finger put your feet up run errands

- 1 Jenny shares a flat with two other university students and they all _____ to keep the place clean and tidy; no one does more or less than anyone else.
- 2 Jim's not at home right now; he's _____ for his dad, but he'll be back later.
- 3 I _____ of asking you to clean your room, so there's no pocket money for you this week!
- 4 You look exhausted, Terry! Why don't you _____ and I'll bring you a nice cup of tea?
- 5 I've got a lot to do today and it would be a big help if you could _____.
- 6 While I cooked a three-course dinner, my husband watched TV and _____!

then, dishes had piled up in the sink, dirty plates were still on the dining table and smelly socks were on the bedroom floors. 4 It wasn't until day five that the girls started to clean up the house, blaming one another for the mess. During the clean-up, Stilwell sat on the sofa drinking coffee that her daughters had made for her.

Stilwell says it was shocking to see how much of what she did for her children were things that they were perfectly capable of doing on their own. She hadn't asked them to help because she didn't want to argue with them, or because it was faster and simpler to do it herself. 5

What's the situation in your home? Do you do your fair share or do you expect others to clean up after you? If your mum or dad went on strike, who would break first, them or you?

6 Work with a partner. Imagine you are sharing a flat. Write a list of household chores that need to be done. Then discuss each chore and decide who will do what. Use the ideas below and some of your own.



a-z Vocabulary 1

1 The words in bold are in the wrong places. Write them in the correct places.

- 1 Molly spends a lot of time with her extended family; she and her parents see her grandparents and other **peers** regularly. _____
- 2 Your **strangers** are usually people who are the same age and part of the same social group as you. _____
- 3 Everyone loves Uncle Joe; he hasn't got a(n) **coach** in the world! _____
- 4 Our biology teacher is taking my **colleagues** and me to the Natural History Museum. _____
- 5 When you work in a small office, it's important that you get along with all your **classmates**. _____
- 6 Mr Taylor is my father's business **enemy**. They started a record company ten years ago. _____
- 7 You should tell your children to avoid talking to **relatives**. _____
- 8 Ms Cooper is our basketball **partner**. This week she is teaching us shooting skills. _____

2 Complete the sentences with both words.

- 1 **discuss argue**
Let's sit down and _____ this like adults. Why do we have to _____ about things all the time?
- 2 **criticise advise**
If you want a better relationship with your son, I'd _____ you to not _____ what he does all the time.
- 3 **grumble gossip**
My father likes to _____ about the weather whereas my mother loves to _____ about the neighbours.
- 4 **praises accuses**
Dad often _____ Grandma of not being strict enough with me. He says she _____ me no matter what I do.

3 Complete the words related to different kinds of feelings. Write a vowel (a, e, i, o, u) on each line.

- 1 My parents never listen to what I have to say. I feel so fr _ str _ t _ d!
- 2 Nancy got angry and shouted at her grandfather. Now she feels _ sh _ m _ d of her behaviour.
- 3 If you want to get along in this company, you must be r _ sp _ ctf _ l towards everyone you work with.
- 4 Aunt Marge is always smiling and laughing. She's such a ch _ _ rf _ l person.
- 5 Mum and Dad are usually very c _ lm people, but they do get angry if they think I'm not trying my best.
- 6 Why do you never help out with the chores? Don't you feel g _ _ lty when your mum does everything?
- 7 Tony had an argument with his best friend and now he isn't talking to him. He feels m _ s _ r _ bl _ .
- 8 Janet's family was very pr _ _ d of her when she came first in her class.





Grammar 1

Present simple, present continuous, stative verbs

1 Read about the uses of the present simple, the present continuous and stative verbs.

Present simple

- facts and permanent situations
*I **live** in a big house with my extended family.*
- general truths and laws of nature
*The sun **sets** in the evening.*
- habits and routines
*We always **visit** New York in the summer.*
- timetables and programmes (future)
*My partner's plane **arrives** at five o'clock.*
- reviews, stories and sports commentaries
*The story **is** about a young girl and her friend.*

Present continuous

- actions happening at the time of speaking
*Dad **is making** dinner in the kitchen.*
- temporary or changing situations
*My cousin **is staying** with us for the holidays.
She **is becoming** more and more frustrated.*
- annoying habits, often with adverbs like *always*
*My coach **is always criticising** me.*

- plans and arrangements (future)
*She **isn't seeing** her friends tomorrow.*

Stative verbs

Stative verbs describe states (not actions). Common stative verbs talk about feelings, emotions, the senses, states of mind and possession. We do not use them in continuous tenses.

*My mother **hates** doing household chores.
My colleagues **look** very cheerful today!
Some experts **believe** peers are more important to teens than family.*

However, some verbs can be both stative and action verbs, but with a change in meaning.

*My baby brother **appears** to be sleeping.
(present simple = seems)
My classmates and I **are appearing** in a play about relationships.
(present continuous = performing)*

2 Complete the sentences. Use the present simple or the present continuous. In which sentence could you use both, but with a change in meaning?

- I _____ (see) my friends at the gym.
- My colleagues and I _____ (discuss) the new project right now.
- I _____ (usually ask) my coach for his advice.

Read 1.1-1.3 of the Grammar Reference before you do the tasks.

3 Complete the sentences. Use the present simple or the present continuous.

- _____ (you / understand) why teens think their peers are important?
- My teacher _____ (always criticise) me! It drives me crazy!
- Mum and Dad _____ (not give) my brother and me money for cleaning our room.
- At what temperature _____ (water / freeze)?
- We _____ (have) a huge get-together for all our relatives on Sunday.
- In this story, Papa Bear _____ (sit) in his chair first.
- My colleagues _____ (not work) this weekend.
- _____ (your son / ever talk) to strangers?
- _____ (you / cook) supper for your family every evening?

4 Circle the correct words to complete the text.

Teens and pocket money

Some parents complain that their children ¹ **are always asking / ask always** for money. Many teens ² **get / are getting** pocket money for helping with chores around the house and the amount of money they earn ³ **increases / is increasing** regularly. This is because things ⁴ **are becoming / become** more and more expensive all the time. Parents of teens ⁵ **are often worrying / often worry** about whether they should give their children pocket money and if they choose to do so, they ⁶ **usually have / are usually having** a hard time deciding how much to give them. It ⁷ **seems / is seeming** that there really is no 'correct' amount. One way for parents to decide how much to give their children is to ask other parents what they ⁸ **do / are doing** when it comes to pocket money. Many of them will say that they ⁹ **provide / are providing** their children with a certain amount of money each week. If their children ¹⁰ **are wanting / want** to buy something special, they can save this money until they have got enough or they can do extra chores around the house for a few weeks.



Collocations & Expressions

1 Complete the sentences with the correct form of *do* or *make*.

- 1 My sister and I always _____ time to visit Grandma at the weekend.
- 2 I cooked breakfast, so you can _____ the washing-up.
- 3 Sally likes to help out, so she _____ lunch or the evening meal on Saturdays.
- 4 We can't believe it. My brother offered to _____ the laundry while we were at the supermarket!
- 5 After I _____ the beds, I'll sweep the floor.
- 6 If Fran _____ chores around the house, her parents give her pocket money.
- 7 Mum and Dad _____ the housework at the weekend because they are both at work during the week.
- 8 Don't _____ trouble ... go and lend a hand in the garden.

Phrasal Verbs

2 Circle the correct words to complete the sentences.

- 1 My dad just remarried and I'm pleased to say that my new stepmum and I **get along / get by** really well.
- 2 I believe family is important, so I **get back at / get together with** my relatives whenever I can.
- 3 My wife has been grumbling a lot recently. I think we should **go away / go out** on holiday for a few weeks.
- 4 Steven has **fallen out / fallen apart** with his best friend. He seems very upset.
- 5 When Mum went on strike, the dishes **piled on / piled up** in the sink and the flat got very messy.

3 Now match the phrasal verbs you didn't use in 2 with the meanings below and then write a sentence using each one in your notebook.

- 1 _____: take revenge on
- 2 _____: increase something by a large amount
- 3 _____: manage to live or achieve something with difficulty
- 4 _____: break up into pieces
- 5 _____: leave the house to go somewhere



Word Formation

4 Which ending do we use with each word below to form an adjective? Make the necessary changes to form the adjectives and use them to complete the table.

apology biology dust fantasy filth option person reality smell

-y	-ic	-al
1	4	7
2	5	8
3	6	9

5 Now complete the sentences with some of the words from 4.

- 1 Joey was very _____ about missing his parents' wedding anniversary.
- 2 Let's be _____. It would be impossible for me to clean this huge house all by myself.
- 3 That laundry in the basket is getting _____. I'll put it in the washing machine after work.
- 4 I've got a(n) _____ family! We all help each other with our problems.
- 5 Maria, your shoes have got mud all over them. They're _____!
- 6 Doing chores is not _____ in my house. We help out or Mum goes on strike!



Listening

1 Match the phrases 1-10 with the phrases a-j which have a similar meaning.

- | | |
|------------------------------|--|
| 1 have a nice chat | a organise things to do |
| 2 do voluntary work | b stop doing something |
| 3 get a lot out of something | c do helpful tasks without being paid |
| 4 plan activities | d deal with something |
| 5 have something going on | e be busy doing something |
| 6 have courage | f talk in a friendly way |
| 7 give up doing something | g show that someone is not guilty of a crime |
| 8 see the best in something | h enjoy and see the benefits of something |
| 9 prove someone innocent | i be brave or not afraid |
| 10 cope with something | j focus on the good parts of something |

2 When we *admire* someone, we can say that they have *qualities* which are *admirable*. Which of the following qualities do you think are admirable? Put a tick or a cross.

- | | | | |
|----------------------------------|--------------------------|------------------|--------------------------|
| 1 having patience | <input type="checkbox"/> | 5 making trouble | <input type="checkbox"/> |
| 2 having courage | <input type="checkbox"/> | 6 gossiping | <input type="checkbox"/> |
| 3 arguing a lot | <input type="checkbox"/> | 7 being generous | <input type="checkbox"/> |
| 4 listening to people's problems | <input type="checkbox"/> | 8 worrying a lot | <input type="checkbox"/> |

3 You will hear five short extracts in which people are talking about the person they most admire. For questions 1-5, choose from the list (A-G) what qualities each speaker admires in the person they are describing. Use the letters only once. There are two extra letters which you do not need to use.

- | | |
|--|----------------------------|
| A overcoming a lack of confidence | 1 <input type="checkbox"/> |
| B always seeing the best in people | 2 <input type="checkbox"/> |
| C finding happiness through kindness to others | 3 <input type="checkbox"/> |
| D being well-organised and busy | 4 <input type="checkbox"/> |
| E having the courage to follow your dreams | 5 <input type="checkbox"/> |
| F coping well at a difficult time | |
| G being patient with younger people | |



You probably won't hear the same words on the recording that you read in the list A-G, or if you do, they might not be spoken by the right speaker. You must listen carefully to what each speaker says rather than focus on the words you read. For example, Speaker 2 starts off by saying *I'm not a very confident person ...*, but goes on to talk about her cousin who is much more confident. Which item on the list A-G might you think is the answer if you're not listening carefully?





1 Read about relative clauses.

Relative clauses give us more information about the subject or the object of a sentence. They are introduced by the following relative pronouns: *who, whom, which, that, where, why, when, whose*.

*The little girl **who/that** I look after during the day is adopted.*

*The laundry **which/that** is in the basket is filthy.*

*That's the place **where** my father met my stepmother.*

*That is the reason **why** Joe is grumbling.*

*That was the time **when** I had an argument with my brother.*

*This is the woman **whose** daughter does our housework.*

Defining and non-defining relative clauses

- A defining relative clause gives us important information which we need in order to understand the meaning of the main clause.

*The chore **which/that** I hate most is the washing-up. (The sentence would not make sense without *which/that I hate most*.)*

- When *who, whom, that* and *which* are the objects of a defining relative clause, they can be omitted.

*The men **who/that** I invited to the get-together are my uncles.*

The men I invited to the get-together are my uncles.

- A non-defining relative clause gives us extra information which we do not need in order to understand the meaning of the main clause. We must use commas to separate a non-defining relative clause from the main clause.

*Molly, **who** often gossips, doesn't get along with her peers.*

- We cannot use *that* in a non-defining relative clause and we cannot omit the relative pronoun.

Prepositions in relative clauses

- Prepositions usually come at the end of the relative clause. They can also come before the relative pronoun, but this makes the sentence sound very formal.

*His books about relationships, **for which** he is famous, sell very well. (very formal)*

*His books about relationships, **which** he is famous **for**, sell very well. (more common)*

- We cannot use a preposition before *who* or *that*. We can use one before *whom*, but that makes the sentence sound very formal.

*The woman **who/that** I was talking **to** is my wife.*

*The woman **to whom** I was talking is my wife. (very formal)*

- When the preposition is before the relative pronoun, we cannot omit the relative pronoun even if it is the object of the relative clause.

*Is this the project **which/that** you won the prize **for**?*

*Is this the project you won the prize **for**?*

*Is this the project **for which** you won the prize? (which cannot be omitted)*

2 Read these sentences and underline the relative clauses. Which sentence means that the speaker:

- has more than one brother and that the one who has written a book lives in Scotland?
- only has one brother and that he has written a book and lives in Scotland?

- My brother, who has written a book on personal relationships, lives in Scotland.
- My brother who has written a book on personal relationships lives in Scotland.

Read 1.4-1.7 of the Grammar Reference before you do the tasks.

3 Circle the correct words.

Learning about relationships

The book *Impression Management*, ¹ **which / that** is about the different relationships between people, was written by Barry R Schlenker, ² **whom / who** is an American professor. The main reason ³ **why / which** Schlenker wrote the book was because he felt that people should have more information about relationships.

The main idea of the book, ⁴ **who / which** argues that people try to control how others see them in almost every social relationship, was not particularly popular in 1980, ⁵ **where / when** the book was first published. However, in the universities and colleges ⁶ **where / that** the book was taught, there were many students ⁷ **that / whom** felt that Schlenker's thoughts on relationships were important ones ⁸ **that / to which** people should learn about and discuss. Much of the support ⁹ - / **where** the book received, ¹⁰ **for which / that** Schlenker was very thankful, came from his own students. He was also very thankful to his wife, parents and colleagues ¹¹ - / **whose** advice and encouragement helped him greatly. At the beginning of the book, Schlenker says that it was these people and these relationships ¹² **why / which** made the production of *Impression Management* possible.





Vocabulary

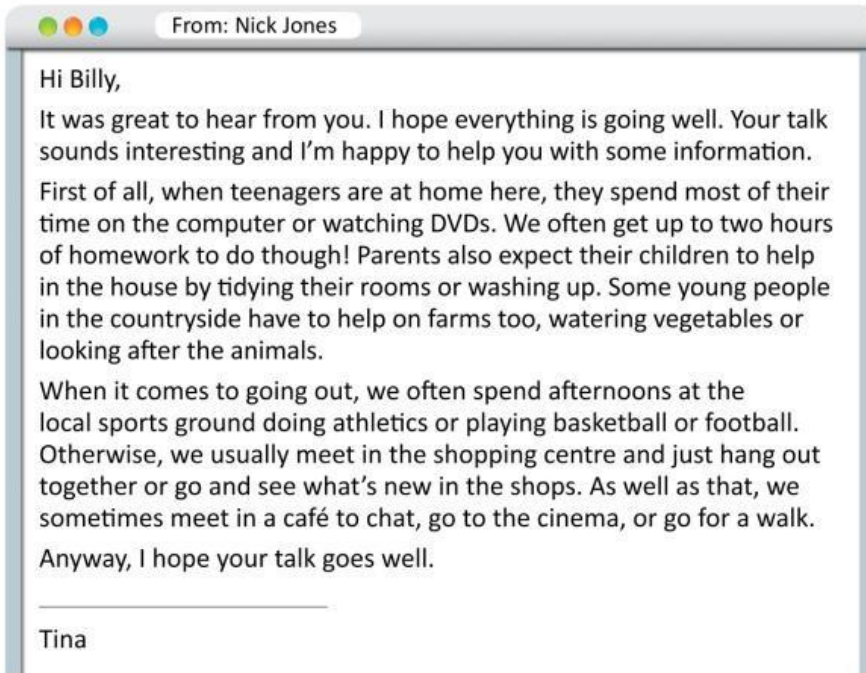
Choose the correct answers.

- I've got lots of ____, but I think Aunt Paula and Uncle Joe are my favourites.
 - enemies
 - partners
 - classmates
 - relatives
- Some people say that ____ are just friends you haven't met yet.
 - peers
 - strangers
 - coaches
 - colleagues
- You worked hard all day, Mum. Sit down and ____ while I get dinner ready.
 - do your fair share
 - put your feet up
 - be sick and tired
 - run errands
- My best friend ____ me of breaking her iPod, but I didn't!
 - accused
 - argued
 - discussed
 - advised
- I passed all my exams, so my parents are very ____ of me.
 - proud
 - calm
 - ashamed
 - cheerful
- Parents should always ____ to talk to their children about their problems.
 - do time
 - make chores
 - do chores
 - make time
- My family isn't wealthy, but if we're careful with our money, we'll get _____.
 - by
 - along
 - back at
 - together with
- Since Mum went on strike, the dishes have been ____ in the kitchen sink.
 - falling out
 - falling apart
 - piling up
 - piling on
- When a young person does something well, you should ____ them for it.
 - grumble
 - gossip
 - praise
 - criticise

Grammar

Choose the correct answers.

- Her songs about love, ____ she is very well-known, are fantastic.
 - which
 - for which
 - that
 - for that
- My sister ____ in a school play tonight. Do you want to come?
 - is appearing
 - appear
 - does appear
 - appears
- Feeding a big family healthy meals ____ more and more expensive.
 - get
 - is getting
 - gets
 - getting
- 'Can Billy come out and play?'
'No, he ____ his mother do the chores right now.'
 - is always helping
 - helps
 - does help
 - is helping
- '____ your grandparents this summer?'
'Yes, and I can't wait!'
 - Are you visiting
 - You are visiting
 - Do you visit
 - You do visit
- I'm going to the airport to get Jane. ____ at three o'clock, so I'd better hurry.
 - Her plane arriving
 - Her plane arrives
 - Is her plane arriving
 - Her plane does arrive
- 'Do you know the tall man with the red hair?'
'Yes, he's the man ____ brother built our house.'
 - that
 - which
 - whose
 - who
- 'What's the matter, Steven? ____ miserable.'
'I've just had an argument with my best friend.'
 - Are you looking
 - Do you look
 - You look
 - You are always looking
- 'Can I go to the match with Stella?'
'No, and the reason ____ you can't is because you haven't done the washing-up.'
 - which
 - why
 - when
 - where



- 4 The writer uses a separate paragraph in her email for each new topic to make it easier for the reader to follow. In the email in 3, find and underline the words that tell us the topic of paragraphs 2 and 3. Which set phrases has the writer used to introduce them?
- 5 When you expand the topic of a paragraph, use linking words in the sentences that follow to add the new information. Which linking words have been used in paragraphs 2 and 3? Circle them.
- 6 Now look at these linking words. Are they formal (F) or informal (I)?
- | | | | |
|-----------------|--------------------------|--------------------|--------------------------|
| 1 in addition, | <input type="checkbox"/> | 4 apart from that, | <input type="checkbox"/> |
| 2 besides that, | <input type="checkbox"/> | 5 as well | <input type="checkbox"/> |
| 3 moreover, | <input type="checkbox"/> | 6 furthermore, | <input type="checkbox"/> |
- 7 Read this writing task and use the plan and the Language Bank to help you write your email. When you have finished, check your work carefully.

You have received a letter from your English-speaking penfriend.

I'm doing a social studies course at college and I've got a project to do about family life. Can you help? Could you tell me about your normal family routine at home: meals, housework, and how you spend leisure time together as a family? I just need you to explain things and tell me what usually happens in your house.

Love,
Tim

Write your email. (140-190 words)

Plan

Paragraph 1: Comment on Tim's email to you.
Say how you feel about helping him.

Paragraphs 2-4: Introduce paragraph topic.
Give information, using linking words.

Paragraph 5: Comment on his project.
Say you hope you have helped.

LANGUAGE BANK

Opening paragraph
It was great to get your email.
It looks as if you're busy right now!
Your news sounds ...
I hope ...

Introducing topics (informal)
To start with, ...
First of all, ...
As for...,
When it comes to ...,
Lastly, ...

Linking information (informal)
As well as ...
... as well
also
too
besides/apart from that,
otherwise
though

Routine
always, usually/normally, often,
sometimes, rarely, hardly ever

Meals
Everyone gets their own food ready.
make/cook a meal/lunch/dinner
grab a quick snack
eat in front of the TV
sit round the table
serve a meal around 8 o'clock

Housework
do chores/the housework
lend a hand
do the washing-up
do the laundry
dust/sweep/mop/clean

Leisure time
chat, discuss, argue
share the same interests/hobbies/
pastimes
be interested in (something)
spend time together (doing something)
enjoy doing (something)



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Read the writing task carefully and underline important points so you can check back quickly. Make your writing easy to read by introducing the topic in the first sentence of each paragraph. Use linking words for each piece of information you add.



Writing

Email: Reading the task carefully

It is important to read writing tasks carefully so that you know exactly what you have to do. If you hurry through all the details, you could answer incorrectly. The details are there to help you understand important points: the situation you are in, the reason you are writing, the topic you have to write about, and the type of language you should use.

1 Read this writing task and answer the questions below it.

You have received an email from your English-speaking friend.

I have to write about personal relationships for a class project. Can you help by telling me about your most important relationship? Who is it with? What is he or she like? I don't want to be nosy, but can you also explain why the relationship is important to you?

Write soon,
Mary

Write your email. (140-190 words)

SITUATION:

- 1 Who has sent you the email? _____
- 2 What does she have to do? _____

REASON:

- 3 Why are you replying?
a to tell her news b to give her information c to give her advice

TOPIC

- 4 What is the main thing you have to write about? _____
- 5 What points do you have to include? _____

LANGUAGE

- 6 What relationship do you have with the person you are writing to? _____
- 7 Is a formal or informal writing style best? _____



2 Read this writing task and answer the questions.

You have received an email from your English-speaking friend.

Our teacher has asked us to prepare a talk on what young people in different countries do when they are not at school. Can you help by writing and explaining what it's like in your country? What do young people do at home? Where do they go out and what do they do there?

Thanks!
Billy

Write your email. (140-190 words)

- 1 Ask yourself questions 1-7 in 1, underlining any words in this task that you think might be useful while you are planning or writing.
- 2 Tick the two writing skills you will mainly need to answer this email?
 expressing an opinion
 explaining
 describing
 suggesting

3 Read this email that was written in answer to the question in 2. Which two of the following phrases are the most suitable for ending the email?

- I look forward to your reply. Have a good time.
 Good luck! I hope I've helped.

Speaking

1 Ask and answer these questions with a partner.

- Which relative or friend do you admire most? Why?
- Did you meet most of your friends at school or in other places?
- Do you spend most of your free time with your friends or your family? Which do you prefer?

2 When someone asks you for your opinion about something that is worrying them, it's important to be polite and show understanding when you answer. Put a tick against these sentences if they are polite and understanding, and put a cross if they are not.

- | | | | |
|--|--------------------------|--|--------------------------|
| 1 Well obviously you should ...! | <input type="checkbox"/> | 5 In my opinion, you should ... | <input type="checkbox"/> |
| 2 I think it might be best to ... | <input type="checkbox"/> | 6 ... is a terrible idea. | <input type="checkbox"/> |
| 3 If I were you, I'd ... | <input type="checkbox"/> | 7 It's a difficult decision, but ... | <input type="checkbox"/> |
| 4 I can't believe you're considering ... | <input type="checkbox"/> | 8 You're not really going to ..., are you? | <input type="checkbox"/> |

3 Follow the instructions and complete the task with your partner. One of you will be Student A and the other will be Student B. Use the words and phrases in the Language Bank to help you.



Student A: Look at the pictures and use the information on page 188 to answer Student B's questions.

Student B: Look at the pictures and ask Student A these questions to find out what the situation is. You should ask:

- What is the problem?
- What are some possible solutions?
- What are the disadvantages of each solution?

Using the information you have been given, give Student A your advice on what you think the best solution is and why. Explain why you didn't choose the other solution.

4 Now swap roles. Look at the Extra Practice on page 188 and follow the instructions.

5 Work in pairs to discuss these questions.

- What qualities do you think are important for making and maintaining friendships?
- Do you think it's more important to have lots of friends or a few good friends?
- There is a popular proverb in English that says '*Blood is thicker than water*'. What do you think it means? Do you agree?



Remember that there is no right or wrong answer and the person in the situation is having difficulty deciding what to do. Therefore you should show that you understand the problem and explain politely how you made your decision and why you didn't choose the other solution.



LANGUAGE BANK

Showing understanding

- I understand your problem, but I'd probably ...
- It's difficult to decide, but ...
- Both options have advantages and disadvantages, but ...
- It's a difficult decision, but ...
- I think in your position that I might ...