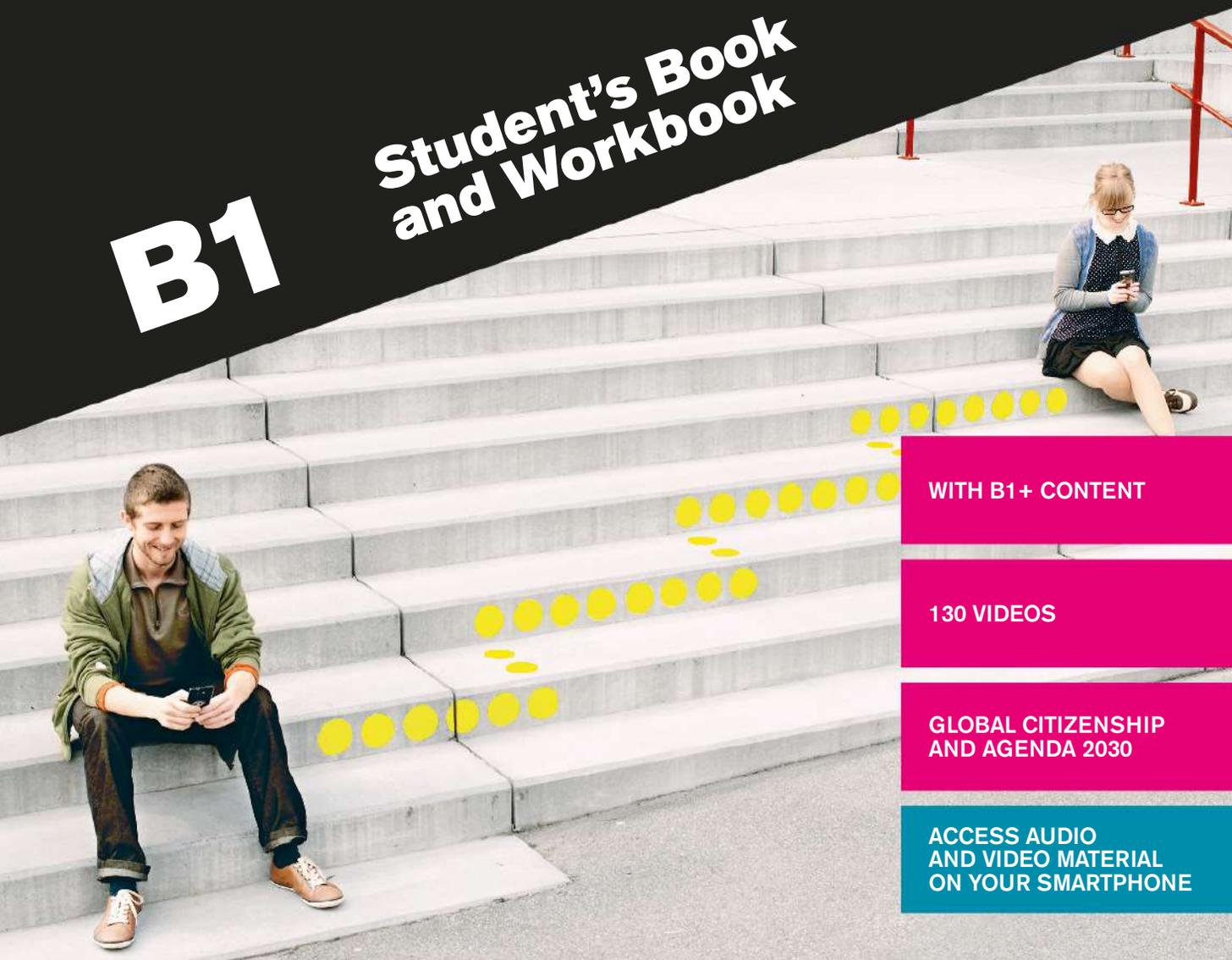


Gateway to success

David Spencer

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David Spencer

Laureato in Lingue all'università di Oxford, insegna inglese in Spagna, dove vive da anni. È autore per Macmillan dal 1994. Molto apprezzato dai docenti italiani, tiene regolarmente conferenze in tutto il mondo.

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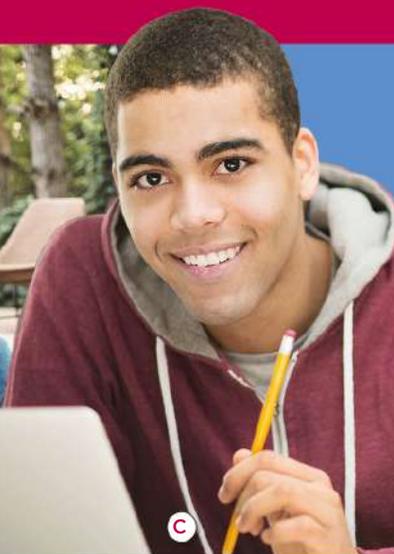
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CONTENUTI DIGITALI



V VOCABULARY

AGES AND STAGES OF LIFE

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

baby • child • middle-aged (man/woman) • senior citizen • teenager • young adult

■ E: baby, 0 to 3 approximately

2 Unscramble these words and put the stages of life in order.

■ itrhb *birth*

- a dlo gae
- b hoildodch
- c atdeh
- d escalencedo
- e uladoodth
- f idmled gae

3 002 | Listen, check and repeat.

THE FAMILY

4 Divide these words into three lists as below.

aunt • ~~brother-in-law~~ • close relative • distant relative • grandmother • grandson • nephew • niece • sibling • stepmother • uncle

MALE	FEMALE	MALE OR FEMALE
<i>brother-in-law</i>	<i>aunt</i>	<i>sibling</i>

5 Match the words in 4 with these definitions.

- the brother of one of your parents *uncle*
- 1 your father's new wife in a second or later marriage
- 2 a son of your brother or sister
- 3 your brother or sister
- 4 your mother's mother
- 5 a member of your immediate family

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.

- born • bring up • divorced • grow up • one-parent • only child
- 1 An doesn't have brothers or sisters.
- 2 If you are married and then end your marriage, you are
- 3 Single mothers and fathers their children on their own.
- 4 Approximately 800,000 babies are every year in the UK.
- 5 What do you want to be when you ?
- 6 Over 19% of Canadian children live in a family.

A POST ABOUT TEENAGE PROBLEMS

1 Work with a partner. What types of things do teenagers argue about with their parents? Make a list.

■ clothes, music...

2  005 | Read and listen to this post on a website that helps teenagers with problems. Does Zoe talk about any of the things in your list in 1?

←  ASK OUR TEEN EXPERT
Aa
🔍 📷 📺

Q Guess what? I've got problems at home. I'm having a really hard time at home at the moment. I have arguments with my parents about everything! Typical. For example, my mum and dad never knock before coming into my bedroom!

When I'm sitting at my desk doing homework, my mum interrupts me. Your room is a real tip!, she says, you need to clean it RIGHT NOW! Why doesn't she understand that I have a lot of things to do? Later on she comes back to tell me to turn my music down. I don't think it's loud. But then we start shouting. She says it's impossible to do homework and listen to music at the same time and wants me to switch it off completely. Can you believe it? Music is my life, and she knows it! And she doesn't realise that the music helps my concentration. Please help. I don't know what to do!

● Zoe, 14 years old, London

3  006 | Now read and listen to advice from an expert. Do you think it is good advice?

CAMILA,
TEEN
EXPERT



A

Okay, Zoe. First thing, chill out. You said it, it's typical. This is what parents are like. PROBLEM N. 1: You want them to treat you with respect? Show them respect, too. You say you have a lot to do but your mother is also busy. You don't want to tidy your bedroom when you're doing your homework? So, pick a time that is convenient and tell your mum. Then make sure you do it! PROBLEM N. 2: The music... parents and teenagers always argue about music. Speak to your mum (calmly, right?). Explain that it helps you to study. Just keep it at a reasonable volume or use headphones. PROBLEM N. 3: Your bedroom. Parents simply don't realise that we're not little children any more. Tell them why you think it's important to have a private space. Come on, be honest. How much time are you spending in your bedroom? Do your parents really get a chance to speak to you? When you talk to parents it makes a big difference. Tell them what's happening in your life.

4 What do the underlined words in 2 and 3 mean? Guess and then check their meaning.

5 **P I** Read again and choose the best answers.

- 1 Zoe is angry with her mum because she says her mum doesn't...
 - A tidy Zoe's bedroom.
 - B realise how busy Zoe is.
 - C want Zoe to do her homework.
- 2 The expert thinks that Zoe's mum is right to...
 - A tell Zoe to tidy her room.
 - B stop Zoe in the middle of her homework.
 - C decide when Zoe should clean her room.
- 3 The expert thinks that Zoe can do what she likes with her music...
 - A because parents are never happy with their children's music.
 - B if she talks to them about it.
 - C within certain limits.
- 4 The expert says that...
 - A it's normal for Zoe's parents to enter her bedroom without knocking.
 - B maybe Zoe's parents want her to communicate with them more.
 - C Zoe's parents don't want her to have a private space because she's too young.

CRITICAL THINKING

Think! Then compare ideas with your class.

Look at these ideas for when children and parents have disagreements:

- write a message/email instead of talking
- agree on a set of rules each month.

Add two more ideas.



PRESENT SIMPLE AND PRESENT CONTINUOUS

1A Look at these sentences. Which sentences are in the present simple and which are in the present continuous?

- 1 I'm **having** a really hard time at the moment.
- 2 My mum and dad never **knock** before coming into my bedroom!
- 3 Parents and teenagers always **argue** about music.
- 4 I **don't know** what to do.

1B Match the sentences (1-4) in 1A with the explanation of their uses in (a-d).

- a Verbs that describe states (*love, like, hate, think, believe, know, understand, want, need*) are used in the present simple.
- b For regular or routine actions.
- c For things that are always or generally true.
- d For actions that are happening now or temporary actions.

1C Complete the sentences with the correct form of *study*.

PRESENT SIMPLE

- *Affirmative*: He studies history.
- *Negative*: He physics.
- *Question*: he english?

PRESENT CONTINUOUS

- *Affirmative*: She english now.
- *Negative*: She maths now.
- *Question*: she french?

>> GRAMMAR REFERENCE PAGE 188

2 Look at the picture. Write sentences about what the different members of the family are doing or not doing. Use the present continuous form of the verbs given.

- cry • drink • laugh • listen • play • read • sit • sleep • stand • talk • watch

■ *The daughter is talking on the phone.*



3 Complete the dialogue about the picture using the present simple or present continuous form of the verbs given.

MOLLY: Hi, Julia. What (a) you (do)? Are you at home?

JULIA: Yes. I never (b) (go) out on Wednesdays.

MOLLY: (c) you (watch) TV?

JULIA: No, right now mum (d) (watch) her favourite series. She always (e) (watch) it on Wednesdays.

MOLLY: What's that sound? (f) somebody (cry)?

JULIA: Yeah. It's my baby cousin.

MOLLY: (g) she always (cry) like that?!

JULIA: No, she (h) (i) you (know) what my dad (j) (do) at the moment?

MOLLY: No, I (k)

JULIA: He (l) (listen) to loud music because he (m) (hate) the sound of crying! And the amazing thing is that now my grandfather (n) (sleep). He usually (o) (sleep) in the afternoon. I don't know how he does it!



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

■ at the moment = *present continuous*

- | | |
|-----------------|-------------|
| 1 never | 4 now |
| 2 always | 5 right now |
| 3 on Wednesdays | 6 usually |

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

argue • cry • cycle • knock • need • play

- I'm going to the shops, Linda you anything?
- Dad can't drive me to school this week, so I
- My sister never before coming into my room.
- Why Zoe ? What's the matter with her?
- Is it true that girls always about boyfriends?
- You the music too loud. Turn it down.

6 Write questions for these answers.

- A: *Where does Peter work at weekends?*
B: Peter works at a charity shop at weekends.
- 1 A:
B: Zoe is tidying her room at the moment.
- 2 A:
B: No, I don't normally walk to school.
- 3 A:
B: She's lying down because she doesn't feel well.
- 4 A:
B: I'm texting a classmate, mum.
- 5 A:
B: My American relatives come to Italy once a year, in summer usually.

7 SPEAKING Work with your partner. Think of 6 questions to ask your favourite singer or actor in an interview about their life now. Then roleplay the interview.

V VOCABULARY

■ NOUN SUFFIXES -MENT, -ION, -ENCE

1 Look at these words from the text on page 12.

argument • concentration • difference

The parts of the word in bold are suffixes. Suffixes change the type of word, e.g. from an adjective to a noun.

2 Complete the words in the table and then use your dictionary to check them.

	VERB	NOUN
-ment	1 <i>argue</i>	argument
	move	2
	improve	3
	4	retirement

	VERB	NOUN
-ion	concentrate	5
	6	contribution
	describe	7
	8	discussion

	ADJECTIVE	NOUN
-ence	9	difference
	10	adolescence
	11	independence
	confident	12

3 Choose the correct alternative.

- How can you improve/improvement your English this year?
- Do you think you are an independent/independence learner?
- Have you got a lot of confident/confidence when you speak in English?
- Are there many different/differences between English and your language?
- Do you like having discuss/discussions in English?

4 SPEAKING Work with a partner. Ask and answer the questions in 3.

L LISTENING

SHORT MONOLOGUES ABOUT FAMILY LIFE

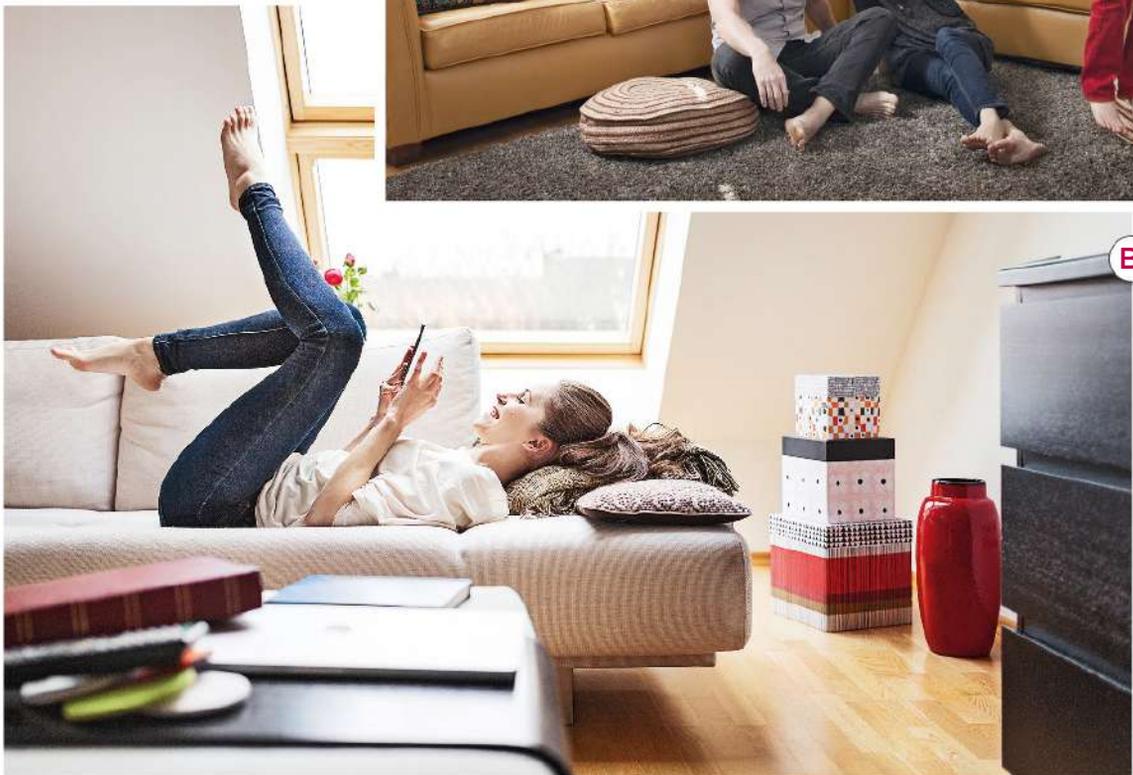
1 **P** **SPEAKING** Work with a partner. Describe the photos.

2 **007** Listen to the speakers. What change in someone's life are they talking about?

- A** moving to a different town
- B** moving away from home
- C** moving to another country



A



B

3 **007** Listen to the speakers again. Match the person (1-4) to a statement (a-h).

- | | |
|----------------|----------------|
| 1 Anna | 3 Alex |
| 2 Ethan | 4 Grace |

- a** sees their parents regularly
- b** lives closer to their friends now
- c** would prefer a bigger place
- d** doesn't get so tired now
- e** does better work now
- f** doesn't like housework
- g** works in the evening
- h** has a big family

4 **GUIDED SPEAKING** Work with a partner. In your opinion, what are the advantages and the disadvantages of having your own flat? You may use these ideas.

PROS

- no need to share anything
- no more rules
- freedom to eat/sleep anywhere

CONS

- feeling lonely
- getting bored
- no one helps you

ARTICLES

1 Look at these sentences (1-5) and then complete rules (a-e) with *a/an, the* or *no article*.

- 1 I think family dinners are great.
 - 2 Family dinners are **an** important time for us.
 - 3 **The** dinner I'm eating today isn't good.
 - 4 **The** government talks a lot about family dinners.
 - 5 I'm **a** computer technician.
- a We use *no article* when we talk about things in general.
 - b 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.
 - c We use to talk about a specific person or thing or a person or thing mentioned before.
 - d We use to talk about someone or something that is unique.
 - e We use to say what somebody's profession is.

>> GRAMMAR REFERENCE PAGE 189

2 **PRONUNCIATION** 008 | Listen to how we pronounce *the* in List A and List B below. What is the difference in pronunciation? Why is this?

- | | |
|---|---|
| <p>LIST A</p> <ul style="list-style-type: none"> • the flat • the president • the government • the weekend | <p>LIST B</p> <ul style="list-style-type: none"> • the answer • the umbrella • the important thing • the evening |
|---|---|

3 008 | Listen again and repeat.

4 Complete the sentences with *the* if necessary.

- 1 flat I live in is a bit small, but it's enough for me.
- 2 All parents and children have arguments. It's normal.
- 3 Go to fridge and see if there's some ham and cheese left.
- 4 I moved away from home because of work. I'm an archaeologist.
- 5 The parade is for President. He's visiting our town.
- 6 What time do you have dinner at weekends?
- 7 In TV series they don't often show families eating together.

5 Read the text and choose the correct alternative.

FAMILY BREAKFAST



(a) **A/The** new report by the University of Minnesota says that 81% of (b) **--/the** young people eat dinner with their family but only 20% have breakfast as (c) **the/a** family. But, according to (d) **a/the** report, families who eat breakfast together can influence their teen's health in (e) **the/a** positive way.

(f) **A/An** interesting thing (g) **--/the** scientists discovered is that family breakfasts can help teenagers choose healthy foods such as (h) **a/--** fruit instead of snacks and avoid (i) **the/--** obesity. They also found that sitting down to eat around (j) **the/--** table improves (k) **the/--** concentration at school. (l) **A/The** Government is interested in this report because they want to improve children's health. And (m) **the/--** families can help to do this by just starting (n) **a/the** day together.

6 Find and correct a mistake with articles in each sentence.

- 1 I'm a vegetarian. I never eat the meat.
- 2 My mum is the doctor in a big hospital.
- 3 Could you pass me potatoes?
- 4 I had a cat but a cat disappeared last month.
- 5 He's a student at University of Edinburgh.
- 6 She's got a brother and the sister.
- 7 I haven't got a watch - can you tell me a time?

7 Add *a/an, the* or *--* if no article is necessary.

- 1 Do you have breakfast every day?
- 2 Do you think family breakfasts are important?
- 3 Are family breakfasts important part of life in your country?
- 4 Do you talk about important things when you have meal with your family?
- 5 Do you listen to music at breakfast time?
- 6 Do you think food can improve school results?

8 **SPEAKING** Interview your partner using the correct questions in 7.

Do you have breakfast every day?

Yes, I do. Sometimes I'm not very hungry, but I always have breakfast because I need energy for the day.

USING PHOTOS TO TALK ABOUT YOURSELF AND YOUR FAMILY

1 Look at the photo and answer the questions.

- Where are the people and what are they doing?
- Who do you think the people are?

2 **LISTENING** 009 Listen to the dialogue. Which of her family members does Lily talk about?



Lily is staying with a host family in the UK. They are having their first meal together.

LILY: Thanks for showing me the photos. It's great to meet you!

SAM: Well, there's not much to tell you really as we are such a small family! There's only Mum and Dad and me. Tell me about your family.

(1)

LILY: Yes, I've got some photos on my phone. There are six of us in my family. These are my two brothers, Nico and Jon. They are older than me. Nico is the oldest and he's at university. He's quite serious and reserved. Jon is really chatty and makes me laugh. We go to the same school. We get on really well together.

SAM: That's really cool. You're lucky to have two brothers.



LILY: And a little sister, too. She's called Mandy and she's ten.

SAM: (2)

LILY: I think she's a bit spoilt because she's the youngest. But I love her. I look after her when Mum is busy.

SAM: She looks really sweet! I expect she likes playing with you - her big sister!

LILY: This is my Mum and my stepfather, Mark, in the garden at home. Mum's a photographer and she works for a magazine. Mark's an architect.

MONICA: Your house looks lovely. (3)

LILY: Yes, it's a small village near the mountains. Here's a photo of me in the winter.

SIMON: Wow! You look like a good skier! (4)

LILY: As often as possible. I love skiing - it's great fun! Oh, and I love taking photos!

SAM: We can see that! You must take after your mum!

3 009 Read and complete the dialogue with the missing phrases (a-d). Then listen and check.

- Do you live in a village?
- How often do you go skiing?
- Have you got any siblings?
- What is she like?

4 Look at the expressions from the dialogue. Who says each one: Lily, Sam or Monica? What do the underlined expressions mean?

- Tell me about your family.
- There are six of us in my family.
- We get on really well together.
- What is she like?
- I look after her when Mum is busy.
- This is my Mum and my stepfather.
- Your house looks lovely.
- I love skiing.
- You must take after your mum!

5 **P GO FOR IT!**

In pairs. You are in a host family: one of you is the guest, the other is the host. Role play a conversation. Use the expressions in the Bank. Pay attention to the intonation in questions.

HOST: Ask your guest about their family, occupations and hobbies.

GUEST: Answer and talk about your family, too, what they do and what they are like.

COMMUNICATION BANK



Talking about a photo of yourself and your family

- **Talking about the number of people in your family:** There are six of us in my family.
- **Introducing someone in a photo:** These are my two brothers...; This is my Mum...
- **Asking about someone's personality:** What is she like?
- **Making guesses about someone's personality/ability/possessions based on evidence:** She looks really sweet; Your house looks lovely; You look like a good skier; You must take after your mum!

AN INFORMAL EMAIL

CATEGORY
Language – English

MAIN AIM
Find a friend from another country

I SPEAK
English and a little Spanish

MY INTERESTS
Music, books, travel

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. I'm also keen on TV series. If you want to practise your English and make new friends, write to me.

Kiara

- 1 Look at this advert from a teenager called Kiara. What does Kiara want? Would you be interested in contacting her? Why/Why not?
- 2 **READING** Read this reply to Kiara's advert. Do you think this person is a good friend for Kiara? Why/Why not?

Hi Kiara!

- 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'm keen on TV series too, but I can only watch them at the weekend. I haven't got much free time on school days. My favourite TV series is *Young Sheldon*. Do you know it?
- 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 Communication Bank.

COMMUNICATION BANK

Useful words and expressions in informal emails

- To begin an informal email we usually use *Dear (xxxx)* or just *Hi*.
- We use contractions like *I'm* 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, / Bye for now!* *Write soon, / All the best or Best*

- 4 Match the paragraphs in Silvia's email with their content.

- Paragraph 1 favourite subject at school
- Paragraph 2 main interest or hobby
- Paragraph 3 basic personal information
- Paragraph 4 asking for a reply
- Paragraph 5 family

5 **P GO FOR IT!**

Look at the task and write the email. Use Silvia's email and the Communication 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.

How royal babies get their names

A royal baby's name must follow a number of rules.

First, there's history and tradition. Royal options consist of a list of names (1) and members of the royal family. For example, Prince William and the Duchess of Cambridge's first-born child was named **George** in honour of King George VI, his great great-grandfather; **Alexander**, like Queen Elizabeth, whose middle name is Alexandra; and **Louis**, which is one of (2)

However, some contemporary royals have shown a bit more naming flexibility. Queen Elizabeth's granddaughter is Zara Anne Elizabeth, and Zara's daughter is Mia Grace, which proves that (3)

The second rule is relevancy. The name the royals choose must also reflect the world around them - (4), but something that links traditional and current ways of life.

This is perhaps the least difficult rule considering that *any* names the royal family select immediately become trendy. After Prince Harry and the Duchess

of Sussex decided to call their baby Archie, (5) in most English-speaking countries. This is referred to as the "royal effect", and it's nothing new.

A royal association turned obscure names into popular ones in the past too. In the 19th century (6) for royals but in 1837 Queen Victoria came to the throne and since then it has been seen as the quintessentially regal name. The Queen herself encouraged her descendents to use the name. One of her daughters and several of her granddaughters had the first name Victoria. (7), the family often used nicknames: one was called Moretta, another Toria.

The third rule for royal baby naming is the Monarch's approval. This isn't a rigid rule, however; the Monarch is definitely informed of the choice before the birth, but his/her descendants are free to decide, especially if they aren't next in line to the throne.

1 **READING**  010 | Read the text about royal names. Parts of the text have been removed. Choose the correct part (A-I) for each gap (1-7). There are two extra parts that you should not use.

- A choosing the right name was difficult
- B to avoid confusion
- C the popularity of the name went up
- D that pay homage to past monarchs
- E not some outdated, stuffy name
- F there were public protests
- G the name Victoria was considered unusual
- H not every royal name is centuries old
- I his father's middle names

2 **LISTENING**  011 | Listen to people talking in different situations. Choose the correct answer (A, B, C or D) for questions 1-7. Only one answer is correct.

SPEAKER 1

- 1 At the moment Cindy is also...
- A doing a degree programme on the Internet.
 - B looking for a better job.
 - C helping a friend solve a problem.
 - D looking after her little children.

- 2 Her life isn't easy because...
- A she works too many hours.
 - B she is always busy.
 - C she will lose her job next year.
 - D she wants to move back to the US.

SPEAKER 2

- 3 Where did Omar spend his holidays?
- A In New York.
 - B In Los Angeles.
 - C In San Francisco.
 - D In Boston.
- 4 What did he enjoy most?
- A The flight to the US.
 - B Walking across a bridge.

- C The museums.
- D Buying souvenirs.

SPEAKER 3

- 5 The Shard is...
- A an ancient pyramid.
 - B a chain of luxury hotels.
 - C the tallest skyscraper in the UK.
 - D the most popular restaurant near London Bridge.
- 6 The Shard was opened to the public in...
- A 2016.
 - B 2013.
 - C 2009.
 - D 2003.
- 7 The Shard is popular with tourists because of...
- A the views from the top.
 - B the high-speed lifts.
 - C the trendy restaurants.
 - D the comfortable flats.

ALONE TOGETHER

How technology is changing family life



In the technological universe of the 21st century we are constantly communicating. We text our friends, use mobile apps to share pictures with family members, chat with people in distant countries, and have video-calls with faraway relatives. Distance no longer matters: mobile technology makes the world seem small. But does this mean we communicate more?

Many people believe that technological innovation has a negative impact on the time family members spend together. A recent study provides the first real insight¹ into how technology impacts on family life in the UK. Contrary to expectations, researchers say that children spend more time around their parents today than they did fifteen years ago. However, children report that they are 'alone' during all of this additional time at home with their parents, meaning that they do not really interact with them – and this

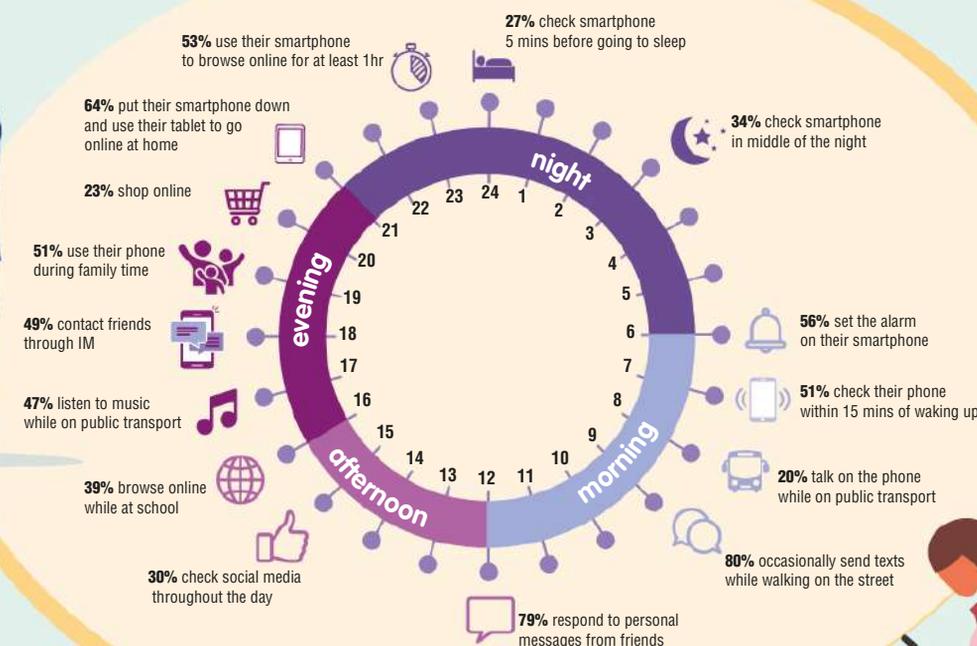
is especially true of young people aged 14 to 16. So what are young people and their parents doing during their shared time at home? They are probably looking at their phones.

Children and parents tend to use mobile devices during family meals, television viewing, and other activities.

According to the same study, children and parents both spend approximately the same amount² of time (around 90 minutes) using mobile devices when together. Of course, in some cases mobile devices are in fact complementing³ family interactions. For example, family members can use them for video streaming, to play group games or to contact other relatives. But what is clear is that the presence of smartphones negatively affects face-to-face communication: digital technology is not really bringing us together, but increasing our isolation.



DAILY SMARTPHONE USE



¹insight: comprensione
²amount: quantità
³are ... complementing: completano, integrano

1 **WARM-UP** Do you think technology isolates us or brings us together? What are some ways technology can help families?

2 **READING**  012 | Read and listen to the text. Which statement best expresses the author's argument?

- A** Young people today spend more time at home.
- B** Technology causes people to isolate themselves from their family.
- C** Through technology, families can connect even when they are far apart.
- D** Families were closer in the past.

3 **READING** Answer the questions.

- 1 In what way does mobile technology make the world seem small?
- 2 Why are young people in the UK mostly 'alone' when they are spending time in the house with their parents?
- 3 When do families use mobile devices?
- 4 Who spends more time on the phone at home, adults or their children?
- 5 In what way can these devices promote family interactions?

4 **VOCABULARY** Read the article and underline nouns related to the following verbs or adjectives.

- | | |
|------------|---------------|
| 1 innovate | 4 present |
| 2 expect | 5 communicate |
| 3 interact | 6 isolate |

5 **GUIDED SPEAKING** Look at the chart and prepare a short presentation on daily smartphone use. Consider the following questions.

- What are the most common uses of a smartphone?
- How do people use their phone to communicate with others?
- When are people most likely to use their phone?
- Does this chart reflect your personal habits?
- What data do you find most surprising?
- Do you think this widespread use of smartphones is a positive or negative phenomenon? What negative consequences might it have on society and people's lives?

Do you contribute to family life?



LIFE SKILLS

1  013 | Grace, Louis and Jessica talk about their special responsibilities. Read the questions. Then watch or listen and write the teenagers' names.

GRACE **LOUIS** **JESSICA**

- 1 Who spends time with...
 - a a pet?
 - b an older family member?
 - c a younger family member?
- 2 Who has to...
 - a go to see him/her?
 - b help with homework?
 - c take him/her home?
 - d take him/her out?
 - e take food?
 - f make food?

2 Match the teenagers to one or more of these 'lessons in life'.

- 1 When you make a decision, you have to accept the good and bad things about it.
- 2 Helping someone else can make you happy.
- 3 You don't know how hard others work until you do their work.
- 4 If you're responsible, people give you more freedom.

CITIZENSHIP TASK

3 In groups. Go online and find information about teenagers' rights and responsibilities in a country of your choice. Create a script for a short video about your findings. Make the video and share it with your class. Each group must choose a different country. Investigate one of these areas:

work • driving • independent living • relationships



READING

911 for emergency

In most countries there is a special emergency telephone number to call the police. This number is 911 in the US but it can change from one country to the next. The only trouble is that some people do not have a very clear idea of what an emergency is.

Take the case of Rother McLennon from Connecticut in the US. In 2012, McLennon rang 911 because of a sandwich. In a local delicatessen, he ordered a sandwich with a lot of cheese and mayonnaise.

When they gave him his sandwich, he wasn't happy with it. The police officer who answered the call could not believe her ears. At first, she thought the man was joking. Then she said, 'Don't buy the sandwich, then. Just leave.' But McLennon explained that he didn't want to do that because he wanted to be able to go



back to the shop in the future. In the end, the police officer sent somebody to help.

Another woman once called 911 to tell the police that she wasn't happy because her local fast-food restaurant didn't have her favourite dish. One evening, a young boy was doing his maths homework. He was having a problem with one of the questions and so he called 911. The police officer helped him to answer the maths problem! One man had no job and no friends, so each day he invented a reason to call 911, to stop getting bored. Another woman was sitting in her car and couldn't find her keys to open the car door. She called 911. Of course, the police officer told the woman to try opening the car door manually. It worked.

At first these 911 calls seem to be funny, but really they aren't. Each call takes up the time of the police. They waste their time instead of being free to answer serious calls and to help people with real problems. That explains why the police can, in fact, arrest you for calling 911 without a good reason.

1 Look at the picture. When do people usually call an emergency phone number like 911 or 999?

2 **P IELTS** Read the questions. Are there any answers that you think are definitely not correct? Put X next to them.

- 1 The problem with emergency numbers is that...
 - A people don't know what the number is in different countries.
 - B people don't always use the service responsibly.
 - C not every country has one.
 - D they change every two years.
- 2 Rother McLennon called...
 - A to order a sandwich.
 - B to give extra information about his order for a sandwich.
 - C to ask about the best sandwich bar in town.
 - D to complain about his sandwich.
- 3 The person who answered McLennon's call...
 - A sent a police officer to arrest McLennon.
 - B found it difficult to believe the call was serious.
 - C didn't understand the call.
 - D paid no attention to the call.
- 4 One young boy...
 - A made a successful call to 911.
 - B called 911 because he didn't have anything to do.
 - C rang 911 because of a personal problem.
 - D called 911 because he needed an ambulance.
- 5 People need to know that calling 911 can...
 - A stop the police from doing their job.
 - B help you solve everyday problems.
 - C waste a lot of money.
 - D make many people laugh.

3 Now read the text again and choose the best answers in 2.

TIPS FOR READING EXAMS



In multiple-choice reading activities, if you aren't 100% sure of the correct answer, begin by eliminating any answers which you know aren't correct.

>> EXAM SUCCESS PAGE 320

LISTENING

- 4** **IELTS LISTENING**  025 | You are going to listen to a programme about the British Secret Intelligence Service (SIS). For each question choose the correct answer A, B or C.

- The popular name for the SIS is...
 - M16.
 - M16.
 - M60.
- The SIS generally works...
 - in the USA.
 - outside the UK.
 - in the UK.
- 'C' is the code name for...
 - James Bond.
 - the director of the SIS.
 - James Bond's boss.
- In real life, the SIS has a director of technology who...
 - played Q in a James Bond film.
 - is similar to the character Q in the James Bond films.
 - invents gadgets for the James Bond films.
- The headquarters of the SIS are...
 - next to the River Thames.
 - in a skyscraper outside London.
 - in a secret location in Scotland.
- Some people think the SIS has a secret...
 - nuclear bunker under its headquarters.
 - office at Buckingham Palace.
 - tunnel under the River Thames.

TIPS FOR LISTENING EXAMS

Before you listen, read the instructions and the questions. They can give you ideas about the topic of the text and the vocabulary you are going to hear.

>> EXAM SUCCESS PAGE 320

SPEAKING

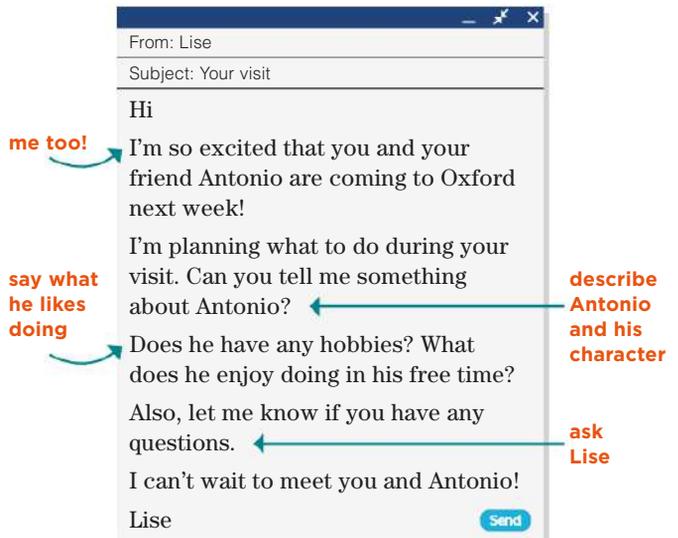
- 5** **P** Look at this situation and make a list of questions that you can ask.

There is a new student from England in your school. Ask them about their family and a member of their family who is special to them.

- 6** Work with a partner and act out the role-play. When you finish, change roles.

WRITING

- 7** **P** Read this email from Lise and the notes you have made. Write your email to Lise in about 100 words using all the notes. Remember to use typical words and expressions in informal emails.



TIPS FOR WRITING EXAMS

In writing exams, it's important to know what the examiners want to see in your answer. Find out how many marks there are and what you need to do to get a good mark.

>> EXAM SUCCESS PAGE 320

'Can do' progress check • Units 1-2

- 1** How well can you do these things in English now? Give yourself a mark from 1 to 4.

1  2  3  4 

- I can talk about routines and what's happening in the present and the past.
- I can understand conversations about family life and crime.
- I can write a basic informal email and a blog post.
- I can give personal information.
- I can make and respond to apologies.

- 2** What do you need to do to improve?

- Look again at my book/notes.
- Do more practice exercises. >> ONLINE
- Ask for help.
- Other:

1

Agenda 2030

Let's start with an analysis of the points on this Agenda.



LOOK AT THE PICTURE

Look at the two sets of icons and read the captions. Which lists the goals and which groups them under more general targets, called the five Ps? What is the key message that is present in both? What does it suggest about the present trend?

A Global involvement

The text below summarises the main points of the (Sustainable Development Goals) SDG summit of 2019 where they assessed the state of advancement of Agenda 2030.

1 Read the first part of the text and answer the questions.

- 1 What actions do the SDGs call on nations to fulfil?
- 2 How many years does the Agenda cover?
- 3 Who adopted the goals?
- 4 Why is more intense action needed from 2020 on?

2 Read to the end of the text.

- 1 Underline the phrases in the text that express the following promises from the 2019 SDG Summit:
 - Make financial support available
 - Stimulate member nations to carry out action
 - Render institutions stronger
- 2 Which phrase reveals a democratic spirit?

17 Goals for People, for Planet

The Sustainable Development Goals are a universal call to action to end poverty, protect the planet and improve the lives and prospects of everyone, everywhere. The 17 Goals were adopted by all UN Member States in 2015, as part of the 2030 Agenda for Sustainable Development which set out a 15-year plan to achieve the Goals.

Today, progress is being made in many places, but, overall, action to meet the Goals is not yet advancing at the speed or scale required. 2020 needs to usher in (*introduce*) a decade of ambitious action to deliver (*hand in*) the Goals by 2030.

A Decade of Action

With only ten years left to achieve the Sustainable Development Goals, world leaders at the SDG Summit in September 2019 called for a decade of action and delivery for sustainable development, and pledged (*promised*) to mobilize financing, enhance (*intensify*) national implementation and strengthen institutions to achieve the Goals by the target date of 2030, leaving no-one behind.

The UN Secretary-General called on all sectors of society to mobilize for a decade of action on three levels:

- global action
- local action
- people action



un.org/sustainabledevelopment/development-agenda/



YOU

Below are the goals summarized under the 5 Ps.

1 Which of them are also suitable for young people's action in your opinion? Give an example for each of your choices.

PEOPLE

- goal 1: no poverty
- goal 2: zero hunger
- goal 3: good health and well-being
- goal 4: quality education
- goal 5: gender equality

PLANET

- goal 12: responsible consumption
- goal 13: climate action

PROSPERITY

- goal 10: reduced inequalities
- goal 11: sustainable cities and communities

PEACE

- goal 16: peace and justice

PARTNERSHIP

- goal 17: partnership for the goals

2 Is there a goal where you have already taken action?



B The Basic Principles of Democracy

To get a full understanding of the importance of the democratic commitment of Agenda 2030, we will start revising the basic principles of democracy.



■ What is democracy?

Democracy can be described as a form of collective decision making where all participants are equal, sharing the same rights and duties. Decisions taken with this approach are binding for all the members of the community. Democracy can be exercised in a number of contexts like families, clubs as well as in corporations, states and global organisations. If applied to a state the term describes a system of government in which people exercise power directly or through elected officials. In a democracy all members of a society take responsibility for choosing their representatives and their rulers by expressing their vote. To protect democracy they also have the right and duty to check that their rulers and representatives respect the community's rights and the country's constitutions.

■ The advantages of democracy

Democracy forces decision-makers to take into account the interests, rights and opinions of the majority. It is therefore important to educate and involve young people at all levels to promote a democratic culture because only active citizenship is a guarantee for the preservation of a powerful democracy.

1 What does the image show? Explain in your own words the connection between this image and the notion of democracy.

2 Read the text and circle the key words.

3 Decide if the following statements are True (T) or False (F).

- 1 In a democracy all people should have the same rights and duties. T F
- 2 All the citizens in a democracy must obey the decisions taken democratically. T F
- 3 Democracy applies only to states. T F
- 4 All members of a society are the guardians of democracy. T F
- 5 Democracy does not protect the interests of the majority of people in society. T F
- 6 Personal involvement and participation are fundamental for a democratic culture. T F
- 7 Active democratic citizenship is the basis of a powerful democracy. T F

YOU

1 Read the following list of some of the components of a democratic culture. Number them in the order of the importance they have in your opinion.

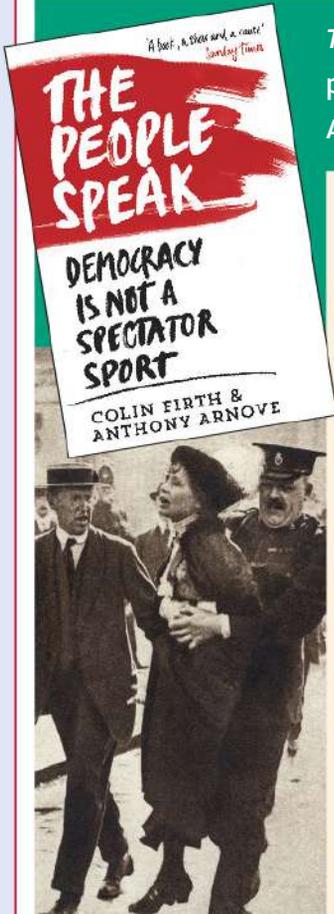
- freedom of press
- respect of human rights
- active political participation
- knowledge of one's rights and duties
- nonviolence
- tolerance
- cooperation
- recognition and respect of diversity in society
- knowledge of history
- courage to take up responsibility

2 Choose three components from the list above and describe how they can be put into practice at school.



YOUR VIEW

Voices from the Past



The People Speak is a rich anthology that gives voice to the people who defended their visions and beliefs from the Middle Ages to the present.

History and Democracy

Much of what we feel entitled to today, much of what we accept as civilized and decent [...] was fought for by men and women who weren't endowed with any political power, who were hanged for it, transported, tortured or imprisoned, until eventually their ideas were adapted to, adopted and handed down to us as basic rights. These freedoms are now in our care. And unless we act on them and continue to fight for them, they will be lost more easily than they were won.

[...] Democracy is not a spectator sport, and history is not something on a library shelf, but something in which each of us has a potentially critical role.



1 Read the book cover and the quotation from the preface. Underline and number the parts of the text that convey the following meanings.

- Citizens who live in a democracy must take active part in their community.
- They should never forget that they are in debt to people from the past for their present welfare.
- People can never take their rights for granted because they may lose them very easily if they are not actively engaged.
- The study of history is fundamental to developing critical thinking.



2 **DEBATING** Get into groups and exchange opinions about the following questions:

- 1 How can the study of history help form a democratic consciousness?
- 2 What other school subjects can fulfill the same role in your opinion?
- 3 Look at the quotation from the Sunday Times on the book cover. How do you interpret it? The following information may help you:
The book was written by very popular people: the famous actor Colin Firth, the outstanding writer Anthony Arno with the collaboration of the acclaimed historian David Horspool.
- 4 How does the cooperation of three outstanding people in different fields help sustain the cause they are fighting for?

3 Relate the results of your group work to the class with a short talk.

Partnership is an integral part of the spirit of democracy. It is also the **final aim** of Agenda 2030, since it links all the others as an essential requisite to reach social, political and economic goals. Let's see more closely why it is so important.

17 PARTNERSHIPS
FOR THE GOALS



LOOK AT THE PICTURE

Look at the logo. What symbolic meaning does it suggest?
What similar symbol does it make you think of?



A Cooperation

As the logo suggests, the concept at the basis of partnership is the readiness to cooperate.

■ What is cooperation?

Cooperation means joining forces in order to achieve a common goal. It may include two or more people, groups or communities, states and the world. It is therefore an essential factor in reaching the goals of agenda 2030.





■ The five Ps

If we look at the model of the five Ps, which groups the goals into five main categories, the need for cooperation becomes self-evident. **People** refers to the social dimension of the Agenda, **Planet** to its environmental dimension and **Prosperity** to its economic dimension. The three of them cannot be carried out without **Peace** which refers to common ideals such as equality, freedom, human dignity and justice, and without **Partnership**, which is the collaborative approach needed to achieve the Agenda's ultimate aim: to transform the world.

1 Read the text and answer the questions.

- 1 Why is cooperation essential for Agenda 2030?
- 2 Which are the three main areas of operation of Agenda 2030?
- 3 How can Peace be achieved?
- 4 What is the Agenda's ultimate aim?



YOU

1 In which of the following contexts does cooperation help achieve better results in your opinion?

- | | | |
|--|--|---|
| <input type="checkbox"/> Sport teams | <input type="checkbox"/> Individual sports | <input type="checkbox"/> Demonstrations |
| <input type="checkbox"/> Group work in class | <input type="checkbox"/> School trips | <input type="checkbox"/> Parties |

2 Choose one from the list above and write a short description of the advantages of a cooperative approach.

3 Which of the following attitudes favour cooperation and which may create conflict?

competitiveness • attention to others • sharing of abilities • leadership • creativity • commitment • personal interests • respect for diversity • decision making • envy

B Historical Milestone

Most of the world's news sounds so depressing that cooperation may look like an impossible goal to reach. A pessimistic or even cynical response can be an understandable first reaction. Yet, the following example from recent history proves that nothing is out of reach if we set the right dynamics in motion.

“ IT ALWAYS SEEMS IMPOSSIBLE, UNTIL IT’S DONE! ” (Nelson Mandela)

When Nelson Mandela said these words he had all the authority to sound credible.

When he was a young lawyer, he started his political activism against the apartheid regime, an inhumane system that denied all civil rights to the black majority of the South African population. The white majority had all the privileges. The blacks lived segregated in special areas that they could leave only to work at the service of white people, who were the descendants of foreign colonizers. Torture and death were the punishments for any rebels.

Mandela’s political struggle did not include violence against people, yet, they accused him of terrorism and imprisoned him for 27 years. During all that time, he never gave up his demand for democratic elections, a request that seemed impossible under those circumstances. With his exemplary behavior and his message from prison, with his charismatic personality and his firm principles, he gained enormous support at home and abroad. The basis of those principles was the concept of ‘ubuntu’, the African vision of the world that sees us as members of the same human community and so the suffering of some members affects all the others. His integrity and his principles were successful in the end.

When the international pressure against apartheid became unsustainable, the new white

President De Klerk started negotiations with the imprisoned leader. The first concession was Mandela’s release. Once free, Mandela worked for an extension of the right to vote to the whole population. The result was the first democratic elections and obviously the black majority won. Mandela became the first black President of South Africa. In conformity with his ‘ubuntu’ vision, he shook hands with the ex President and adopted measures in order to avoid vengeance against the whites and create an inclusive society under the name of ‘rainbow country’.

Nelson Mandela transformed the world for black South Africans because he believed in the power of partnership and for this he won the Nobel Peace Prize together with De Klerk.



1 Read the text and complete the summary.

Nelson Mandela started his political activism when He fought against

This regime denied to the black majority of the South African population.

The white people who had all the power were the descendants of Mandela was imprisoned for He continued to fight for democratic from his prison. In time he gained support at an international level and the new white President De Klerk first granted Mandela’s from prison.

Mandela obtained the extension of the right to to the whole population. In the first democratic election the black majority Mandela became the first black of South Africa.

2 Answer the following questions.

- 1 What view of life underlies the concept of ‘ubuntu’?
- 2 How did Mandela apply ‘ubuntu’ after his release?
- 3 Why was the Nobel prize awarded?





YOU

Let's focus on conflicts and conflict resolutions.

1 Think of your personal and emotional conflicts at home, at school, in your peer groups or other communities you belong to. How cooperative and how assertive are you?

2 Which of the following types of behavior apply to you? You tend to:

- | | |
|--|--|
| <input type="checkbox"/> avoid conflict | <input type="checkbox"/> respect differences and different views |
| <input type="checkbox"/> become very assertive and competitive | <input type="checkbox"/> be ready to modify your position |
| <input type="checkbox"/> give in to the antagonist's view | <input type="checkbox"/> take up stubborn positions |
| <input type="checkbox"/> pay attention to the feelings and words of others | |

3 When can conflict be positive and when can it become very negative?



YOUR VIEW

Generation Unlimited

Generation Unlimited is a new commitment of the United Nations to work with and for young people. As part of the Youth 2030 Strategy, Generation Unlimited aims to address the desperate lack of quality education, skills training, and employment opportunities for youngsters. It is a global partnership dedicated to increasing opportunities and investment for



children and young people aged 10 to 24, with the overarching (*all-embracing*) goal to ensure that every young person is in some form of school, learning, training or employment by 2030.

Without urgent investment in education and skills training, the rapidly growing global population of adolescents and young people – which will reach 2 billion by 2030 – will continue to be unprepared and unskilled for the future workforce. And with more than 200 million young people of lower- and upper-secondary school age currently missing out on school, instead of contributing to equitable progress, young people – especially the most disadvantaged – could face futures of deprivation and discrimination.

europa.eu

1 Read the text and look at the picture.

- 1 What kind of partnership is Generation Unlimited and how is it connected to Agenda 2030?
- 2 What is its main aim?
- 3 How many young people are deprived of education?
- 4 What are the future consequences of this deprivation?

2 **DEBATING** Get into groups and discuss the following points:

- 1 How does the information you get from the text influence or modify your opinion about school?
- 2 In the light of the importance of education, what improvements would you suggest to your school system?
- 3 What kind of people are deprived of high quality education in your country?
- 4 What kind of partnerships could help solve this problem?

Give a talk to the class to report your group's results.

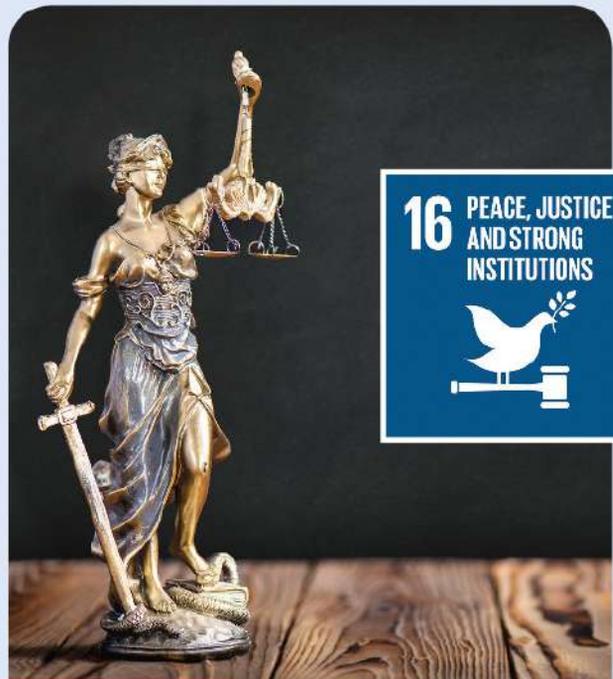
A democratic society is founded on the notion of **peace**, which is goal 16 of Agenda 2030. As Peace, like partnership, is an essential requisite to reach social, economic and political goals. It encompasses the ideals of equality, freedom, human dignity and justice but it is often hindered by conflicts and attacks on democracy.



A Peace Education

After the end of WW II in 1945, we haven't had another world conflict, yet our planet is not enjoying a period of peace. This is because many conflicts have broken out since then in different countries, together with recurring threats of wider conflicts.

Peace, like democracy, are the pivots of responsible and active citizenship and should have a fundamental role in education. This is precisely the message of the following text by the **Peace Education Working Group** at UNICEF.



LOOK AT THE PICTURE

Look at the logo. What are the two symbols of peace? What other symbols of peace do you know?

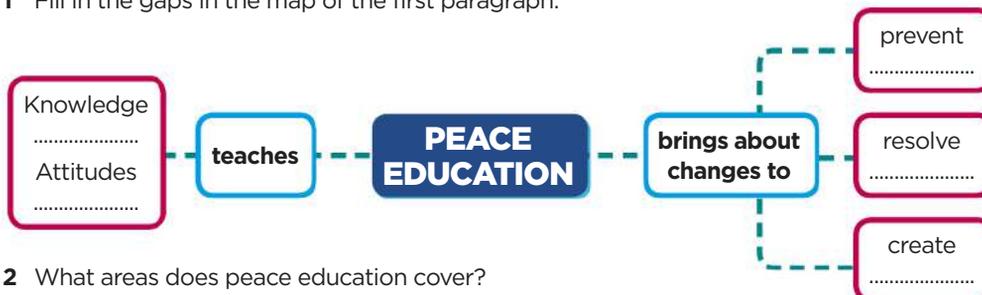
The dove is perching on a gavel. What is the gavel (*hammer*) a symbol of?

Read the motto. How does justice contribute to peace? What does the adjective *strong* mean when connected to institutions?

just • authoritarian • uncorrupted • credible
• authoritative • democratic

1 Read the first paragraph.

1 Fill in the gaps in the map of the first paragraph.



2 What areas does peace education cover?

2 Read to the end and answer the following questions.

- 1 Who should be involved in peace education besides schools and learning institutions?
- 2 List the aims of the Future Global Agenda for Children.



Definition of peace education

Peace education in UNICEF refers to the process of promoting the knowledge, skills, attitudes and values needed to bring about changes in behaviour that will enable children, youths and adults to prevent conflict and violence, both overt (*clear*) and structural (*systemic*); to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level. [...]

It is UNICEF's position that peace education has a place in all societies – not only in countries undergoing armed conflict or emergencies. Because lasting changes in behaviour in children and adults only occur (*happen*) over time, effective peace education is necessarily a long-term process, not a short-term intervention. While often based in schools and other learning environments, peace education should ideally involve the entire community. [...]

‘The Future Global Agenda for Children – Imperatives for the Twenty-First Century’ makes a commitment to “... ensure that education and learning processes help to form both human capital for economic growth and social capital for tolerance, respect for others and the right of each individual to participate with equality within family, community and economic life; ... and to challenge the culture of violence that threatens to destroy family and community life in so many countries.”



YOU

Let's focus on the idea of peace.

1 In your opinion is violence part of the human nature or is it induced by the context?

2 Which of the following ideas do you associate with peace and which with conflict?

absence of war • democracy • social tensions • freedom • order • inequalities • discrimination • happiness • justice

3 Read the quotations about peace.

1 Which:

- condemns blind violence
- invites responsible cooperation
- praises institutions
- praises equality
- condemns discrimination

2 Which do you prefer and why?

1 “Peace is not merely the absence of war but the presence of justice, of law, of order — in short, of government.” **Albert Einstein**

2 “An eye for an eye will only make the whole world blind.” **Mahatma Gandhi**

3 “True peace is not merely the absence of tension: it is the presence of justice.” **Martin Luther King Jr**

4 “No one is born hating another person because of the color of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.” **Nelson Mandela**

5 “Each of us must learn to work not just for oneself, one's own family or nation, but for the benefit of all humankind. Universal responsibility is the key to human survival. It is the best foundation for world peace.” **Dalai Lama**

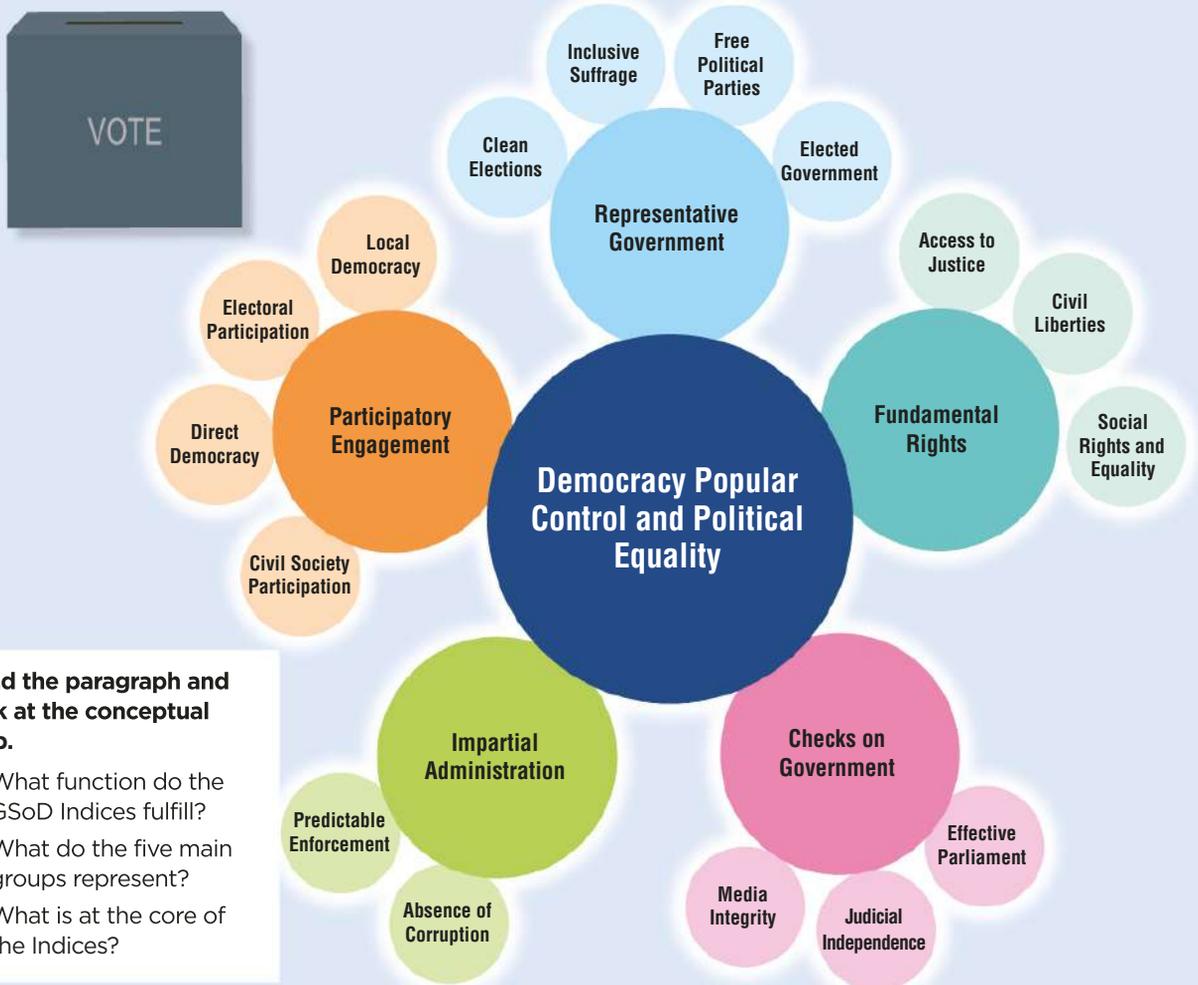
B Protecting Democracy

You will have realized that democracy is a fundamental prerequisite for peace. However, if you consider the History of Europe of the last century you will sadly realise how democracy can be threatened by different causes and be easily lost. The outcome is social unrest and war. IDEA, the International Institute for Democracy and Electoral Assistance has prepared a set of Democracy Indices to measure democratic performance which are also a very useful tool to help monitor the progress of Agenda 2030 Sustainable Development Goals.

Global State of Democracy Indices

The GSoD Indices are useful control tools for democratic practices to policymakers and civil society organizations working at the global, regional and national levels. They are grouped under five main categories representing the main attributes of democracy: representative government, fundamental rights, checks on government, impartial administration, participatory engagement. Each attribute is further articulated into different sub-attributes.

Conceptual Framework: The Global State of Democracy



1 Read the paragraph and look at the conceptual map.

- 1 What function do the GSoD Indices fulfill?
- 2 What do the five main groups represent?
- 3 What is at the core of the Indices?

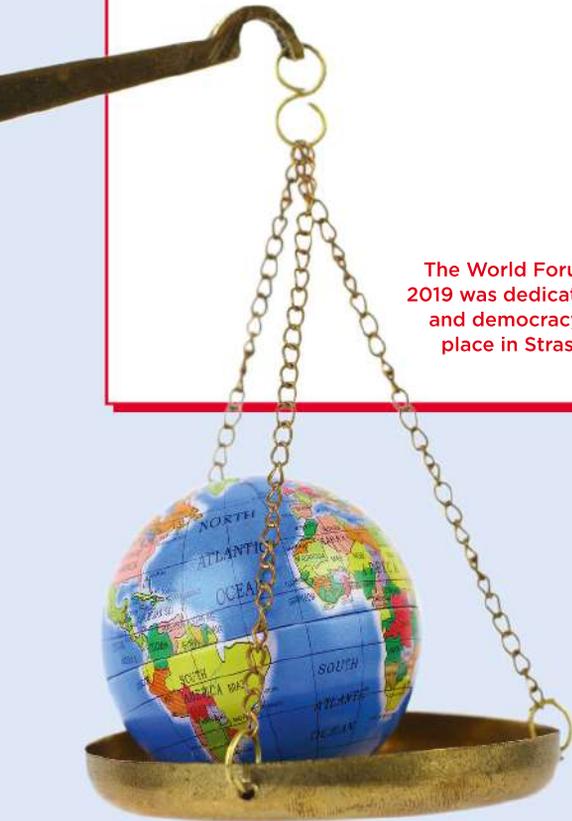


YOU

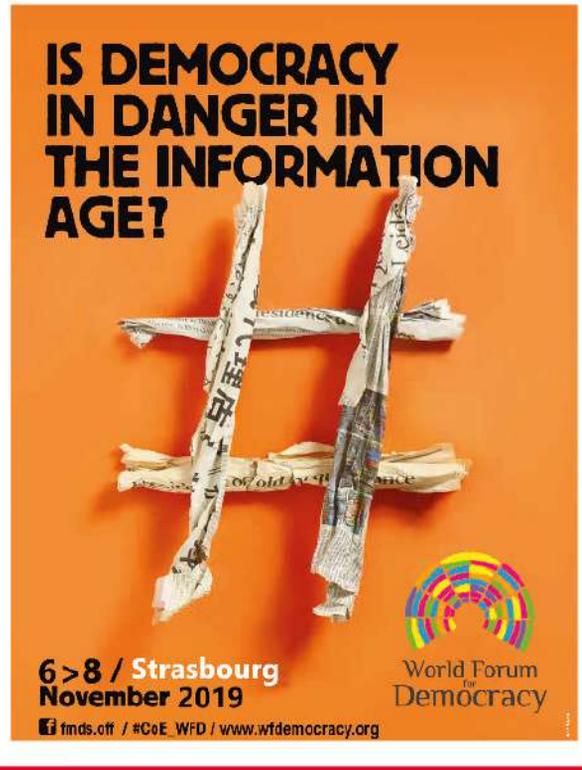
1 Consider both the poster and its two captions.

- 1 When may the power of information become a threat to democracy?
- 2 What do the two pictures symbolize? Choose among the suggestions below or give your own.

Parliamentary democracy • the colours of all the flags of the world • censorship • the distortion of information • power of social media



The World Forum for Democracy 2019 was dedicated to information and democracy. The Forum took place in Strasbourg from 6 to 8 November 2019.



C Democracy and Civil Disobedience

The democratic principles that were reasserted after the end of WWII in 1945, strengthened the desire for independence in colonized countries. India, one of the most powerful British colonies, gained its independence in 1947 thanks to the commitment of a charismatic leader who chose the path of non-violence to obtain independence for his country.

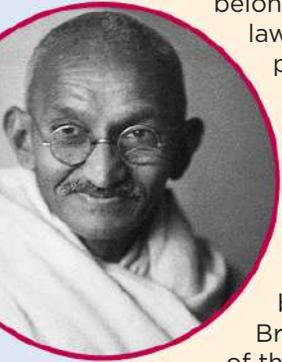
1 Read the text (page 180) and fill in the time line below with the main events.

1920	Gandhi becomes leader of the Indian Congress
1922	he
1931	.....
1935	.....
1939-45	.....
1947	.....
1948	.....

2 Answer the following questions.

- 1 What was the first important step towards independence and how long did it take to obtain it?
- 2 How did the movement for independence change during the second world war and why?
- 3 Why did partition create new tensions?
- 4 Why was Gandhi assassinated?

A Charismatic Leader



Gandhi, called Mahatma (Great Soul), belonged to a Hindu family. He studied law in Britain and soon started a political career first in South Afrika and later in his home country. In 1920 he became a leader of the Congress and initiated a campaign of non-violent non-cooperation with the British government to obtain independence. This meant to boycotting British-made goods, British schools and colleges. Because of this passive resistance to the British Government in 1922 he was imprisoned for six years. In 1931 he took part as the Indian Congress representative in a conference in

London to discuss the Indian problem, but no agreement was reached. Gandhi continued his campaign and in 1935 Britain passed the Government of India Act which increased Indian participation in government and laid the foundations for an Indian federation.

Unfortunately from 1939 to 1945 the second world war put an end to the progress of reforms and the movement against British rule gained new vigour taking up violent notes with riots and terrorist attacks. "Quit India" was its new slogan. The strategy of passive resistance was still used by Gandhi's followers, but the Nationalist Movement split into Hindu and Muslim factions. Gandhi was imprisoned again but soon released.



YOUR VIEW

Threats to Democracy

Below are two paper headings about constitutional changes in India in 2019. The first is about a proposal by Narendra Modi, India's Prime Minister, the second is about a movement against this reform led by Arundhati Roy, an Indian architect, writer and political activist.

Narendra Modi's new anti-Muslim citizenship law sparks fear, panic and protests in India

Under the law, non-Muslims who illegally migrated to India from Afghanistan, Bangladesh and Pakistan will get citizenship, but not Muslims.

If passed, the move threatens the secular foundation of the world's second-most populated nation and its constitution which treats all religions equally.

Indian Prime Minister Narendra Modi.



1 Read the first text.

- 1 What constitutional change did Modi propose?
- 2 Why does the proposal go against the basic principles of Indian constitution?
- 3 Besides the constitution, what fundamental principle of democracy does the proposal ignore?
- 4 Why do you think this protest provoked a reaction of fear and panic?



The memorial in the spot where Mahatma Gandhi was assassinated.

India became independent in 1947, but was partitioned into the secular State of India, which tolerated all religions, and the Muslim state of Pakistan, where Islam was the religion of state. This partition created very tense relations between the two countries and in 1948 Gandhi was assassinated by a Hindu fanatic who did not approve of Gandhi's tolerance for Muslims.



YOU

1 Fill in the gaps in the paragraph below about civil disobedience.

rules • democratic • state • power • protest • moral • violence

Civil disobedience is a form of to redress wrongs, obtain concessions or to reject an occupying It implies breaking the existing without recurring to the use of and it has the purpose of bringing about improvements for a community, a society or a

INTERVIEW

Arundhati Roy: my civil disobedience is using irony against Modi's lies about Indian citizenship

The writer supports the protests against the new law and she now risks being arrested: "My question is this: Why is it ok for the Prime Minister to lie to us while for us people it's considered a criminal offence and a security threat to have a laugh?"



Arundhati Roy, Indian architect, writer and political activist.

2 Read the second text.

- 1 How does Arundhati describe Modi's proposals?
- 2 What kind of action is she going to take?
- 3 What does she risk?

3 **DEBATING** Get into groups and read the quotation from the article.

India's parliament is set to approve legislation preventing Muslim migrants from neighbouring countries from receiving citizenship - the next step in Prime Minister's hardline Hindu nationalist programme and one that is seen to go against the nation's secular constitution. The controversial citizenship bill has sparked protests and fear around, with lawyers working overtime to help millions at risk of being left stateless in the world's largest democracy.

- 1 Underline and number the words and phrases that give the following information.
 - Which Muslims are excluded from Indian citizenship?
 - What type of policy does Modi apply?
 - What institutions does his policy go against?
 - What will be the result if the new law is passed?
- 2 Exchange ideas about the following points.
 - What may be the reasons why Muslims want to migrate to India?
 - What aspect of active citizenship does Arundhati Roy show?
 - What links can you see with Gandhi's civil disobedience campaign?
- 3 Give a short talk to the class about your conclusions.

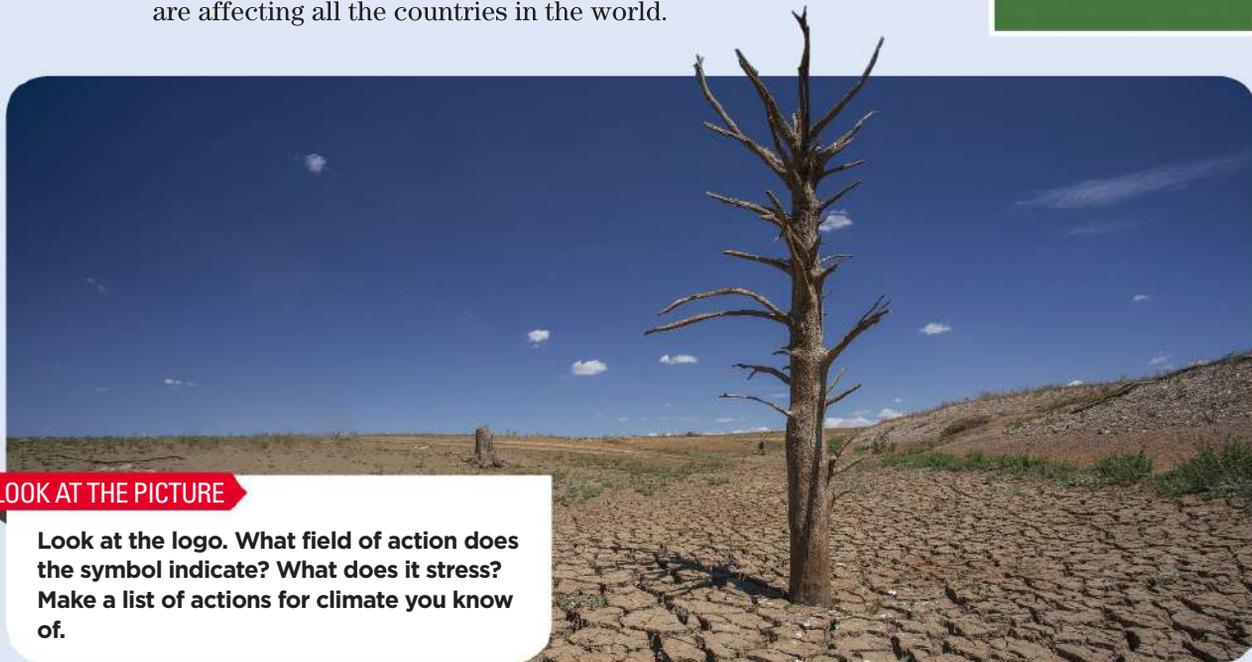
The democratic values of partnership and peace, in the age of globalization, are strictly connected with the need to put an end to all forms of unsustainable exploitation of our planet. **Goal 13** of the Agenda focuses on the need to take urgent action to stop the dramatic effects of climate change that are affecting all the countries in the world.

13 CLIMATE ACTION



LOOK AT THE PICTURE

Look at the logo. What field of action does the symbol indicate? What does it stress? Make a list of actions for climate you know of.



A Collective Youth Action

Those who are most involved and worried about the future of the planet are obviously young people. In the last few years their concern has gone global and has been voiced by charismatic youngsters all over the world.

The text below is the self-presentation of Earth Uprising, an American born pressure group inspired by Greta Thunberg, the well known climate activist.

1 Read the part with the title *About Earth Uprising*.

- 1 Focus only on the parts in bold and complete the notes below:

Who	
Aim	
Time available	
Victims of climate change	
Action taken	

- 2 What examples of earth disasters are given? Complete the list: Ice melting,,,
- 3 Who is to blame for this situation?
- 4 How can young people be influential even if they do not have a vote?

2 Read the part with the title *Our Principles*.

- 1 Which principles are based on the following concepts?
 leadership • non-violence • scientific approach • commitment • cooperation • justice • resilience • global approach • non-discrimination

3 Make a list of ways and areas in which adults could help.



About Earth Uprising

We are a team of young people who want to save the planet.

Scientists have told us we have less than 12 years to act in order to avoid some of the worst effects of climate change. Our Earth's system is rapidly changing and the effects to our planet, our ecosystems and to humanity are devastating. Our ice caps are melting. Sea levels are rising. Heat waves and droughts (*dry periods*) are increasing. Wildfires burn hotter and faster. Extreme rainfall and flooding is increasing. The extinction rate has accelerated to an unprecedented level and nearly 200 species are becoming extinct everyday. Our planet is dying right before our very eyes.

We youth will bear the greatest impacts of climate change. Our lives will be very different from the lives of our parents and grandparents. We will be the first generation to witness the devastation the older generations have brought upon our planet.

Youth climate activists from all over the world are uniting to take action and demand a better future for ourselves and future generations. Even though many of us cannot vote, we can make our voices heard! We have started Earth Uprising to support and hasten (*accelerate*) the youth climate movement, while providing resources and opportunities to educate one another about the climate crisis.

We want action and we want it now. We are impatient and it is our time to lead.



OUR PRINCIPLES

- 1 We are youth committed to global action on climate change. Our #1 demand is that world leaders urgently act in order to keep our planet below 2 degrees Celsius of warming.
- 2 We listen, believe and act on science and scientific facts.
- 3 We demand equity be at the core of all climate change solutions.
- 4 We recognize that climate change doesn't respect the geographical boundaries humanity has created, therefore we think and act globally.
- 5 Our words and actions are non-violent always.
- 6 We honor, respect and stand in solidarity with other groups fighting for the same causes as we are.
- 7 We are inclusive of all ethnicities, genders, cultures and backgrounds. All are welcome.
- 8 We acknowledge that the smallest action can have the largest results. All actions are important regardless of their size. Doing something is always better than doing nothing.
- 9 We recognize activism is work, and we commit to having persistence, endurance and staying power. We never, ever, ever give up.
- 10 We are led by youth and supported by adults.

earthuprising.org



YOU

1 Read the following quotations about the earth from adults of the past.

- 1 Which speaks about
 - Responsibility towards future generations
 - The close connection between man and nature
 - The global community of the earth
 - The importance of action
- 2 Which would you choose as a slogan for a youth movement?

1 "A nation that destroys its soils destroys itself. Forests are the lungs of our land, purifying the air and giving fresh strength to our people." **Franklin D. Roosevelt**

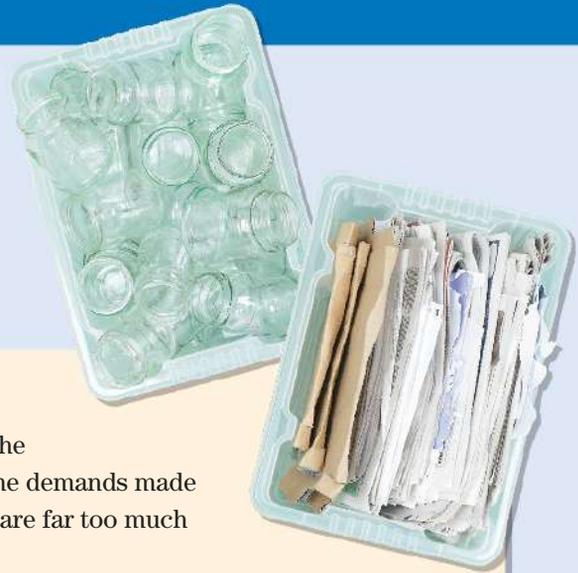
2 "The Earth is what we all have in common."
Wendell Berry

3 "The ultimate test of man's conscience may be his willingness to sacrifice something today for future generations whose words of thanks will not be heard."
Gaylord Nelson

4 "Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it is the only thing that ever has."
Margaret Mead

B Individual Action

As Point 8 of Earth uprising principles states “All actions are important regardless of their size”. The text below, taken from the WWF site, gives some suggestions on how to start.



Measure your impact on the environment

Everything we do makes a demand on nature. The food we eat, the clothes we buy, the way we travel, everything. Added together, the demands made by each and every one of us – humanity’s Ecological Footprint – are far too much for our planet. 50% too much, in fact.

A good start for lightening your load on our planet is to first understand where your own impact comes from. In addition, you can make simple changes to your daily life as described below. One of the best things you can do for our planet is change what you eat. Eating a healthy and balanced diet with a larger proportion and a wide variety of plant-based foods, only buying meat and fish from sustainable sources, and not wasting food, all help to protect our planet.

Re-use, buy less, and choose nature-friendly products. For example, only buy paper and wood from recycled or sustainable sources featuring the FSC (*Forest Stewardship Council*) logo to be confident you’re not harming the world’s forests.

Help combat climate change, and increase air quality by reducing your use of fossil fuels and supporting renewable energy; for example, in the way you get around and power your home.

Our voices are powerful. Use yours to call for nature-friendly choices. For example, write to your supermarket and to food companies to ask that the only palm oil they use is certified sustainable by the RSPO (*Roundtable on Sustainable Palm Oil*), and hasn’t caused deforestation.

Support local wildlife and encourage nature to grow, from beach cleans to urban gardens, support local initiatives that protect and restore nature.

wwf.panda.org/get_involved/live_green/



1 Read the text.

- 1 List all the tips given to help restore the planet. choose the right food,,,



YOU

1 Which pictures illustrate the following concepts?

To save the planet we must ...

- act now change eating habits
 plant trees stop the use of pollutants



2 Read the following list of tips for action. Write a paragraph describing which you already do or don't do and why. Add another two tips.

- Use a refillable water bottle and coffee cup.
- Take short showers.
- Recycle paper, plastic, glass and aluminium.
- Bring your own bag when you shop.
- Turn off the lights.
- ...



YOUR VIEW

Involving and Empowering Youth

The Poster of the Europarc Federation, a Network of European Protected Areas, and the text offer an example of young people's possible involvement in protecting nature.

A Call for Change in Rural Communities and Protected Areas

The EUROPARC Youth Manifesto is a source of ideas and inspiration for decision-makers in Protected Areas and rural communities to ensure the involvement and empowerment of young people.

Young people play an important role in looking after our Protected Areas. They are tomorrow's decision-makers and they are capable of helping to lead the way to a sustainable future for our parks even today – if they get the chance to have their say. It is vital that young people get involved in the governance of Protected Areas, so they can share their perspectives on the issues that will impact their future development and that of our natural and cultural heritage. And it is now that they can develop thoroughly the skills it will take to manage resilient parks and build sustainable communities.



1 Focus on the highlighted part of the text.

- 1 Who is the Europarc Youth Manifesto addressed to?
- 2 What action should they take?

2 Read to the end.

- 1 Why should young people be allowed to contribute their ideas on Protected Areas?
- 2 How in particular should they be involved?
- 3 What will they learn?

3 **DEBATING** Get into groups. Exchange opinions about the text you have read and do some additional research on the subject.

- 1 Exchange information on activities for preserving public spaces you have participated in or you know of.
- 2 List some of the reasons why these initiatives are valid or non/valid.
- 3 Report back to the class about the results of your group.

ROUND UP

The purpose of the four sections was to help you reflect on the notion of democracy, its basic values and the role of responsible and active citizens in defending them from the many challenges that are implied in the 17 goals of Agenda 2030. You can now revisit the key concepts we have gone through by completing the following summary.

individual • education • majority • peace • people • UN • culture • democracy • suffrage • sustainable • justice • duties • law • partnership • members • planet • exploitation • disobedience • violence

Agenda 2030 is a project based on a shared vision of a future. It was signed by all UN member States in 2015 and includes 17 goals to be reached by 2030. Those goals can be summarized in the so-called five Ps: partnership, peace, planet, and prosperity.

The Agenda is the result of collective decision making and as such it is an expression of

In a democracy all participants are equal, that is, they share the same rights and The advantage of democracy is that it forces decision-makers to take into account the interests, rights and opinions of the It is therefore important to educate and involve young people at all levels to promote a democratic

Among the fundamental values of democracy is, goal 17 of the Agenda. It implies cooperation in view of a superior aim. What Nelson Mandela achieved in apartheid South Africa is an outstanding example of the power of cooperation. He led the country to universal by means of his coherent adherence to his principles, based on an inclusive vision of the world, called ubuntu in the African culture, according to which we are all of the human community and the suffering of one affects all the others.

Another fundamental value and, at the same time, another aim of democracy is, goal 16 of the Agenda. It concerns the ideals of equality, freedom, human dignity and and it must be based on solid institutions that can defend it from constant threats such as, corruption or misinformation.

IDEA, the International Institute for Democracy and Electoral Assistance has prepared a set of Democracy Indices to measure democratic performance. The role of peace is also fundamental in strengthening the foundations of democracy.

One non-violent weapon to fight for democracy or to defend it, is civil A historical example can be what Ghandi did to free India from British rule, while a contemporary one is Arhundati Roy's protest against the antidemocratic citizenship proposed by Indian Prime Minister Modi.

The democratic values of partnership and peace, in the age of globalization, are strictly connected with the need to put an end to all forms of unsustainable of our planet, which is goal 13 of the Agenda.

Young people, in this respect, have realized the urgency to take action in order to stop the dramatic effects of climate change that are affecting all the counties in the world. Along with Greta Thunberg and her *Fridays for Future*, many other groups are campaigning to defend the Among them, *Earth Uprising*, whose statement of principles is clearly in line with the fundamental values of democracy. But we must not forget that also action is important and that even small changes in our habits can make a difference, as all pressure groups suggest.



1  141 | Now listen and check your answers.

1. Stressed from the nest

Inquadra per accedere al video e agli audio della Unit.



CONTENUTI DIGITALI

GR GRAMMAR REFERENCE

Present simple

Affirmative form

- Si forma con il soggetto seguito dal verbo alla forma base.

I/You/We/They read on Fridays.

- Alla 3ª persona singolare si aggiunge una **-s** finale alla forma base del verbo.

She reads the newspaper every day.

- Ci sono delle **variazioni ortografiche**. I verbi che terminano in:

- **-s**, **-sh**, **-ch**, **-x**, **-z**, **-o** aggiungono **-es**.

He catches the bus at 7.30.

- consonante + **-y**, sostituiscono la **-y** con **-i** e aggiungono **-es**.

Mary studies at the London School of Economics.

- i verbi che finiscono in **-ie** cambiano **-ie** in **-y** (*tie* → *tying*).
- i monosillabi che finiscono con una consonante preceduta da una vocale raddoppiano la consonante finale (*stop* → *stopping*).
- i verbi bisillabi che finiscono con una vocale seguita da consonante raddoppiano la consonante (*prefer* → *preferring*, *begin* → *beginning*).
- i verbi bisillabi che finiscono in **-l** raddoppiano la **-l** (*travel* - *travelling*).

Interrogative form and short answers

- Alla forma interrogativa si usa l'ausiliare **do** o **does** per la terza persona singolare, seguito dal soggetto e dalla forma base del verbo principale.

'What do you do at weekends?' 'I go to the cinema.'

- Nelle risposte brevi affermative si usano **do** e **does**, nelle risposte brevi negative si usano le **forme contratte** dell'ausiliare.

'Does James catch the bus to school early?'

'Yes, he does. // No, he doesn't.'

'Do your classmates do any sports?'

'Yes, they do. // No, they don't.'

Negative form

- Alla forma negativa si usa l'ausiliare **do not** (spesso contratto in **don't**) - e per la terza persona singolare si usa **does not** (**doesn't**) - seguito dalla forma base del verbo principale.

We don't play the piano.

My brother doesn't swim every day.

Present continuous

- Si forma con il verbo **to be** seguito dal gerundio del verbo principale (forma in **-ing**).
- Alcuni verbi subiscono delle **variazioni ortografiche** prima di aggiungere **-ing**:

- i verbi che finiscono in **-e** muta perdono la **-e** (*take* → *taking*) **MA** ci sono alcune eccezioni:

age → *ageing*

queue → *queueing* (questa è la parola inglese con la più lunga sequenza di vocali!).

Present simple and present continuous

PRESENT SIMPLE	PRESENT CONTINUOUS
<ul style="list-style-type: none"> Azioni abituali o ripetute, o di routine: <i>I often do my homework in the afternoon.</i> Affermazioni di carattere generale, scientifiche, e dati di fatto: <i>Birds fly.</i> <i>Water boils at 100 °C.</i> Narrazioni al presente storico e sequenze di eventi: <i>Mum comes into the room, opens the wardrobe and takes all my clothes out.</i> 	<ul style="list-style-type: none"> Azioni che avvengono nel momento in cui si parla: <i>They're having a cup of tea right now.</i> Situazioni temporanee: <i>My cousin is studying in London this year.</i> Azioni abituali irritanti: <i>My mum is always interrupting me.</i> Eventi futuri programmati: <i>She is meeting the director next Tuesday.</i>

- Le **espressioni di tempo** aiutano a capire se una frase richiede il **present simple** o il **present continuous**.

PRESENT SIMPLE	PRESENT CONTINUOUS
every day	today
every week/month/year...	this week/month/year
adverbs of frequency (<i>always, usually, often, sometimes, hardly ever, never</i>)	now, right now, at the moment
once, twice, three times a day / week / month...	these days
on Mondays...	next Monday...

Louise never answers the phone.

Is Tom swimming now?

State and action verbs

STATE VERBS	
Percezione involontaria	<i>hear, look, see, smell, seem, sound</i>
Stati d'animo	<i>like, love, hate, dislike</i>
Desiderio, necessità	<i>need, prefer, want</i>
Possesso	<i>belong to, have got, own</i>
Pensieri e opinioni	<i>agree, disagree, believe, imagine, know, realise, remember, think, understand</i>
Apparenza	<i>appear, look, resemble, seem</i>

- Gli *state* (o *stative*) verbs sono verbi che **esprimono uno stato e non un'azione** e prevedono l'uso del *present simple*, anche quando descrivono eventi in corso.
We're studying Physics and need some extra help. Grandma's flat belongs to us now.
- Alcuni verbi possono indicare uno stato o un'azione a seconda della situazione.

	STATO	AZIONE
think	Avere un'opinione <i>What do you think about family relations?</i>	Attività mentale <i>What are you thinking about?</i>
see	Vedere (percezione) capire <i>I see you have a new car.</i>	Incontrare, visitare <i>I am seeing my friends/ the doctor this afternoon.</i>
have	Possedere <i>I have a new desk in my bedroom.</i>	Fare, prendere <i>I'm having a shower now.</i>
look	Sembrare <i>She looks great in her new dress!</i>	Guardare <i>She's looking at herself in the mirror. You are looking out of the window.</i>
be	Essere <i>This is my new boyfriend.</i>	Essere = Fare, comportarsi <i>You are being quite silly these days.</i>

Questions

YES/NO QUESTIONS
<ul style="list-style-type: none"> • Iniziano direttamente con l'ausiliare. • Richiedono una risposta breve con YES o NO. <i>'Are you Mr Sand's daughter?'</i> <i>'Yes, I am. // No, I'm not.'</i> <i>'Do your children speak English?'</i> <i>'Yes, they do. // No, they don't.'</i> <i>'Are you studying history?'</i> <i>'Yes, we are // No, we aren't.'</i>

WH- QUESTIONS

- Sono introdotte da una *WH-word* (*who, what, where, when, why, how* e i suoi composti, ad es. *How old, how long, how often*) seguita dall'ausiliare, dal soggetto e dal verbo principale.
- La risposta non inizia MAI con YES/NO.
'Who is your father?' *'Mr Sand.'*
'How often do you play tennis?' *'I play tennis twice a week.'*

Articles

Definite articles

L'articolo determinativo (*definite article*) **the** si usa:

- per indicare persone o cose **precise** oppure **già menzionate** in precedenza.
A boy is running in the street. The boy is my brother.
- quando si parla di **qualcosa di unico**.
The Earth is our planet. The planet is in danger.
- con i **superlativi relativi**.
Ben Nevis is the highest mountain in the UK.
- con gli **strumenti musicali**. *I play the guitar.*
- con i **punti cardinali** e i **nomi geografici** di catene montuose, fiumi, mari e oceani e con i nomi di **Stati** che indicano una confederazione e/o che sono al plurale.
I play with a band from the west of the United States.

A differenza dell'italiano, l'articolo determinativo va **omesso (no article)**:

- quando si usa un sostantivo plurale in **senso generale**. *Lions live in Africa.*
- con i **pasti**. *Dinner is at 6 pm.*
- con le **materie scolastiche**. *I like History.*
- con le **nazionalità** e le **lingue**. *I speak English.*
- con i **possessivi**. *It's our car.*
- con i **nomi propri di persona** e **nomi geografici** di città, regioni, stati, continenti, isole, monti, laghi.
Sicily is one of the 20 regions of Italy.

Indefinite articles

L'articolo indeterminativo (*indefinite article*) **a/an** si usa davanti a sostantivi maschili o femminili numerabili singolari.

Si usa **a** davanti a parole che iniziano per **consonante** (*a desk*).

Si usa **an** davanti a parole che iniziano per **vocale** (*an apple*) o per **h muta** (ce ne sono solo quattro: *hour, honest, honour, heir*).

L'articolo indeterminativo si usa nei seguenti casi:

- per indicare persone o cose **non precisate** o menzionate per la prima volta o per dire che è una tra tante. *Listen! A dog is barking!*
- con le **professioni**. *Mike is a vet.*

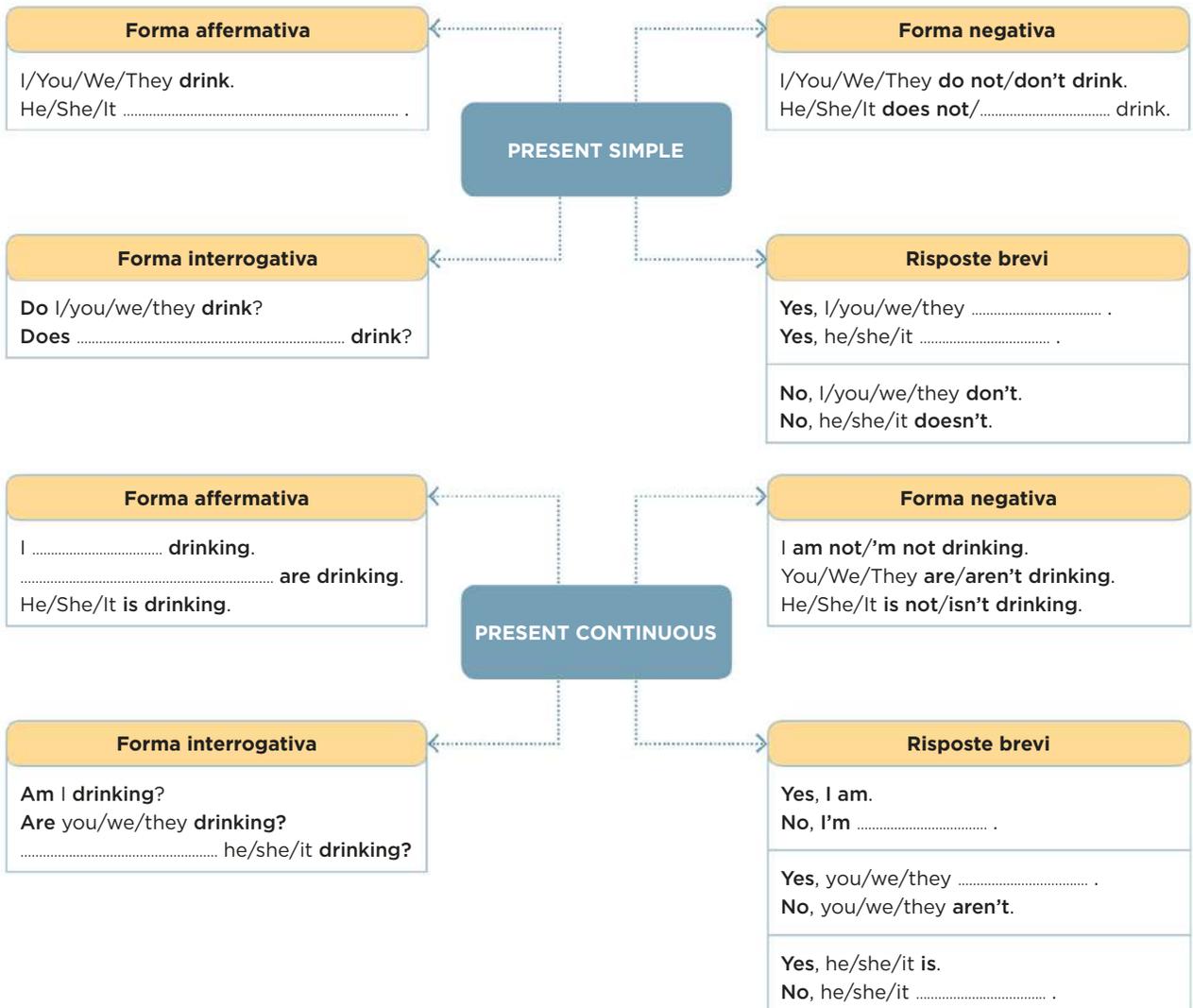


LO LEARNING ORGANISER

Organise your grammar

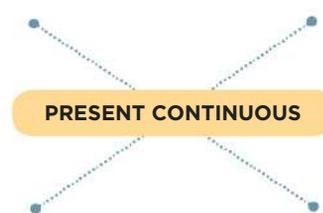
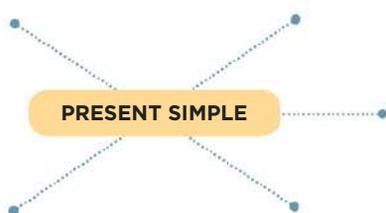
Present simple and continuous

1 Completa come richiesto.



2 Completa il diagramma con le funzioni elencate.

abitudini • abitudini irritanti • azioni che si svolgono nel momento in cui si parla • azioni temporanee/non permanenti • dati di fatto, scientifici o generici • futuro programmato • narrazione di eventi • routine • situazioni o stati



Definite and indefinite articles

3 Completa la tabella con le funzioni elencate.

con i possessivi • con i nomi propri di persona o di città, stati, regioni e continenti • con le professioni • con cose o persone specifiche, uniche o già citate • con sostantivi non numerabili o con sostantivi plurali usati in senso generale • con i nomi di laghi, monti o isole • con i nomi di fiumi, catene montuose, arcipelaghi o di confederazioni • con sostantivi numerabili singolari, non citati prima

THE	A/AN	NO ARTICLE

Organise your vocabulary

Ages and stages of life

4 Traduci nella colonna data. Poi copri una o l'altra colonna per memorizzare il lessico.

STAGES	TRANSLATION
1 birth	<i>nascita</i>
2 childhood	
3 adolescence	
4 adulthood	
5 middle age	
6 old age	
7 retirement	
8 death	

PEOPLE	TRANSLATION
1 baby/infant	
2 toddler	
3 adolescent	
4 tween	<i>preadolescente</i>
5 teenager	
6 adult	
7 middle aged man/woman	
8 elderly person	
9 senior citizen	

The family

5 Completa la definizione e scrivi la traduzione dei termini, come nell'esempio. Poi copri a turno due delle colonne per memorizzare il lessico.

	DEFINITION	TRANSLATION
1 husband/wife	the person <i>I am married to</i>	<i>marito/moglie</i>
2 aunt/uncle	my parents'	
3 cousin	my uncle or aunts'	
4 grandson/-daughter	my children's	
5 nephew/niece	my sibling's	
6 an only child	someone who hasn't	
7 sibling	my or	
8 single	not	

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

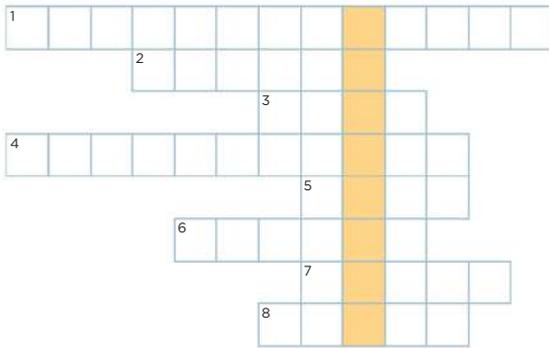
6 Completa la tabella con le parole mancanti in base alle indicazioni date (s = sostantivo, v = verbo, a = aggettivo).

1 improve	..... (s)	4 argument	..... (v)
2 discuss	..... (s)	5 concentration	..... (v)
3 retire	..... (s)	6 confidence	..... (a)

Ages and stages of life

1 Read the clues and complete the puzzle. Which word appears in the shaded column?

- 1 He's 72. He's a
- 2&3 She's 55. She's a woman.
- 4 The period of life when you change from being a child to being a young adult.
- 5 A very young child who can't talk or walk.
- 6 The stage of life when you are 70, for example.
- 7 The opposite of life.
- 8 The beginning of life.

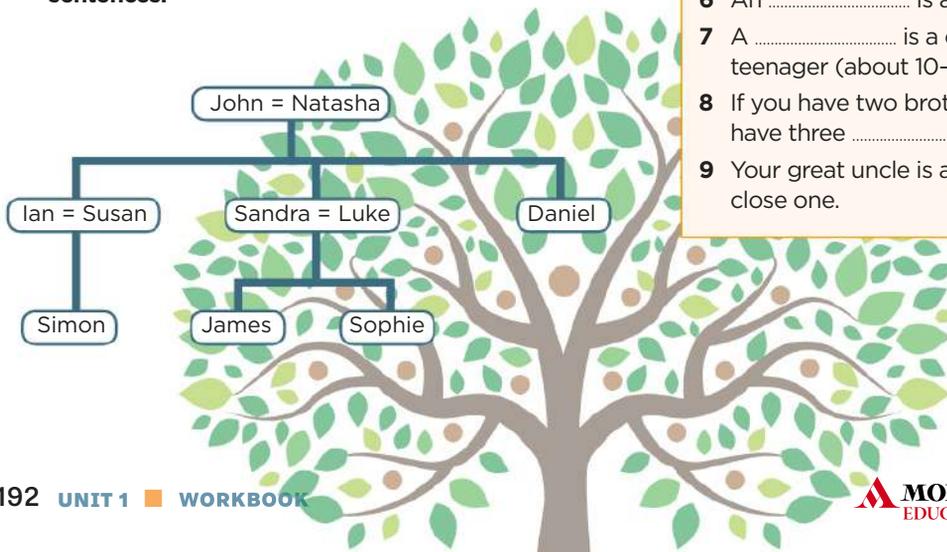


2 Use words from 1 to complete the sentences.

- 1 We're celebrating the of our new sister.
- 2 I was very sad at the of my aunt.
- 3 is a difficult time for many people. They aren't children, but they aren't adults either.
- 4 When you're sitting on the bus, you should always offer your seat to a
- 5 It's important to look after your parents in their

The family

3 Look at this family tree and complete the sentences.



■ John and Natasha are Simon's *grandparents*.

- 1 Susan is Ian's
- 2 James is Simon's
- 3 Natasha is Luke's
- 4 Luke is Ian's
- 5 Daniel is Simon's
- 6 Sophie is Ian's
- 7 James is Daniel's
- 8 Sophie is John's
- 9 Luke is Sandra's

4 Match the halves to make sentences.

- 1 I've got a stepfather because
 - 2 My aunt is 50 and single because
 - 3 She's my niece because
 - 4 Paul is an only child because
 - 5 I come from a one-parent family because
- a his parents didn't want any more children.
 b my parents got divorced and I live with my mum.
 c my mum got married again.
 d she's my sister Elizabeth's daughter.
 e she never wants to get married.

5 VOCABULARY EXTENSION



Complete the definitions with these words.

distant relative • graduate • infant • orphan • pensioner • siblings • toddler • tween • twin

- 1 A has a sister or brother with the same birth date.
- 2 An is a child with no parents.
- 3 When you finish university you are a
- 4 After you retire, you become a and get money from the government.
- 5 A is a child between two and four.
- 6 An is a child in its first year.
- 7 A is a child who is not yet a teenager (about 10-12 years old).
- 8 If you have two brothers and one sister, you have three
- 9 Your great uncle is a, not a close one.

R READING

1 Look at the photo and answer the question. Then read the blog quickly to check your answer.



Why do you think Ella is angry with her sister?

- A Because she shares the same room.
- B Because she never leaves her alone.
- C Because she borrows her clothes.
- D Because she gets her down.

Ella's blog

BLOG ABOUT ME SEARCH

Hi everyone!

Generally speaking I'm enjoying life as a teenager, but there are times when it really gets me down.

It's great that my parents are giving me a bit more independence. I have a really good group of friends and I see them two or three times a week. We go swimming every weekend, too. That's the good part. But one part of my life is definitely getting worse – and that's my relationship with my younger sister, Hanna. It is becoming an absolute nightmare.

She's two years younger than me, but she wants to do exactly the same things as I do. That means she wants to have the same hairstyle as I have, she copies my clothes, she even wears the same make-up as me. And sometimes she makes me furious because she borrows my clothes without asking. I hate it. In fact, while I'm writing this blog I can see her from my room. She's in the back garden and she's wearing my white T-shirt and jeans, which are now really dirty because she's lying on her back in the grass.

My parents know about this because I always tell them, but they don't understand. They think it's fine. They say my sister's younger than me so I need to be kind to her. But they're my clothes and it's my room. It's private!

I also have an older brother, Jimmy, who is really great. He goes to a different school because he's older, but he always helps me with my homework if it's difficult. My laptop sometimes breaks and he repairs it for me. He loves playing computer games and he often lets me play, too. We get on very well. Hanna never goes into his room or takes his things. I know she doesn't want his clothes. But she doesn't even go in there to borrow a pen or some paper – or play a computer game while he's out. Why me???

2 **P I** Read the blog again and choose the best answers.

- 1 Ella is quite happy at the moment because...
 - A she's got more freedom than before.
 - B she likes going out with her family.
 - C she's getting on well with her school work.
 - D she is a teenager
- 2 Ella's sister wants...
 - A to use Ella's laptop all the time.
 - B to look just like Ella.
 - C to hang around with her friends.
 - D to copy all Ella's work.
- 3 Ella gets angry because...
 - A she's writing the blog.
 - B she has to share a room with her sister.
 - C her parents don't buy her new clothes.
 - D her parents always excuse her sister.
- 4 Ella's brother is...
 - A unkind to her sister.
 - B good with computers.
 - C away at university a lot.
 - D doing her homework.
- 5 Which would be the best title for the blog?
 - A My brother's amazing!
 - B My parents don't understand me!
 - C My sister's annoying!
 - D Parents vs children

3 Match the underlined words in the blog with the definitions.

- 1 makes me upset
- 2 very angry
- 3 a big problem
- 4 uses something that belongs to someone else, then gives it back later
- 5 fixes something broken

4 Complete the sentences with the correct form of the words or phrases from 3.

- 1 If I get bad results in a test, it
- 2 I've got to rewrite an essay for the teacher. It's an
- 3 My mum was when Dad crashed her car.
- 4 When I dropped my mobile phone on the floor, it was impossible to it.
- 5 I don't like to money from friends.

Present simple and present continuous

1 Read the uses (a-d) for the present simple and present continuous. Decide if they match the present simple (S) or present continuous (C).

- a actions that are happening now or temporary situations S C
- b regular habits and routines S C
- c things that are generally true S C
- d with verbs like *love, hate, know, understand* S C

2 Match the sentences with the uses from 1.

- 1 She's lying on the grass at the moment.
- 2 My laptop sometimes breaks.
- 3 I see my friends three times a week.
- 4 She makes me furious.
- 5 She's wearing my T-shirt and jeans.
- 6 I have a really good group of friends.
- 7 He loves playing computer games.
- 8 We go swimming every weekend.

3 Complete the dialogues with the present simple or the present continuous form of the verbs given.

- 1 A: I (think) about your blog.
I (not understand) how to log in.
B: You (need) a username and a password.
- 2 A: Why you (study)?
B: I've got an exam tomorrow.
- 3 A: Where are your aunt and uncle?
B: They are on holiday; they (lie) on a beautiful beach in the Maldives right now.
- 4 A: Who (sing) downstairs?
B: That's my sister. She's good, isn't she?
- 5 A: Bonjour, Mademoiselle.
B: Sorry, I (not speak) French.
- 6 A: What's that smell? Is it pizza?
B: Yes. My dad (cook) dinner.
- 7 A: Why isn't your mum here at the moment?
B: She (finish) work late on Thursdays.
- 8 A: Can I speak to the headteacher?
B: I'm sorry, but he's busy. He (have) a meeting.

4 Write questions using the prompts below.

- Where/you/live? *Where do you live?*
- 1 Where/your mother/work?
- 2 you/have/a best friend/at the moment?

- 3 your friend/speak English/well?
- 4 you/do/your homework/at the moment?
- 5 What/sports/you/do?
- 6 Who/you/usually/sit next to/in English lessons?

5 GRAMMAR CHALLENGE



Find and correct the mistakes. Two of the sentences are correct.

- 1 Are you studing for your exam at the moment?
.....
- 2 She doesn't have her books with her today?
.....
- 3 Do you studying for your exam now?
.....
- 4 Why are you and Joe walking to school today?
.....
- 5 Do your brother plays in the basketball team?
.....
- 6 My cousin studies at this school.
.....
- 7 My sister and I are having two bikes at the moment.
.....
- 8 A: What do you do now?
B: I listen to my MP3 player.
.....
- 9 Does your parents work at the hospital?
.....
- 10 I am loving listening to music.
.....

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

1 Add the correct suffixes to write the noun form of these words.

- 1 concentrate (v)
- 2 describe (v)
- 3 argue (v)
- 4 independent (adj)
- 5 discuss (v)
- 6 improve (v)
- 7 retire (v)
- 8 move (v)
- 9 adolescent (adj)
- 10 inform (v)
- 11 different (adj)
- 12 confident (adj)

2 Match some of the words in 1 with the definitions. Write the correct form of the word.

- 1 facts about someone or something
- 2 make something better
- 3 something that makes one thing not the same as another
- 4 a bad disagreement with someone
- 5 talk about something with others
- 6 young, growing into an adult

3 **P I LISTENING** 142 **Listen to a radio programme about family dinners. Match the people (1-6) with their situations (A-H).**

- | | | | |
|---------|--------------------------|------------|--------------------------|
| 1 Mike | <input type="checkbox"/> | 4 Alice | <input type="checkbox"/> |
| 2 Chris | <input type="checkbox"/> | 5 Jennifer | <input type="checkbox"/> |
| 3 Sally | <input type="checkbox"/> | 6 Daniel | <input type="checkbox"/> |

- 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 their parents work
H has to order pizza because nobody has time to cook

4 **LISTENING** 142 **Listen again and answer these questions.**

- 1 How many hours a week does Mike work?
- 2 Where does he go in his job?
- 3 What does Chris usually eat?
- 4 When does Sally eat?
- 5 How many children and grandchildren does Alice have?
- 6 When does Alice eat with her family?
- 7 Where are Jennifer's parents tonight?
- 8 What's the problem with Daniel's family dinners?



G **GRAMMAR IN CONTEXT**

Articles

1 Complete the sentences with the correct article.

a/an • a/an • 0 (no article) • the • the

- 1 Now I live in flat.
- 2 I was having a lot of arguments with my parents about politics.
- 3 I'm restaurant manager.
- 4 flat's a bit small.
- 5 I recently moved into my own flat near beach.

2 Match the rules with the sentences from 1.

- a We use no article when we talk about things in general.
- b We use *the* to talk about a specific person or thing or previously mentioned person or thing.
- c We use *a/an* 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 people or things.
- d We use *the* to talk about someone or something that is unique.
- e We use *a/an* to say what somebody's profession is.

3 Complete the sentences with *a/an* or *the*.

- 1 teacher in the photo looks very clever.
- 2 My brother has got new mobile phone!
- 3 What's title of that song?
- 4 He works for organisation that helps people.
- 5 boy behind you is Paul's cousin.
- 6 What's on TV? Can you pass remote control?
- 7 She's single. She hasn't got husband.
- 8 I have idea! Why don't we go out tomorrow?
- 9 Alex is name of my nephew.
- 10 My stepfather is builder.
- 11 He is director of the film we saw yesterday.
- 12 My sister wants to be economist.
- 13 Have you got new hat? I haven't seen it before.
- 14 coat you are wearing looks very warm.





4 Complete with a/an, the or O (no article).

- 1 I am going to Caribbean on holiday.
- 2 Italy is peninsula in Mediterranean.
- 3 highest mountain in Europe is Mont Blanc; it's in Alps, on the border between Italy and France.
- 4 Mount Everest is in Himalayas. It's in Nepal, in Asia.
- 5 Lake District is in north-west of England; it's one of most beautiful areas in United Kingdom.
- 6 Shetlands and Orkneys are archipelagos in Scotland.
- 7 Alaska is one of 50 states of United States. It's situated to north of Canada.
- 8 Madeira is island in Atlantic Ocean.

5 GRAMMAR CHALLENGE



Cross out the extra word in the sentences.

- 1 I love the Italian food.
- 2 The English people I am know are really nice.
- 3 We are go to the shopping centre on Saturdays.
- 4 All you need is the love.
- 5 Is the food in this restaurant is good?
- 6 Does your brother is enjoy pop music?
- 7 Where do are you going now?
- 8 The vegetarians don't eat meat.
- 9 We don't not like the new restaurant.

S SPEAKING

1 LISTENING 143 | **Listen to the dialogue. Tick (✓) the correct information.**

- 1 The girl's name is Marie.
- 2 The girl has two sisters.
- 3 She sees her sister, Jenny, every month.
- 4 The girl usually does her homework with a friend.
- 5 The boy plays a lot of computer games.
- 6 The girl watches films on television.

2 143 | **Listen again. Put the words in order to find questions from the dialogue. Add the auxiliary do if necessary.**

- 1 your/what's/name
- 2 often/you/how/see/them
- 3 like/games/computer/you
- 4 any/you/sisters/got/or/brothers/have
- 5 they/school/to/your/go
- 6 you/what/evenings/in/do/the

3 143 | **Put the questions from 2 in the order the boy asks them. Listen and check.**

4 Complete the dialogue with the questions (a-g).

- a Do you like swimming?
- b Are you a new student?
- c What do you think of the shops in town?
- d How often do you go swimming?
- e Do they go to this school, too?
- f What do you do at weekends?
- g Have you got any brothers or sisters?



- A:** Hi! I'm Sofie.
- B:** I'm Edward. (1)
- A:** Yes, I am. I'm starting today with my brother. (2)
- B:** Yes, I've got two brothers.
- A:** (3)
- B:** Yes. But they're not in my class, thank goodness!
- A:** I've joined the swimming club. (4)
- B:** Not really. I prefer football. (5)
- A:** At the moment, I go twice a week in the evenings.
- B:** (6)
- A:** I usually just go shopping with my mates.
- B:** (7)
- A:** They're really good and not too expensive.

5 PRONUNCIATION 144 | **Read the questions and underline the words you think are stressed. Listen and check.**

- 1 What do you do?
- 2 Where do you live?
- 3 What sports do you like?
- 4 Where does your dad work?
- 5 How do you travel to school?

DESCRIBING PICTURES



- 6** **P** Look at the photo and write your answers to the questions. If you're not sure of something, use *I think, I imagine or It may/might be*.



- 1 Who can you see in the picture?
- 2 Where are they?
- 3 What are they doing?
- 4 How do you think they are feeling? Why?

- 7** **LISTENING** 145 Listen to a student talking about the photo. What are her answers to the questions?

- 8** **SPEAKING** Now look at the second photo and answer the same questions.



WRITING

- 1** Read this student's paragraph plan and email. Then put the email in the order of the paragraph plan.

PARAGRAPH PLAN

Informal email giving personal information

- PARAGRAPH 1:** Basic personal information
PARAGRAPH 2: Information about my family
PARAGRAPH 3: Hobbies
PARAGRAPH 4: Favourite subject(s) at school
PARAGRAPH 5: Asking for a reply

A Send

In my free time, I like doing sport with my friends. We play all types of sport – football, basketball, tennis. We aren't very good, but we enjoy ourselves 😊. I also enjoy reading and watching TV.

B Send

I live with my mum and my little brother. His name is Tom and he's only nine years old. My mum is an artist. She does illustrations for books and magazines. She's very good and she loves her job! My parents are divorced and I don't see my father very often.

C Send

Anyway, it's time to do my homework. Write back soon and tell me about yourself.
Best wishes

7 D Send

Hi!
I'm Steve. I'm 15 and I'm from Portsmouth in England. Let me tell you about myself.

E Send

At school my favourite subject is English. At the moment we're studying American literature and I'm really enjoying it. I also like studying art. My mum helps me with that, of course!

- 2** Complete the instructions on how to write an email with the correct items.

Anyway • Best wishes • 😊 • Hi • I'm

- 1 We often finish emails with this phrase.
.....
- 2 We can use this to show how we're feeling.
.....
- 3 We use this to change the subject.
.....
- 4 We use contractions like this in an informal email.
- 5 We usually start informal emails with this word.
.....

- 3** **P** Look at this personal information. Imagine that you are this person. Write an informal email using this paragraph plan and the email in 1 as a model.

PARAGRAPH PLAN

- PARAGRAPH 1:** Mariela, 14, Buenos Aires, Argentina
PARAGRAPH 2: Mother and father, two sisters. One sister 21, other 19. Both at university. Go out with them at weekend.
PARAGRAPH 3: Main hobby – cinema (Italian films). Go often. Also like books.
PARAGRAPH 4: Favourite subject – geography. Good teacher. Also history.
PARAGRAPH 5: Ask for a reply

Richiedi il saggio digitale