

Student's Book Pack

Gateway

2nd Edition



David Spencer








B1






◆ Student's Resource Centre

Contents



B1

	Vocabulary 	Reading 	Grammar 	Life skills 
Unit 1	Family life p6 Ages and stages of life, The family Noun suffixes <i>-ment, -ion, -ence</i>	▶ Problem letters Teenagers' rights and responsibilities An informal email	 Present simple and present continuous Articles	Autonomy: Contributing to family life
Unit 2	Who did it? p18 Crimes and criminals, Detective work Phrasal verbs connected with investigating and finding	▶ Crime stories Discussing values A blog post	 Past simple Past continuous	Social skills and citizenship: Thinking about right and wrong
✓ Gateway to exams: Units 1-2 p30				
Unit 3	Universal language p32 Countries, nationalities and languages, Learning a language Negative prefixes <i>un-, in-, im-, ir-, il-</i>	▶ Mapping the world's languages Body language A language biography	 some, any, much, many, a lot (of), a few, a little Relative pronouns	Social skills: Public speaking
Unit 4	Health watch p44 Parts of the body, Health problems and illnesses Compound nouns connected with health and medicine	▶ Teen health tips Why learn first aid? Notes and messages	 Present perfect with ever and never Present perfect with <i>for</i> and <i>since</i> Present perfect with <i>just, yet, already</i> Present perfect and past simple	Physical well-being: Learning some basics of first aid
✓ Gateway to exams: Units 3-4 p56				
Unit 5	TV addicts p58 Television, Adjectives describing TV programmes Adjectives ending in <i>-ing</i> and <i>-ed</i>	▶ Slow TV I just want to be famous! A review	 Comparatives and superlatives <i>less ... than, (not) as ... as</i> <i>too</i> and <i>(not) enough</i>	Personal well-being: Thinking about fame



Listening 	Speaking 	Writing 	 Exam success
<p>▶ Family dinners Teenagers' responsibilities Asking for personal information</p>	<p>▶ Asking for personal information Family arguments Family dinners</p>	<p>▶ An informal email Making a timetable</p>	<p>Reading: Multiple-choice activities Speaking: Information role-plays</p>
<p>▶ Describing an incident Doing the right thing Apologising</p>	<p>▶ Apologising Discussing crime stories Telling stories</p>	<p>▶ A blog post A questionnaire</p>	<p>Listening: True/False/Not Mentioned activities Writing: Knowing evaluation criteria</p>
<p>▶ Languages Speaking in public Asking for information</p>	<p>▶ Asking for information Talking about social networks Discussing definitions</p>	<p>▶ A language biography Preparing a presentation</p>	<p>Use of English: Multiple-choice cloze activities Speaking: Knowing evaluation criteria</p>
<p>▶ Action scenes Giving first aid Describing photos</p>	<p>▶ Describing photos Discussing health tips Talking about past experiences</p>	<p>▶ Notes and messages Writing a quiz</p>	<p>Reading: Matching activities Writing: Content and style</p>
<p>▶ TV today Talking about fame Negotiating</p>	<p>▶ Negotiating Discussing Slow TV Giving opinions on TV and films</p>	<p>▶ A review A video message or email</p>	<p>Listening: Identifying the speaker activities Speaking: Negotiating</p>

		Vocabulary 	Reading 	Grammar 	Life skills 
Unit 6	Planet Earth p70	Geographical features, The environment Different uses of <i>get</i>	▶ Is this the most important building in the world? Carbon and water footprints A formal letter	 be going to and will <i>will, may, might</i> Zero conditional First conditional	The world around you: Reducing our ecological footprint

✓ **Gateway to exams: Units 5–6** p82

Unit 7	Job hunting p84	Jobs and work, Personal qualities Compound adjectives	▶ Do you have an unusual job? Transferable skills A letter of application and CV	 Modal verbs of obligation, prohibition and advice Second conditional	The world of work: Assessing your transferable skills
Unit 8	Best friends forever p96	Friendships, Feelings Noun suffixes <i>-ness, -ship, -dom</i>	▶ A lesson in friendship Loneliness is common at university An email of advice	 Past perfect <i>used to</i> Gerunds and infinitives	Personal well-being: Managing friendships

✓ **Gateway to exams: Units 7–8** p108

Unit 9	Bestsellers p110	Fiction, Non-fiction Phrasal verbs connected with reading and writing	▶ The life of a top children's author Prologue A story	 Reported speech – statements Reported speech – questions	Art and culture: Enjoying fiction
Unit 10	Log on p122	Using a computer, The Internet Collocations with <i>email</i>	▶ The computer that began it all Social networking today, no job tomorrow? Text messages	 The passive – present simple The passive – other tenses <i>have something done</i>	ICT: Protecting yourself on the Internet

✓ **Gateway to exams: Units 9–10** p134







Unit-by-unit wordlist p136



Exam success p144



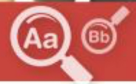
Communication activities p147

Listening 	Speaking 	Writing 	 Exam success
<p>▶ Sustainable energy</p> <p>Reducing your carbon and water footprint Making arrangements</p>	<p>▶ Making arrangements</p> <p>The future of the planet Talking about your future</p>	<p>▶ A formal letter</p> <p>A video or a poster</p>	<p>Use of English: Sentence transformation activities</p> <p>Writing: Writing in exam conditions</p>
<p>▶ Film and TV extras</p> <p>Transferable skills Making polite requests</p>	<p>▶ Making polite requests</p> <p>Discussing unusual jobs Giving advice</p>	<p>▶ A letter of application and CV</p> <p>A description of transferable skills</p>	<p>Reading: True/False activities</p> <p>Listening: Multiple-choice activities</p>
<p>▶ Discover your secret self</p> <p>Making friends at university Reporting a past event</p>	<p>▶ Reporting a past event</p> <p>Talking about friendship Discussing interests</p>	<p>▶ An email of advice</p> <p>A leaflet or a webpage</p>	<p>Speaking: Reporting activities</p> <p>Writing: Answering the question</p>
<p>▶ Book vs. film</p> <p>Book descriptions A presentation</p>	<p>▶ A presentation</p> <p>Favourite books Reporting interviews</p>	<p>▶ A story</p> <p>Organising a book club</p>	<p>Reading: Missing sentences activities</p> <p>Listening: Completing notes</p>
<p>▶ Wikipedia</p> <p>Internet security Comparing and contrasting photos</p>	<p>▶ Comparing and contrasting photos</p> <p>The importance of the Internet Trivia quiz</p>	<p>▶ Text messages</p> <p>Preparing a presentation</p>	<p>Use of English: Cloze activities</p> <p>Speaking: Speculating about photos</p>

1 Family life



Vocabulary

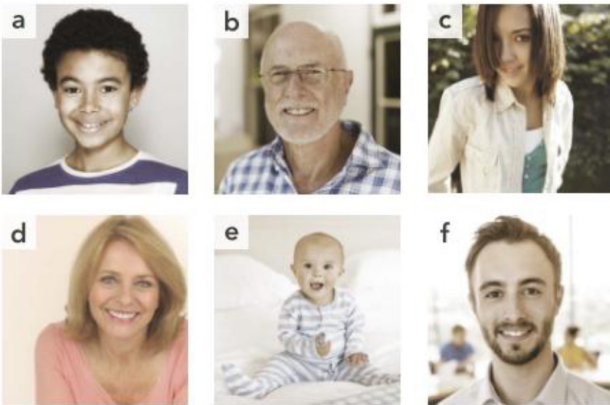


Ages and stages of life

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

adolescence • birth • childhood
death • middle age • old age

3 01 Listen, check and repeat.

The family

4 Divide these words into three lists as below.

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

Male	Female	Male or Female
<i>husband</i>	<i>daughter</i>	

5 Match the words in 4 with these descriptions.

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

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

It's the son of your brother or sister.

Nephew.

7 Complete the sentences with the words in the box.

born • divorced • one-parent
only child • partner • single

- If you are _____, you aren't married.
- An _____ doesn't have brothers or sisters.
- The word _____ describes your husband, wife, or the person that you live with.
- If you are married and then you end the marriage, you are _____.
- In _____ families only the father or the mother lives with the children.
- Approximately 800,000 babies are _____ every year in the UK.

8 **LISTENING** 02 Listen to three people talking about their families. Choose the correct alternatives.

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

9 **SPEAKING** Work with a partner. Tell them about your family using words from this page.



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

clothes, music ...

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

✓ EXAM SUCCESS

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

➤ EXAM SUCCESS page 144

HOME

POPULAR

ASK OUR EXPERT

SIGN IN

ZOE, 14 years old, London

Q I'm writing to you because of my problems at home. I'm having a really hard time at the moment. I have arguments with my parents about everything! For example, my mum and dad never knock before coming into my bedroom! When I'm sitting at my desk doing my homework, my mum interrupts me. She tells me how untidy my room is and says that I need to clean it. She doesn't 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 that it's impossible to do homework and listen to music at the same time and tells me to switch it off completely. But she doesn't realise that the music helps my concentration. Please help. I don't know what to do!

3 Work with a partner. Think of good advice to give Zoe.

4 Now read advice from an expert. Do they mention any of your ideas in 3?

5 Read the text 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 Zoe's mum has a problem with Zoe's music because she ...
 - a doesn't think it helps Zoe concentrate.
 - b doesn't like the style of music.
 - c can't do her work with loud music.
- 3 The expert thinks that Zoe's mum ...
 - a is right to tell Zoe to tidy her room.
 - b is right to stop Zoe in the middle of her homework.
 - c is right to decide what time Zoe should clean her room.
- 4 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.
- 5 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.

6 CRITICAL THINKING

Think! Then compare ideas with your class.

- What do you think is good advice for when you have disagreements with your parents?

7 What do the underlined words in the text mean? Guess and then check in your dictionary.

8 SPEAKING What about you?

Do you ever argue with your parents? What about?



A You want your parents to treat you with respect. But show them respect, too. You say you have a lot to do but I'm sure your mother is also busy. You don't want to tidy your bedroom when you're doing your homework. So, decide on a time that is convenient for you. Tell your mum what time that is. Then make sure you do it! As for the music, parents and teenagers always argue about music. Speak to your mum calmly. Explain that it helps you to study. But keep it to a reasonable volume or use headphones. And finally, your bedroom. Maybe your parents don't realise that you're not a little child any more. Explain why you think it's important to have a private space. Maybe you're spending a lot of time in your bedroom and your parents don't see you or 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.



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 **writing** to you because of my problems at home.
- 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 in 1a with the explanation of their uses in a–d.

- a With certain verbs like *love, like, hate, think, believe, know, understand, want, need*.
- 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 16

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 in the box.

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 my 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's doing 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?

- | | |
|-----------------|-------------|
| 1 at the moment | 5 now |
| 2 never | 6 right now |
| 3 normally | 7 usually |
| 4 on Wednesdays | |

at the moment = present continuous

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

help • lie • need • not understand • shout • work

- I can't come out at the moment because I my sister with her homework.
- Why you? My grandfather can hear you.
- My cousin always in a restaurant on Saturday afternoons.
- Can you say that again? I
- Can I help you, Dad? you anything?
- My sister down right now because she doesn't feel well.

6 Write questions for these answers.

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

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

What do you do on Fridays?

I go out with my friends.

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

1 Look at these words from the text on page 7.

argument • concentration • difference

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

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

-ment	
Verb	Noun
1 <i>argue</i>	argument
move	2
improve	3
4	retirement
-ion	
Verb	Noun
concentrate	5
6	information
describe	7
8	discussion
-ence	
Adjective	Noun
9	difference
10	adolescence
11	independence
confident	12

3a 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?

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

Contributing to FAMILY LIFE

LIFE SKILLS OBJECTIVES



- To think about rights and responsibilities in a family.
- To learn about different ways of helping with family life.
- To decide positive steps to take to contribute to family life.

KEY CONCEPTS



right, rights [n]: We all have a right to express our opinions.
responsibility, responsibilities [n]: When you have a pet, you must take responsibility for what it does. **respect [v]:** Children need to respect their parents and grandparents.
independent [adj]: She's very independent. She is able to make her own decisions.

1a SPEAKING Work with a partner. Ask and answer these questions.

- 1 Who prepares your school bag each morning?
- 2 Who makes your dinner?
- 3 Who buys the food you have for dinner?
- 4 Who puts clean towels in the bathroom?
- 5 Who cleans the table after you eat?
- 6 Who empties the rubbish bin in your bedroom?
- 7 Who provides the money if you need some to go out?



1b Count how many times your answer was 'I do' in 1a.

2 READING Read the essay. Choose the best title.

- a Teenagers have rights AND responsibilities.
- b Teenagers have the power.
- c Wait until you are an adult.

We all have rights. Sometimes we feel angry if people don't respect our rights. Teenagers usually feel strongly that they have a right to say what they think. Or they have a right to choose what they do in their free time. Maybe they feel that they have a strong right to privacy.


These rights are all important. They are part of becoming an independent adult. But, when we are changing from a child into an adult, it is easy to forget that there are two sides to this. We have rights, but we also have responsibilities at home. Can we demand our independence if other people do the shopping for us, make our meals, clean the bathroom and give us pocket money to go out?

As we get older, we feel we have more rights. And we want others to respect our rights. But to become an independent adult we need to accept our own responsibilities and begin to do things for ourselves. After all, parents have rights, too.

3 SPEAKING Answer these questions.

- 1 Do you agree with the examples of rights in the first paragraph? Why/Why not?
- 2 What other rights do you think teenagers have at home? Make a list.
- 3 Look at the question at the end of the second paragraph. What is your answer to this question? Explain.
- 4 What rights and responsibilities do you think parents have?



- 4  **LISTENING** 03 Three teenagers talk about their special responsibilities. Watch the video or listen and write down each person's special responsibility.

Grace
 Louis
 Jessica

- 5  03 Watch or listen again and write the name of the person who says these things.

- 1 I'm an only child.
- 2 I chose to take on my responsibility.
.....
- 3 I have a new opinion about my mum.
.....
- 4 I can do more in my free time because of my responsibility.
- 5 I can now have something I want.
- 6 I have to help because my mum is busy studying.

- 6a Work with a partner. Look at the list of jobs around the house. Check that you understand the words in the list. Use a dictionary if necessary.

A Who usually does this in your house?		B How often do you do this?
1	clean the kitchen	.....
2	clean the bathroom	.....
3	cook	.....
4	do the shopping	.....
5	do the washing	.....
6	lay the table	.....
7	make your bed	.....
8	take the rubbish out	.....
9	tidy your bedroom	.....
10	wash the dishes	.....

- 6b **SPEAKING** Interview your partner to find out who usually does these jobs in their house.

Who usually cleans the kitchen in your house?

- 6c **SPEAKING** Now find out how often your partner does these jobs (every day, once/twice/three times a week, at the weekends, never).

How often do you clean the kitchen?



LIFE TASK



You want to contribute more to your family life.

Follow this plan:

- 1 Work in a small group. Apart from the list of jobs in 6 and the ideas in the videos, make a list of any other ideas, big or small, to help at home.
- 2 Individually, make a list of things that you think **you** could do to make a positive contribution to your family life.
- 3 Make a 'Helping out' timetable in your notebook to plan when you can do these things. Use your school timetable to help.
- 4 Compare and comment on your timetables.
- 5 Tell your family about your plans!



a



b

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

2 **LISTENING** 04 Listen to a radio programme about family dinners. Match the people with their situations.

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

3 **LISTENING** 04 Answer these questions. Listen again if necessary.

- 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?

4 **SPEAKING** What about you?

Do you think it's important to eat with your family? Why/Why not?

Articles

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

- a I think family dinners are great.
- b Family dinners are **an** important moment for us.
- c **The** dinner I'm eating today isn't good.
- d **The** government talks a lot about family dinners.
- e I'm **a** computer technician.

- 1 We use *no article* when we talk about things in general.
- 2 We use to talk about a 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.
- 3 We use to talk about a specific person or thing or a person or thing mentioned before.
- 4 We use to talk about someone or something that is unique.
- 5 We use to say what somebody's profession is.

GRAMMAR REFERENCE > PAGE 16

2a **PRONUNCIATION** 05 Listen to how we pronounce *the* in List A and List B below. What is the difference in pronunciation? Why is this?

List A: *the problem the dinner the government the weekend*

List B: *the end the important thing the evening the afternoon*

2b 05 Listen again and repeat.

3 Complete the sentences with *the* if necessary.

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



6a Look at these questions. Add *a, an, the* or *-* if no article is necessary.

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

4 Read the text and choose the correct alternative.

(a) *A/The* report by the National Literacy Trust in the UK says that talking at home during meals can help (b) *the/-* children to be more confident and to communicate well. (c) *A/The* report says that 87% of (d) *the/-* young people sit down with their family at mealtimes. But 7.1% of those young people never or rarely talk to their family while they are eating. (e) *A/An* interesting thing the Literacy Trust discovered is that talking at mealtimes makes you more confident about speaking in (f) *the/-* class discussions or in front of your classmates. Most young people who talk at mealtimes think that (g) *the/-* good communication skills are important for finding (h) *a/the* good job. (i) *A/The* British Government is interested in this report because they want to improve children's speaking and listening skills. And (j) *the/-* families can help to do this just by talking at dinnertime.

5 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?



6b **SPEAKING** Interview your partner using the correct questions in 6a.

Do you think family dinners are important?

Yes, I do. You can talk and find out how everybody is.



Asking for personal information

1 Complete with information about you and your brothers, sisters or best friend.

Brothers/sisters/best friend:
Age:
What they do:
How often you see them:
What you usually do on Saturdays:
What you usually do on Sundays:
Your likes/dislikes:

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

Oliver is similar to me because he's got one brother and he does sport on Sundays.

 Liam	<ul style="list-style-type: none"> one brother, one sister brother at university, sister works goes out with friends on Saturdays plays tennis on Sundays
 Oliver	<ul style="list-style-type: none"> no brothers or sisters best friend studies at school goes out with friends on Saturdays does sport on Sundays
 Emma	<ul style="list-style-type: none"> one brother brother at school watches films on Saturdays doesn't like sport
 Phillipa	<ul style="list-style-type: none"> one sister sister lives in the US plays tennis on Saturdays plays computer games on Sundays

3 **LISTENING** 06 Listen to two teenagers meeting for the first time. Look at the information in 2. Which two people are talking?

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

A: (a)

B: Yes, I've got one brother.

A: Me too. (b)

B: He's 22.

A: (c)

B: No, he doesn't. He's at university in Manchester.

A: (d)

B: About once a month, when he comes home for the weekend.

A: That's good! I see my brother every day because he's only 14. (e)

B: I usually go out with my friends on Saturdays and we sometimes play football on Sundays. (f)

A: My brother and I often go to the cinema on Saturdays. But I never play football because I don't like sport.

SPEAKING BANK

Useful questions to ask for personal information

- Have you got any brothers or sisters?
- What do you do at the weekend/in the evenings/on Wednesdays?
- What about you?
- Do you like ...?
- What do you think of ...?
- How often do you ...?

5a **PRONUNCIATION** 07 Which questions in the dialogue go with diagram A? Which go with diagram B? Listen again and check.



5b 07 Listen and repeat the questions.

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

PRACTICE MAKES PERFECT

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

You meet an English boy/girl at a summer camp.

- Find out if he/she has brothers or sisters.
- Tell him/her about your family.
- Find out what he/she does at the weekend.
- Tell him/her what you do in your free time.

7b **SPEAKING** Change partners and repeat.

EXAM SUCCESS

In information role-plays, how can you keep the conversation going?

► EXAM SUCCESS page 144

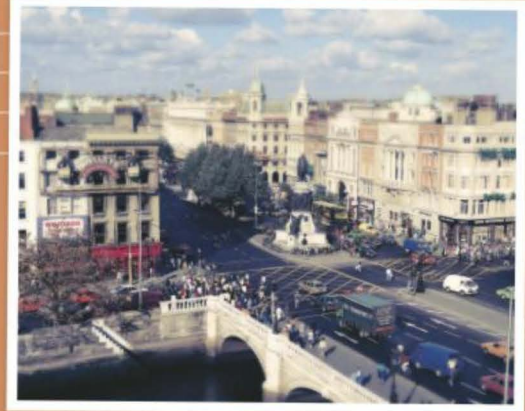
An informal email



Name Alanna
My country Ireland
My age 15



Category Language – English
Main aim Find an international e-pal
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 two pets; a cat and a dog! I love travelling and discovering new countries, new music and new books. If you want to practise your English and make new friends, write to me.



1 Look at this advert from a teenager called Alanna. What does Alanna want? Would you be interested in contacting her? Why/Why not?

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



e pal . com New message!

Hi Alanna!

- I'm Isabel. I'm from Alicante in Spain. Let me tell you about myself.
- 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 is a teacher and my mother works in a hospital. My dad teaches at my school. That's often a good thing, but sometimes it can be really bad 😞.
- I love listening to all types of music, but especially pop and rock. My favourite group is Imagine Dragons. Do you know them? Right now I'm listening to their latest album.
- 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 book by John Green. Do you know him?
- Anyway, that's all for now. Write back soon if you'd like to be my e-pal.

Best wishes
Isabel 😊

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

✍ WRITING BANK

Useful words and expressions in informal emails

- To begin an informal email we usually use *Dear (Alanna)* 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 we can use:
That's for now, Bye for now!, Write soon, All the best or Best

4 Match the paragraphs in Isabel'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 |

PRACTICE MAKES PERFECT

5 Look at the task and write an email. Use Isabel's email and the Writing bank to help you. Follow the paragraph plan in 4.

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.