



PEARSON EDEXCEL INTERNATIONAL GCSE (9–1)

# ENGLISH AS A SECOND LANGUAGE

Student Book

2<sup>nd</sup> Edition



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\* Students can choose one of three optional modules (6–8) for Topic 5. To complete the full grammar and language course, students study Modules 1–5 plus one of the optional three modules.

Each module includes:

- Two **Springboard spreads** introduce the language and themes to be taught in the module including A2 entry level language as indicated in the specification
- **Six core units** (one unit = one double page spread or two lessons)
- **Exam Preparation and Practice** for each paper (one spread per paper following the style of the IG MFL series (Pearson Edexcel International GCSE *Studio*, *Viva!*, *Stimmt!*)
- The vocabulary spread includes core as indicated in the specification, plus A2 preparatory vocabulary and also any higher-level vocab that may have been glossed in the units.

## SPRINGBOARD 1

**LEARNING OBJECTIVES**

- Talk about daily routines and people's personalities
- Use adverbs of frequency and time
- Write a short summary of an interview about routines

**FAMILY, FRIENDS AND RELATIONSHIPS; HOBBIES AND LEISURE TIME**

**1** Read the article and underline the things that Fatima does on a school day.

## A day in the life of... a busy student



Fatima is a student at a secondary school in Melbourne. She wakes up early in the morning to get ready for school. She starts her day with a healthy breakfast because she knows she won't eat again until breaktime

at school. Then she washes her face, brushes her teeth and gets dressed. She always takes a tram to school. She goes to her classes and then returns home at 3 p.m.

Fatima also has a job. She works as a cashier at her local supermarket. She works after school a few days a week, and sometimes at the weekends, too.

She usually helps out with jobs around the house before she does her homework. After

dinner, she often spends time with her family or watches TV. She doesn't often play sport but a few evenings every week, Fatima plays football in the garden with her sister, which gives her some exercise and the chance to relax after a long day. She never goes out with friends on a school night. There just isn't time! Before bed, she always has a shower and brushes her teeth.

**2** Make a list of five things you do every school day. Work in pairs. Compare your lists.

**3** Complete the sentences with the adjectives from the box.

busy   friendly   funny   honest   interesting   quiet

- 1 Fatima works hard every day. She is always very \_\_\_\_\_.
- 2 I trust my big sister because she never lies. She is very \_\_\_\_\_.
- 3 My friend is always telling jokes to make me laugh. They are so \_\_\_\_\_.
- 4 I love the stories my uncle tells about his life. He is so \_\_\_\_\_.
- 5 My neighbour knows lots of people and is so easy to talk to. He is very \_\_\_\_\_.
- 6 My cousin doesn't talk much. She is very \_\_\_\_\_.

**4** Work in pairs. Use one or more of the adjectives below to talk about your week so far.

angry   boring   careful   helpful   honest   quiet   serious   unhappy

**5** Think of three people. They can be someone you know or someone famous. Write a sentence about each person using an adjective from Exercise 4 to describe their personality.

**6** Complete the table with the things that Fatima does in Exercise 1.

WHEN	ACTIVITY
always	
usually	
often	
sometimes	
not often	
never	

**Adverbs of frequency**

Use adverbs of frequency to talk about how often something is done: *always > often > usually > sometimes > not often > not usually > never*

Adverbs of frequency go before the main verb, but after the verb to be:

We **always eat** dinner at 7 p.m.  
She **doesn't usually go** to the gym in the evenings.  
He **is usually** a good student.

**7** Complete the sentences so they are true for you. Then work in pairs and compare your ideas.

- 1 I always try to \_\_\_\_\_.
- 2 My classmates usually \_\_\_\_\_.
- 3 My friends and I often \_\_\_\_\_.
- 4 I sometimes like to \_\_\_\_\_.
- 5 We don't often \_\_\_\_\_.
- 6 I never \_\_\_\_\_.

**8** Find the adverbs of time (1-5) in Exercise 1. Then use them to write sentences that are true for you. Work in groups to compare your routines.

- 1 Every morning, \_\_\_\_\_.
- 2 After school, \_\_\_\_\_.
- 3 At the weekend, \_\_\_\_\_.
- 4 She doesn't often play sport but a \_\_\_\_\_.
- 5 On a school night, \_\_\_\_\_.
- 6 Before bed, \_\_\_\_\_.



**Adverbs of time**

Use adverbs of time to show *when* (e.g. *after school*), for *how long* (e.g. *for a week*) and *how often* (e.g. *every morning*) an action happens.

When they come at the start of a sentence, they are followed by a comma. They can also come at the end of a sentence:

**Every morning**, I make breakfast.  
I visit my grandfather **at the weekend**.

**9** Work in pairs. Interview each other. Make notes of the answers.

- 1 What do you hate doing every morning?
- 2 What is something you do with your family or friends every year?
- 3 What do you like to do before you go to bed?
- 4 What did you do last week that was interesting?
- 5 What did you eat for dinner last night?



**10** Write a short summary of your partner's interview answers.

LEARNING OBJECTIVES

- Talk about neighbourhoods, social activities, family and homes
- Use prepositions of place, the present continuous and *than* for comparison
- Follow spoken instructions to locate places on a map and express preferences

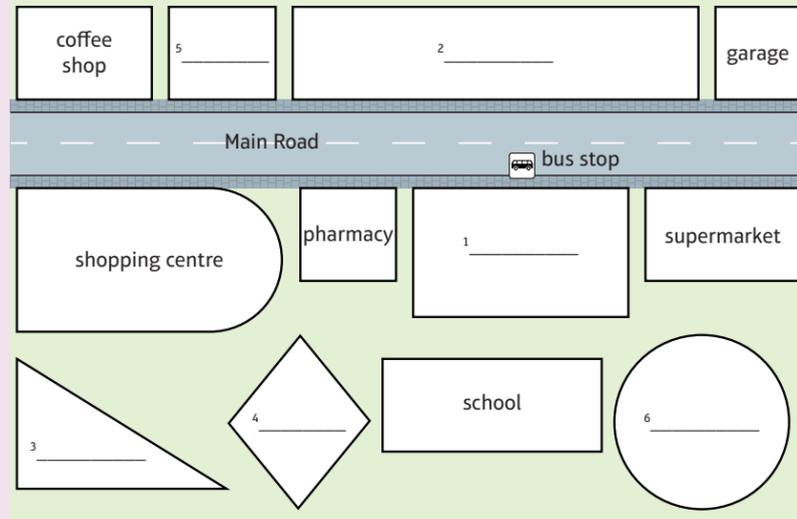
**1** Work in pairs. Take turns to tell each other where the items (1–6) are in your classroom. Use the words in the box.

above behind below in front of inside near next to on opposite under

- 1 the door
- 2 your teacher
- 3 your bag
- 4 your lunch or snack
- 5 the board
- 6 your desk

**2** Listen to the conversation between Natalie and Reehab. Use the words in the box to complete labels 1–6 on the map.

cake shop cinema hospital market pet shop restaurant



**3** Where do you usually find these things? Circle the things you usually find in the countryside. Underline the things you usually find in the city.

- blocks of flats
- factories
- farm animals
- fields
- forests
- lots of traffic
- mountains
- the underground

**4** Complete the sentences using the present continuous.

- I \_\_\_\_\_ [meet] my friends for lunch this afternoon.
- Sara is at school this morning. Afterwards, she \_\_\_\_\_ [play] football with her friends.
- Have you seen the schedule? We \_\_\_\_\_ [have] an extra maths lesson tomorrow!
- They \_\_\_\_\_ [take] a trip around the world.
- Zain is happy because he \_\_\_\_\_ [not / work] next week.
- What \_\_\_\_\_ you \_\_\_\_\_ [do] for your birthday next week?

Present continuous

Use the present continuous tense to talk about future plans that are already decided. Use *am / is / are + verb + -ing*.

*I am moving house next week.*  
*He isn't taking the exam this year.*  
*What are you doing this weekend?*

Use *will* to talk about decisions made at the time of speaking:

*Are you going to Tom's to study? I will come, too!*



**5** What do you like doing? Read and tick (✓). If you enjoy an activity, think about who you like doing it with. Then work in pairs and compare your answers.

- watching TV
- playing video games
- eating out
- going shopping
- visiting my relatives
- playing sport

I like / don't like playing...  
I prefer going...  
I enjoy / don't enjoy watching...

**6** Play a word game. Read the clues and complete the missing words. What's the secret word?

- If you are the oldest, then you were born...
- Your mother or father's sister is your...
- You probably drank lots of this when you were a baby.
- You can use this to share photos and email your friends.
- The feeling you have for your best friends and relations.
- In a group of brothers and sisters, the last child is the...

\_ i \_ \_ \_  
 \_ \_ \_ t \_  
 \_ \_ \_ k \_  
 \_ n t \_ \_ \_ t  
 \_ \_ v \_ \_  
 \_ \_ n g \_ \_ \_  
 \_ \_ \_ \_ \_

Read the first letter of the missing words to find the secret word!

**7** Complete the sentences using the correct form of the words in the box and *than*.

big fast tall young

- Fred is much \_\_\_\_\_ I am. He can reach the top shelf.
- Meili is \_\_\_\_\_ my sister. She's only six years old.
- Samir can run \_\_\_\_\_ us. We can't catch him!
- Your sandwich is \_\_\_\_\_ mine. That's not fair!

than for comparison

Use *than* to compare. It is used with the comparative form of an adjective or adverb (*louder, prettier, nicer...*) and comes between the two things being compared:

He is **shorter than** I am.

**8** Design your dream room. Use the words in the box to help you. Then work in pairs and compare your designs.

bed bedside table bookshelf chair computer cupboard desk lamp mini-fridge mirror posters rug TV

REFLECT: TOPIC VOCABULARY

How do you feel about describing these topics? Circle the emoji that matches your feelings.

Daily routines	😊	😐	😞
Personalities	😊	😐	😞
Buildings and places	😊	😐	😞
Countryside and city	😊	😐	😞
Everyday activities	😊	😐	😞
Family	😊	😐	😞
Homes and furniture	😊	😐	😞

How could you improve your knowledge of vocabulary for these topics? Think of two ideas.

REFLECT: GRAMMAR

How well do you understand these grammar structures? Tick (✓) the box that is true for you.

Grammar	I don't know this well	I know it, but I can't use it well	I know it and I can use it well
Adverbs of frequency			
Adverbs of time			
Prepositions of place			
Present continuous			
than for comparison			

How could you improve your knowledge of these structures? Think of two ideas.

# 1 MY FAMILY

## FAMILY, FRIENDS AND RELATIONSHIPS

### LEARNING OBJECTIVES

- Talk about families and relationships
- Use *like, alike, slightly, the same as* and *the same*
- Listen for gist and detail

**1** Read the diary entry. Try to work out the meaning of the expressions in bold. Then work in pairs and check your ideas.

**2** Work in pairs. Discuss the questions.

- 1 The diary talks about a family get-together. Do your family often get together? If so, when?
- 2 Is the girl's family similar to yours?
- 3 Do you have a family member you are particularly close to?
- 4 Is there someone in your family who is a positive presence in your life? How?

**3** Listen to the conversation. Why is Sara looking through the photo album?

#### EXAM SKILLS

Stay calm so you can listen and remember what was said.

**gathering** = an event where a group of people spend time together



Dear Diary,

Today, I was a bridesmaid at my cousin's wedding. I wore a long dress and had flowers in my hair. It was amazing!



Weddings are the only time when my whole family gets together. Although I **get on well with** most of my relatives, I have some younger cousins who really annoy me. They like to tease me about everything: my haircut, my clothes and even the ringtone on my phone! Sometimes, we end up fighting and I get into trouble for making them cry. It's so unfair! Grandma always says I shouldn't get upset about what they say because they're just little children. She gives me such good advice. She is a constant **positive presence** in my life. She also likes to give me money whenever she sees me... It's like having a **second allowance**!

Thankfully, my naughty cousins didn't annoy me at the wedding today because Grandma said we must all be on our best behaviour.

Bye for now!

**4** Listen again. Are the statements True (T) or False (F)?

- |  |   |
|--|---|
| 1 The bald man in the black and white picture is Sara's grandfather. | 5 Aunt Molly had lots of children.                |
| 2 Mum looks like her father's father.                                | 6 Jack and Jill are the only twins in the family. |
| 3 Mum is generous and hard-working.                                  | 7 Jack and Jill are alike.                        |
| 4 Sara and her father have exactly the same taste in films.          |   |

#### like, alike, slightly, the same as, the same

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Use *like* and *alike* to say that a person is similar to, or the same as, another person:

He looks **like** you, mum.

Look at those two boys. They're so **alike**.

Use *the same as* and (*exactly*) *the same* to show that someone is identical to someone else:

Sara is **the same as** Aunt Molly. She loves animals.

They aren't **exactly the same**, even though they're twins.

Use *slightly* with an adjective to mean something is similar or different to a certain degree, but not much:

We have those things in common, but our tastes are **slightly** different.

One of the boys is **slightly** taller than the other.

**5** Draw your family tree. It can be real or made up. Work in pairs. Ask and answer questions about your family.

- Who's Adam?
- That's my cousin.
- Is he your only cousin?
- No. I've got two more. Can you see them?
- Oh, yes! Do you get on well with them?
- Well...

**6** Write a diary entry about a get-together with family or friends. It could be real or imagined. Write 70–100 words.

Include the following details:

- the holiday or occasion that brought you all together
- what you enjoyed about getting together
- what you didn't enjoy about the get-together.

Plan before you write: brainstorm, organise and then write. Divide your ideas into paragraphs so they are organised and clear. Use the bullet points as a checklist as you write.

**7** Listen to the podcast about personality and characteristics (or 'traits'). What influences your personality?

**8** Listen again. Choose the correct options (A–C) to complete the sentences.

- |  |   |
|--|---|
| 1 According to the podcast, your personality is _____ inherited.<br>A largely<br>B completely<br>C not           | 4 If you're not hard-working, people might think you are _____.<br>A charming<br>B lazy<br>C sociable |
| 2 Your personality will be _____ your parents.<br>A different from<br>B the same as<br>C similar to              | 5 Learned behaviour comes from _____.<br>A our parents<br>B our environment<br>C scientific studies   |
| 3 Scientists have conducted studies on _____.<br>A siblings<br>B identical twins<br>C parents and their children | 6 _____ are responsible for our behaviour.<br>A We<br>B Our parents<br>C Our school and community     |



**determine** = decide  
**conduct (v)** = organise, carry out  
**genes** = inherited characteristics that affect development  
**shape (v)** = form

**9** Work in groups. Discuss the questions.

- 1 Which people have helped shape your personality?
- 2 Can you think of personality traits you share with friends or family?
- 3 What experiences at school have helped to shape your personality?
- 4 What other experiences have had a positive effect on your personality?

**10** Write a blog post about the person you admire the most. Write 80–100 words. Include the following information:

- who they are and their relationship to you
- why you admire them
- details of how they have influenced or helped you.

#### Culture point

The extended family model is often found in countries in Asia, Africa, Southern and Eastern Europe, South America and the Middle East. Its members are several generations of the same family all living together. These families often have strong bonds because they may share responsibilities, such as finances and caring for children, sick or elderly family members.

# 2 OUR HOUSE

## HOMES

### LEARNING OBJECTIVES

- Talk about homes
- Use *wh-* questions
- Make predictions about a text

**1** Work in pairs. Look at the different types of homes. Discuss the similarities and differences.



A bungalow



B flat



C house

- What's the difference between the house and the flat?
- The house has a garden, but the flat doesn't.
- I like the house because it has a garden.
- I prefer the flat! It doesn't have a garden, but it has a good view.
- What else?
- The house has a balcony, but the bungalow doesn't.
- That's right! I think it has a basement...

### Culture point

In cities like Shanghai and Cairo, there is very little space for housing. Most people in these cities live in flats in tall buildings.

**2** Work in pairs. Look at the information sheet. Discuss the questions. Then read the information sheet to check your predictions.

- 1 What do you think the information sheet is going to be about?
- 2 What's different about the house?
- 3 What do you think are the advantages and disadvantages of living in a home like this?

### EXAM SKILLS

A prediction is a guess you make about the text before you read it, using clues like the title, sub-headings and pictures. Make time to predict before you read.

**trend** = the way things are developing or changing

### A new trend in housing

**Why do people choose tiny houses?**

There are many reasons why people want to live in tiny houses. Some just want a simpler life, without lots of possessions or rooms to clean. Others want to bring their families closer by living together in a small space. More importantly, tiny homes cost much less than other homes to build and look after, so people without much money can own their own home.

**Who lives in tiny houses?**

Anyone can live in a tiny home: students, couples, people with pets and even whole families!

**When did the tiny house trend start?**

Small homes have been around for a long time, but have become more popular as housing has become more expensive. People have also grown more interested in protecting the environment, and smaller houses require fewer materials to build and less energy to heat and cool.

**What is it like to live in tiny homes?**

These micro homes have everything that you can find in much larger homes, like electricity, running water and bathrooms. They can even have air conditioning and dishwashers. Some tiny homes are more spacious than others, but you have to be clever with the design and layout. For example, a living room can double as a dining area and a sofa becomes a pull-out bed, with room for storage in the base. Stairs have cupboards underneath, and walls provide shelves and hooks for hanging things on. Most tiny homes are under 30 square metres, so every part has to be used.

**Where can you put a tiny house?**

Tiny houses can be placed on land that you either rent or buy, which can be expensive. But some people choose to have their tiny house put on wheels so they can be free to travel wherever they choose!



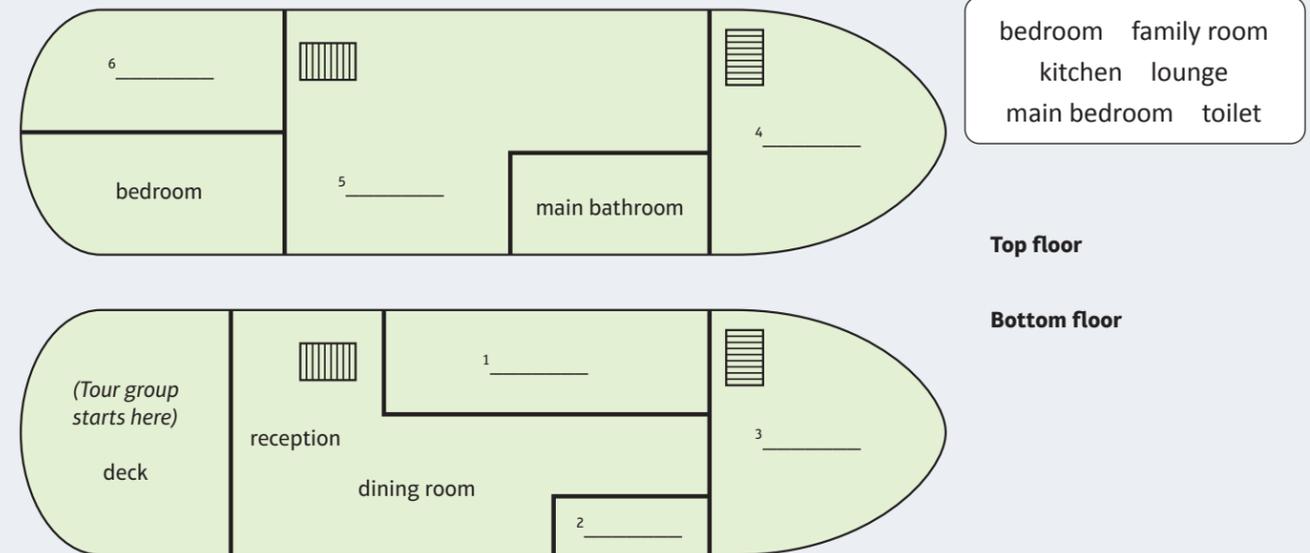
**3** Read the information sheet again. Complete the table. Write three advantages and three disadvantages of living in a tiny house.

Advantages	Disadvantages

**4** Write a summary of the advantages and disadvantages of tiny houses. Use your notes from Exercise 3 to help you. Write 50–80 words.

When writing a summary: use your own words as much as possible; be concise (brief and direct); group your ideas logically; and use linking words to connect points and to show contrast.

**5** Listen to a tour of a houseboat on the River Nile in Cairo. Use the words in the box to complete labels 1–6 on the plan.



### wh- questions

Use <i>who</i> to ask about people:	Use <i>where</i> to ask about a place:	Use <i>what</i> to ask for information:	Use <i>when</i> to ask about a time:	Use <i>why</i> to ask for a reason:
<b>Who</b> lives in tiny houses?	<b>Where</b> can you put a tiny house?	<b>What</b> is it like to live in tiny homes?	<b>When</b> did the tiny house trend start?	<b>Why</b> do people choose tiny houses?

**6** Think of some questions you can ask other students about their homes. Then work in groups. Ask and answer.

- What's your home like?
- We live in a two-bedroom flat.
- When did you move there?
- A few years ago.
- Why did you move there?
- It's close to Mum's work.
- And where do you sleep?
- I share a bedroom with my brother.
- Do you like living there?
- Well...

**7** Write a description of your dream home. Write 100–120 words. Include the following:

- the kind of house / flat it is and who lives there with you
- what rooms you have
- a description of your bedroom.

# 3 MY NEIGHBOURHOOD

## HOBBIES AND LEISURE TIME; HOMES

### LEARNING OBJECTIVES

- Talk about neighbourhood and community
- Use *going to* + infinitive for future plans
- Listen for attitude

#### 1 Work in groups. Discuss the questions.

- 1 If you moved to a new neighbourhood, what would you do to get to know the area?
- 2 What places would be most important for you to find there? Why?

#### 2 Listen to Tanya telling her friend Dee about moving to a new neighbourhood. How does Tanya feel about her new life?

**exchange programme** = when you visit another student, usually in another country, and then they visit you  
**boutique** = a small shop selling fashionable clothes

#### 3 Listen to the conversation again. Where can Tanya do these things?

- |            |                |                       |
|------------|----------------|-----------------------|
| 1 have fun | 3 get medicine | 5 drink hot chocolate |
| 2 buy meat | 4 eat pastries | 6 get a new look (x2) |



#### 4 Work in pairs. Discuss the questions.

- 1 Have you ever attended a neighbourhood festival?
- 2 What did you do there?



#### 5 Read the blog post advertising a neighbourhood event in Melbourne. Are the events (1–5) at this year's Italian *fiesta* old (O) or new (N)?

- |                         |                 |                          |
|-------------------------|-----------------|--------------------------|
| 1 Music and dancing     | 3 Flag throwing | 5 Cooking demonstrations |
| 2 Performers from Italy | 4 Waiters' race |                          |

## Little Italy

Great news! The Italian *fiesta* (street festival) is on this weekend in Lygon Street, Carlton. To celebrate their wonderful and diverse culture, Italian-Australians hold an annual *fiesta* for one weekend every October. The tradition started in 1978 and is so popular that hundreds of thousands of people come each year.

The suburb of Carlton has been home to the biggest Italian neighbourhood in Melbourne since the 1950s. In Melbourne, many settled in Lygon Street, which has become known as 'Little Italy'. Some of those who settled here opened up businesses like barber's shops, pizzerias and cafés, all of which you still can enjoy this weekend.

This year, the organisers are going to pedestrianise Lygon Street, so you will be able to walk around and enjoy experiencing Italian culture for a day. There will be the usual music, dancing and street theatre, but this year, special entertainers are going to come from Italy to perform. There will also be the usual popular events such as flag throwing, the waiters' race and a greasy-pole climbing competition.

Perhaps the best part is the food that you can try from the many eateries all along Lygon Street. This year, the pizza-eating competition isn't going to take place. Instead, the restaurants are going to have cooking demonstrations and free tastings, so come along and meet chefs who will show you how to make your own Italian food. The *fiesta* is open to the public and entry is free. Are you going to come? We hope to see you there!

**suburb** = an area on the edge of a town or city where people live  
**pedestrianise** = stop cars going down a street, so people can walk along it safely  
**eateries** = places where you can buy and eat food

#### 6 Work in groups. Make notes and plan a neighbourhood celebration. Then present it to the class.

##### Step 1: Plan

- 1 What kind of celebration will you have?
- 2 Where will it be held?
- 3 What activities or events will it have?
- 4 What will each person do to help?

##### Step 2: Present

- 1 Decide how the group will present the plan to the class.
- 2 Explain the role of each person in the celebration.
- 3 Present your plan as a group.

#### going to + infinitive for future plans

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Use *going to* + infinitive for plans that are definite or that will happen soon:

Special entertainers **are going to come** from Italy to perform.  
 The pizza-eating competition **isn't going to take place**.

Are you **going to come**?

Use *will* for an action you are deciding on while you speak:  
 I **will have** the pizza.

#### 7 Write a blog post advertising your neighbourhood celebration using your notes from Exercise 6. Write 80–100 words.

#### 8 Listen to a radio programme about a construction project in a town. What is the project?

**extension** = a new part added to a building  
**compromise** = when people accept less than they really want, especially to make an agreement

#### 9 Listen again. What does each speaker (Po, Kareem and Mohamed) think about the project? Make notes. Then decide if each speaker is for or against the project.

#### 10 Listen to the extracts. Choose the words that describe the speaker's attitude. Then work in pairs and compare your ideas.

- 1 I think these facilities will help keep kids off the streets and out of trouble. [**positive** / **negative**]
- 2 Does that make sense? [**angry** / **happy**]
- 3 Traffic will definitely increase as a result, making it unsafe for the infants' school further down the street. [**not interested** / **worried**]
- 4 But, if we can make this a win-win for everyone, then people may accept it. [**unhappy** / **hopeful**]
- 5 Exactly! [**angry** / **positive**]
- 6 If we make the new car park free, then everyone in the neighbourhood can use it. [**confident** / **not confident**]

#### 11 Work in pairs. Discuss the questions.

- 1 What are your views on the project discussed in Exercise 8?
- 2 Do you strongly agree or disagree with any of the speakers? Why?

#### 12 Read the neighbourhood newsletter. Are you for or against the plan? Why? Write an email to your local council expressing your opinion on the plan, giving reasons. Write 80–120 words.

### NEIGHBOURHOOD NEWSLETTER

#### New mall to replace historic mansion

There are plans to build a new mall in the area. The site of the historic house on West Street is the only location big enough for such a project. The house is 100 years old, but no one has lived there for many years.

# 4 WHAT IS FRIENDSHIP?

## FAMILY, FRIENDS AND RELATIONSHIPS

### LEARNING OBJECTIVES

- Talk about friendship
- Use adjectives ending in *-ing* and *-ed*
- Understand context before reading

**1 Listen to the podcast about friendships. Match the types of friend to their descriptions.**

- |   |  |
|---|--|
| <p>1 acquaintances</p> <p>2 social friends</p> <p>3 close friends</p> <p>4 best friends</p> | <p><b>A</b> People we have a deep connection with because they love and accept us for who we are, and we trust them completely.</p> <p><b>B</b> People we have a good connection with because we like to hang out with them, and who we can talk to about personal issues.</p> <p><b>C</b> People we can have fun with, but don't share anything too deep or personal with.</p> <p><b>D</b> People we have met a few times, but we don't know them well.</p> |
|---|--|

**2 Complete the table. Write about people you know or about characters in a book or film. Then work in pairs and tell each other about the people you have chosen.**

Types of friends	Names	Activities we / they do together
Acquaintances		
Social friends		
Close friends		
Best friends		

**3 Work in pairs. Discuss the questions.**

- 1 What makes a good friend?
- 2 Are you a good friend? Why / Why not?

**4 Look at the webpage. What do you think it is about? Choose an option (A–C). Then read and check your prediction.**

- A People's views about why best friends are important.
- B People's descriptions of their best friends.
- C People's ideas about what the perfect best friend should be like.

### Best Friends Forever — Who's your BFF?

This month on *Teens' World*, we are celebrating friendship. Thank you to everyone who sent us information about their best friends! Keep sending them in, and we will post as many as we can on our site. Here are today's BFFs.



#### Sammy

Sammy's a loyal friend who's by my side in good times and bad. I like how self-confident and hard-working he is. He doesn't have many friends because he prefers to have a small group of mates. He's not the chatty type and he's very caring because he doesn't like his friends to be worried about anything. So I can always count on

him to listen and give me a hug when I need it. Sammy's also very trustworthy: he keeps all my secrets. If you ever need to borrow something, no problem! Sammy will lend you his stuff because he's very generous and giving. He's also athletic and loves to go swimming.



#### Zendaya

Zendaya likes to laugh. I am never bored when she's around! She's fun-loving and encourages me to always look on the bright side of things, so I can count on Zendaya to put me in a good mood. She's talkative and curious by nature, so she loves meeting new people and getting to know them. But because she has so many friends, she has difficulty staying in touch with everyone.

But if you find something confusing, Zendaya will help you out. If you have a problem, she will listen to you and give great advice. The only problem is that people sometimes get offended or upset by what she says! But I like how honest she is: it doesn't bother me at all. She's also sporty and likes her friends to go to the gym with her.

**5 Read the webpage again. What qualities make Sammy a good friend? Choose your top three and put them in order from 1 (most important quality) to 3 (least important quality). Do the same for Zendaya.**

**6 Work in pairs. Share your lists from Exercise 5. Are they the same or different? Why? Discuss.**

### Adjectives ending with *-ing* and *-ed*

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Use adjectives ending with *-ing* to describe characteristics of people, things or situations.  
*Sammy may not seem very interesting to some people.*  
 Use adjectives ending with *-ed* to describe feelings.  
*People sometimes get offended by what she says!*

**7 Listen to a radio programme about friendship theories. Are they similar or different? Then listen again and match the theories (1–5) to the people (A–E).**

- |   |                         |
|---|-------------------------|
| 1 Friendship fulfils our need for love and to belong.                     | <b>A</b> Confucius      |
| 2 Your friends will either make you succeed or fail.                      | <b>B</b> Dan Peña       |
| 3 Trust and kindness are the foundations of friendship.                   | <b>C</b> Plato          |
| 4 Friendship cannot exist between people with different amounts of money. | <b>D</b> Maya Angelou   |
| 5 True friendship relies on shared values.                                | <b>E</b> Abraham Maslow |

**8 Work in groups. Discuss the questions. Then share your answers with the class.**

- 1 Which friendship theory in Exercise 7 do you think is the best?
- 2 Do you have different ideas about friendship?

- *I think Dan Peña's theory is best because our friends can affect what we do and think.*
- *I agree, but I also think trust and kindness are important, so I like what Confucius says.*
- *Maslow is right about how friends make us feel happy. I don't think what Plato says is true, though.*

**bond** = something shared that connects people  
**depend on** = to need and expect the help and support of someone

**logic** = a way of thinking where ideas are built on ideas that have come before  
**fulfil** = to be successful in achieving something



**9 Look at the acrostic poem about a friend. Write a short poem (5–10 lines) about friendship. It does not have to rhyme!**

### For Ayesha

*For you, I would do anything.*  
*Rich is my life because of you.*  
*In good and bad times, you are with me.*  
*Eating pizza with you is always fun.*  
*Never make me cry.*  
*Don't tell anyone my secrets!*

# 5 CITY AND COUNTRYSIDE

## HOBBIES AND LEISURE TIME; HOMES

### LEARNING OBJECTIVES

- Talk about cities and rural areas
- Use comparative and superlative of irregular adjectives and *as... as*
- Write an informal email

**1** Compare the pictures. Make a list of the similarities and differences you see. Work with a partner and compare your lists.

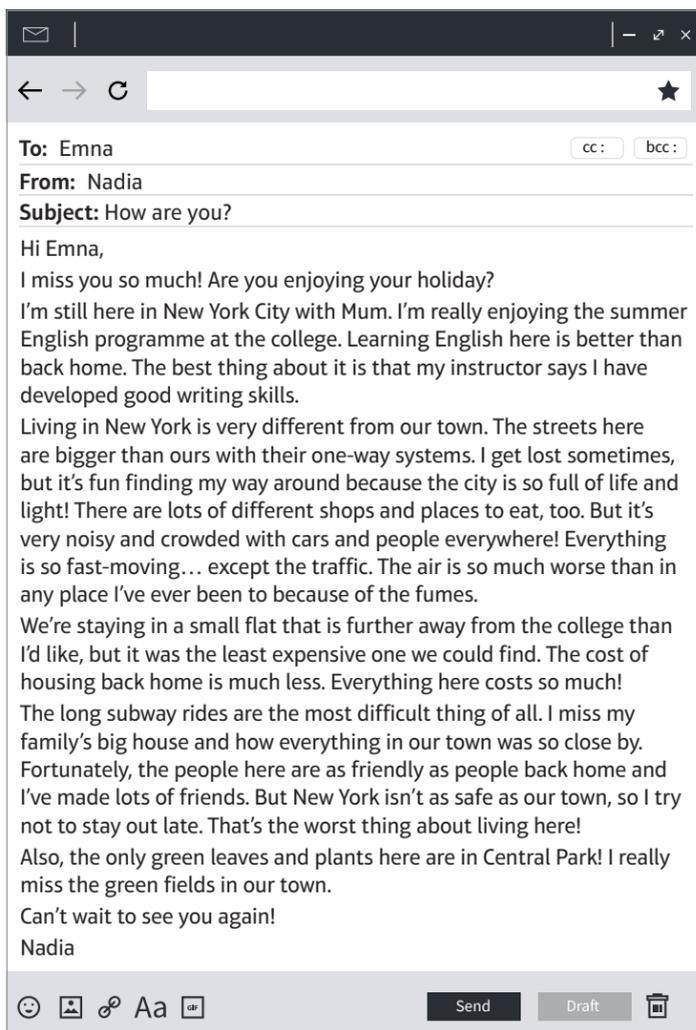


**2** Listen to the introduction to a radio programme. Why are cities important? Work in pairs and discuss your ideas.

**3** Listen to the rest of the radio programme. Tick (✓) the positive things and cross (X) the negative things mentioned about living in cities.

- 1 Job opportunities
- 2 Quality of roads and buildings
- 3 Number of schools and hospitals
- 4 Availability of cheap housing
- 5 Pollution levels
- 6 Public transport
- 7 Entertainment

**urban** = to do with towns and cities  
**forecast (v)** = say or guess what will probably happen  
**lack of** = not available or sufficient  
**drawback** = disadvantage



**4** Read Nadia's email. Does she enjoy living in New York City? Work in pairs and discuss your ideas.

### Comparative and superlative of irregular adjectives and *as... as* Page 205

Irregular adjectives	Comparative form	Superlative form
good, bad, far, little, much	better, worse, further, less, more	best, worst, furthest, least, most

Learning English in New York is **better** than back home.  
 The **best** thing about college is that I'm developing very good writing skills.  
 The air is **worse** than any place I've been to.  
 That's **the worst** thing about living here.  
 Use *as + adjective / adverb + as* to compare when two things are equal:  
 The people here are **as friendly as** people back home.  
 Use *not as + adjective / adverb + as* to compare when two things are not equal:  
 New York **isn't as safe as** our town.

**5** Read again. Are the statements True (T) or False (F)?

- 1 Nadia thinks the streets in New York are as big as those in her town.
- 2 The pollution in the city is the worst Nadia has ever experienced.
- 3 Places to live cost more than in her town.
- 4 Nadia thinks the people in her town are more friendly.
- 5 Nadia thinks New York is safer than her town.
- 6 New York is less green than Nadia's town.

**6** Work in pairs. Discuss the questions.

- 1 If you moved to another place, what would you miss about your home?
- 2 What are some things you wouldn't miss?
- I like our garden. It's got lots of flowers and space to play football, so I'd definitely miss that.
- All the buses stop outside our house, so it's noisy and dirty. That's something I wouldn't miss!

**7** Read the blog about moving to the countryside. Does Daniel like his new life?

**FROM CITY BOY TO COUNTRY LAD: A blog about our big move, by Daniel Young**

For those of you keeping count, today marks two full months of living on the farm for my family! Rural life is quite a change from city life, for sure.

This morning, we drove into town to buy food from the only grocery store. We went for a walk afterwards to explore some more, but there wasn't much to see. Just a few shops selling necessary things like farming equipment and practical clothes... nothing trendy!

To be honest, I miss going to the cinema and hanging out at malls with my friends. That's the worst thing about moving here. But it isn't as bad as I thought it would be. The thing I most enjoy is the wide open spaces. Mum and Dad are happy too. Dad loves this slow-moving life. He likes working outside in the fresh air and sunshine instead of being in an office all day. Mum loves that there's no traffic or fumes. But we do have to rely mostly on the internet to stay connected to everything, like schools and doctors. Luckily, we have a good broadband connection.

We know all the neighbours and have become friends. I hardly knew my neighbours in the city, so that's a big change! I wonder what it will be like here during the winter months... I've heard that the rain and snow can cause problems on the roads. We'll see!



**grocery store** = a shop selling food  
**trendy** = modern and fashionable

**8** Read again. Choose the best options (A–C) to complete the sentences.

- 1 Daniel feels the shops in the rural town are \_\_\_\_\_.  
A trendy B boring C enjoyable
- 2 The town has no \_\_\_\_\_ like in the city.  
A malls B farming equipment C food
- 3 His father prefers working \_\_\_\_\_.  
A in an office B outdoors C in shops
- 4 His mother is happy the area has no \_\_\_\_\_.  
A doctors B schools C traffic
- 5 The internet is \_\_\_\_\_ to them on the farm.  
A the least important thing  
B the most important thing  
C an important thing
- 6 Daniel \_\_\_\_\_ his neighbours in the city.  
A contacts B didn't know C misses

**9** You've just moved to a new area. Write an email to a friend to tell them about it. Write 100–150 words. Include the following:

- explain where you are and why you moved
- describe the new area and compare it to where you lived before
- explain which area you prefer and why.

Hi / Hello...  
 It's been ages since I heard from you. I miss you!  
 Can't wait to hear your news! Write back soon.  
 Take care / See you soon / Your friend

### LEARNING OBJECTIVES

- Talk about generations and the differences between them
- Use the passive voice with present tenses
- Ask for more information in a discussion

**1 Listen to a podcast about generations. Complete the notes with one or two words, or a date.**

- Baby Boomers:** named after the baby boom of 1946 to \_\_\_\_\_.
- Generation X:** got their name because they are difficult to \_\_\_\_\_.
- Millennials:** named after the new millennium, when they became \_\_\_\_\_.
- Generation Z:** the first generation to zoom \_\_\_\_\_.
- Generation Alpha:** the first to \_\_\_\_\_ in this century.



**generation** = all the people in a society or family who are about the same age  
**boom** = sudden increase

**accessible** = available, connected  
**accelerated** = sped up, made much faster

**2 Read the descriptions in the table and choose the correct name from the terms in bold in Exercise 1. Then listen again to check your answers.**

1 _____	2 _____	3 _____	4 _____	5 _____
<ul style="list-style-type: none"> <li>• Did not grow up with digital technology</li> <li>• Hard workers</li> </ul>	<ul style="list-style-type: none"> <li>• Technology and AI are necessary parts of their lives</li> </ul>	<ul style="list-style-type: none"> <li>• High use of social media</li> <li>• Very aware of political issues</li> </ul>	<ul style="list-style-type: none"> <li>• Created social media and use it widely</li> <li>• Value teamwork</li> </ul>	<ul style="list-style-type: none"> <li>• Can use digital technology</li> <li>• Well-educated and independent</li> </ul>

**3 Read the article about family heirlooms. Are heirlooms valuable?**

**4 Read again. Are the statements True (T) or False (F)?**

- Heirlooms are passed down because they are worth lots of money.
- Only jewellery can be heirlooms.
- Heirlooms sometimes remind people of an important family event.
- An heirloom is given so people remember the original owner.
- Not all people keep their heirlooms.

### Passive voice with present tenses

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Use the passive when:

- the person or thing that does the action is not known, is not important or is obvious.
- the object of the action is more important than the subject. If you want to say who or what does the action, use *by*.

Most present tenses have a passive form:

*It is handed down from generation to generation. [present simple]*

*Some pieces of jewellery are still being worn by later generations. [present continuous]*

*It has been kept in a family for a long time. [present perfect]*

**sentimental** = deeply emotional  
**precious** = very dear and important

### From Generation to Generation

An heirloom is an object of special value that has been kept in a family for a long time because it is handed down from generation to generation.

#### What objects can be heirlooms?

Almost anything can become an heirloom. It can be furniture, like a wooden chest, or an article of clothing, like a wedding dress. Other items commonly handed down include pictures, diaries, recipes, photo albums and musical instruments.

#### Why are they passed down?

Heirlooms represent family history and memories. Often, these treasured items are passed down as a reminder of a special occasion in that family's history, like a wedding or a birth. Heirlooms are also given as gifts to loved ones to keep the memory of their original owners alive.

#### Why are they kept or sold?

Heirlooms are of great sentimental value. That's why some pieces of jewellery over 100 years old are still being worn by later generations. They are special because they were once owned by someone dear. The stories that are retold about them are precious and deserve to be remembered for generations. But sometimes, especially when they are worth a lot of money, heirlooms are sold.

**5 Work in groups. Discuss the questions.**

- Do you have an heirloom in your family?
  - You have a 100-year-old diamond ring? Wow!
- How old is it?
  - Yes! It is treasured by my mum.
- What does it look like?
  - Why?
- Do you know the story behind it?
  - It was my great-grandmother's engagement ring.

### PRONUNCIATION

The 'h' in *heirloom* is silent, so we do not say it.

**6 Write an article for your school magazine about a family heirloom. Write 100–120 words. Include the following:**

- what the item is, and a description
- the story behind it
- if you value it, and why.

**7 Read a student's project about Chinese weddings. Are these features traditional (T) or new (N)?**

- White wedding dress
- Tea ceremony
- Money in red envelopes
- Wedding ring
- Small reception

**tradition** = long-standing custom or belief  
**legally** = according to the law  
**impress** = make someone respect you and believe you have achieved something important

## CHINESE WEDDINGS

China is a large country and each area has had its own way of celebrating weddings for hundreds of years. There are many similarities, but some traditions are changing.

The wedding dress and veil are red, which is the colour of good luck, happiness and wealth. Traditionally, brides change dresses two or three times on their wedding day. White wedding dresses are now increasingly popular.

The tea ceremony is when the couple show respect to their families by kneeling before them and serving them tea. Accepting the tea is a sign that the families approve of the marriage.

Red envelopes filled with money are given to the newlyweds by their guests.

The wedding ceremony is usually small and formal, and only a few family members attend. Papers are signed to make the couple legally married.

Wedding rings are not traditional, but are beginning to be common in China.

Cakes and pastries are presented by the groom's family at the reception, which is usually a grand event with many guests and a feast.

Wedding celebrations in the past were huge parties that were meant to impress, so they were very expensive. Modern-day receptions are much smaller, simpler and cost less.

**8 Work in groups. What different views might older and younger generations have about these things?**

- traditions
- education
- fashion
- jobs
- mobile phone use
- money
- social events

**9 Work in groups. Read the problems. Choose one and discuss how the issue can be solved. Then share your ideas with the rest of the class. Which is the best solution for each problem?**

#### Problem 1

Ava's grandma has been given a smartphone. She doesn't completely understand how it works and often asks Ava to help her. She enjoys watching videos and playing games, but struggles to remember how to access them. Helping her takes up lots of Ava's time.

#### Problem 2

Dylan likes to be fashionable and spends most of his money on the latest styles. His bedroom is full of clothes he doesn't wear anymore. His mum wants him to save more of his money for the future, but Dylan isn't interested.

That sounds good / interesting. Tell me more! Sorry. But what exactly do you mean by...? Why do you think / suggest that? So, which idea do you think is the best, then?