

CAMBRIDGE

English for Spanish Speakers

STUDENT'S BOOK  
C1

# CITIZEN Z

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# Welcome

## A LESSONS IN LIFE

### Saying yes and adding conditions

- 1 1.02 Read the dialogue and complete each space with one word. Listen and check.

LIAM: This is hopeless. I give <sup>1</sup>...

KAT: What's the problem?

LIAM: This new smart TV. I'll never <sup>2</sup>... used to it.

KAT: Why not?

LIAM: It's just so complicated. It's nothing like the old one.

KAT: Have you read the manual?

LIAM: Are you joking? Have you seen the size of it? I haven't got time.

KAT: Well, you'll never know how to use it <sup>3</sup>... you read it.

LIAM: No one reads manuals these days. Anyway, things are just <sup>4</sup>... to work when you switch them on, aren't they?

KAT: Didn't the man at the shop show you how to use it?

LIAM: He ran <sup>5</sup>... a few things with me and pointed out the most important features, but ...

KAT: But what?

LIAM: I don't think I was really listening.

KAT: You never learn, do you?

LIAM: Can you <sup>6</sup>... a look at it for me? You're good at things like this.

KAT: OK, I'll look into it <sup>7</sup>... you promise me one thing.

LIAM: What's that?

KAT: I'll get it to work for you as <sup>8</sup>... as you ...

- 2 Complete Kat's last line. Compare with the rest of the class.

- 3 Work in pairs and discuss.

- 1 When was the last time you had a problem with technology? What happened? Did you manage to solve it?
- 2 How often do people ask you to help them with technology problems?
- 3 How easy do you find it to explain such things to other people?



- 4 Complete the sentences with your own ideas and then compare with a partner.

- 1 I'll help you with your homework provided ...
- 2 You can borrow my laptop as long as ...
- 3 I'll tell Mum what you did unless ...
- 4 Help me clear up this mess. Otherwise ...

### get used to

- 1 Complete with the missing verbs then add some ideas of your own.

*What people said about the first mobile phones:*

People will never get used to

0 **texting** rather than speaking to others.

1 ... videos on such a small screen.

2 ... photos on a phone.

3 ... to music through headphones.

4 ... such a small keyboard.

5 ...

6 ...

7 ...

- 2 Work in pairs. Discuss the latest item of technology that you have. Talk about features:


- you've already got used to.
- you're not used to yet.
- you think you'll never get used to.

## Secrets of love

1 Read the essay quickly. What are the writer's grandfather's secrets to a successful marriage?

2 Read the essay again and answer the questions.

- What did other people think about how quickly the writer's grandparents got married?
- Why does the writer's granddad say respect is important?
- Why does he say patience is important?
- What does he say about having children?

3  Work in pairs and decide what you think the secrets of a good friendship are.



*My grandparents have been together for 50 years. It's amazing, isn't it? My granddad asked my grandma out when they were 18. He asked her to marry him two weeks later, she said 'yes' and they got engaged. They were married nine months after that, although everyone else thought they were mad. His parents warned him that it wouldn't last and predicted that they'd split up before they turned 20. Well, they didn't. They proved everyone wrong and half a century on they're more in love than ever.*

*I'm thinking of asking my girlfriend to marry me so I asked my granddad what the secret to a long and happy marriage is and if he had any advice. He had loads. One of the most important things, he said, was respect. Without respect, there's no chance of a relationship surviving. You both have to be able to accept the other person for who they are and give them room to do the things they need to do. He also highly recommended patience. He said that it was impossible to live with someone day in, day out for 50 years without falling out occasionally. But, with patience, he said that he and my grandma have always been able to work things out. He said that having children had been a really important part of their marriage. However, he said he believed it was something that shouldn't be rushed into. They'd waited ten years before starting a family. He felt it had given them plenty of time to really get to know each other. He also said that he knew many happy couples who hadn't had children.*

*But the most important secret of all, he said, was something he couldn't really put into words. It was the feeling he had when he first saw my grandma. He said that from that moment on he knew they'd be together forever. And he wasn't wrong.*


## Love and relationships

1 Complete the rules with the missing words.

start | out | over | fall | engaged | date

- Never ... in love with the same person twice.
- Never introduce your new boy/girlfriend to your family on your first ...
- Don't ... a family with someone you're not in love with.
- Always get ... before you get married.
- Never go ... with your best friend's ex.
- Never ask someone out if you're not completely ... your ex.

2 Do you agree with these rules? Give each rule a score from 0-5 (0 = completely disagree; 5 = completely agree).

3  Work in pairs and discuss the rules. How similar or different are your scores? Where you have different scores, try to convince your partner of your opinion.

4 Put the words in order to make questions.

*Things not to say on a first date.*

- to / you / Do / marry / want / me / ?
- want / How / you / children / many / do / ?
- the / you / pay / Can / meal / for / ?
- and / you / to / want / mum / meet / Do / my / dad / ?
- don't / weight / lose / Why / a / of / bit / you / ?

5  Work in pairs.

Student A: you went on a date with someone who asked you questions 2 and 3.

Student B: you went on a date with someone who asked you questions 4 and 5.

Write your questions in reported question form. Then tell your partner about your date, expanding on your reported questions. Whose date was worse? He asked me if I wanted to marry him.

## B CHALLENGES

### The bucket list

**1** **1.03** Listen to the dialogue and answer the questions.

- 1 What is a bucket list?
- 2 Which of the things in the photos has Dharma already put on her bucket list?



**2** **1.03** Read the dialogue and complete it with the words in the list. There are two extra words. Then listen and check.

coming | having | chance | problem | right  
it online | bet | to come | manage | reckon

CONNOR: What are you writing, Dharma?

DHARMA: I'm just compiling a bucket list.

CONNOR: A what?

DHARMA: A bucket list. A list of things you need to do before a certain age. I'll be 20 in a few years' time so I thought I'd try '... up with 20 things to do before I'm 20.

CONNOR: Isn't that the sort of thing people do when they think they're getting old?

DHARMA: Maybe, but I don't want to get to 20 and regret not '... made the most of my teenage years.

CONNOR: So what's on it?

DHARMA: So far, not a lot. Let's see. Get a poem published in a national magazine. Do you '... I could do that?

CONNOR: No '... Your poems are easily good enough.

DHARMA: Thanks. Then I've got to do a parachute jump.

CONNOR: Cool. You could wear a helmet camera, record it all and then post '... .

DHARMA: That's not a bad idea. I'll add it to my list.

CONNOR: So what else have you got on your list?

DHARMA: The only other thing is to get more than 500 friends on Facebook.

CONNOR: That's too easy. Anyone can do that.

DHARMA: I'm talking about real friends. 500 real friends.

CONNOR: Then you've got no '... at all. You'll never '... that. No one can have 500 real friends in their life.

DHARMA: Yeah, I think you're probably '... . But I need something on my list. I'm running out of ideas. Maybe you could help.

**3** **Work in pairs. Help Dharma with her list. Think of five more things she could put on it.**

### Verbs with -ing or infinitive

Here are some of the things that Dharma's parachute instructor said to her. Complete them with the correct form of the verb in brackets.

- 1 Don't forget ... (count) to three before you jump out of the plane.
- 2 This is something you'll remember ... (do) for the rest of your life.
- 3 Stop ... (worry). It's perfectly safe.
- 4 Try ... (take) a deep breath and see if that helps calm you down.
- 5 I regret ... (say) that it's too cloudy to make a jump today.

### Issuing and accepting a challenge

**1** Match the sentences 1–4 with possible replies a–f. There may be more than one possibility.

- 1 I challenge you to sing a song in English.
  - 2 Do you reckon you could spend a day without going online?
  - 3 I bet you can't think of four countries that begin with 'M'.
  - 4 I bet I can hold my breath for more than a minute.
- a I think you're (probably) right.  
b That's too easy.  
c I bet I can.  
d You'll never manage to do it.  
e Of course I can.  
f I'm sure I could.

**2** Write down five challenges that your partner could do in class.

**3** **Work in pairs and challenge each other.**



## Our greatest challenge

### 1 Read the blog quickly. What does the writer believe is our greatest challenge?

#### I'm only 20 years old and I've got a really bad feeling about the future of our world.

I know that sounds very dramatic, but sometimes I just can't see that there's really that much to look forward to. The way things are going, it's very likely there'll be nothing left of the natural world for our grandchildren to enjoy. I keep hoping that we'll finally come to our senses and start fiercely protecting all that we have left, but every time I see the news, there are even more stories about the destruction of our planet. It's got to be the point now where I dread opening the newspaper. The latest story that got me worked up was about a golf course that they're about to start building up the coast from where I live. They've been trying to get permission for years,

but it had always been denied on the grounds that the area they want to develop is a protected breeding site for thousands of seabirds. I always imagined that 'protected' meant the land could never be touched. Apparently, it doesn't. The developers must have found the right amount of money needed to get that so-called protection lifted.

I believe that more than ever our greatest challenge is to defend the natural world from man's greed. This world doesn't just belong to a powerful few. It isn't theirs to exploit. This world belongs to all of us – every man, woman and child; every animal, bird and insect. This is a challenge that we must meet now if there's any hope for the future of our world.



### 2 Read the blog again and answer the questions.

- 1 What story did the writer read about recently that has got her so concerned about the world?
- 2 Why is she so upset about it?
- 3 Who does she believe the world belongs to?
- 4 Which of the things she says do you agree with? Which do you disagree with? Why?

### 3 Complete the sentences so that they're true for you.

- What's wrong in the world
- 1 I'm feeling quite apprehensive about ...
  - 2 I'm also a bit unsure about ...
  - 3 I'm really worried about ...
- The hope I have for the world
- 4 I've got a really good feeling about ...
  - 5 I feel quite positive about ...
  - 6 I believe our greatest challenge is ...

### 4 Work in pairs. Compare your ideas.

## Phrases for talking about the future

### 1 Work in pairs. Read these imaginary news headlines and discuss them. Do they refer to good or bad news? Why? Can you agree on a ranking of the stories from 1 to 5 (1 = the worst news; 5 = the best news)?

- 1 Manchester United *are about to* sign Neymar.
- 2 The prime minister *is off to* Egypt for peace talks.
- 3 The ice caps *are on the point of* disappearing forever.
- 4 University fees *are likely to* increase by 20% next year.
- 5 This winter *is certain to* be the coldest in 20 years.

### 2 Match the phrases in italics in Exercise 1 with their meaning.

- |                   |                                      |
|-------------------|--------------------------------------|
| a will definitely | c will happen very soon              |
| b will probably   | d is going somewhere to do something |

### 3 Think of three current news stories about the near future and complete the sentences.

- 1 ... about to ...
- 2 ... off to ...
- 3 ... on the point of ...
- 4 ... likely to ...
- 5 ... certain to ...

### 4 Work in pairs. Compare your sentences and decide who has the best news story and who has the worst.

## C EMPATHISING

### Cheering someone up and sympathising about past situations



**1** 🎧 **1.04** Listen to the dialogue and answer the questions.

- 1 Why is Jim miserable?
- 2 What does Ella promise him for the next time?

**2** 🎧 **1.04** Read the dialogue and complete it. Listen again and check.

ELLA: '1... ..', Jim. You look miserable.

JIM: I am miserable.

ELLA: Poor you. What's up?

JIM: My driving test.

ELLA: Oh '2... ..' So it didn't go well then?

JIM: Well, I thought I did fine, but it '3... ..' that I drove too slowly and that's enough to fail, apparently.

ELLA: What a shame. I'm so sorry, Jim. I know how much you want to pass.

JIM: And now I've got to '4... ..' the whole process again. The lessons, booking the exam, doing the exam ... Just the thought of it '5... ..' me ...

ELLA: I know, but try not to let it '6... ..' you ...

JIM: I just feel like I've '7... ..' my friends ...

ELLA: Why?

JIM: Well, everyone was relying on me to be the first to pass so that I could drive us all to parties and things at the weekend.

ELLA: Look, don't '8... ..' yourself. You did your best and that's all you can do. Sometimes things just don't '9... ..' the way we hope.

JIM: I know. You're right. I just wish I'd been a bit less confident and a bit more careful.

ELLA: Don't '10... ..' on it. What's done is done. You're going to pass next time for sure.

JIM: Thanks, Ella. You're a really good friend. I hope you know that.

**3** 🗨️ Work in pairs. What would you say to Jim to cheer him up?

**4** Match 1-8 with a-h to form expressions for cheering someone up or expressing sympathy.

- |                |                   |
|----------------|-------------------|
| 1 Oh           | a you             |
| 2 What a       | b terrible        |
| 3 Poor         | c get you down    |
| 4 How          | d there           |
| 5 Cheer        | e the bright side |
| 6 Hang in      | f dear            |
| 7 Don't let it | g up              |
| 8 Look on      | h shame           |

**5** ✍️ Work in pairs. Choose one of the situations below and write a dialogue of 8-10 lines between the person who's upset and the person who's trying to make them feel better.

- 1 You really thought you had a chance of getting into the school football team, but the coach didn't seem to agree and you haven't been picked.
- 2 You were off on holiday, but on the way to the airport you got stuck in traffic and you missed your flight. You've had to return home as there isn't another flight for a week.
- 3 You got a bike for your birthday, but the first time you went on it, you fell off, broke your leg and completely ruined the bike.

### Life's ups and downs

**1** Complete the questions with the words in the list. There are two extra words.

get | taken | let | wants | blamed | hardest way | expectations

- 1 When was the last time you felt nothing was going your ... ?
- 2 Have you ever ... someone for something and then found out that they didn't do it? What was it? Did you apologise?
- 3 Can you think of a time when you ... someone down?
- 4 Have you ever tried your ... to do something and still not succeeded? What was it? Did you give up or keep on trying?
- 5 Can you think of something that didn't live up to your ... ? What was it?
- 6 What things tend to ... in your way when you're trying to do?

**2** 🗨️ Work in pairs and discuss the questions. Give details.

## A helping hand

- 1 Read the article quickly and put the suggested titles in order from most to least suitable for you.

The kindness of strangers

A nightmare flight

Life with an autistic child

Life with my five-year-old autistic son is a constant adventure. There are times when it's more fun than you can possibly imagine and then there are times when you get desperate, knowing there's very little you can do to bring him out of one of his frequent tantrums. You can't help feeling a little guilty when other parents look at you as if to suggest you should be doing more to keep your child under control.

So it was with a certain amount of trepidation that I boarded an aeroplane with him for the first time recently, knowing that there would be someone who knew nothing about our daily challenges sitting beside us for the next eight hours. Sure enough, our problems started before the plane had even taken off, as I tried to fasten my son's seat belt and he started screaming. But far from feeling awkward, the smartly dressed businessman sitting on the other side leant over with a smile and helped me with the task. The effect on my son was nothing short of a miracle. He stopped crying

immediately. He'd made a new best friend. I never got to know this man's name or anything about him, but for the duration of the flight his charm worked wonders. Every time my son threatened to kick off, the man was able to calm him down before things got too out of hand. He even succeeded in getting my son to eat a meal.

Thanks to the compassion, patience and understanding of a man I'd never met before, we managed to get through the flight without major incident and, for once, I didn't feel like a complete failure as a mum.

- 2 Read the article again and answer the questions.


- How does the writer describe life with an autistic child?
- How was she feeling about the flight and why?
- How did the stranger help her child?
- How do you think you'd have reacted if you'd been sitting next to the child? How would you have felt?

## Adjectives to describe uncomfortable feelings

- 1 Complete the sentences with the words in the list.

stuck | guilty | ashamed | awkward | puzzled | desperate

- It was quite an embarrassing situation and I felt a bit ...
- Even though I'd done nothing wrong, I still felt ... for some reason.
- The situation was serious. I had absolutely no idea what to do. I was ... and started to panic.
- It was a really strange situation. How could it have happened? I was ...
- I had no idea how to solve the problem. I was ...
- Why did I do it? I've no idea. It wasn't like me at all and I felt ... of myself.

- 2  Work in pairs. Think of specific situations (real or imaginary) for each of the adjectives in Exercise 1.

*I once called my teacher by the wrong name. I felt quite awkward.*

## Talking about past ability

- 1 Which of these things might the stranger have said to his wife when he got home after the flight? Tick all that apply. Then compare with a partner.

- I managed to watch three films.
- I got a good night's sleep.
- Between us, we were able to get his seat belt on.
- I succeeded in finishing my book.
- I managed to keep the little boy happy.
- I succeeded in finding that perfume you like at the duty-free shop.

- 2 Work in pairs. Imagine you've just been on a terrible flight. Agree together on all of the things that went wrong. Complete the sentences.

- I only managed ...
- I didn't succeed ...
- I wasn't able ...
- I was able ...
- I didn't manage ...

## D BUT IS IT NEWS?

### Introducing news

- 1 Does your school have a school newspaper? If so, what kind of stories does it feature? Do you read it?

- 2 Read the dialogue and complete it with the words in the list. There are four extra words.

make | time | made | out | done | told  
certainly | about | keep | exactly | up

ABI: Have you heard '... Mr Bowden?

NICK: No, what's he done?

ABI: He's finally getting married to Miss Jones.

NICK: So the school's big secret is finally?... .

ABI: I guess it is.

NICK: Well, I suppose it's?... we put him in the school paper.

ABI: It's hardly news, is it?

NICK: Well, they're both teachers here. I think we could do a piece on them about how they've tried to?... their romance quiet when we all knew.

ABI: There's no way that's a news story.

NICK: It is. This is?... the kind of news story we want. Do you know how many complaints were?... about last month's edition? Students are bored with reading about exam results. They want gossip about their teachers. This story is going in. My mind's made?... .

- 3 Put the lines in order to make the dialogue.

A Absolutely. Let's send one from the class.

A Have you heard about Mr Errington?

A Yes, it was. He's in hospital.

A He's broken his leg and is badly bruised.

A Apparently, he's been in a car crash.


B That's awful. How is he?

B No, what happened?

B No way! Was it serious?

B Good idea.

B We have to send him a card.

- 4  Work in pairs. Choose one of the expressions from Exercise 4 and use it to start a short dialogue (8–10 lines).

### Ways of speaking


Complete the school news story headlines with the missing verbs in the correct form. There are three extra words.

introduce | apologise | recommend | warn  
confess | complain | regret | announce

- Local residents ... about students' behaviour walking to school
- Miss Green ... six books that all Year 8 students should read
- Headmaster ... new Maths teacher
- Mr Williams ... his retirement
- Student ... to painting graffiti on school walls

### Verb + noun collocations with *make*, *take*, *play*, *do*, *give*

- 1 Complete the news headlines with the present simple form of *make*, *take*, *play*, *do*, or *give*.
- Prime Minister ... a speech to parliament
  - Visitors to the USA ... advantage of weak dollar
  - FIFA ... a decision on next World Cup
  - Britain ... a deal with Europe over immigration
  - Government ... advice from Greens on environment
  - Bill Gates ... a part in peace talks
  - Record number of people ... complaints to BBC about programme

- 2  Work in pairs. Make news headlines using these four verb + noun pairs.
- make progress | do research  
take revenge

### Cause and effect linkers


Rewrite the sentences using the words in brackets.

- The weather was so bad that the president's plane was diverted to another airport. (due to)
- There will be another election as no single party won enough votes. (consequently)
- The Queen has cancelled the dinner as she is not well. (because)
- So many people protested that the government have cancelled their plans. (as a result of)

### Sharing news

- 1 Complete the sentences with the words in the list.

keep | break | get | pass | let

- You're going to be late home. How do you ... your parents know?
  - How do you ... in touch with old friends?
  - Your mum asks you to ... on a message to your brother. How do you do it?
  - You need to ... in touch with your best friend immediately. How do you do it?
  - You've done really badly in your school tests. How do you ... the news to your parents?
- 2  Work in pairs and discuss the questions.

# 1 BROTHERS AND SISTERS

## LEARNING OUTCOMES

**FUNCTIONS:** using emotive language

**GRAMMAR:** talking about habits; adverbs to express attitude

**VOCABULARY:** personality (1); personal conflict

Work in pairs. Look at the photo and answer these questions.

- 1 Who are these two people?
- 2 Do you know what they do for a living?
- 3 Would you like to follow the same career as anyone in your family? Why/why not?





## READING

- 1 Read what these children say. Who do you think is speaking: the oldest or the youngest child? Discuss in pairs and give reasons.

- 1 He's always telling on me.
- 2 She can be really mean to me.
- 3 They used to give me all their attention.
- 4 Mum and Dad spoil her.
- 5 Mum and Dad don't seem to care about how I do at school.
- 6 He's always messing about.

- 2 Work in pairs. Think of more complaints that oldest and youngest children might have about their brothers and sisters.

- 3 How might things change for the boys in photo 1 if they suddenly find they have a younger sister? Read the article on page 13 quickly and check your ideas.

- 4 1.05 Read the article again. Where do these sentences come from? Match with A–E in the article. There are three you won't use. Then listen and check.

- 1 The science of how birth order affects personality is relatively new and still surrounded in controversy.
  - 2 They'll have their parents' sole attention forever and equally all of their parents' energies are channelled towards them exclusively.
  - 3 It's a very long list, because, of course, there are so many variables that can be taken into consideration.
  - 4 There'll be no more opportunities to 'get it right' and by virtue of being the youngest, their newest offspring may well be more demanding, relatively speaking.
  - 5 They'll always be lonely and their self-esteem may suffer as a result.
  - 6 However, this is usually accompanied by high expectations as new parents are keen to see their child do well and the eldest child, for their part, is generally keen to meet these expectations.
  - 7 And parents often get angry if they don't feel that their child is doing as well as they believe they should be.
  - 8 One of the most common ways to achieve this is by making people laugh and second children are frequently the jokers of the family.
- 5 Work in pairs. Discuss the following questions.
- 1 Where do you come in your family? Which parts of the description, if any, fit you? What about your brothers and sisters?
  - 2 How important do you think birth order is compared to other factors in determining personality? Give examples.







## The Pecking Order

Have you ever thought about why you are the way you are? To what extent has your personality been determined by social, genetic and geographical factors; by the era you were born into, or just by pure luck? [A] There is, however, one simple yet compelling factor that is often overlooked: birth order. Research has indicated that the position in which we are born in our family plays a major role in forming personality.

they've actually accomplished, they might also feel that they're never good enough.

### The second child

The second child has no experience of life without a sibling so they never know how it feels to suddenly have to share the attention. They'll typically look at their well-behaved elder brother or sister and decide one of two things: they'll either strive to be better – which can spur them on to succeed in life – or more commonly, they'll choose to be the complete opposite. If they decide to adopt the latter approach, then they'll tend to be more unconventional and rebellious, with less concern for the way things 'should' be done. They're also often more outgoing and constantly looking for ways to attract attention. [C]

Again, problems can emerge when another baby arrives. Suddenly, the second child becomes the middle child and may lose a clear sense of where they fit in. They tend not to be the subject of their parents' high expectations – the burden of many eldest children – but, equally, they no longer enjoy the extra attention that comes from being the youngest.

### The youngest child

With the birth of their final baby, parents will often feel this is their last chance to bring up a child. [D] This means the youngest child, more often than not, is spoilt with attention and affection. This can lead them to be rather self-centred, believing that the world revolves around them. Always being treated as the 'baby' of the family can also result in the youngest child lacking motivation and underachieving. But in an effort to break new ground in the battle for their parents' attention, youngest children also tend to be outgoing, charming and creative.

### The only child

Only children are similar to eldest children in that they're eager to please their parents and tend to copy their parents' behaviour. The difference lies in the fact that they never have to experience the arrival of another child. [E] This makes their bond with their parents even stronger and only children tend to be very confident in social situations, even around adults. However, as they grow older they may feel that this relationship is too intense and can therefore be quite keen to leave home as soon as possible.

### The eldest child

For as long as they remain the only child, the eldest enjoys their parents' undivided attention. [B] As a result, eldest children tend to be respectful and traditional, following the examples set by their parents.

The problems arise with the arrival of another child. Suddenly, the attention they're used to receiving diminishes. As a consequence, the first-born feels insecure and will try to resolve this by doing all they can to make their parents happy. Research suggests that this might lead them to achieve great things, but regardless of what

### GET IT right!

An *only child* is a child without brothers or sisters. *Unique* is something that is unlike anything else.

- ✓ She is an *only child* with no siblings.
- ✗ She is a *unique* child.



## train to THINK

### Questioning widely accepted theories

Although we often draw conclusions based on what we've read, heard or observed, it does not mean these conclusions are always 100% correct. The article talks about personality traits that relate to a person's position in the family. There will always be plenty of exceptions.

#### 1 Which of these examples contradict claims made in the article?

- 1 My youngest child Tom is so thoughtful. If he knows his elder brother Jack is revising for exams, he'll always put on his headphones.
- 2 Oliver's our eldest. He wants to be a doctor, just like his dad.
- 3 Mum and Dad weren't too bothered by my low grades at school and as I'm an only child there was no brother or sister to be compared to.

- 2  Work in pairs. Think of people you know who contradict the claims made in the article.
- 3  Work in pairs. What other theories about personality have you heard or read about? Can you think of people you know who contradict these theories?



## GRAMMAR

## Talking about habits

## 1 Match the example sentences with the descriptions. Then complete the rule.

- They'll typically look at their well-behaved elder brother or sister and decide one of two things.
  - He's always telling on me.
  - They used to give me all their attention.
  - Elder children tend to be respectful and traditional.
- Talks about a habit in the past.
  - Expresses irritation about the habit of another person.
  - Uses a future construction to talk about what we might expect from someone's behaviour.
  - Talks about something that is often (but not always) true.

**RULE:** There are a number of ways we can talk about habits:

- used + 1... or would + infinitive to talk about habits in the past.
- always + 2... tense to refer to behaviour which irritates us.
- 3... + infinitive to refer to habits in general (not future).
- 4... (not) to + infinitive to refer to the way a person is likely to behave.

2 Complete each space in the text with one word.

My little brother really used 1... annoy me – and I mean *really annoy* me! Every little thing he did, every little noise he made with his mouth and every little thing he said 2... drive me crazy. We 3... to fight all the time and get in big trouble with our parents. It always ended up with both of us being grounded. It was terrible. These days things have improved and we tend 4... get on a lot better. I'm not sure what changed, but I probably worked out that life would be a lot less stressful if I could try and find him less irritating. It's not always easy. I mean, he still 5... to say silly stuff and I find myself getting annoyed, but I 6... just get up and walk away now. There is one thing that does get me really angry, though. He's 7... walking into my bedroom without knocking, despite the big 'Keep Out' sign on the door. When he does that, I tell him to 'get lost'. He knows I mean it and tends 8... to hang about. It's important to make sure that he still knows who's boss!

## 3 Look at the cartoon. What are the dog and the cat thinking? Write three sentences for each. Use the structures for talking about habits from Exercise 1.



Workbook page 10



## VOCABULARY

## Personality (1)

## 1 According to the article on page 13, which child (eldest, second, youngest or only) tends to be:

- |                   |                 |
|-------------------|-----------------|
| 1 traditional?    | 5 rebellious?   |
| 2 insecure?       | 6 respectful?   |
| 3 unconventional? | 7 outgoing?     |
| 4 demanding?      | 8 self-centred? |

## 2 Which adjective describes someone who:

- shows admiration and consideration for someone?
- doesn't do things in the usual or expected way?
- only thinks about themselves?
- likes to cause trouble by not doing as they're told?
- doesn't like change very much?
- is very sociable?
- expects a lot of time and attention from others?
- often feels very unsure of themselves?

## 3 Write five sentences about the habits of people you know. Use personality adjectives.

*My sister is really outgoing. She loves talking to people and she knows everyone at school.*

## 4 Read your sentences to your partner but don't say the personality adjective! Can your partner guess the adjective?

Workbook page 12



## LISTENING

- Look at the photo and read the magazine listing. Discuss in pairs and make notes.

  - How do you think the people in the photo are related?
  - What do you think they're talking about?
  - How are they feeling? Why?
- 1.06** Listen to a scene from *The Street*. Check your predictions from Exercise 1.
- 1.06** Listen again and mark the statements T (true) or F (false).

  - Shreya is surprised when Rahul returns home.
  - Shreya wants to go and live with her brother.
  - Maya and Shreya haven't been in touch for over a year.
  - Maya and Shreya fell out over a boy.
  - Shreya says her brother, Samir, isn't happy about her decision.
  - Shreya wants to leave because of a boy.
  - Shreya's dad doesn't understand why Shreya needs to go.
  - We discover something terrible about Shreya's brother, Samir, at the end.



## FUNCTIONS

## Using emotive language

- Look at the sentences from the listening. Who says each one, Rahul or Shreya?

  - I'm sick of this place. I'm sick of my dead-end job.
  - But what about your job? You can't just walk out on that.
  - I don't understand. Why didn't you tell me?
  - And I do need to move out. I really do.
  - Tell me you haven't done that.
  - It's that boy, isn't it?
- Match each of the sentences (a-f) with the emotive technique it uses.

  - question tags
  - repetition of a word (or phrase)
  - rhetorical questions (questions for which you don't expect an answer)
  - emphatic use of the auxiliary verb in positive statements
  - phrases such as *tell me*, *I don't understand*, *you can't be serious* or *you must be joking*
- Work in pairs. Remind yourselves how the scene ended and then write the next eight lines of dialogue. Use emotive language.

## PRONUNCIATION

Intonation: showing emotions  
Go to page 150.

## GET IT right!

Remember: the emphatic *do/does* must agree with the subject.

- ✓ *He does need to understand.*
- ✗ *He do need to understand.*

## 7.30 – 8 pm The Street

Rahul finally finds out why Shreya's been acting so strangely and he's not happy. But how will she react when she finds out his news? More shocks and drama from our favourite soap opera.



## THINK values

## Relationships

- Think about your family and your friends. Giving examples to support your choices, write about someone who:

  - you can tell anything to.
  - you find it difficult to talk to.
  - is really fun to be with.
  - is quite boring to be with.
  - you have the most in common with.
  - you have the least in common with.
  - knows you the best.
  - doesn't know you at all.
- Work in pairs. What could you do to improve your relationship with one of the people you wrote about in questions 2, 4, 6 or 8? Take turns to suggest some ideas to your partner. Would you be interested in trying any of these ideas? Why (not)?



## READING

- 1 Make a list of problems you might have if you were at the same school as your brother or sister. Compare with a partner.
- 2 Read the web page quickly. What two problems does it describe?
- 3 Read the web page again. Put the advice for each problem in order of usefulness. Compare with a partner. What extra advice would you give?



## SPEAKING

Work in groups of four. Take turns to talk about a problem you have with a brother or sister. This can be real or imaginary. Give each other advice on how to deal with the problem.

Think about:

- what exactly it is they do.
- how to describe their behaviour.
- how this makes you feel.
- what you've done to try and improve the situation.
- how they've reacted to this.
- what tactics you might try in the future.



## People power to help you with your problems

I've always got on well with my little brother. He's five years younger than me so I've always felt really protective towards him. Well, that was until a few weeks ago. The problem is that he now goes to the same secondary school as me and annoyingly he doesn't seem to get that school is different from home. He and his friends seem to think it's funny to follow me around and try and embarrass me. At first, my friends thought it was quite funny, but now he's really starting to get on their nerves too. I've spoken to my parents and they had a word with him, but it's made no difference. If anything, it's made things worse. Honestly, I don't know what to do next and I'm scared I'll say something to him that I might regret. **Darren93**

*Ignore him – that's the key. Obviously, you'd like him to stop right away, but I reckon the more he sees how much his behaviour annoys you, the more he'll keep on doing it. Pay no attention. He'll soon get bored and realise it's much more fun to hang out with people in his own year than to pester his older brother.* **JennyJ**

*Turn the tables on him. Follow him around and see how he likes it. Surely you know enough embarrassing things about him that you could share with his friends to make his life miserable!* **Cheeseman**

*Have another chat with him. Explain to him why it upsets you and ask him how he'd feel if you did the same to him. Hopefully, he's mature enough to understand.* **Sandybob**

My little sister's always been a bit of a tomboy. She's always liked hanging out with boys and always worn jeans and T-shirts. I've never seen to be a problem, but now she's 13 and showing no signs of changing. I'm starting to worry a little. All her friends are boys and I can see that she's getting left out of things – the other girls are excluding her. Admittedly, she doesn't seem to be bothered, but I know how mean girls can get. I've tried suggesting she might want to try some of my make-up but she just laughed and told me to stop being silly. Should I just let her be or do I need to be more direct? **Lauren92**

*Wow, she's lucky to have a sister like you. You've certainly got your eye on her. Understandably you're concerned, but I don't think you can really force her to be a certain way. All I can suggest is that you continue to make sure she's OK and be there for her if and when she really needs you.* **JB95**

*Let her be. She's still only 13. Regrettably, these days there's enormous pressure on girls to grow up too quickly. Let your sister enjoy her childhood while she still can.* **JoKenny**

*Are you serious?! I think you're the one with the problem. Surely, we should be encouraging our younger siblings to be whoever they want to be. We shouldn't be forcing them to conform to old-fashioned stereotypes!* **Sassygirl**





## GRAMMAR

## Adverbs to express attitude

- 1 Complete the sentences with the words in the list. Check your answers in the web page.

annoyingly | regrettably  
admittedly | hopefully

- ..., she doesn't seem to be bothered.
- ..., he doesn't seem to get that school is different from home.
- ..., he's mature enough to understand.
- ..., these days there's enormous pressure on girls to grow up too quickly.

- 2 Find five more examples of adverbs to express attitude in the web page on page 16 and use them to complete the rule.

**RULE:** Words like *annoyingly*, *regrettably*, *admittedly*, *hopefully*, <sup>1</sup>..., <sup>2</sup>..., <sup>3</sup>..., <sup>4</sup>..., and <sup>5</sup>... are used to express how we feel about what we're saying. We usually put them at the start of the clause.

- 3 Change the underlined word into an adverb and use it to make one sentence.

- My sister's always using my hair spray. I find this quite annoying.
- My brother might lend me his jacket. I live in hope.
- I didn't learn a musical instrument when I was younger. I regret this now.
- I'm good at languages, but my sister is better than me at Maths. This is something I have to admit.
- My brother says he's too busy to help me with my homework. I'm sure he could spare half an hour if he really wanted to.
- I would never hurt my sister. I'm being honest about this.
- My brother is jealous of me. It's obvious.
- You're angry with me for being mean to my sister. I understand that.

Workbook page 11



## VOCABULARY

## Personal conflict

- 1 Match the sentence halves. Use the web page to help you.

- My little brother really *gets on*
  - Mum said she wants to *have a*
  - Please don't say anything. You'll only *make*
  - Stop doing that before I *say something*
  - Why don't you *turn the*
  - My elder brother *made*
  - Why don't you just *let*
  - I've *got my*
- a word with me. What could it be?  
b I might regret.  
c my life miserable when I was a child.  
d him be and get on with your own life?  
e eye on you, so don't try and do anything silly.  
f tables on her and see how she likes it.  
g my nerves when he keeps asking me questions.  
h things worse for me.

- 2 Choose the correct words to complete the expressions.

- Mr Thomas is making my *life / time / days* miserable. He's always picking on me.
- The teacher had words *with / to / on* Tim about his behaviour in class.
- Never reply to an angry email immediately in case you *say / reply / tell* something you might regret.
- I hate the way she's always interrupting me. It really *gets / goes / puts* on my nerves.
- She's got her eye *on / at / for* you, so be careful.
- I was only trying to help, but judging by her reaction, I think I've just *done / made / caused* things worse.
- If Ian wants to spend all his money, just let him *alone / be / do*. It's his money, not yours.
- I was tired of Jim always borrowing my phone, so I *turned / switched / placed* the tables on him by leaving mine at home and borrowing his all day.

- 3 Complete the questions with the missing words and then discuss them with a partner.

- What sort of things really get on your ... ?
- Have you ever said anything you later ... ? What was it and what was the consequence?
- Have you ever had to have a ... with someone? Why? What happened next?
- Can you think of a time when you tried to help someone but only made things ... ? What happened?
- What sort of things would make your life ... ?

Workbook page 12