

LIFE STAGES

IN THE PICTURE Special days

»»» Talk about special days in your life

WORK WITH WORDS

1 **RECALL** Work in pairs. Do the tasks. You have three minutes.

a **Match the stages of life to the photos (1–10). Some photos match more than one word/phrase.**

- ___ baby ___ child ___ teenager ___ university student
- ___ young adult ___ adult ___ parent

b **Complete the sentences with the words/phrases in the box. Then match them to the photos.**

middle-aged person pensioner

- 1 A _____ is old enough to stop working and receive money from the government. Photo _____
- 2 A _____ is about 40 to 60 years old. Photo _____

2 **Match the photos (1–10) to the actions in the box.**

Go on a first date – 4

get a driving licence get a job get married
 go on a first date go to university have children
 leave home retire start school vote

3 **▶1.01 Listen and check your answers.**

4 **Write the events in Exercise 2 in the order people usually do them in your country.**

5 a **▶1.02 PRONOUNCE** Listen and repeat the /e/ and /ɜ:/ sounds.

- /e/ get /ɜ:/ first

b **▶1.03** Listen to these words. Which words have the /e/ sound and which have the /ɜ:/ sound?

friend person work Net university

c **▶1.03** Listen again and repeat the words.

6 a **Complete sentences 1–6 with verbs from Exercise 2. Then guess the ends of the sentences.**

b **▶1.04** Listen and check your answers.



- 1 In some parts of the USA, you can _____ married at **13 / 14 / 20**.
- 2 Children in Finland don't _____ school until they're **7 / 8 / 9**.
- 3 In Brazil and Austria, you can _____ in an election when you're **14 / 16 / 17**.
- 4 In Niger, you can't _____ a driving licence until you're **19 / 21 / 23**.
- 5 People in Saudi Arabia can't _____ on a date before they get **a job / married / a driving licence**.
- 6 Most people can only _____ one child in **China / Korea / Japan**.



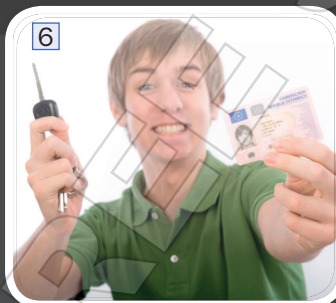
SPECIAL DAYS

because every day is special

1

Upload your video

Upload your photo



7 **THE MOVING PICTURE** Watch the video. Describe the people. What are they doing?

SPEAK

8 Work in pairs. Ask and answer the questions.

This week's survey:

AGE AND EXPERIENCE

1 In your country, when can you ...
start and finish school? _____
get a driving licence? _____
vote? _____

2 When do people in your country usually ...
go on a first date? _____
leave home? _____
get married? _____
have children? _____

PHRASE BYTES

You can ... at ... / when you're ...
You can't ... until ...
People usually ... in their
twenties/thirties/forties.

GO BEYOND

Do the Words & Beyond exercises on page 130.

Workbook, page 4



READING Coming of age

Find specific information

SPEAK AND READ

1 Work in pairs. Answer the questions about *coming of age* – the age when a person becomes an adult.

- At what age do people come of age in your country? Is it the same for boys and girls?
- What do people do to celebrate their coming of age where you live?
- What other coming-of-age traditions do you know about? Where are they celebrated?

2 **1.05** Read the texts and answer the questions.

- Who wrote the texts?
- Do they mention your country, or a country you talked about in Exercise 1?

3 a Read the tips in the **HOW TO** box.

HOW TO

find specific information

- Don't read all the text.
- Are there headings? Use them to find the information you need.
- Read the start of each paragraph. Does it have the information you need? If not, read the next paragraph.
- Look for words connected to the information you need.

b Complete the table with information about all three texts. If a text doesn't include the information, write *doesn't say*.

COMING-OF-AGE CELEBRATIONS AND RITUALS AROUND THE WORLD

Name	Type Party? Ritual?	Boys/Girls	When	Age	Clothes	Activities
<i>Seijin no Hi</i>	<i>Special day</i>		<i>Second Monday of January</i>			

4 Which tips in the **HOW TO** box did you use for help with Exercise 3b? Tick (✓) them.

REACT

5 Work in pairs. Discuss these questions.

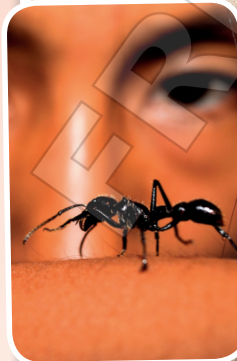
- Are you familiar with any of the traditions above? If so, is the description a true reflection of what happens? If not, what else would you like to know about them?
- What do you think of each tradition? Why?

COMING-OF-AGE TRADITIONS AROUND THE WORLD

We did some research into traditional coming-of-age celebrations and rituals around the world. This is what we discovered. We hope you enjoy reading about them. Class 3B

Seijin no Hi

In Japan, the second Monday of January is Seijin no Hi – 'Coming-of-Age Day'. It's a celebration for girls and boys who have turned 20 in the last year. A 20-year-old is considered an adult and can therefore vote. First, there's a ceremony at the local city offices called Seijin-Shiki, then a party with friends and family. Girls wear a special kimono and boys often wear suits. In the photo above the girls are wearing traditional kimonos.



Satere-Mawé

The Satere-Mawé tribe in Brazil use the bullet ant in their coming-of-age ritual. If this ant bites you, it hurts more than any other insect bite in the world, and it continues to hurt for 24 hours. During the ritual, boys have to wear gloves with hundreds of ants in them for ten minutes, and they mustn't scream. They have to do this 20 times over the coming months or years. Some boys start the ritual when they're just 12.

Quinceañera

A Quinceañera is a coming-of-age party for girls on their 15th birthday in many Latin American countries. The girls usually wear a pink dress and crown. The celebration starts with a church ceremony. Then there's a big party. The birthday girl gets a present called *la última muñeca* – 'the last doll'. She dances with it, then gives it to a younger girl. She's now an adult and can go on her first date.



GO BEYOND

Test your memory. Choose a ritual and write down what you remember about it. Then read the text again to check your notes.

»»» Talk about present actions

READ AND LISTEN »»» Grammar in context

1 **▶ 1.06** Read and listen to the conversation. Where are the girls? What are they doing?

Miyu: What are these girls doing?

Tina: They're probably at a Sweet 16. It's a typical coming-of-age party here in the US.

Miyu: What do people usually do at a Sweet 16?

Tina: They do different things. This girl's celebrating with friends and she isn't wearing special clothes. My sister wants a big formal party. She's preparing for it at the moment and she talks about it every day. The problem is, I don't think we can afford a big party.



STUDY

2 a Underline eight examples of the present simple in the conversation in Exercise 1 and circle four examples of the present continuous.

b Complete the explanations with examples from the conversation.

Present tenses review
Present simple
Use: For habits, routines, things that are generally true.
Time expressions: never, _____, from time to time, _____, etc
Present continuous
Use: For things in progress now or around now.
Time expressions: now, right now, _____, etc
State verbs: Don't use these verbs in the present continuous: like, need, _____ (for preferences) know, _____ (for thoughts, opinions)
See GRAMMAR DATABASE , page 120.

PRACTISE

3 **▶ 1.07** Choose the correct options to complete the conversation. Then listen and check.



Miyu: Why (1) *do they paint* / *are they painting* this girl's face?

Tina: I (2) *don't know* / *'m not knowing* a lot about Native American traditions, but I think she (3) *'s preparing* / *prepares* for the Sunrise Dance. It's a coming-of-age ceremony for Apache girls.

Miyu: So (4) *do the girls dance* / *are the girls dancing* when the sun comes up?

Tina: I'm not sure, but I know that the ceremony (5) *lasts* / *'s lasting* for four days and that the girls (6) *dance* / *are dancing* for hours each day. So it's a very difficult physical test.

4 Complete the questions with the present simple or present continuous form of the verbs.

- 1 What *are you studying* (you / study) at school these days?
- 2 _____ (you / think) that your classes prepare you well for adult life?
- 3 What clothes _____ (most teenagers / wear) at the moment?
- 4 _____ (adults / usually / wear) these kinds of clothes?
- 5 At what age _____ (a person / really / become) an adult?
- 6 Think of an adult you know well. What _____ (they / do) right now?

SPEAK

5 Work in pairs. Ask and answer the questions in Exercise 4. Ask each other for examples, details and reasons.

In maths, we're studying ... and in ...

➤➤➤ Recognise informal speech

SPEAK AND LISTEN

1 Work in pairs. Answer the questions.

- Describe the things in the photos.
- Do you own any similar things? Describe them.
- What do you do with things when you stop using them?

2 **▶ 1.08** Aidan is leaving home. Listen to the conversation with his sister, Katie. Put the photos in order.

3 **▶ 1.08** Listen to the conversation again and decide if each sentence is correct or incorrect. If it's correct, write C. If it's incorrect, write I.

- Aidan's father gave him the phone.
- The football shirt is big.
- Uncle Harry gave him the shirt on his eighth birthday.
- Katie thinks the action figure is worth a lot of money.
- Katie wants to keep Aidan's CDs.
- She says she likes Aidan's music.

4 a Read the tips in the **HOW TO** box.

b **▶ 1.09** Listen to the extracts from the conversation and complete them with words from the **HOW TO** box. Then find six contractions.



HOW TO

recognise informal speech

- Listen for contractions (*don't = do not*).
- Listen for informal forms (*dunno = don't know, kinda = kind of, stuff = things, ya = you, yeah = yes*).
- Listen for fillers (*um, you know, hey*).

Katie: Look at this. It's enormous.
Aidan: (1) _____, don't laugh. That was my first mobile phone.
Aidan: It's (2) _____ ...
 (3) _____ ...
Katie: Colourful?
Katie: So if it's special, why are you throwing it out?
Aidan: I (4) _____. I've got too much (5) _____. I can't keep everything.
Katie: (6) _____ ... see
 (7) _____ .
Aidan: (8) _____. See ya.

REACT

5 Work in pairs. Answer the questions.

- Do you think Katie is going to miss Aidan? Why?/Why not?
- Which thing might Aidan decide to keep? Why?

WORK WITH WORDS

6 **▶ 1.10** When you use more than one adjective before a noun, the adjectives go in the order of the table. Complete the table with the adjectives in the box. Then listen and repeat.

antique colourful cotton enormous old-fashioned square tiny unusual useful valuable

Opinion	Size	Shape	Age	Colour	Material	+ noun
.....	round	old	red	plastic	
.....	
special	

SPEAK

7 a Think of an interesting present you gave and one you received. Write a few sentences describing each present. Use more than one adjective.

For my fourth birthday, my mother made an amazing chocolate cake. It was enormous.

b Work in pairs. Talk about your presents.

GO BEYOND

Do the Words & Beyond exercise on page 130.

»»» Talk about past actions

READ AND LISTEN »»» Grammar in context



1 **1.11** Read and listen to the conversation. What type of object are they talking about?

Jordi: Where **did** you **get** this?
Megan: My dad **bought** it for me **while** we **were staying** in New York.
Jordi: What **were** you **doing** there?
Megan: My dad **was working** there for a few months. We **were walking** down the street one day when I **saw** it in a shop window. I **didn't know** how to play it, but I **found** some videos on the internet. Mum and Dad **weren't** very happy.
Jordi: Why not?
Megan: Because I **played** it all the time, and it **sounded** terrible.

STUDY

2 Complete the explanations. Use the conversation in Exercise 1 to help you.

Past tenses review
Past simple
Use: For completed actions in the past.
Form: Regular: verb + <i>ed</i> : <i>played</i> , Irregular: <i>be</i> > <i>was/were</i> , <i>buy</i> >, etc
Past continuous
Use: For actions in progress in the past.
Form: <i>was/</i> + verb + <i>-ing</i>
Past simple and past continuous
Use: To say something happened while another action was in progress.
Form: <i>when</i> + past <i>while</i> + past
See GRAMMAR DATABASE, page 120.

PRACTISE

3 Choose the correct options to complete the description.

Megan (1) **met** / **was meeting** Jordi while she (2) **visited** / **was visiting** Barcelona. They soon (3) **became** / **were becoming** good friends, and Jordi (4) **occasionally came** / **was occasionally coming** to the UK to see Megan. One day Jordi and Megan (5) **sat** / **were sitting** in her room when he (6) **saw** / **was seeing** the harmonica.

4 **1.12** Complete the conversation with the past simple or past continuous form of the verbs. Then listen to check your answers.

Megan: Hi Mum. I can't find my harmonica.
Mum: When (1) (you / see) it last?
Megan: I (2) (see) it last week while Jordi (3) (stay). We (4) (talk) when he (5) (notice) it on the table.
Mum: Maybe Jordi (6) (take) it while you (7) (not look).
Megan: I don't think so. Wait ... I remember now. I (8) (see) it later the same day while I (9) (do) my homework. I (10) (put) it in a drawer so I wouldn't lose it.

5 Write the questions using the past simple, past continuous or both, if necessary.

- What / you / lose? *What did you lose?*
- When and where / you / lose / it?
- What / you / do / when / you / lose / it?
- How long / you / look / for it?
- While / you / look / for it, / other people / help / you?
- you / ever / find / it?

6 Think of something you lost in the past. Write answers to the questions in Exercise 5.

I lost my ...

SPEAK

7 Work in pairs. Talk about things you lost. Use your answers in Exercise 6 to help you. Ask questions for more information and make notes.

Can you describe it? What did it look like?

What happened next?
 And then what happened?

Do you still have ... ?

LANGUAGE & BEYOND

What do you think about group work? To find out, decide which option you think is better, A or B.

- 1 **A** An activity is more fun if everybody helps to organise it.
B It's not important who does the work. The important thing is the result.
- 2 **A** Some people have ideas, and other people are workers.
B It's good to hear other people's ideas and add to them.
- 3 **A** It's best if one person makes the decisions for everybody.
B Voting is the best way to make decisions if people don't agree.
- 4 **A** Giving people specific jobs makes it easier to organise an activity.
B Groups work best if people are free to do what they want.



»»» Collaborate to organise a group activity

SPEAK AND READ

1 **Work in pairs. Answer the questions about the last time you worked with others to organise an activity.**

- 1 What did you organise?
- 2 Who did you work with?
- 3 Who had the most ideas? Who did the most work?
- 4 What part of the organising went well? What was difficult?

2 **Do the survey above about organising activities.**

3 **Compare your answers in groups. Which options did most people choose?**

4 **Make a list of tips for organising a group activity. Then compare your list with the tips on page 141. What differences are there?**

DO

5 **Work in groups. You're organising a sale of second-hand things to make money for an end-of-term trip. Work together to do the following things:**

- choose a day for the sale
- find a place for the sale
- decide how to collect the things to sell
- think about how to advertise the sale
- calculate how many people need to work at the sale
- decide who is going to do the different jobs

6 **Tell the class about your decisions.**

REFLECT

7 **Discuss the questions with your class. Do you agree with the REFLECTION POINT?**

- 1 Which tips from Exercise 4 did you use when you planned your sale?
- 2 Which tips were easy to follow? Which were more difficult?
- 3 Do you think you worked well as a group? Why?/Why not?

EXTEND

8 **Work in groups. Plan your end-of-term trip. Decide where to go and what needs to be done. Then give everybody a job to do.**

PHRASE BYTES

When shall we have ... ?
Why don't we ask ... ?
We could all bring ...
How about making ... ?
Does everyone agree?
Let's vote on it.

REFLECTION POINT

Group activities are more successful when everybody contributes ideas, has a specific job to do and does an equal share of the work.

SPEAKING Invitations

Make and react to invitations

SPEAK

1 Work in pairs. Answer the questions.

- When was the last time you received a party invitation?
- Did you go to the party? If so, was it good?
- Look at the invitation on the right. Would you like to go to Ethan's party? Why?/Why not?



WATCH OR LISTEN

2 Watch or listen to the scenes. Who can't come to the party? Why not?

Ethan: Hi Alice. (1) _____ come to my birthday party?
Alice: When is it?
Ethan: It's next Saturday, the 6th. I'm having a barbecue.
Alice: Sure. That sounds great. Thanks for inviting me.
Ethan: Great. See you there!

Ethan: Hey, Leo. I'm having a birthday party next Saturday. (2) _____ free?
Leo: Sorry. I'd love to come, but I can't. I'm visiting my grandparents that day.
Ethan: That's too bad.
Leo: Yeah. But thanks for the invitation!

Ethan: Max, (3) _____ like to come to my birthday party?
Max: Yes, I'd love to. When is it?
Ethan: It's next Saturday.
Max: I'm sorry, but I can't. I'm going to a barbecue in Wilson Park.
Ethan: A barbecue in Wilson Park?
Max: Yeah. Alice is going, and she invited me.
Ethan: Max, that's my party!
Max: Really? Well, I guess I'll see you there!



3 Complete the questions in the conversation. Then watch or listen again and check.

4 Listen and repeat the invitations.

5 a Underline the following sentences in the conversation. Write the sentences below.

- Two ways to accept an invitation:
 1 _____ 2 _____
- Two ways to refuse an invitation:
 3 _____ 4 _____
- Two ways to say thank you for an invitation:
 5 _____ 6 _____

b Listen and check. Then listen and repeat.

ACT

6 Write an invitation to a party that you're organising. Use Ethan's invitation to help you.

- Student A: Think of a party and invite Student B.
- Student B: Find out the day of the party. Accept or refuse the invitation.

7 Work in pairs. Write your own conversation. Then present it to another pair.

PHRASEBOOK 1.16

Make an invitation

Can you come to ... ?
 Would you like to come to ... ?

I'm having a ... on ...
 Are you free?

Accept an invitation

Sure. That sounds great.

Yes, I'd love to.

Thanks for inviting me.

Refuse an invitation

Sorry. I'd love to come, but I can't. I'm visiting / going to ...

I'm sorry, but I can't come.
 I have/need to ...

WRITING A special object

Make a writing plan

SPEAK AND READ

- 1 Work in pairs. Describe and compare the elephants in the photos. Which do you like best? Why?
- 2 Read Jessica's description. Which elephant is she describing? What does Lucy's elephant look like?



My special object

I'm looking at my special object now. It's a small, black, wooden model elephant. It's standing on a shelf in my room with some books and photos.

I got the elephant while I was staying with my friend Lucy in Wales. We were walking through an antique market one day when she saw two elephants. She said they were best friends like us. They weren't expensive, so we bought both of them. I kept one elephant, and Lucy kept the other.

People say that elephants never forget. When I see my elephant, it reminds me of that summer and my friend. It's a nice feeling to know that Lucy has an identical elephant.



SEND TO TEACHER



Get it right

Remember = have the memory of something
Remind = help/make someone remember something

- 3 a Read the tips in the **HOW TO** box.

HOW TO

make a writing plan

- Write a heading for each paragraph summarising its content.
- Write short questions for each paragraph.
- Make notes of the answers to your questions.

- b Look at Jessica's writing plan. Did she follow all of the steps and answer all of the questions? Underline the answers to the questions in Jessica's description.

A description of a special object

- Paragraph 1 - Describe the special object
What is the object? Is it new or old?
What is it made of? Where do you keep it?
- Paragraph 2 - Explain the object's history
How and when did you get it?
Is the object connected to a place or person?
- Paragraph 3 - Say why it is special
What do you think of when you see the object?
How does it make you feel?

PRACTISE

- 4 Make a writing plan for another description called 'A special day'.

Paragraph 1

Paragraph 2

Paragraph 3

PLAN

- 5 You're going to write a description. Follow these steps.

WRITING PLAN

- 1 Choose one of the topics: 'A special object' or 'A special day'.
- 2 Look at each step in the writing plan in Exercise 3b or Exercise 4 and note down answers to the questions.
- 3 When you finish writing, check the plan.

WRITE AND CHECK

- 6 Use your plan and your notes to write your description. Then check it. Tick (✓) the things in the plan.

SHARE

- 7 Swap your description with other students. Discuss the similarities and differences.

VOCABULARY Special days

1 Tony's four years old. Complete his life plan with the words/phrases in the box.

children driving licence first date home job married retire school university vote

MY LIFE PLAN

- ▶ Start (1) _____ next year. Be the best student ever!
- ▶ Get my (2) _____ as soon as I'm 16, buy a car, then go on my (3) _____.
- ▶ Leave (4) _____ when I'm 18 and go to (5) _____ to get a first-class degree.
- ▶ Get a really well-paid (6) _____ when I finish studying.
- ▶ Get (7) _____ on a beach in Hawaii and have five (8) _____.
- ▶ Stand for president. Persuade everybody to (9) _____ for me!
- ▶ (10) _____ when I'm 50 and spend all day playing golf.

____/10

Adjectives for describing objects

2 Tony's 16 now. Complete the adjectives in the message to his friends.

Hi guys!

I need some money to buy an old car, so I'm selling some of my things. Here's a description of what's for sale. Offers welcome!

- 1 An (1) a _____ e watch that my great-grandfather gave me. It's broken, so not very (2) u _____ l, and it's too (3) old-f _____ d to wear, but I think it's made of gold, so it could be (4) v _____ e.
- 2 An (5) e _____ s, brightly-(6) c _____ d (7) c _____ n carpet. It's (8) s _____ e in shape, and it was on the floor in my room till recently, but it still looks quite new.
- 3 An MP3 player. It's really (9) t _____ y so you can put it in your pocket. But it's got a lot of memory, and it's full of really (10) u _____ l music – the type of songs you never hear on the radio.

____/10

GRAMMAR Present tenses

3 Tony's 30. Choose the correct options to complete the conversation.

- Stan:** Hello? Tony? Is that you?
Tony: Hi Stan. It's been a long time.
Stan: It has. So what (1) *do you do / are you doing* these days?
Tony: Not much. I (2) *don't work / 'm not working* at the moment, so I (3) *usually spend / 'm usually spending* all day at home. I (4) *look / 'm looking* for a job, but with my poor qualifications, it isn't easy.
Stan: What about Sally? (5) *Do you ever see / Are you ever seeing* her?
Tony: No, we're not in touch. I (6) *don't know / 'm not knowing* where she lives, to be honest.
Stan: That's a shame. She was your first date! But listen, Tony, I (7) *make / 'm making* dinner right now.
Tony: Oh, OK. I'll call you back later.

____/14

Past tenses

4 Tony's 70. Complete his email with the past simple or past continuous form of the verbs.

Hey Stan!
 How are things? I (1) _____ (look) for old friends from high school on the net, and I (2) _____ (find) your page. The last time we (3) _____ (speak) was over 40 years ago. I (4) _____ (phone) you, but you (5) _____ (do) something, and you couldn't talk for long. I remember that you asked me about Sally. Well, I (6) _____ (see) her a few months ago while I (7) _____ (shop) at the mall. She was there with her husband and three adult kids. She (8) _____ (get) married when she was 30. I had no idea! Anyway, get back to me if you have a moment.
 All the best,
 Tony

____/16

Your score: ____/50

SKILLS CHECK

- ✓✓✓ Yes, I can. No problem!
- ✓✓ Yes, I can. But I need a bit of help.
- ✓ Yes, I can. But I need a lot of help.

- I can find specific information when I read. _____
- I can recognise informal speech. _____
- I can collaborate to organise a group activity. _____
- I can make and react to invitations. _____
- I can make a writing plan. _____