Vocabulary

People in our lives

1. Match the texts with the photos.

The person I spend most time with is Max. I’ve known him for years, since we were classmates at primary school. Some people think he’s my boyfriend, but he’s not. He’s just a really close friend.

I’ve just started work and I don’t know my colleagues very well yet. We spend a lot of time together though, so hopefully in the future they’ll become friends as well as workmates.

The people I’m closest to are my family. Apart from my parents, I’ve got aunts and uncles, and lots of cousins. I see my relatives quite often, and we all get together at least once a year.

2. Copy and complete the table with the words in bold in exercise 1. Then add the words below. Listen and check. Then listen and repeat.

- acquaintance - ex-boyfriend - flatmate
- half-brother - nephew - niece - partner
- sister-in-law - stepmother - stranger

<table>
<thead>
<tr>
<th>family</th>
<th>friends/school</th>
<th>work</th>
<th>other</th>
</tr>
</thead>
</table>

3. your parents, aunts and uncles, etc.
4. your brother’s wife
5. a very good friend

4. Write definitions for the other words. Then test a partner.

It’s a person who …

5. Write the names of six people in your life. In pairs, ask about them.

A. Who’s Maria?
B. She’s my cousin. She’s the same age as me.

My Portfolio page 16
**Messages**

1. **Answer the questions.**
   
   1. How do you communicate with your family, friends and classmates?
      - emails
      - phone calls
      - social networks
      - messages
   
   2. How often do you use them?
   
   3. What do you use them for? Why?

2. **Read the messages. Complete the sentences with Bella, Megan, Sue, Liam or Jack.**
   
   1. ... is having a party.
   2. ... hopes that Liam is going to the party.
   3. ... arranges to go to the party with Liam.
   4. ... likes Sue.
   5. ... is interested in Bella.
   6. ... is going to meet Sue to buy a present.

3. **Answer the questions.**
   
   1. Why is Bella having a party?
   2. What is Megan going to do this evening?
   3. What does Sue arrange to do with Liam before the party?
   4. When and where do they arrange to meet?
   5. What does Jack decide to do? Why?
   6. Who do you think the text message is from and to?

4. **In pairs, discuss the questions.**
   
   1. Do you think Sue was right to ask Liam to meet her?
   2. How do you think she felt when she met Jack?
   3. What do you think of the way Liam behaved?
   4. What do you think happened at the party?

   A. I think Sue was brave to ask Liam to meet her.
   B. Why? It’s OK for a girl to ask a boy to go out.

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**Reading**

Hi everyone!
As you know it’s my birthday on Saturday 15th. I’ll be sixteen!! I’m having a party at 8 at my house. Hope you can all come.

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**Sue**

- Hi! I’ve just finished my homework so I’m going to watch TV for a bit.
- Bella’s having a party! She’s just posted it on her page. Are you going?
- Hold on, I’ll have a look ... Great! Yes, definitely!
- Do you think Liam will be there?
- Don’t know. Why don’t you send him a message and find out?
- Ohhh ... he’s just come online. I’ll ask him.
- What did he say?
- He said he’ll probably go, but he’s not sure.
- Ask him to meet you to buy a present for Bella.
- Yippee!! He said yes! We’re meeting at the bus station at 5 and then going to the party together.
- Congratulations! Don’t forget, the party starts at 8. See you both there!!

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**Liam**

- Hey Jack! Have you seen Bella’s having a party on Saturday?
- Yeah. I saw it posted on her page. Do you fancy going together?
- I can’t. I’m meeting Sue to buy a present first.
- Oh, so you’ve got a girlfriend now then!
- No way! She’s sweet but she’s not my type.
- I think she’s cool.
- Why don’t you meet her to buy a present then? I’m more into Bella.
- All right, if you don’t mind. What’s the plan?
- We arranged to meet at the bus station at 5. Tell her that I had an emergency and that you’ll go shopping with her instead.
- OK. See you at the party then.

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See you Sat 8. L X
Future forms: Present continuous, be going to, will, present simple

1 Match the future forms and the meanings.

1  a  future intention
2  b  prediction
3  c  future fact
4  d  future plan
5  e  spontaneous decision
6  f  timetabled event

1 We’re meeting at the bus station at 5 o’clock.
2 The party starts at 8.
3 I’m going to watch TV.
4 I’ll be sixteen.
5 He’ll probably go to the party.
6 I’ll have a look.

2 Write the verbs in the present continuous or present simple. Then listen and check.

Bella: So, I hear you’re seeing (see) Jack on Saturday.
Sue: That’s right. We go (go) to a concert in London.
Bella: How are you going to get there?
Sue: By bus. It (leave) at half past four and we (get) into London at six.
Bella: What time the concert (start)?
Sue: At eight. Then we (stay) with my aunt in London on Saturday night.
Bella: Well, have fun!

3 Write answers with will/won’t or be going to.

1 I’m going to relax and watch TV.
1 What are your plans for this evening?
  I / relax / and / watch / TV
2 What about on Saturday?
   I’m not sure. I / probably / meet some friends in the park
3 And on Sunday?
   My friends and I / play / computer games
4 When’s your next birthday?
   It’s in January. I / be / seventeen
5 What are your plans for your next holiday?
   We / go camping in the south of France
6 What are you going to do when you leave school?
   No idea. I expect / I / look for a job

4 Answer the questions in exercise 3 so that they are true for you. Then ask a partner.

A What are your plans for this evening?
B I’m going to do my homework.

5 Choose the correct option. Then listen and check.

Ben: Hey Leo, do you fancy coming over this afternoon?
Leo: Sorry, I can’t. I’ll play / am playing basketball. I’ve got a match.
Ben: What time is it finishing / does it finish?
Leo: At 6.30. I could come over then.
Ben: Great! My parents go out / are going out this evening. They probably won’t come / don’t come home until late.
Leo: OK. I’m bringing / I’ll bring a game to play. By the way, are you doing / will you do anything on Sunday?
Ben: I’m going to do / I’m doing some homework in the morning.
Leo: How about going to see a film in the afternoon? There’s a comedy on. I’m sure it’ll be / is going to be good.
Ben: What time is it starting / does it start?
Leo: At 7.00. Anyway, I’ll see / see you this evening. We can talk more then.

6 In pairs, discuss your plans for the weekend.

A Ask your partner what he/she is doing at the weekend.
B Describe your plans.
A Suggest doing something together.
B Say you are busy. Suggest an alternative.
A Make a plan.
B What are you doing on Saturday?

Grammar reference pages 105-106
1. Read the statements about 2050. Tick (✓) the ones you think are true.

1. The population of the world will be about 7 billion.
2. Population growth will have a big influence on the future.
3. The number of large cities will increase.
4. We will need to produce more food for everyone.
5. The destruction of rainforests will make it possible to grow more food.
6. The solution to transport problems will be to go everywhere on foot.

2. Decide if the words in bold are verbs or nouns. Write the verb and noun for each one. Listen and check. Then listen and repeat.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>develop</td>
<td>survival</td>
</tr>
<tr>
<td>predict</td>
<td>improvement</td>
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<tr>
<td>pollute</td>
<td></td>
</tr>
<tr>
<td>employ</td>
<td>connection</td>
</tr>
<tr>
<td>explode</td>
<td></td>
</tr>
</tbody>
</table>

3. Copy and complete the table. Listen and check. Then listen and repeat.

4. Write five predictions about the world in 2050 using the words in exercise 3.

5. Listen to experts talking about the future on a TV show. Tick (✓) the statements in exercise 1 that they say are true. Change the incorrect statements.


1. There are now three megacities in the world.
2. In 2050, most people will live in the country.
3. We will continue to use fish and other natural resources.
4. We will grow food in special skyscrapers.
5. People will retire later.
6. People will work a long way from home.

7. Listen again and complete the sentences.

1. It would take ... to count to 9 billion out loud.
2. In 2050, ... of the world’s population will live in megacities.
3. A megacity has ... people.
4. We will need to increase food production by ... 
5. People will live until they are ... 
6. People will work until they are ...

8. Answer the questions. Then compare with a partner.

1. Which predictions about 2050 do you agree with? Why?
2. Which don’t you agree with? Why?

A: I agree that we’ll live longer.
B: Me too, and I think we’ll build ...
Future continuous

People will be living much longer.

1 Write the sentences about 2030 in the affirmative or negative to reflect your opinion.

1 People will be working until they are 75.
2 People … (work) until they are 75.
3 We … (live) in smaller spaces.
4 Families … (eat) healthier food.
5 People … (travel) to work in electric cars.
6 We … (use) mobile applications to get profiles of people we see in the street.
7 People … (speak) at least three different languages.

2 Use the prompts and time phrases to write sentences that are true for you.

1 I won’t be living in another country in two years’ time.
2 live / in another country
3 work / in my first job
4 chat / online
5 play / basketball
6 study / at university
7 lie / on the beach

Future perfect

By the end of 2050, the population will have grown to about nine billion.

3 Complete the sentences with the verbs in the future perfect.

• ban • build • disappear • not cure
• not destroy • not find

By the end of 2050, …
1 we’ll have built cities on the moon.
2 all the fish … from the sea.
3 scientists … a solution to the problem of global warming.
4 politicians … all cars from the centre of cities.
5 doctors … all the diseases in the world.
6 we … all the rainforests.

Pronunciation

’ll have /ləv/, won’t have /wəʊntəv/

4 Listen and write the sentences you hear. Then listen and repeat.

5 Make predictions about your life in the future. Use the verbs and the years. Then tell a partner.

By (the year) 2025, 2030, 2050, 2065 …
• get married • have children
• learn how to … • live abroad • travel to …

A What will you have done by 2025?
B I’ll have travelled to Japan.

6 Read the article. Write the verbs in the future continuous or future perfect.

We know that life in the future will be different. But how different will it be? By the year 2050, we’ll have developed (develop) a lot of new technology that can help us in our daily lives. I believe we’ll have robots to do our housework. And we’ll stop going to shops because we’ll buy everything online. Our homes will be more environmentally friendly so we won’t … (not waste) things like we do now. We’ll … (recycle) a lot more and we’ll … (discover) new ways to re-use our waste.

7 Make predictions about the future. Use the ideas below to help you.

• clothes • food and drink • leisure
• technology • time • travel

8 Compare your ideas with a partner. Then tell the class.

A I think by the year 2030, we’ll all be wearing plastic clothes.
B I think we’ll all be wearing space suits.

Grammar reference pages 106-107
Friends help us be ourselves. They’re there for us when we have a problem, they make us laugh and give us a hug when we’re sad. Most people have about five close friends, and sometimes these are family members. However, a lot of people have friends they meet online, so-called ‘virtual friends’. They interact with them through games and social networks. But are these friends in the true sense?

2 Listen to two friends talking about the article. Does Cath agree that virtual friends aren’t real friends?

3 Listen again. Tick (√) the opinions you hear.
1 You can’t share secrets with online friends.
2 Virtual friends gossip more than real friends.
3 You can have both online and real friends.
4 A family member can never be a friend.
5 A friend is someone you have things in common with.
6 The individual is important when choosing any type of friend.

4 Listen and complete the phrases.
1 What do you …?
2 So … … … is that you can share secrets.
3 I … , you know they’re not going to gossip.
4 I suppose … … … to say is that you can have both.
5 So … … … online friends are a different type of friend.
6 In … , your brother or sister can be a friend.
7 What I … … it all depends.
8 So if I … … , you’re saying it’s the person that counts.

5 Copy and complete the table with the phrases in bold in exercise 4. Then listen and repeat.

<table>
<thead>
<tr>
<th>To ask for clarification</th>
<th>To clarify ideas</th>
</tr>
</thead>
</table>

6 Prepare to talk about one of the topics below. Use the phrases in exercise 5 to clarify your ideas.
- doing things with friends
- friends in your family
- online chats
- gossiping

How do you feel about it?
What are the positive things about it?
What are the negative things about it?
A personal experience related to it.

7 Have a conversation with a partner. Use the phrases in exercise 5 to ask for clarification.
A I think it’s possible to have friends in your family, even if you’re not the same age.
B What do you mean?
A I mean …
An advantages and disadvantages essay

1 In pairs, discuss which things you do on social networks.
   1 Make friends
   2 Find out about places to go
   3 Connect with old friends
   4 Share photos and videos

   A I've made over 20 friends online.
   B Me too, and I also share photos.

2 Read the essay. Is the writer in favour of social networking?

3 Read the essay again. Make notes on the advantages and disadvantages of social networking.

4 Choose the correct option.
   In messages, teens often use incorrect spelling. 1 What's more / Nevertheless, we use our own abbreviations. Teachers say we make these mistakes at school. 2 Although / In addition, they say we can't write in a formal style. 3 Nevertheless / Although it's true that writing habits have changed, I don't agree that we write badly. 4 Besides / Nevertheless, language is changing all the time. 5 Nevertheless / What's more, I think it's important to practise writing skills.

5 Make notes. Then write about the advantages and disadvantages of mobile phones.

Paragraph 1 Make a statement about the topic.
Paragraph 2 List the advantages.
Paragraph 3 List the disadvantages.
Paragraph 4 Write a conclusion and summarize your opinion.

Useful expressions

... has a number of advantages.
Nevertheless, there are disadvantages too.
On the one hand, ...
On the other hand, ...
In conclusion, ...

6 Check your writing for errors.
1 In pairs, discuss the questions.
   1 What’s a good age for a man to get married? What about a woman?
   2 What’s the ideal number of children to have?
   3 Who do you think should stay at home to look after children?

A I think a man should be in his thirties.
B I don’t know. I think it’s better to get married when you’re younger.

2 Read the article. Find three ways that families have changed in the last 50 years. Then listen.

3 Answer the questions.
   1 How many people were there in a traditional family 50 years ago?
   2 What were the roles of men and women?
   3 At what age did men and women get married 50 years ago?
   4 At what age do they get married now?

4 In pairs, discuss the questions.
   1 How have families changed in your country?
   2 How common are stay-at-home dads and female breadwinners?
   3 What do you think families will be like in 2050?

A I think there are more one-parent families.
B Yes, most people don’t get married until …

Quest
What is the average age for men and women to get married in your country? What is the average number of children in a family?

Changing families

Families have changed dramatically over the last 50 years and it’s likely they will continue to do so. In the past, the traditional family in western cultures consisted of a mother and father, and two children. Mum stayed at home and took care of the house and children while dad went out to work. Nowadays, families often look very different. Single-parent families are increasingly common; in the UK, almost a quarter of children are brought up by one parent. The number of families with step-parents, and half-brothers and sisters has increased too.

Young people are also choosing to settle down and have children later than they did in the past. Whereas in the 1970s the average age to get married was 24 for men and 22 for women, now it’s 30 for men and 28 for women. A further change is in parenting roles. More women nowadays go to work while their partners look after the children. In the UK, there are now 230,000 stay-at-home dads compared to 110,000 twenty years ago, and a third of women are now the main breadwinners in families.

Despite all these changes, though, it seems that families are closer now than they were 50 years ago. In one survey, 93% of people described their family life as happy. One reason for this could be that technology, particularly mobile phones, has made family contact easier. Another reason is that family is more important to us than ever before.

Given that families change all the time, the question is, what will they be like in 2050?
1. In pairs, describe the life stories of Gumia and Samira. Use the words below.

- an only child
- be born
- bring up
- childhood
- get on
- grow up
- half-brother
- move
- remarry
- upbringing

A. Gumia was born in Rwanda.
B. Maybe he got on well with his grandmother.

Name: Gumia Iraokoze
Age: 19
Place of birth: Rwanda
Family members: grandmother, no brothers or sisters
Profession: DJ
Age on arrival in UK: 18

Name: Samira Nasri
Age: 17
Place of birth: Algeria
Family members: Father, stepmother, sister, half-brother
Profession: Student nurse
Age on arrival in UK: 12

2. Write these verbs in Samira's diary entry. Use the correct tense.

- learn
- lose
- miss
- not forget
- remember
- remind

‘When we left Algeria, I ¹ … all my possessions. I ² … feeling homesick when I first arrived. I had to ³ … how to get around in a big city. I used to ⁴ … my friends. Even now, I sometimes see a person in the street who ⁵ … me of a friend back home. I ⁶ … my country. One day, I’ll go back again. I hope.’

3. Complete the text with the correct adjective or noun.

Refugees come to this country because it is necessary for their ¹ … (survive), but they can make a ² … (value) contribution to society. They are often ³ … (create) people and many go on to become ⁴ … (success) and ⁵ … (wealth) members of the community. Some ⁶ … (profession) sports players and artists were once refugees.

Our aim is to help refugees to find ⁷ … (solve) to housing and ⁸ … (employ) problems when they first arrive, so that they can lead productive lives.

The Refugee Centre

Famous people who were refugees
Mika – musician
Albert Einstein – scientist
Luol Deng – basketball player
Rachel Weisz – actress
Isabelle Allende – writer

4. Relate the skills and abilities to Gumia and Samira’s jobs. Then write two skills and abilities for each of the jobs of the famous refugees.

- be able to work under pressure
- be enthusiastic
- be flexible
- be good at dealing with people
- be willing to try out new things
- have a passion for music
Refugee encounters

1. Read the interviews. What was life like when they arrived in the UK? Then listen.

2. Read again and answer the questions. Write complete sentences.
   1. Where was Gumia living when he started DJing?
   2. What TV programme did he use to watch?
   3. When did people write to him online?
   4. Had Samira learned English before she arrived in the UK?
   5. What did she do in class?
   6. Did her classmates use to understand her? Why / Why not?

Gumia

When did you start DJing?
I started when I was a student. I did some small gigs in Rwanda. There wasn’t a lot of entertainment at the time so music was a good thing. I remember watching a programme called ‘Steps’ on TV, a youth programme with music and discussion in English and Kinyarwandan. Then things didn’t go well and I had to leave my country.
I went to South Africa first and I did some DJing there. Then I came to the UK about a year ago. I posted music on the internet so people could hear my sound and I’ve received some replies from people asking me to do beats for them. I’ve also made a lot of friends from all over the world this way.

What’s life like for you here?
It’s been difficult because I haven’t been able to find a job, but music has helped me to survive. I focus on things that make me happy, like composing and meeting people. I started volunteering with the Refugee Centre about six months ago so I could help other people when they arrive.

Samira

Tell us about what you do
I work as a student nurse at the Royal London Hospital. I started a few weeks ago. It’s very challenging and there’s a lot to learn, but I enjoy it.

What was life like at first?
It wasn’t easy. I came here when I was twelve and I remember feeling lonely at school. I only knew a few words of English and I couldn’t have a conversation so I just sat with my head down and waited to go home at half past three. The girls in my country don’t have the same freedom as they do here so even when I learned the language, there were a lot of things that my classmates didn’t understand about me. I worked hard though and after I finished school, I found this job. It’s really multicultural here. My colleagues are all different nationalities and I sometimes translate for patients and speak to them in Arabic. That makes me happy.

What are your plans for the future?
I want to improve my skills as a nurse and help other people like me.

3. Write sentences in the present perfect simple or present perfect continuous with just, already, yet, for or since.

1. Gumia / not find / a job
2. He / volunteer / at the Refugee Centre / six months
3. He / make / some friends
4. Samira / live / in the UK / she was 12
5. She / start / working as a nurse
6. She / not learn / everything for her job
1. Listen to a radio interview about celebrations for Refugee Week. Complete the programme.

**Saturday, 1… June**
- Food – dishes from around the world
- … performances
- … pm: Storm
- 11 pm: popular DJ from Rwanda

**Sunday**
- Morning: …
- Afternoon: … at the Community Centre
- Photography competition all week
- Entrance: …

2. Write the questions in the present simple or continuous. Listen again and answer.
1. When / Refugee Week / start and finish?
2. What / they / do / over the weekend?
3. Where / Storm / play?
4. Who / perform / at 11 pm on Saturday?
5. What time / the football match / start?
6. Who / play / in the football match?

3. Complete the sentences with will or be going to. Then listen and check.
1. On Saturday, there … (be) a festival in the park.
2. Refugees … (prepare) food from their country.
3. They … (put up) stalls and sell things too.
4. Dance performances … (take place) in the afternoon.
5. They … (announce) the winner of the photography competition on Friday.
6. The presenter is sure people … (have) a great time.

4. Write the verbs in the future continuous or future perfect.
1. On Saturday afternoon, kids … (do) face-painting and making kites.
2. They … (show) films all afternoon on Sunday at the Community Centre.
3. By the end of the week, people … (take) a lot of photos for the competition.
4. They … (collect) donations for the Centre.
5. They hope they … (collect) enough money by the end of the week.
6. People … (become) more aware of refugees by the time the week is over.

5. In pairs, discuss the questions.
1. Are there any charity events organized where you live?
2. Which celebrities do things to help other people? What do they do?

- international charities
- local charities
- national charities
- UN Ambassadors

6. In pairs, prepare a debate.
1. Write ideas for and against the topic: celebrities should support charities.
2. Use some of the ideas in exercise 5.
3. Then, in groups have a debate.

**Project**

- Organize a weekend event

1. Organize an event for Refugee Week. In pairs, use the questions to make notes.

- Are you going to have a competition?
- What activities are you going to have?
- What food or stalls will there be?
- Where and when will it take place?
- Who are you going to invite?

2. Prepare a flyer or poster for the event.

3. Present your event to another pair.
Cross-cultural facts

1. In pairs, ask and answer the questions.

   1. Where do these things originally come from?
      - a famous person you admire
      - your favourite fashion labels
      - your favourite food and drinks

   A. I really like sushi. It’s Japanese.
   B. Really? I don’t like it, I prefer Mexican food, like enchiladas and tamales.

2. In pairs, complete the quiz. Then compare your answers with a different pair.

   **Food and drink**

   1. Fish and chips is a classic British dish, but British people hadn’t eaten fried fish before it was brought to the UK by … immigrants.
      - a German
      - b Spanish and Portuguese
      - c Dutch

   2. Tea originally came from India, but where did coffee first come from?
      - a Colombia
      - b Ethiopia
      - c Brazil

   3. We associate chocolate with Switzerland, but what country is it originally from?
      - a Mexico
      - b Honduras
      - c Cuba

   **Famous firsts**

   4. Where were vacuum cleaners first invented?
      - a France
      - b Ireland
      - c The USA

   5. Who were the first people to use glass in windows?
      - a The Egyptians
      - b The Aztecs
      - c The Romans

   6. Where and when did people first use sunglasses?
      - a China in the 1100s
      - b Italy in the 1880s
      - c the USA in the 1930s

   7. Cigarettes have existed since the 800s in Central America. But what country created the paper cigarette we see today?
      - a China
      - b Turkey
      - c Spain

   **People**

   8. The tennis player Anna Kournikova was brought up in … before she moved to the US.
      - a Serbia
      - b Russia
      - c Hungary

   9. The singer Mika moved to London when he was nine. Where was he born?
      - a Syria
      - b Lebanon
      - c France

   10. Albert Einstein was a(n) … refugee.
      - a Austrian
      - b Swiss
      - c German