

# My generation



## In this unit you will learn

- **Communication:** meeting new people, at the youth centre
- **Vocabulary:** hobbies and pastimes
- **Reading and Listening:** Boot camp, Neighbourhoods
- **Writing:** a personal profile
- **Grammar:** present simple and present continuous stative verbs

## Let's get started

**1** Describe the picture and answer the questions.

- 1 Why is the young person in the picture doing this kind of sport?
- 2 What is your favourite hobby? Why?

## Vocabulary

**2** Decide whether each of the adjectives in the box best describes your generation or your parents' generation. Write each one in the column you decide.

careful with money   conservative   creative  
fashion-conscious   generous   hardworking  
law-abiding   open-minded   optimistic  
prejudiced   selfish   sociable

My generation	My parents' generation

**3** Compare your list with a partner. Explain your decisions.

**4** What is the relationship between different generations in your country? Do different generations understand each other? What makes you think so?

## Reading

1 Study the pictures. How are these teenagers helping other people?



2 Read the interview with Melinda Bradley and answer the questions.

- 1 Who is the shelter for?    2 What are Melinda's reasons for volunteering?    3 Is she a typical teenager?

It's 7.15 on a cold and rainy Monday morning in South London. But inside the Hopewell shelter it is warm and welcoming. The shelter provides a bed for up to 20 homeless people every night. We're there to talk to 17-year-old Melinda Bradley. We find her in the kitchen, where she is chatting and laughing with some of the guests.

**Hi Melinda. Something smells good. So what are you cooking?**

Well, I'm making a cooked breakfast for everyone. It's important that they have something warm inside their stomachs.

**What do you do when you're not at the shelter?**

Well, I live with my parents and I go to school in Croydon. I'm studying for my A levels\*.

**I see. How often do you come down here?**

I usually work here on Tuesday, but I'm working here today because another volunteer is ill. Sometimes I come two or three times a week if we are short of helpers.

**Do the guests appreciate your help?**

Yes, they do. A lot of the homeless people are young. They usually want to speak to someone of their own age.

**Why do you do it?**

Because I want to do something to help the community. It doesn't take up much of my time, but it makes a big difference to the people here.

**What do you get out of it on a personal level?**

Well, it makes me feel good about myself and I never regret the time I spend here. It's really rewarding to do a little to help and I have a good time too – honestly!

\*A levels are exams students take before they finish school at age 18.

It's eight o'clock. She's saying goodbye as the final guests leave. She finishes tidying up the kitchen and quickly changes into her school uniform. Then it's off to school for the rest of her busy day.

### Grammar: present simple and present continuous

3 Sentences a–c use the present simple.

Match sentences a–c to uses 1–3.

- a I usually work here on Tuesday.  
b The shelter provides a bed for up to 20 homeless people every night.  
c I live with my parents and I go to school in Croydon.

- 1  a general fact  
2  a piece of personal information  
3  a routine / something that happens regularly

**4** Complete the table using *do*, *don't*, *does* and *doesn't*.

**The present simple**

**Affirmative statements**

I/You/We/They live in London.  
He/She/It lives in London.

**Negative statements**

I/You/We/They don't live in London.  
He/She/It (1) \_\_\_\_\_ live in London.

**Wh- questions**

Where (2) \_\_\_\_\_ I/you/we/they live?  
Where (3) \_\_\_\_\_ he/she/it live?

**Yes / No questions**

(4) \_\_\_\_\_ I/you/we/they live in London?  
(5) \_\_\_\_\_ he/she/it live in London?

**Short answers**

Yes, I/you/we/they (6) \_\_\_\_\_.  
Yes, he/she/it (7) \_\_\_\_\_.  
No, I/you/we/they (8) \_\_\_\_\_.  
No, he/she/it (9) \_\_\_\_\_.

See Grammar Reference, page 146

**5** Complete the questions and answers below using the present simple. Use verbs from the text.

- How often \_\_\_\_\_ Melinda \_\_\_\_\_ at the shelter?  
She \_\_\_\_\_ there once a week.
- How many people \_\_\_\_\_ Melinda \_\_\_\_\_ breakfast for? Eighteen.
- Where \_\_\_\_\_ Melinda \_\_\_\_\_ to school?  
In Croydon, South London.
- What \_\_\_\_\_ a lot of the homeless people \_\_\_\_\_? Someone to talk to.
- \_\_\_\_\_ Melinda \_\_\_\_\_ she makes a difference? Yes, she \_\_\_\_\_.
- \_\_\_\_\_ Melinda \_\_\_\_\_ the time she spends at the shelter? No, she \_\_\_\_\_ a second.

**6** Sentences a–c use the present continuous. Match sentences a–c to uses 1–3.

- I'm studying for my A levels.
  - I'm making a cooked breakfast.
  - I'm working here today because another volunteer is ill.
- an action we can see right now
  - an action which is a change to the usual routine
  - an action in progress over a longer period of time, around now

**7** Complete the table.

We make the present continuous with *be* + verb + *-ing*:

She (1) \_\_\_\_\_ (2) mak\_\_\_\_\_ breakfast.

They (3) \_\_\_\_\_ (4) eat\_\_\_\_\_ breakfast.

To make the question we swap the order of the subject and *be*:

What (5) \_\_\_\_\_ she (6) mak\_\_\_\_\_?

(7) \_\_\_\_\_ they (8) eat\_\_\_\_\_ breakfast?

See Grammar Reference, page 146

**8** Which adverbs of frequency and time expressions do we use with the present continuous and which do we use with the present simple?

always at the moment currently never  
occasionally often right now sometimes  
this morning usually today

**9** Complete the sentences by changing the verbs into the present simple or the present continuous.

- Hey, why \_\_\_\_\_ (you / touch) my computer?  
Stop what you \_\_\_\_\_ (do) right now!
- She usually \_\_\_\_\_ (play) handball on Tuesday evenings, but at the moment she \_\_\_\_\_ (finish) her homework.
- The children \_\_\_\_\_ (make) so much noise that I can't hear what you \_\_\_\_\_ (say).
- We \_\_\_\_\_ (not go) to restaurants often, but today we \_\_\_\_\_ (celebrate) my exam results.
- How often \_\_\_\_\_ (Ian and Anne / visit) you?
- They usually \_\_\_\_\_ (come) on Friday, but they \_\_\_\_\_ (come) today for a change.

**10** 1.2 Listen to the three ways of pronouncing verbs ending in *-s*, then listen again and repeat:

/s/ as in *stops* /z/ as in *is* /ɪz/ as in *wishes*

**11** Work in pairs. As part of a school project, you want to write about a visitor to your country. Use the prompts below to make questions. Ask your partner ...

- his/her name.
- where he/she is from.
- about his/her background.
- what he/she does back home.
- what he/she is doing at the moment.
- what he/she likes doing in his/her free time.
- about his/her ambitions.

Student A turn to page 142, Student B turn to page 144

# 1B What we like doing



## Listening

- Look at the pictures. What do the people do in their free time?
- 1.3 Listen and complete the table.

Name	Hobbies or pastimes	Amount of time
Sally		
Justin and Alex		
Mark		
Hannah		

- Complete the sentences with a preposition from the box.

about by into in of on

- I'm really keen \_\_\_\_\_ handball.
- I love travelling and I'm interested \_\_\_\_\_ other cultures.
- I'm fond \_\_\_\_\_ arts and crafts and making things with my hands.
- I'm fascinated \_\_\_\_\_ the Ancient Egyptians – I can write my name in hieroglyphs.
- I'm totally crazy \_\_\_\_\_ Manchester United. I'm their biggest fan.
- I'm \_\_\_\_\_ skateboarding. I practise about two hours a day.

## Pronunciation

- 1.4 When a word ending in a consonant comes before a word beginning with a vowel, we usually make a 'link'.
  - I'm really keen on handball.
  - I'm interested in other cultures.

What other links can you make in Exercise 3?

## Grammar: stative verbs

- Read the information about stative verbs, then put the verbs in the box into the correct list.

### Stative verbs

There is a group of verbs that we don't usually use in the continuous form. These verbs usually refer to states or to the senses and emotions.

believe belong hate have hear know  
like love need own seem smell taste  
think understand want wish

States		Senses and Emotions	
knowledge and belief	possession	senses	emotions
<i>believe</i>			

- Work in groups. Tell your group about ...

- a hobby you have.
- an unusual hobby that someone you know has.

## Reading

- 7 Study the picture at the bottom of the page. Discuss what you think these boys are doing, and why.

### Spotlight

#### on reading and listening skills: prediction

Before you read or listen to a text, look at the picture and read the title. This can often give you an idea of what the text is about and help you listen or read more effectively.

- 8 Read the first paragraph of the text 'Boot Camp' and check your predictions.
- 9 Read the rest of the text and find out what these figures refer to.
- 1 90 per cent
  - 2 30 per cent
  - 3 12 days
  - 4 one hour
  - 5 17 hours

- 10 Read the text again. Decide which sentences are true and which are false. Put a tick (✓) in the correct box.

- 1 The camp emphasises practical and physical activities.  
True  False
- 2 There is one girl in the programme.  
True  False
- 3 The camp is in Seoul.  
True  False
- 4 Lee Yun-hee thinks many Koreans live in an unreal world.  
True  False
- 5 Lee Chang-hoon's school work is suffering.  
True  False
- 6 Lee Chang-hoon will reduce the hours he spends gaming.  
True  False

## Speaking

- 11 Discuss the questions.

- 1 Do you think you need a camp like this in your country?
- 2 What do you think is a healthy amount of time to spend on the Internet each day?
- 3 What do you use the Internet for?

# Boot Camp

THE WORLD'S first ever boot camp for teenagers addicted to the Internet is in South Korea. It provides a mixture of military-style physical exercise and rehabilitation. The teenagers climb over assault courses and learn how to ride horses as well as participate in workshops such as pottery and drumming.

The aim is to cure them of their obsessive use of computers in a country with almost universal internet access. Concern over compulsive internet use is growing in South Korea where 90 per cent of homes have high-speed broadband connections and some online games players die from exhaustion after playing for days on end. Psychiatrists estimate that up to 30 per cent of South Koreans are at risk of internet addiction. The rescue camp in woodland near the capital Seoul treats the most severe cases – they're all male. During the 12-day sessions participants can't use a computer and can only use their mobile phones for one hour a day.

Lee Yun-hee, a counsellor, says that the priority of the camp is to provide them with a lifestyle that has its roots in the real world – not the Internet. She says, 'Young Koreans don't know what this is like.'

One participant, Lee Chang-hoon, regularly spends 17 hours a day in front of the screen, surfing Japanese comics and playing a roleplay game called 'Sudden Attack'. He usually plays all night and misses school to catch up on sleep. Three days into the physically challenging programme he says, 'I don't have a problem – 17 hours a day online is fine.' A few days later he seems to change his mind. 'I'm not thinking about games now. Maybe five hours a day online is enough.'



# 1C Meeting new people

## Listening and speaking



- 1 1.5 Lucy is staying with some relatives in Cambridge. She is speaking to Rebecca, their neighbour's daughter. Listen to their conversation and tick (✓) the topics they mention.

family  friends  pets   
 hobbies  studies  sport   
 ambitions  home town and country   
 favourite books / films

- 2 1.5 Listen again and fill in the gaps.

S = Sam, R = Rebecca, L = Lucy

S Hello, Rebecca. (1) \_\_\_\_\_ introduce you to Lucy. She's from Scotland. She's staying with us over the summer.

R (2) \_\_\_\_\_ to meet you, Lucy.  
 (3) \_\_\_\_\_ visit to England?

L (4) \_\_\_\_\_ it isn't. But it is my first stay in Cambridge.

R And how (5) \_\_\_\_\_ so far?

L I'm (6) \_\_\_\_\_. It's a lovely city.

R So (7) \_\_\_\_\_ home?

L Well, I'm still at school – I have another two years at high school.

R And what do you (8) \_\_\_\_\_ in your free time?

L Well, I (9) \_\_\_\_\_ to music, and I really love playing tennis.

R So do I. (10) \_\_\_\_\_ to play tomorrow afternoon?

L Yes, please. (11) \_\_\_\_\_.

- 3 Make questions about the topics they didn't mention.

- 4 You are talking to a French student at a language course. Introduce yourself, ask them about their interests, and tell them about yours.

### Student A

Introduce yourself. Say where you are from.

Ask about Student B's interests.

Respond.  
Make an invitation.

### Student B

Respond (Paris).

Respond (volleyball, guitar). Ask about Student A's interests.

Accept.

## USEFUL EXPRESSIONS

### Saying what you enjoy

*I like / love playing tennis.*

*I enjoy listening to music.*

### Giving your own reaction

*That sounds interesting.*

### Making invitations

*Would you like to play tennis?*

### Accepting and refusing

*Yes, please. I'd love to.*

*I'd love to, but I'm busy.*

*Sorry, I can't.*

### Introducing questions

*And how are you finding it so far?*

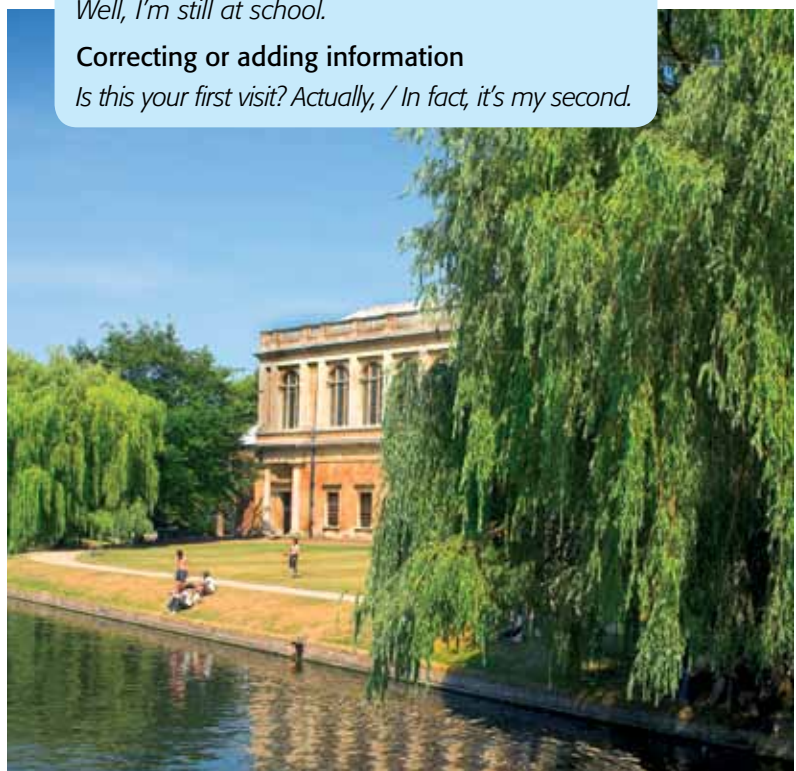
*So what do you do back home?*

### Introducing an answer

*Well, I'm still at school.*

### Correcting or adding information

*Is this your first visit? Actually, / In fact, it's my second.*



## Reading and writing: a personal profile

- 5 Read about these three students. Which one do you have most in common with?



Hi, I'm called Sarah and I'm from near Nottingham. I'm 16 and I live with my mum and sisters. I'm in year ten at my local school. I'm really interested in science and maths. When I leave school, I'd like to study medicine because I'd like to work in a poor country for a few years. In my free time I go ice-skating. I'm crazy about medical dramas like *Grey's Anatomy* and *House M.D.* I enjoy most kinds of music but I don't like opera or rap!! My favourite colours are pink and purple.



Hi everybody! We are Marion and Tara. We're 15 and 16 years old. We're crazy about everything Japanese. We'd like to go to Japan one day so we're learning Japanese from a CD. It's hard work but fun. We both like Manga and think the characters and stories are really cool. Our favourite series is *Streetfighter Girl*. We've got a cat we call Tomoko after the heroine. We're also into heavy metal music and we're big fans of old heavy metal bands. We also spend a lot of time surfing the Internet and looking for stuff on Manga and games.

Hello there, my name's Marcus, but my friends call me Waldo. I come from Holloway which is in North London. I live with Beth, my younger sister, and my mum and dad. I'm captain of my school football team and would like to be a professional player – my teachers think I am good enough. My favourite team's Arsenal, but tickets are so expensive I don't see them very often. I am also into music and am learning the saxophone. I really like jazz so my mates think I'm weird. I spend my time listening to old vinyl records of the great jazz artists – they sound better than on CD.



### Spotlight

**on writing skills: linkers (1)**

**and**

*I am interested in chess **and** history.*

**or**

*I don't enjoy listening to classical music **or** going to the cinema.*

**but, because and so (that's why)**

*I enjoy tennis **but** I don't like squash / **but** not squash.*

*I'm learning English **because** I want to study in Canada one day.*

*I want to study in Canada one day, **so** (that's why) I'm learning English.*

- 6 Look at the Spotlight box. Join the sentences using the words in **bold**.

- 1 I am a keen tennis player. I am a keen swimmer.
- 2 William hates watching TV. He likes listening to pop music.
- 3 I like to keep fit. I play a lot of sport.
- 4 I am crazy about American TV series. I am crazy about sudoku.
- 5 I love visiting monuments. I love reading about my country's history.
- 6 Katie wants to be a doctor. She is working hard for her exams.
- 7 Andy loves snowboarding. He doesn't like ice hockey.
- 8 I don't enjoy listening to classical music. I don't enjoy going to the theatre.

- 7 Find examples of these ways of linking in the three profiles above.

- 8 Use the three example profiles, and *but*, *and*, *because* and *so* to write your personal profile for a blog page. Make yourself sound interesting! Use some or all of the categories below.

name	age	where you live	nickname	where exactly you are from
free time	family situation	studies	ambitions	
favourite subjects	likes and dislikes	favourite animals		

# 1D Neighbourhoods



## Reading

**1** Look at the pictures of three cities. Which one do you think is ...

- Berlin?
- San Francisco?
- London?

**2** Match the words in the box to definitions 1–5.

multicultural    immigrant    refugee   
neighbourhood    community

- 1 a group of people who are similar in a special way and often live in the same area
- 2 a person who has come to live in a country from another country
- 3 with people of many different cultures and traditions
- 4 an area of a town or city with a clear identity
- 5 a person who leaves their own country as the result of a war or persecution

**3** Read about different neighbourhoods in the three famous cities and answer the questions by writing *B* for Berlin, *L* for London and *S* for San Francisco. Which city ...

- 1 has one person in three from another country?
- 2 is home to a large Bangladeshi community?
- 3 has lots of street paintings?
- 4 welcomes immigrants from its ex-colonies?
- 5 holds two annual events that are famous worldwide?
- 6 has three remarkable districts?
- 7 has lots of Spanish-speaking new arrivals?

**4** Which of the cities would you like to visit? Why?

**5** Do any cities in your country have areas that are similar to the ones described?



## The new Berlin

These days, Berlin is one of the most exciting multicultural cities in Europe. A third of its 3.5 million people aren't originally from Germany. They come from 185 different countries, and many of them live in communities with other people from their homelands. These neighbourhoods are great places to visit and each one has its own very different look and atmosphere. We're here in the Kreuzberg area where many people from Turkey now live. People are buying special foods from Turkey and eating in Turkish restaurants. We can find clubs here, too. In these clubs people from many different cultures come together to play music and dance. Another area is the Art Mile which is the city's lively art centre. Every year it has two international festivals that attract visitors from around the world. People also love the area called Prenzlauerberg. Its streets are jumping with the energy of its musicians, artists and designers.

‘Its streets are jumping with the energy of its musicians, artists and designers.’

## A London welcome

The whole world lives in London. Fifty nationalities with communities of more than 50,000 live in the city, and speak 300 languages. Most of these Londoners are the second- and third-generation descendants\* of subjects\* of the old British Empire. I am with Annas Ali, a 17-year-old Londoner of Bangladeshi descent, and we are pushing through the crowds filling Brick Lane in London's East End. People are celebrating the Bangladeshi festival of Baishakhi Mela. The British flag flies alongside the green and red flag of Bangladesh. Nowadays people call the neighbourhood 'Banglatown' and the annual Brick Lane Festival attracts visitors from all over the world, all eager to experience the multi cultural mix of fashion, cuisine and art.

‘The whole world lives in London.’

## Destination San Francisco

The Chinatown area of San Francisco is one of the largest chinatowns outside Asia. It originally sprung up with the arrival of Chinese immigrants in the early 1800s. After further waves of immigrants from Ireland, Germany and Italy, it is now the turn of new arrivals from Mexico and Central and South America.

‘It isn't just the music that is full of life and colour, but the art of the district, too.’

It is easy to see the style that these recent additions give the neighbourhood. You can see it in the art on the walls, taste it in the food and hear it in the music. It isn't just the music that is full of life and colour, but the art of the district, too. The local art community stays close to the area's culture and tradition. A local art organisation often leads people on walks through the district. They visit streets which are famous for their murals. These murals reflect the interests of the communities that live in the district.

**descendants** a person's descendants are the people in later generations who are related to them  
**subjects** people who live in or belong to a particular country, usually ruled by a king or queen

San Francisco

Berlin



Brick Lane, London

# At the youth centre



## Listening and speaking

- 1 Look at the pictures of young people enjoying their free time. Describe the pictures and answer the questions.
  - 1 Why are the young people in the pictures spending their free time in this way?
  - 2 Do you prefer indoor or outdoor activities? Why?
- 2 Look at the choice of activities at the youth centre. Which one do you think is the most interesting?

### BETTER THAN TV!

Look at the activities you can do at the Stanhope Youth Centre. It doesn't matter if you're an indoor or an outdoor person, there is something for you. There are physically-challenging activities that build your self-confidence, and activities that help you find the hidden artist or computer wizard inside you. Come along and find out more.

**Sam Walsh – Youth Centre Coordinator**

Wall-climbing Kayaking  
Theatre Mural painting  
Film making Building a PC

- 3 1.6 Cindy is talking to a youth centre officer about the wall-climbing classes. Listen to their conversation and answer the questions.
  - 1 What is Cindy worried about?
  - 2 What safety precautions do they take?
  - 3 What special equipment do people need to buy?
  - 4 What is the price of the course?
  - 5 When is the course?
  - 6 What two documents do you need to do a course?
  - 7 When is registration?
  - 8 How many places are there?

- 4 1.6 Study the Useful expressions box, then listen again. Tick (✓) the expressions you hear.

### USEFUL EXPRESSIONS: asking for information

- |     |   |                          |
|-----|---|--------------------------|
| 1 a | <i>Have you got a moment?</i>             | <input type="checkbox"/> |
| b   | <i>Do you have a minute?</i>              | <input type="checkbox"/> |
| 2 a | <i>Yes, of course.</i>                    | <input type="checkbox"/> |
| b   | <i>Yes, sure.</i>                         | <input type="checkbox"/> |
| 3 a | <i>I'd like to find out ...</i>           | <input type="checkbox"/> |
| b   | <i>I'd like to know...</i>                | <input type="checkbox"/> |
| 4 a | <i>What do you want to know?</i>          | <input type="checkbox"/> |
| b   | <i>What would you like to know?</i>       | <input type="checkbox"/> |
| 5 a | <i>Do I need to ...?</i>                  | <input type="checkbox"/> |
| b   | <i>Do you have to ...?</i>                | <input type="checkbox"/> |
| 6 a | <i>How much does the course cost?</i>     | <input type="checkbox"/> |
| b   | <i>What's the price of the course?</i>    | <input type="checkbox"/> |
| 7 a | <i>Which day of the week is it?</i>       | <input type="checkbox"/> |
| b   | <i>When is it?</i>                        | <input type="checkbox"/> |
| 8 a | <i>It's on Tuesday evening.</i>           | <input type="checkbox"/> |
| b   | <i>It takes place on Tuesday evening.</i> | <input type="checkbox"/> |
| 9 a | <i>from 6.30 to 7.30</i>                  | <input type="checkbox"/> |
| b   | <i>between 6.30 and 7.30</i>              | <input type="checkbox"/> |

- 5 Work in pairs. Student A go to page 144. Student B go to page 146.