

UNIT



TEEN LIFE



In this unit you will:

- read posts of a Student Forum chat.
- read poems.
- listen to an interview.
- listen to poems.

You will learn how to:

Reading

- identify cognates.
- find general and specific information.
- infer meaning of words in context.
- locate and match information.

Listening

- discriminate between correct and incorrect information.
- identify correct sequence.
- differentiate sounds.
- find general and specific information.
- identify collocations.

Speaking

- exchange information about personal interests and preferences.
- Recite a poem about teen life.

Writing

- write a personal introduction to a forum chat.
- complete a poem.

Language

- use linking words.
- use the Present Continuous for future plans.

You will also:

- develop respect for and acceptance of age, and social and cultural diversity.
- assess the importance of English as an international communication tool.

★ GETTING READY

- 1 Read what young people say about being a teenager. Do you agree?
- 2 Discuss with your partner. What does being a teenager mean to you? Make some notes.
- 3 Copy this chart into your notebook. Interview six of your classmates about their interests and preferences and enter the information in the chart. Present the results for each item in a graph (pie chart or bar graph).

Classmate's name	Music	Free Time	Sports	Art	_____

Yaritza, 15, Brazil.
"Of course I feel Brazilian, but I also feel like other teens throughout the world. I can see we are similar when we chat on the Internet. We share the same feelings, and talk about the same topics".



James, 14, England.
"Nowadays, teenagers are the same throughout the world. We are inspired by the same things and love doing the same activities. I don't think a Chinese teen is different at all from me".



Atzuko, 14, Japan.
"My identity is not in my nationality, it is in my art. I'm studying art at an American school and I feel like the rest of my classmates".



Ludvik, 15, Czech Republic.
"My national identity is very important to me, although I see myself more as a European or a "westerner" teen.



Carmen, 14, Chile.
Identity? No, I don't feel different from teenagers from other parts of the world. I wear the same clothes; I like and do the same things. So, why do I have to feel different?



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BEFORE YOU START

LESSON 1



TEENAGE TALK

- 1 Complete the dialog about predictions for the year 2050 with *will/won't* and the verbs in the boxes.

be

have

take

fly

travel

A: Can you imagine how life will be in the year 2050?

B: I think there _____ security cameras everywhere and cars _____. Everyone _____ mobile phones, even young children. What about you? What do you think?

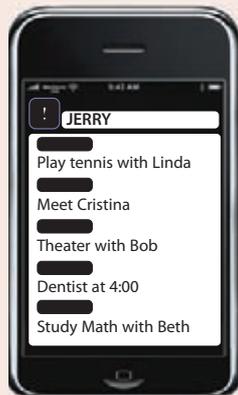
A: I think people _____ by spaceship and we _____ vacations in space!

B: Wow! That sounds great!

- 2 Take your time to write three predictions for the year 2050 in your notebook. Then, practice saying your predictions aloud and follow the model in Exercise 1 to have a conversation with your partner about how you imagine life in the year 2050.

- 3 Read Jerry's and Beth's diaries and create two questions about their plans for the week. Make sure you follow the example.

Example: What is Jerry going to do on Wednesday?
He is going to go to the theater with Bob.



What _____ ?

What _____ ?

- 4 With your partner, take turns to ask and answer your questions in Exercise 3.
- 5 Think about your plans for next weekend and take some notes, using the format of the diaries in Exercise 3. Then, look at your notes and start a conversation with your partner about your weekend plans.



Before starting this unit, you need to know:

- How to refer to events in the future.
- Different types of texts.

LESSON 2



TYPICAL TEENAGERS

1 Which picture (1 – 4) shows...

- a. _____ a page of prose? b. _____ a drama script? c. _____ a poem? d. _____ a comic?

NARRATOR They looked everywhere, but all the rooms were full. Finally, they arrived at the last inn and they knocked on the door.

Song 2. KNOCK, KNOCK, KNOCK

1 knock, knock, knock, we're knocking at the door. We've knocked at a dozen more before. All we need is a place to stay, Please, Mister Innkeeper, What do you say?

2 knock, knock, knock, is there any room left in? We really don't want to make a fuss. All we need is a place to stay, Please, Mister Innkeeper, What do you say?

Revised verse 1

JOSEPH Have you got any room?

INNKEEPER 1 sorry, no. We're full.

NARRATOR Mary was feeling very tired. She spoke to the innkeeper.

MARY Please, please can you help?

NARRATOR The innkeeper felt sorry for Mary. He thought for a while and then he had an idea.

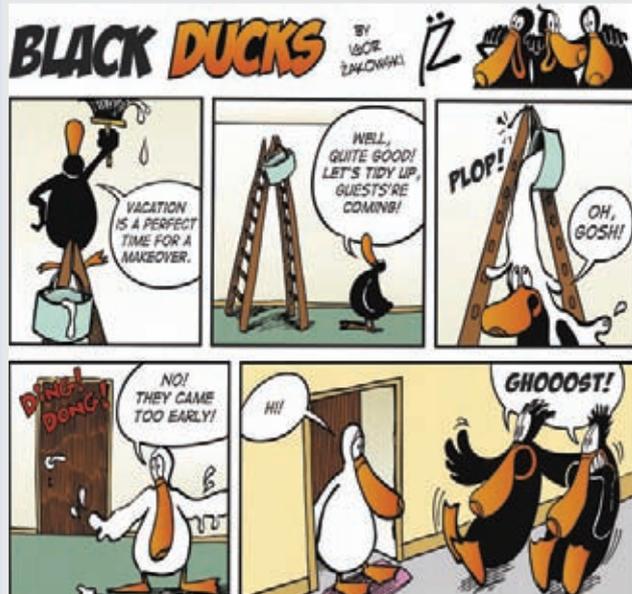
INNKEEPER 2 You can rest in the stable.

NARRATOR The innkeeper was very kind. He took Mary and Joseph to his stable.

NARRATOR That night, Jesus was born. Mary wraps the baby in a cloth and laid him in a manger. The innkeeper brought some food and drink for Mary and Joseph.

NARRATOR Some shepherds were in the fields nearby. It was

1



2

Van Gogh's Bed
 Jane Flanders (1985)

is orange,
 like Cinderella's coach, like
 the sun when he looked it
 straight in the eye.

is narrow, he sleeps alone, tossing
 between two pillows, while it carried him
 bumpily to the ball.

is clumsy,
 but friendly. A peasant
 built the frame; and old wife beat
 the mattress till it rose like meringue.

is empty,
 morning light pours in
 like wine, melody, fragrance,
 the memory of happiness.

3

A drive in the motor car (Extract)
 By Roald Dahl

One amazing morning, our whole family got ready to go for our first drive in the first motor-car we had ever owned. The driver was my 21-year-old sister. She had received two full half-hour lessons in driving, and in that enlightened year of 1925, this was considered sufficient. Nobody had to take a driving-test. As we all climbed into the car, our excitement was so intense we could hardly bear it.

Up front, there were three bodies in all: the driver behind the wheel, my brother (aged eighteen) and one of my sisters (aged twelve). In the back seat, there were four more of us: my mother (aged forty), two small sisters (aged eight and five), and myself (aged nine).

We were all trembling with fear and joy as the driver let out the clutch and the great long black automobile leaned forward and moved.

"Are you sure you know how to do it?" we shouted. "Do you know where the brakes are?"

"Be quiet!" snapped the ancient sister. "I've got to concentrate!"

Fortunately, there were very few vehicles on the roads in those days. Occasionally, you met a small truck or a delivery-van and now and again a private car, but the danger of colliding with anything else was fairly remote.

Soon we were entering a countryside of green fields with not a soul in sight. The driver was clutching the steering-wheel and we all watched the speedometer needle moving up to twenty, then twenty-five, then thirty. We were probably doing about thirty-five miles an hour when we came suddenly to a sharp bend in the road. My sister shouted "Help!" and slammed on the brakes and swung the wheel wildly round. The wheels locked and we went crashing into the hedge.



4

2 Which are the elements that help you identify each type of text? Discuss with your partner.



LISTENING



TEENAGE TALK

BEFORE LISTENING

- 1 Read the paragraph ignoring the gaps. Then, read it again and circle the right word to complete the paragraph.

Strategy

Spot

You are going to listen to the interview with Dany Evans, a typical teenager. In your notebook, write a list of the questions you think the interviewer will ask him.

I'm in 9th grade. People in my class have different interests: some of them are crazy about _____ (Internet / cell phones / videogames) because they're always talking about the latest websites where you can play online or different tips to be a better player. There is also this group of girls and boys who like to go shopping and wear the best clothes. They are really interested in (fashion / models / stores). Other people like _____ (gym / sports / athletics) and participate in soccer, basketball and volleyball competitions. Some people also like (arts / music / dancing) and have their own rock bands and play different instruments. In my case, I share all these interests so I can spend time and have fun with everyone in my class. I love dancing and going to _____ (parties / school / celebrations) on the weekend with my friends, but I also enjoy video games, going shopping, playing sports and music.



- 2 With your partner, make a list of other words related to teenagers.
- 3 Look at the photos above and answer these questions in your group.
- Do the people look like typical teenagers?
 - Where do you think they are from?
 - What do you think they like doing in their free time?
 - What do teenagers care about these days? What are their interests?

Key Word Spot



- fleece
- fed up
- look forward to

- 4 Match these meanings with the words from the text in the Key Word Spot.
- bored or unhappy
 - expect with pleasure
 - wool



LISTENING

5 **10** Listen to the interview with Danny Evans, a typical teenager, and check your predictions in Exercise 3.

6 **10** Listen to the interview again and identify the alternative you hear.

- a. Danny usually listens to music with his **friends / mates**.
- b. He is reading **Amazing Birds / The Amazing Life of Birds**.
- c. All the girls like **older / younger** boys.
- d. He's fed up with **work / homework**.
- e. He's spending **one week / two weeks** with his cousins.

7 **10** Listen again and match the verbs in list **A** with the phrases in list **B**. Then, identify the correct picture for each collocation.

- A**
- look
 - play
 - talk
 - wear

- B**
- about music
 - a nice jacket
 - for a girlfriend
 - the drums



Strategy Spot

Before listening to the recording again, practice saying the words and expressions **in bold** aloud. With your partner, take turns to dictate the expressions to each other and check if you can recognize them.



1



2



3



4

8 **10** Answer these questions.

- a. Where does Danny live in Chicago?
- b. What does Danny usually do in his free time?
- c. What are his favorite school subjects?
- d. Is Danny's life similar to your life? Why? Why not?

LANGUAGE SPOT

Talking about future plans: The Present Progressive

1. Read these questions and answers from the text.
 - a. What **are** you **wearing** today?
I'm wearing a fleece jacket, jeans and sneakers.
 - b. What **are** you **doing** on your next vacation?
I'm spending a week with my cousins in the country.
2. Answer these questions.
 - a. Which of the exchanges refers to an action that is happening now?
 - b. Which of the exchanges refers to a planned future event?
 - c. Which tense was used in the sentences about the future?
 - i. The Simple Present tense.
 - ii. The Present Progressive tense.
 - iii. The Simple Future tense.
3. Copy and complete this general rule in your notebook.

We use the _____ to talk about temporary events and about what is happening now.
We can also use the _____ to talk about _____ and arrangements.
4. Write two more sentences about Danny's possible plans for the future.



- 9** Complete these dialogs with the Simple Present or the Present Progressive form of the verbs in brackets.

i.

A: What _____ your best friend _____? (do)

B: _____ . (play)

ii.

A: What _____ your mother _____ right now? (do)

B: _____ . (organize)

iii.

A: How often _____ Chilean teenagers _____? (eat)

B: _____ . (drink)