

# Times are Changing



## Discuss

- 1 What do you think the teenagers are doing in Picture A?
- 2 What do you think the older people in Picture B are doing?
- 3 When do you think Picture C was taken?
- 4 Why do you think the teenagers in Picture D are behaving differently to the teenagers in Picture C?
- 5 Would you rather be a teenager or an elderly person? Explain your answer.

## Listening and Speaking



- Are you the same as your grandparents were when they were your age? What has changed? Why?

## Generation Gap

Mrs Hopkins is Claire's elderly neighbour. They are chatting together about how teenagers have changed between Mrs Hopkins' time and now.

**Claire:** Hi, Mrs Hopkins!

**Mrs Hopkins:** Hello there, my dear. How are you today?

**Claire:** I'm doing great, thanks! I got my hair dyed! What do you think?

**Mrs Hopkins:** Oh yes, I had noticed it was purple! It's... very bright!

**Claire:** I got it done for a party I'm going to tomorrow. It matches my outfit.

**Mrs Hopkins:** That's nice, dear.

**Claire:** Mrs Hopkins, did you do crazy things like this when you were young?

**Mrs Hopkins:** I don't think things like purple hair and big black boots were popular with young girls back then!

**Claire:** Oh really?

**Mrs Hopkins:** We wanted to be lady-like... but now it seems like girls want to be like men!

**Claire:** What do you mean?!

**Mrs Hopkins:** Well, they are not very feminine, and they don't want to be. It's quite sad, in my opinion.

**Claire:** Being feminine is stupid! Modern girls have to be just like men if they want to enjoy their lives!

**Mrs Hopkins:** Hmm... we'll have to agree to disagree, dear...

**A** Put T for True or F for false.

- 1 Claire's hair is pink. ( F )
- 2 Claire is going to a party. ( T )
- 3 Black boots were popular with young girls when Mrs Hopkins was young. ( F )
- 4 Nowadays, girls want to be like women. ( F )
- 5 Mrs Hopkins and Claire agree about what young people should be like. ( F )

**B** Answer the following questions

- 1 What unusual thing has Claire done?

*Claire has dyed her hair purple.*

- 2 What were girls like when Mrs Hopkins was young?

*Girls in Mrs. Hopkins time were good-mannered and lady-like.*

- 3 Which do you think is better: how teenagers were then, or now?

*I think that teenagers were better back then.*

- 4 What 'unusual' things do teenagers do in your culture?

*Teenager boys are always trying to act cool and teenager girls are trying to act like boys.*

- 5 Describe teenagers in your culture.

*Teenagers now are not motivated to do schoolwork like before. Now they are rude and disrespectful to their teachers and peers. Teenagers now are arrogant and are also rude to elders.*

- 6 Ask your parents or grandparents about what teenagers were like when they were teenagers.

*When my parents were in school, the students were never rude to their teachers and peers.*







## Old Versus Young - the Generation Gap

**The youth of today: out of control trouble-makers or simply misunderstood? The older generation samples life from a teenage point of view and vice versa.**

Growing up is never easy and the teenage years are always particularly **fraught**. Puberty, pimples and parents are a source of constant embarrassment whilst life for enthusiastic gardening grandparents seems like a breeze.

But step over to the other side of the fence and you get a whole new **perspective**.

The older generation know all too well about the trials of teenage life having experienced the same **embarrassments**. But when they went through puberty, things were a little different.

### When a Big Mac meant an Oversized Raincoat...

Whilst today's education system encourages **individuality**, and expression of opinion, the education system of the 40s and 50s put a firm emphasis on discipline and **uniformity**.

Teachers were highly respected, and more often than not, feared individuals. **Answering back** was unheard of, and all work was completed with the help of a fountain pen and paper.

The internet, Playstations and mobile phones were **far-fetched** items to be found alongside flying cars, talking robots and other such imaginings.

With so many differences - can the two generations ever understand each other?

### Undercover Teens

A willing bunch of teenagers go **undercover** to give the older generation a taste of teenage life in 2003.

*"It's scary being an old person, I hate it, it's totally dreadful. You can't do anything."*

Daz

A secret camera captured the teenagers' **forays** to a newsagent's and, of course, the typical teenage **haunt** - a fast food restaurant. And whilst the older generation was watching teenage life on screen, 15 year old Daz was being made up to look and feel like an old man.

While make-up artist Cat Crawford took care of Daz's appearance, Dr Finnarr Martin, a consultant **geriatrician** fitted a neck collar,

arm weights and bleared glasses to help Daz experience the reality of getting old.

### Scrutiny

The hidden camera caught the teenagers as they head into a newsagent's for sweets. The shop owner was wary of their antics and the spraying of an aerosol can proved the final straw, and the teenagers were asked to leave.

The older generation were not impressed.

*"These kids are **dreadful**. They're rude and are just seeing how far they can go," agree the older generation.*

*"They're showing off to each other, they're arrogant and they're letting themselves down, **frankly**."*

So when the group journey to another newsagent's for a second attempt, it comes as no surprise to the watching older generation that there is a sign insisting the teenagers go in two at a time.

The teenagers find this rule humiliating and it's easy to see why.

*"I think at the end of the day you have to remember that they are just children," explains a **youth worker**. "Children growing into adolescents, but they are going to behave like children."*

Whilst the teenagers get into bother in the fast food restaurant's toilets, Daz struggles to make his way along the street as an elderly man - it proves quite an eye opening experience.

### Face to Face

The 'day in the life' draws to a close, but have either generation learnt anything about the other?

The older generation are certainly not impressed with some of the teenagers' behaviour, whilst the teenagers feel unfairly treated. But despite their differences, there is no animosity.

It seems the generations may never fully understand each other, but maybe that's the way it should be. After all, things could turn nasty if granddad was always **hogging** the Playstation!



## Questions

- Who was watching what the teenagers were doing?  
*An older person was watching what the teenagers were doing.*
- How were they watching them?  
*They were watching the teenagers with a secret camera in the shop.*
- What does today's education system encourage?  
*Today's education system encourages individuality.*
- Why were the teenagers asked to leave when they visited the first newsagent's?  
*They were spraying aerosol cans in the newsagent's.*
- How did the teenagers feel at the end of their journey? Why?  
*Unfairly treated.*

## Discussion

Discuss the questions with your partner and then share your ideas with the pair next to you.

- Which is better: how teenagers were in the 40s and 50s or how they are now?
- Does being a teenager have to involve embarrassment?
- Would you rather be 13 or 30? Why?
- Are teenagers adults or children? How should they behave?

## New Words

### fraught

**fraught (adj.):** causing or feeling worry or anxiety.

### answer back

**answer back (v.):** to defend yourself against criticism.

### far-fetched

**far-fetched (adj.):** very difficult to believe.

### undercover

**undercover (adv.):** secretly.

### foray

**foray (n.):** a short journey to find a particular thing or to visit a new place, usually undertaken by the army.

### haunt

**haunt (n.):** a place that someone visits often or where he/she spend a lot of time.

### geriatrician

**geriatrician (n.):** a doctor who studies and treats the diseases of old people.

### youth worker

**youth worker (n.):** someone whose job is to help young people with their personal, educational and social development.

### frankly

**frankly (adv.):** used to show that you are being honest about something, even though people might not like what you are saying.

### animosity

**animosity (n.):** a strong feeling of opposition, anger or hatred.

### hog

**hog (v.):** to use or keep most of something yourself and stop others from using or having it.

## Write the definitions for the following words:

**perspective:** (n.): a particular attitude towards something; way of thinking about something.

**individuality:** (n.): the quality or character of a particular person or thing that distinguishes them from others of the same kind.

**uniformity:** (n.): the quality or state of being the same.

**embarrassment:** (n.): a feeling of self-consciousness, shame or awkwardness.

## Modal Auxiliary Verbs and Related Verbs

### • The modal auxiliaries include:

can, could, may, might, must, shall, should, will, would

Modal auxiliaries give more information about the main verb. They come before the main verb:

modal auxiliary + the **infinitive form** of the main verb

#### Example:

You **must** sit down.

### • Modal-Related Verbs

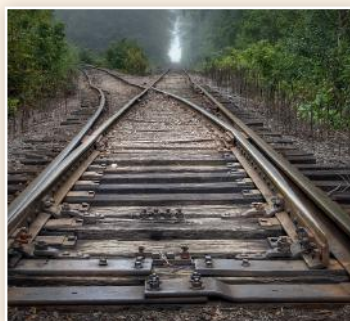
The **modal-related verbs** below give **similar meanings** to some of the modal auxiliaries. They are not defective because they do have present and past participles.

Verb	Used for	Examples
to be supposed	(similar to should) past, present, future: - give advice / make recommendations / talk about probability and expectation	Mary was <b>supposed</b> to be here by now.
to be bound	(similar to will) Past, present, future: - used with actions that are certain or very likely to happen - Future	The car is <b>bound</b> to stop soon; the petrol is almost finished.
to be able	(similar to could) Past, present, future: ability	Last night, we were <b>locked out</b> , but we <b>were able</b> to get into the house through the window.
to be allowed	(similar to may) Past, present, future: permission	You are <b>not allowed</b> to use calculators in the test.
to be required	(similar to must) Past, present, future: obligation	They are <b>required</b> to wear white socks at school.



**A** Use the correct form of the best verb to complete the sentences below.

- My parents are able to call this week, the phone system is working again. (**able/ require**)
- My brother and I are bound to be late, the leaves on the train tracks are causing terrible delays. (**able/ bound**)
- You are supposed to eat lots of vegetables every day. (**suppose/ require**)
- I am allowed to stay out until midnight because my parents trust me. (**able/ allow**)
- Frank was not able to keep off the grass, it was too nice and soft. (**bound/ not able**)
- Joanna is required to wear goggles at work. (**require/ bound**)
- The teacher refused to accept the homework in the state that it was in. (**allow/ refuse**)
- He is not supposed to smoke here. It's a "No Smoking" area. (**suppose/ bound**)
- It is supposed to snow today. It is winter. (**suppose/ bound**)
- The nurses are supposed to do the doctors' job. But sometimes they do. (**suppose/ not allowed**)
- I am not able to travel for more than a day as I have to look after my pets. (**not able/ not allow**)
- Richie wasn't able to play football. He had a broken ankle. (**allowed/ not able**)
- My aunt is required to stay behind and tell the police what happened. (**required/ bound**)





# Grammar

**B** Complete each of the following sentences with a suitable verb.

- I am required sign in every time I come to work.
- They are allowed to park their car here if they want.
- She refused tip the waiter because he was so rude.
- He is supposed wait for his parents to start eating dinner before he starts.
- You were bound like it, it was delicious.
- We are able to come, it's not too late.
- Hanna refused to sign in the paper. It was wrong.
- You are not supposed to put that much mustard on your food!
- She was bound to love it. She loves everything of that style.
- Harry was supposed to send the letter yesterday, but he didn't.
- Harry is supposed to send the letter today. If he doesn't, he will regret it.
- Giraffes are able to reach the branches of very tall trees.

**C** Rewrite the sentence using the verb in brackets.

- I'm sure you'll pass your test. You're so clever. (bound)  
You are bound to pass your test because you are so clever.
- You can't use dictionaries in this exam. (allowed)  
You are not allowed to use dictionaries in this exam.
- It is illegal for people under 18 to drive cars. (supposed)  
People under 18 are not supposed to drive cars.
- They can't reach the switch. (able)  
They are not able to reach the switch.
- He must turn his phone off. (required)  
He is required to turn off his phone.
- I won't give you my chocolate. (refuse)  
I refuse to give you my chocolate.
- You have to be nice to your little brother. (supposed)  
You are supposed to be nice to your little brother.

- Vegetarians can't eat meat. (supposed)  
Vegetarians aren't supposed to eat meat.
- People who are angry or very upset shouldn't drive cars. (supposed)  
People who are angry or very upset are not supposed to drive cars.
- Chicks can't live without their mother. (able)  
Chicks are not able to live without their mother.
- All students must inform reception if they are late for school. (required)  
All students are required to inform the reception if they are late for school.
- The judge will not accept my case. (refuse)  
The judge will refuse to accept my case.

**D** Complete the sentences using the words listed in the box below. Some gaps may have more than one correct answer.

can   could   have to   must   might   should

- Ted's flight from Amsterdam took more than 11 hours. He must be exhausted after such a long flight. He might prefer to stay in tonight and get some rest.
- If you want to get a better feeling for how the city is laid out, you should walk downtown and explore the waterfront.
- Hiking the trail to the peak can be dangerous if you are not well prepared for dramatic weather changes. You should research the route a little more before you attempt the ascent.
- When you have a small child in the house, you mustn't leave small objects lying around. Such objects could be swallowed, causing serious injury or even death.
- Dave:** Can you hold your breath for more than a minute?  
**Nathan:** No, I can't.
- Jenny's engagement ring is enormous! It must have cost a fortune.
- Please make sure to water my plants while I am gone. If they don't get enough water, they might die.
- The book is optional. My professor said we must read it if we needed extra credit. But we don't have to read it if we don't want to.

## Direct Speech

reports someone's speech or thought in its original form.

- 1 In **British English**, we usually use **single** quotation marks (though it is not wrong to use double).
- 2 The words actually **spoken** or thought are enclosed in **quotation** marks (also called speech marks) around it:
  - She said, "It's raining."
  - "It's raining," Frank thought.
- 3 Every time there is a **new speaker**, we start a **new paragraph**:
  - "It's freezing outside," Mum said.
  - "and it's starting to snow," Frank added.
- 4 There should be a **punctuation mark** (e.g. a comma, full stop, question mark, or exclamation mark) at the end of the direct speech. We place it **inside** the closing quotation marks:
  - 'Can I go out?' he asked.
  - 'No way!' she shouted.
  - 'You're crazy,' he said.
  - 'Takes one to know one.'
- 5 If the direct speech comes **after** information about who is speaking, we use a **comma** before the first quotation marks:
  - Mum replied, 'Rice and chicken.'
- 6 If we **break up** the direct speech with information about who is speaking, we use:
  - a **comma**, question mark or exclamation mark to end the first piece of speech
  - a **full stop** or comma before the quotation marks of the second piece of direct speech
  - 'You're right,' he said. 'It tastes great.'
  - 'It is easier to do well,' she said, 'if I don't rush.'
  - 'Yes!' he agreed. 'Pace is everything!'

## Reported Speech

- The actual **speech** or thoughts are **not quoted** directly.
- The meaning may be **summarised**.
- There is no special **punctuation**.
- The tense is usually **changed**:

Direct Speech	Reported Speech	Tenses Changed
She said, "It's too cold."	She said it was too cold.	<b>Present Simple</b> → <b>Past Simple</b>
She said, "I am doing my homework."	She said she was doing her homework.	<b>Present Continuous</b> → <b>Past Continuous</b>
She said, "I have studied English since 1999."	She said she had studied English since 1999.	<b>Present Perfect</b> → <b>Past Perfect</b>
She said, "I have been teaching English for seven years."	She said she had been teaching English for seven years.	<b>Present Perfect Continuous</b> → <b>Past Perfect Continuous</b>
She said, "I met her yesterday."	She said she had met her yesterday.	<b>Past Simple</b> → <b>Past Perfect</b>
She said, "I was teaching all day."	She said she had been teaching all day.	<b>Past Continuous</b> → <b>Past Perfect Continuous</b>
She said, "The lesson had already started when he arrived."	She said the lesson had already started when he arrived.	<b>Past Perfect</b> → <b>Past Perfect</b> (NO CHANGE)
She said, "I had been eating breakfast when I received the news."	She said she had been eating breakfast when the phone rang.	<b>Past Perfect Continuous</b> → <b>Past Perfect Continuous</b> (NO CHANGE)

## Important Note

You can use the present tense in reported speech if you want to say that something is still true i.e. my name has always been and will always be Lynne so:

### Example:

"My name is Lynne." She said.

She said her name was Lynne.

OR She said her name is Lynne.

## Time Change

If the reported sentence contains an expression of time, you must change it to fit in with the time of reporting.

For example, we need to change words like **here** and **yesterday** if they have different meanings at the time and place of reporting.

## Example:

this (evening)	that (evening)
today	yesterday
these days	those days
now	then
a (week) ago	a (week) before
last (weekend)	the previous (weekend)
here	there
tomorrow	the next day / the following day

## A Punctuate the sentences below.

- 1 Hello said Frank.
- 2 I don't want to replied Mum.
- 3 Pass me the ball Ali shouted to the other players.
- 4 Oh no shouted Dana what are you doing here?
- 5 I'm sorry moaned Tom I didn't see it.
- 6 I can see the lasagne he whispered to his friend.
- 7 That's not fair she sighed she always gets to go.
- 8 Fine Robert thought I'll do it myself.
- 9 Wow is she actually being serious she murmured.
- 10 If it's anyone's fault it's your own he advised.

## B Complete the sentences using the options in the brackets.

- 1 She told Frankie not to do it.  
(to not/to don't/not to/don't)
- 2 They insisted that we show our answers. (if/to/nothing)
- 3 Hassan asked me if I had finished the work on the weekend. (have/had)
- 4 She asked us to be on time.  
(to be/for being)
- 5 Mariam asked if she could leave early. (can/could)
- 6 He asked me if I was going to the match. (that I was/if I was)
- 7 He ordered me to phone my family.  
(phone/to phone)
- 8 She complained that Jenny had not come to the meeting last week. (has not come/had not come)
- 9 She told me that she wasn't going to come. (that/for)
- 10 He wondered what I would have done if I failed to get the sock. (would do/would have done)

## Reported Speech

### C Report these statements. The first has been done for you.

- 1 He said, 'I live in Manchester.'  
He said he lived in Manchester.
- 2 She said, 'I am eating breakfast.'  
She said that she was eating breakfast.
- 3 They boasted, 'We have visited Norwich many times.'  
They boasted that they had visited Norwich many times.
- 4 I said, 'He went to Edinburgh last Friday.'  
I said that he had gone to Edinburgh last Friday.
- 5 You claimed, 'I had already slept.'  
You claimed that you had already slept.
- 6 We said, 'You are going to find a new job.'  
We said that you were going to find a new job.
- 7 He whispered, 'I will give the boss a call.'  
He whispered that he would give the boss a call.

### D Rewrite the text below after correcting the mistakes. There are a total of 6 mistakes. There are also two new lines to add:

Mrs Popper was a very inquisitive woman. She was always asking questions.

'What did you buy today, Mrs Thomas?' asked Mrs Popper. 'My daughter says that she saw you buying some clothes.' // 'Oh, nothing much. Mrs Green told me that I would do well to save for the Wednesday market,' replied Mrs Thomas.

Mrs Popper now had two things to ask about.

'But what did you buy today? And did Mrs Green say that they would be selling anything special?'

'Nothing really.' // Mrs Popper just had to know so she asked, 'Do you mean that you didn't buy anything special or do you mean that Mrs Green doesn't say that they would be selling special?'

'Mrs Popper!' replied Mrs Thomas in an annoyed and yet surprised voice, 'You really are very nosy!'



# 2

## Speaking Activities



### Practise with your partners:

Work in pairs and answer the following questions:

- 1 If you were a teenager, how would you spend one million pounds? What if you were 60 years old?
- 2 How would an evening out with friends be different for a teenager and a 40 year old?
- 3 What do you want to be doing when you are 50 years old?
- 4 At what age should people retire? Why?
- 5 Would it be better or worse to have a teenage president? Why?
- 6 Are you afraid of getting old?
- 7 What do you think about elderly people?
- 8 What would you think if you saw a group of elderly people steal some chocolate from a shop, shout at the shopkeeper and run away?
- 9 Do you think it is acceptable for people to put elderly people in old-people's homes if we can't or don't want to look after them? Why?
- 10 Who are the people over 50 years old that you know? What have you learnt from them?



# Language Essentials

## Determiners

Determiners give us information about the noun in a sentence. They come **before** the noun.

Determiners include **some** and **any**.

Both are **indefinite** determiners that we use when we are **not** interested in **exactly how many** of the noun we are speaking about.

We use **some** for **positive** statements.

### Examples:

- They have **some** shoes in those boxes.
- There are **some** good shops in the town.
- There are **some** towering sycamore trees in the park.

### NOTE:

We can use **some** to ask for and offer things when we **know** the thing being offered or asked for **exists**.

### Examples:

- Would you like **some** coffee?
- Can I please have **some** more cake?
- Would they like **some** chocolate sauce on their pancakes?

We use **any** in questions and negative statements.

### Examples:

- We don't have **any** pens.
- There aren't **any** monkeys.
- Are there **any** cheese sandwiches left?
- Are any teachers coming to the student party?

### NOTE:

We can use **any** in positive statements if we intend to make the noun very general.

### Example:

- **Any** teacher could teach you that.
- **Any** cake will have sugar in it.

We can use **any** to **ask** for things when we **do not know** if the thing being asked for exists, or if it will be possible to have.

We can use **any** to offer things when it is more likely that the thing being offered will be **not** accepted.

### Examples:

- Would you like **any** coffee?
- Is there **any** more cake?
- Would they like **any** chocolate sauce on their pancakes?

If, however, we **do know** that the thing being asked for does **exist** or it is at least **likely**, we can use **some** in questions too.

### For example:

Is there **any** way I could help you? (**Unknown or unlikely.**)

Is there **some** way I could help you? (**Known or likely.**)

Are there **any** cucumbers in the fridge? (**Unknown or unlikely.**)

Are there still **some** cucumbers in the fridge? (**Known or likely.**)

## A Complete the sentences using **some** or **any**.

- 1 I've got some kettles for Jack.
- 2 There aren't any boxes on the sofa.
- 3 Have you got any brothers or sisters?
- 4 There is some juice in the fridge. It's for Hannah.
- 5 The meeting was awful. There wasn't any benefit in it.
- 6 Well done! There aren't any burnt bits on your pizza!
- 7 She's got some beautiful hair clips from her cousin.
- 8 Is there any leather?
- 9 There are some books on the shelf.
- 10 There is some bread for you in the fridge.

## B Complete the sentences using **some**, **any**, **a** or **an**.

- 1 Are there any biscuits?
- 2 There is some chocolate in the tin.
- 3 Is there a pen in your pencil case?
- 4 They don't have any turtles.
- 5 There is a boy in the kitchen.
- 6 There are some friends in the park.
- 7 There aren't any decorations in the box.
- 8 I have a new helicopter.
- 9 I have some shoes.
- 10 There is a mosque next to my office.

## C Complete the sentences using **some**, **any**, **a** or **an**.

- 1 This is a special method to freeze tomatoes.
- 2 Open a window, please. It's too hot in here.
- 3 We will write the boss a postcard and put it in an envelope.
- 4 James milked some cows and fed some rabbits.
- 5 There wasn't any paper to finish the project.
- 6 We always wanted to have some Turkish Delight.
- 7 Phranko is a boy who studies Latvian with me at school.
- 8 Sean and his brother gave the poor woman some clothes and food.
- 9 Is there a hospital near here, please?
- 10 We didn't get any tickets for the film.

## Possessive Adjectives

The possessive adjectives are used with nouns to show possession or ownership. In English possessive adjectives are:

**My, Your, His, Her, Its, Their, Our**

Pronouns **cannot** be determiners. You **cannot** say this is *I car* or *he bed*. This is also true with **possessives**:

### NOTE:



You **cannot** say this is *mine car* or *theirs phone number*. Rather, to determine a noun, you use a **possessive adjective**: *This is his car, or, my bed*.

**A** Choose the correct word to complete the sentence.

- My name is Frank, and this is my cat, Watson.  
(mine, his, my)
- Please take your feet off the chair. (your, yours, our)
- This is their computer, please ask permission before you use it! (your, their, theirs)
- My friend works at the school. (mine, me, my)
- Bob and Frank ate their dinner and left for home. (their, theirs, his)
- We will visit our family when we go to Tunisia. (ours, us, our)
- He lives with his mother in this small neighbourhood. (yours, his, he)
- She blames my dog for everything that happened. (me, my, mine)
- The town is so small. Its shops are all closing down. (theirs, its, it)
- The doctor's wife lost her glasses in her handbag. (her, he, mine)

## Demonstrative Determiners

Words like **this** and **that** can also be used as **determiners**. When we say *This is a car* or *Those are nice*, then **this** and **those** are called **demonstrative pronouns**. However, when they are used to **determine** a noun, like *This car is fast* or *These sheep are pretty*, then they are considered **demonstrative determiners**.

The demonstrative determiners are:

**This That These Those**

### NOTE:



A useful structure to use with *this* and *that* is: ***This child of ours is moving to grade two.*** or ***That car of his breaks down a lot.***

In using this structure, we determine the noun **twice**: it is a combination of ***This child*** and ***Our child***. This makes it very **clear** and very **emphatic**.

**A** State whether **this**, **that**, **these**, **those** are being used as pronouns or determiners in the following sentences.

- This orange is sweet. **pronoun / determiner**
- That is my orange. **pronoun / determiner**
- That boy is my brother. **pronoun / determiner**
- These are the same trees as in my garden. **pronoun / determiner**
- Those cars are shiny. **pronoun / determiner**

**B** Using the words below, form the structure *This X of ours*. Add an appropriate predicate to complete the sentence.

- Those, cows, us  
*Those cows are ours.*
- That, hat, you  
*That hat is yours.*
- These, gardens, the King  
*These gardens of the King's.*
- This, idea, Jenny  
*This idea of Jenny's.*
- This, phone, me  
*This phone of mine.*



# Useful Expressions

A common structure that is frequently used for opinions and statements is:

*It is nice/strange/important... that*  
to + infinitive  
*gerund*

## Examples:

*It is nice that the flowers grow so quickly.*  
*It is nice seeing the children again.*  
*It is nice to see the children again.*  
*It is important that they arrive before Tuesday.*  
*It was surprising to hear that he was not at school anymore.*

## NOTE:

The **confusing** thing about this structure is the word **it**. What does it **refer** to? The answer is that it is **not** referring to **anything**. It is just a "Dummy" pronoun. That said, the structure is sometimes **reversed**, and when this happens, the **Dummy** pronoun **disappears**.



It is nice <b>that</b> the flowers grow so quickly.	→	<b>That</b> the flowers grow so quickly is nice.
It is nice <b>seeing</b> the children again.	→	<b>Seeing</b> the children again is nice.
It is nice <b>to see</b> the children again.	→	<b>To see</b> the children again is nice.
It is important <b>that</b> they arrive before Tuesday.	→	<b>That</b> they arrive before Tuesday is important.
It was surprising <b>to hear</b> that he was not at school anymore.	→	<b>To hear</b> that he was not at school anymore was surprising.

## NOTE:

Another **difficult** point to remember is that the **subjunctive** is often used after the word **that**. So, you would not say:  
*It is essential that they **don't** come late.*

**Rather**  
*It is essential that they **not** come late.*

Also, you would **not** say:  
*It is essential that they **are** on time.*

**Rather**  
*It is essential that they **be** on time.*

## NOTE:

Also, you would **not** say:  
*It is essential that he **studies** well.*

**Rather**  
*It is essential that he **study** well.*

This is **only** with **certain words**, so you have to take each sentence as it is.

**A** Use the structures above to form sentences.

- I go to school every day.  
*It is fun going to school every day.*
- My mum had a baby.  
*It is nice that my mum had a baby.*
- The school has a new headmaster.  
*It is nice that the school has a new headmaster.*
- John is going to become a science teacher.  
*It is nice that John is going to become a science teacher.*
- The summer is coming.  
*It is nice that the summer is coming.*
- Rachael had a bad injury.  
*It is sad that Rachael had a bad injury.*
- My son has to work hard in order pass this year.  
*It is essential that my son work hard in order to pass the year.*
- Carrots are really healthy.  
*It is healthy to eat carrots.*
- Clive came to school yesterday wearing very funny clothes.  
*It is funny that Clive came to school yesterday wearing very funny clothes.*
- I have never seen a kangaroo eat so much food.  
*It is interesting seeing a kangaroo eat so much food.*
- I was really excited to meet the mayor.  
*It was exciting to meet the mayor.*
- I would love to have another piece of pizza.  
*It would be nice to have another piece of pizza.*

## How to Write a Personal Narrative Prose

Personal Narrative Prose is to share an experience from your life with the reader. It can be something that happened to you directly, or something that you saw, heard or read about. One of the goals of a Personal Narrative is that the reader feel what the writer felt at the time of the event taking place.

## Structure

Three common structures for a Personal Narrative Prose are:

- chronological sequence
- flash back sequence
- reflective mode

Select the one that fits your narrative best.

## Methods:

### Description

Let the reader see, hear, smell, feel and taste the experience directly, and let that sensing lead him or her to the thought or feeling you want them to have. This is better than just telling them the thought or feeling. E.g. 'It was shocking!' is telling the reader, whereas describing "describing how shocking it was" makes the reader feels shocked is much better. Using, adjectives, adverbs and comparative sentences enrich the description and makes it more vivid in the reader's mind.

### Dialogue

Include dialogue that shows the characters' personalities, thoughts and feelings.

### Tone

Think about how you want the reader to feel once they have finished reading your story. The words you choose can help them feel neutral, worried, happy... whichever you want.

### Subject

Good choices for your subject might be:

- Something sad happening e.g. a death
- Something scary happening e.g. getting lost

Bad choices for your subject might be:

- Eating breakfast
- Going shopping with your parents

Now write a personal narrative about something that happened to you before you were ten years old. Your piece of writing should be no less than 300 words.

Standing on a Cliff

My small toes stood two metres away from the cliff's jagged edge. The long cliff was made of grey stone that looked dull in the sunlight. The cliff was 50 metres tall and had sharp rocks sticking out, including a few thin branches. At the bottom was the dark water of a ocean that was hundreds of metres deep. The sky was the colour of dark grey and there was thunder on the horizon, booming loudly far away. There was a small breeze in the air, blowing the hair on my forehead. I could smell the salt in the air which was from the ocean's water. I felt scared, being so near to the edge. I was scared that I might fall off. My heart was beating loudly and fast and my chest was heaving back and forth. I could hear my heart with every beat. My eyes were focussed on the edge of the cliff where the rock had been cut unevenly. The waves hit the cliff so hard that some drops were getting into my eyes and into my mouth, stinging my eyes and making me spit out salty saliva. Then the rain started to fall from the sky. My clothes became drenched and I started to shiver for the rain water was freezing. I was feeling really frightened. The sky became darker and the water less blue. Then the storm started to come closer to me. The wind became stronger and it started to push me nearer to the edge. Then I gathered all my strength and left my spot and ran all the way to my home and ran into the house to sit in front a blazing warm fire.

## Reading for Enrichment

# What do you Mean, the Good Old Days?

After a survey found recently that young mothers long to be full-time housewives, novelist Kate Kerrigan said: "Luxury is the time to stay at home and decorate cupcakes. We're not fighting for our right to work anymore; we're fighting for our right to knit."

Knitting, which is often used as a demonstration of radical feminism, can also be a demurely domestic pastime, like group crochet, cake-offs or joining the Women's Institute. "We long to put the clock back to the postwar years when life seemed prettier and nicer," writes another thirtysomething, who, like many of her contemporaries, has nostalgic fantasies about the pre-women's liberation era when mothers were never expected to juggle jobs and families.

It is understandable that women today, who work long hours out of financial need, might yearn for more time at home. But distance has lent enchantment to that view of the 1950s and 60s. I remember those days very differently. A married woman's life was easier. Young mothers were not expected to have any job but child minding and housekeeping. Few women, and fewer married women, had real careers.

Jump forward a generation and my daughter is looking after her two small children, cooking and cleaning, just – give or take some gadgets and machines – as I once did. Lavinia juggled work and babies for a while before becoming a full-time housewife. She is lucky she can afford to do this. But one of the most enduring aspects of motherhood is the feeling that "whatever mother does is wrong" – I felt guilty for not being fulfilled by life as a full-time mother, Lavinia feels guilty about enjoying it: "I know you wanted me to have the choices your generation missed out on so I worry that it's a disappointment to you that I've abandoned my chance to 'have it all'."

But she hasn't. When the children are older, she will be able to return to work. One of the achievements of the women's liberation movement was that it became possible to start again, or start from scratch, later.



All the same, Lavinia says: "Society seems to make women feel there is little kudos in being a mother or housewife – in fact, quite the opposite, which is why harking back to easier times like the 1950s is superficially beguiling."

Easier times? Hardly. Unless you think life is easier when one has fewer choices. As for the actual work of housekeeping and childcare, it was much harder labour than nowadays – there were no dishwashers, driers, supermarkets, food processors or washing machines. We made beds with sheets and blankets – duvets came much later – boiled the towelling and muslin nappies, at least 10 per baby per day. As for cooking, not even the keenest contemporary cup-caker could possibly hanker for hacking fat and gristle off the stewing steak and mud off the cabbage. Supermarkets, with their trimmed, washed packages of raw materials, completely changed the nature of cooking, which I learned to do from scratch when I was married. It is another generational difference. Settling down at a later age means that you know how to do things properly.

### Project

**Does society ever change? Does it ever change for the good? Would you say that it goes in circles? Write an article based on an interview with an elder member of your family to show how different life is nowadays compared to fifty years ago?**