

UNIT /01: **RELATIONSHIPS**

**READING**

**IN THIS UNIT YOU WILL  
LEARN HOW TO**

- answer questions using up to three words
- identify key words in a question
- scan a text to find specific information.

**LEAD-IN**

**01** In pairs, explain the words in the box.

Example: sister *My sister is my parents' daughter / other daughter.*

sister	brother	cousin	father-in-law	grandfather	uncle
aunt	nephew	niece	great-aunt	grandmother	

Tell your partner who you live with. Which other family members are you close to?

**02** You are going to read about some advantages of living in an extended family (i.e. not just parents and children living together). Which of the following advantages do you think are the most important?

- 1 Older people are fun to live with.
- 2 Older people are patient and experienced.
- 3 You can save money by living together.
- 4 Grandparents are not as busy as parents.
- 5 Children get plenty of love and attention.

Read the text quickly and check which are mentioned. Ignore the highlighted words.

**TIP 02**

Don't worry if you don't know a word in the text. You can often guess the meaning by reading the other words in the sentence. And you may not need to know the meaning to answer the questions.

**BLOOD IS THICKER  
THAN WATER**

- A** Blood is thicker than water. This means that family is more important than anyone else. Many young people, though, spend more time with their friends than with their family. They **value** their friends' opinions more and enjoy their company. When it's time to visit grandma or go to a cousin's wedding, teenagers often prefer to be left at home. But are they missing out?
- B** In Asia, the Middle East, South America and Sub-Saharan Africa over 40% of children live in families with other adults such as aunts, uncles and grandparents in addition to their parents. In South Africa, it is almost 70%. On the other hand, in Europe, Australia and North America, less than 25% of children live in extended families. Is the lack of close contact with relatives putting some children at a disadvantage?

VOCABULARY

**03 ▶** Match the highlighted words from the text with their meanings. Start with words you already know. Use the context (the sentence it is in and other words around it) to work out the meaning of the other words.

- |                       |   |
|-----------------------|---|
| 1 value               | a worried; not able to relax                      |
| 2 (have an) influence | b dealt with, had experience of                   |
| 3 stressed            | c get (something positive)                        |
| 4 handled             | d be grateful for                                 |
| 5 selfish             | e a well-known phrase giving advice               |
| 6 gain                | f caring only about yourself and not other people |
| 7 proverb             | g (have an) effect (on)                           |
| 8 appreciate          | h believe something is important                  |

SHORT-ANSWER QUESTIONS

FINDING INFORMATION

**04 ▶** To practise finding information quickly, have a race with your partner to find the following phrases in the text. They are not in order.

- |                         |                   |
|-------------------------|-------------------|
| • grandparents' stories | • extended family |
| • cousin's wedding      | • come and go     |
| • young adults          | • Italian proverb |

How did you do this? Can you explain to another student how to find information quickly?



In this type of task you have to answer questions using **up to three words, or up to two words and/or a number**. The instructions tell you how many words you can use. Short-answer questions test if you can find the right part of the text quickly and understand the information.

- C** The people they live with have a great **influence** on the way children grow up. Those who live with their extended family have many advantages. They usually get lots of love and attention. Grandparents often have more time to read to children and play with them. As they are often retired, they are not always busy and **stressed** as many parents are. They have learnt to be patient and they have already **handled** most of the problems children and young people face.
- D** It is good for children to grow up to understand the needs of older people: they may become more caring and less **selfish** if they spend time helping their grandparents. Children learn about the past from grandparents' stories. Sometimes they feel closer to their grandparents than to their parents.
- E** Young adults often feel that living alone will be exciting, but they forget that it can also be lonely. By remaining with the family during this stage of their lives, they can avoid this. They can also save money for their education and future.

- F** Young people whose grandparents live far away can **gain** some of these advantages by keeping in close contact by phone, email, letters and visits. It is nice to know there is someone you can go to if you have a problem. As the Italian **proverb** says, 'Se non sta andando bene chiamare la nonna.' – 'If things aren't going well, call your grandmother.'
- G** Friends are important to young people, but friends come and go. Your family is always on your side. Grandparents won't be there forever. **Appreciate** them while you can.





IDENTIFYING THE KEY WORDS IN A QUESTION

05 Identify the key words in these questions.

- 1 What percentage of children live in extended families in Asia, the Middle East, South America and Sub-Saharan Africa?
- 2 Why are grandparents often less busy and stressed than parents?
- 3 What do young adults often think living alone will be like?

SCANNING A TEXT

06 Answer the questions in exercise 5. Follow the advice in the box.

07 Read this exam task and the answers to the questions. What is wrong with the answers? Match the answers 1–4 with the advice a–d below.

Answer these questions. Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage for each answer.

Question 1 What percentage of children in South Africa live with their extended family?

Answer 1: 20%

Question 2 What helps children in extended families learn about the past?

Answer 2: grandparents stories

Question 3 What negative word can describe how it sometimes feels to live alone?

Answer 3: Living alone can be lonely.

Question 4 According to the Italian proverb, who should you phone when you have a problem?

Answer 4: your gran

- a Don't write more than the number of words you are given. You mustn't write full sentences.
- b Make sure that you use the correct information when you answer a question.
- c Don't change words in the text. Remember, the instructions tell you to **choose words from the text**.
- d Be careful with spelling. You can lose marks if your spelling is wrong.

08 Now correct the answers in exercise 7.

GRAMMAR FOCUS: TENSES

09 Answer these questions.

- 1 What tense are most of the verbs in the text?
- 2 Choose the correct reason for the choice of tense.
  - a The verbs describe events which are happening now.
  - b The verbs describe things that are generally true.
  - c The verbs give the writer's opinion.



Before you look for the answer to a question, it helps if you find the **key words** – the most important words – in the question. This will help you find the information you need.

Example: What do young people often think about older family members?



When you are answering a question:

- Decide on the key words in the question and think of words with a similar meaning.
- Move your eyes quickly across and down the text, looking for the key words, or words that mean the same. Don't read every word. This is called 'scanning'.
- If the text has headings, use them to help you decide which part of the text to look at first.
- When you find a key word, read the text around it to make sure you have found the right information.

TIP 07

Some grammar words (e.g. *a, the, some*) can be omitted in order to get the right number of words.



GRAMMAR FOCUS: ADVERBS OF FREQUENCY

- 10** Identify the frequency adverbs in these sentences from the text.
- 1 Your family is always on your side.
  - 2 Teenagers often prefer to be left at home.
  - 3 As they are often retired, they are not always busy ...
  - 4 They usually get lots of love and attention.
  - 5 Sometimes they feel closer to their grandparents than to their parents.
- 11** Study the position of the frequency adverbs in the sentences in exercise 10. With a partner, work out some rules on the position of frequency adverbs.

**○** Grandparents *often* have more time to read to children.

*Often* is an adverb of frequency. It gives us an idea of how often something happens. The present simple tells us about regular events, and adverbs of frequency are common with this tense.

EXAM SKILLS

- 12** Read the passage and answer the questions below.

SOCIAL MEDIA AND THE MEANING OF FRIENDSHIP

There have been a lot of scientific studies into what makes a friendship. It seems today that ideas of what friendship is are also changing. A study in 1993 at the University of Oxford showed that people could only maintain 150 relationships. However, with the explosion of social media since then, many people now have over 300 people who they think of as friends. Some people think that these friends are not real friends, but others believe that social media has helped us to expand and keep our friendships because we have more time and opportunities.

Another change from the past is that people don't stay in the place where they were born. They go to different cities and countries for education and jobs. People are in general more geographically mobile nowadays. This means that we have more chances to meet and make friends with people from different cultures and different backgrounds. People still often make friends at college who remain friends for life, but

making new friends at work is more difficult. People now have less security at work and this also means that they find it harder to build new relationships.

As people get older, they sometimes also have less free time. They become busier with their jobs and families and have less time to spend with friends. Friendships can be very different when we are at different ages. Young children often choose their friends because of convenience, for example, they go to the same school, they live near each other or their parents are friends. As we get older, friendships are more connected with having similar interests and opinions.

One thing is definitely true though, it doesn't matter how old we are or how many friends we have on social media, friendship is good for our health. People who spend time with friends have fewer mental health problems and are generally happier and in a better physical state of health than people who spend their free time alone.



- Answer the questions below. Choose **NO MORE THAN THREE WORDS** from the passage for each answer.
- 1 What has enabled people to have more friends than in the past, according to some people?
  - 2 What phrase does the writer use to describe people who don't stay in the same place?
  - 3 What work-related problem do people have that makes them less likely to form friendships?
  - 4 What frequently influences the friendships of young children?
  - 5 What are people with friends less likely to suffer from?



UNIT /01: RELATIONSHIPS

WRITING

IN THIS UNIT YOU WILL LEARN HOW TO

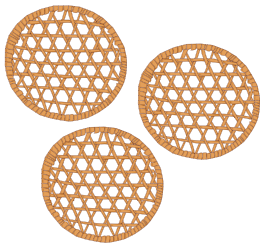
- describe a process (Writing Part 1)
- use sequencing expressions to describe the order of stages in a process
- use the present simple passive to describe a process
- write an introduction and overview.

LEAD-IN

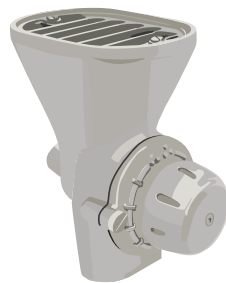
- 01 What foods do you eat at a family celebration? Do you know how to prepare them? Do you need any special equipment?
- 02 In Sri Lanka, a family meal often includes stringhoppers. To make stringhoppers you need some special equipment. Choose the best description of each piece of equipment.



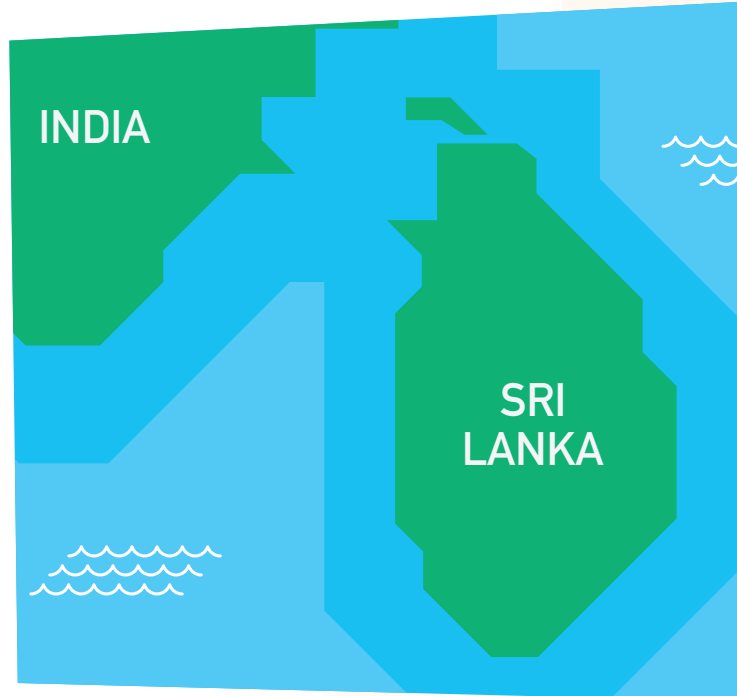
- 1 Stringhopper press
- A It has two parts which are different in shape but the same size. It is made of a light material such as plastic.
  - B It's made of heavy metal and has two parts which are similar in shape. The centre is round and there are handles on each side. One part fits into the other.
  - C It has two parts and one goes on top of the other. It is square in shape and made of wood.



- 2 Stringhopper mats
- A These are round shallow baskets made of thin pieces of wood. The wood is in a criss-cross pattern to form large holes.
  - B These are cloth triangles with very small holes in them.
  - C These are thick pieces of wood with rectangular holes in them.



- 3 Rice grinder
- A It is made of metal and the top and bottom are the same size and shape.
  - B It is a metal machine with a wide base and a narrow tray on top.
  - C It is a machine made of metal with a wide tray at the top and a narrower base.



03 Complete the chart with words from exercise 2.

Materials	Parts	Shapes
plastic	handles	round

TIP 04

Don't worry if you don't know about the topic. The notes and pictures give you the ideas and vocabulary you need.

PART 1: DESCRIBING A PROCESS

04 The pictures show the process of making stringhoppers. Match the short instructions to the pictures.



- a push through the stringhopper press onto the stringhopper mats
- b add water to the flour
- c put the rice into the grinder and grind into flour
- d cook in a steamer
- e serve with spicy curries
- f mix well to form a dough



We use the present simple passive to describe a process.  
We make them with rice. → They are made with rice.  
You mix it with water. → It is mixed with water.

GRAMMAR FOCUS: THE PRESENT SIMPLE PASSIVE

05 Complete the sentences about tea. Use the verbs in brackets in the present simple passive.

- 1 Tea leaves \_\_\_\_\_ (pick) by hand.
- 2 Only the best leaves \_\_\_\_\_ (use).
- 3 A lot of water \_\_\_\_\_ (need) to grow tea plants successfully.
- 4 A lot of tea \_\_\_\_\_ (grow) in China and India.





GRAMMAR FOCUS: SEQUENCING WORDS

06 Complete the sentences about making stringhoppers with words from the box.

After      Finally      First      Next      The next stage      Then

- 1 \_\_\_\_\_ , the rice is put through a grinder.
- 2 \_\_\_\_\_ that, water is added to the flour.
- 3 \_\_\_\_\_ it is mixed and made into a dough.
- 4 \_\_\_\_\_ is to push the dough through the stringhopper press.
- 5 \_\_\_\_\_ the stringhoppers are placed in a steamer.
- 6 \_\_\_\_\_ , they are served with spicy curries.

TIP 06

When describing the stages in a process, it is important to use sequencing expressions, for example *first, then, next*, to clearly show the order of the stages.

WRITING AN INTRODUCTION AND OVERVIEW

07 Which of these is an introduction and which is an overview?

- a There are six stages in the process of making stringhoppers, beginning with grinding the rice and making a dough and ending with using a steamer to cook the stringhoppers.
- b The diagram demonstrates the process of preparing stringhoppers, a kind of noodle.



In Writing Task 1 your answer should include an introduction and an overview. The **introduction** is usually the task question rewritten in your own words. The **overview** is a summary of the process.

08 Which of these are NOT overviews?

- a The process of making blue cheese can be seen in this series of pictures.
- b To make a perfect omelette you need fresh ingredients, the right equipment and the correct technique. You must also cook it for the correct amount of time and pay attention to the temperature.
- c The production of tea involves a range of stages, from picking the leaves from the plant to drying and distributing it.
- d The diagram shows the various stages in the process of making strawberry jam. The first stage is to pick the strawberries when they are ripe.

STUDYING A MODEL ANSWER

09 Study the essay opposite and find:

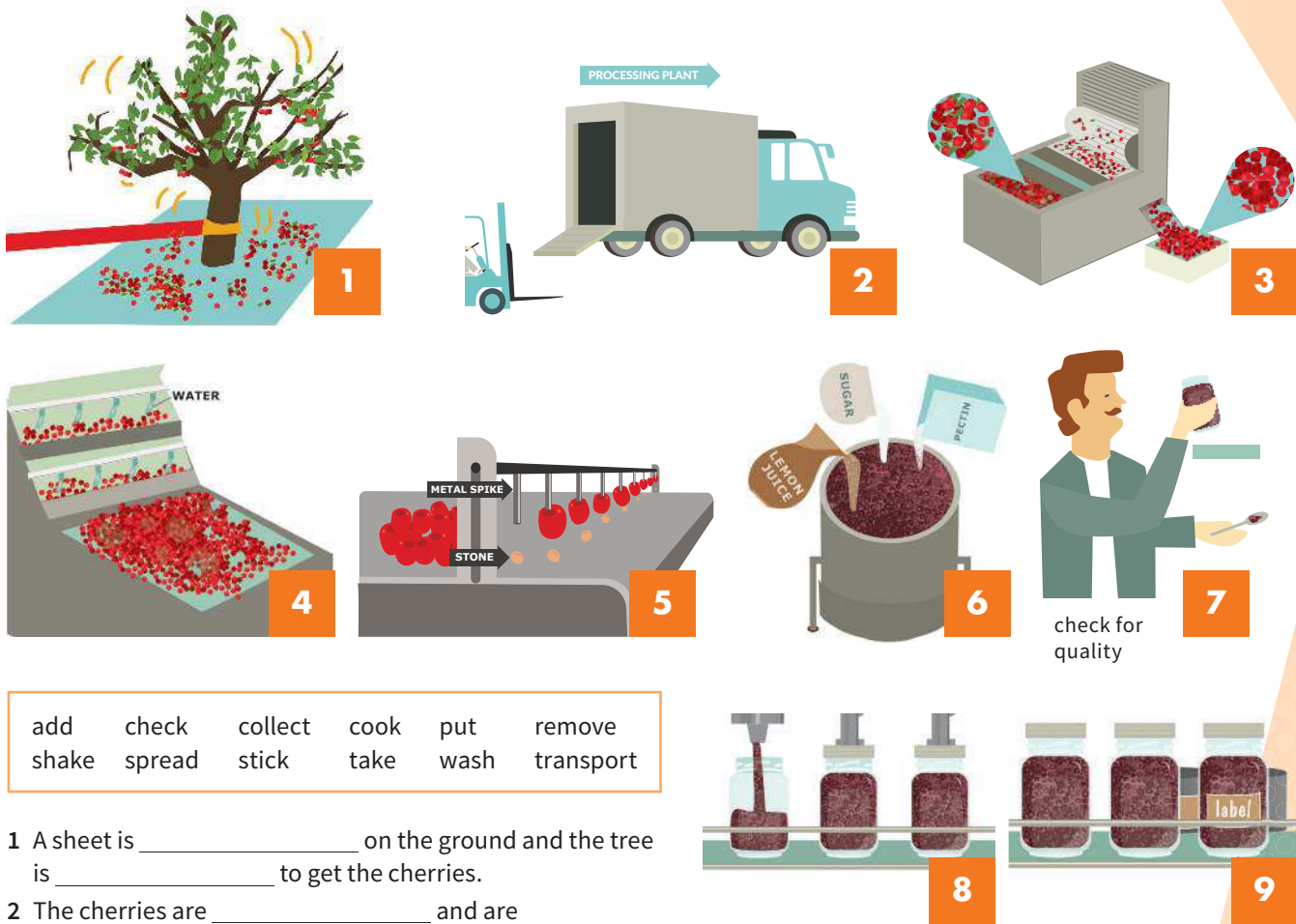
- 1 the introduction
- 2 the overview
- 3 sequencing expressions
- 4 verbs in the present simple passive
- 5 descriptions of the equipment
- 6 vocabulary from the short instructions in exercise 4

MODEL ANSWER

The diagram demonstrates the process of preparing stringhoppers, a kind of noodle dish. There are six main stages in the process, beginning with grinding the rice and making a dough and ending with using a steamer to cook the stringhoppers.

First, the dry rice is put into a rice grinder to make it into flour. Next, the flour is mixed with water and formed into dough. After that, the dough is put into a stringhopper press, which is a metal piece of equipment with two handles and holes in it. The dough is pushed through the holes and it comes out as thin noodles. The noodle 'nests' are placed onto individual stringhopper mats, which are round baskets made of thin pieces of wood. They are then cooked in a steamer until they are ready. The final stage is to serve the stringhoppers with a variety of spicy curries.

**10** Look at the pictures, which show the process of making cherry jam. Complete the sentences with a verb from the box in the correct form.



- add

check

collect

cook

put

remove

shake

spread

stick

take

wash

transport

- 1

A sheet is \_\_\_\_\_ on the ground and the tree is \_\_\_\_\_ to get the cherries.
- 2

The cherries are \_\_\_\_\_ and are \_\_\_\_\_ to the processing plant.
- 3

The leaves and stems are \_\_\_\_\_.
- 4

The cherries are \_\_\_\_\_.
- 5

The stone is \_\_\_\_\_ out of the middle of the cherry.
- 6

The cherries are \_\_\_\_\_ and extra ingredients are \_\_\_\_\_.
- 7

The quality of the jam is \_\_\_\_\_.
- 8

The jam is \_\_\_\_\_ into jars.
- 9

A label is \_\_\_\_\_ on the jars.

EXAM SKILLS

**11** The pictures show the process of making cherry jam. Describe the process.

Remember to:

- include an introduction and an overview
- use the present simple passive
- use sequencing expressions
- write 150 words.

TIP 11

Use the words on the pictures and diagrams in your answer. They are given to help you.



UNIT /01: RELATIONSHIPS

LISTENING

IN THIS UNIT YOU WILL  
LEARN HOW TO

- identify the speakers in a conversation
- listen for numbers
- answer multiple-choice questions.

LEAD-IN

01▶ In Section 1 of the Listening test you will hear two people talking in everyday situations.

Tick TWO situations that could be in Section 1 of the Listening test.

- A Discussing a course assignment
- B Describing changes in family life over time
- C Choosing a gift
- D Arranging a birthday celebration

02▶ Listen and match the conversations with two of the situations above.

Conversation 1 \_\_\_\_\_ Conversation 2 \_\_\_\_\_

IDENTIFYING THE SPEAKERS

03▶ Listen to the conversations again and pay attention to the speakers.  
For questions 1–4, write M for male and F for female next to the people.

	Male or female?	Information wanted
Conversation 1	manager 1 ____ customer 2 ____	5 The customer would like to ... A book a table. B order a meal.
Conversation 2	shop assistant 3 ____ customer 4 ____	6 The customer wants to buy ... A a necklace. B earrings.



In Section 1 of the Listening test you will hear two speakers. In Section 3, there will be two or three speakers. In each case the speakers' voices will sound different from each other to help you easily identify who is speaking. The answers could be given by any of the speakers. In Section 1, there is normally one person who has to find out information from the other.

04▶ Listen again and for questions 5 and 6, choose the correct answer, A or B.

LISTENING FOR NUMBERS

05 Listen and circle the number you hear in each pair.

03

- a 1st / 3rd                      e 19 / 90  
b \$10.50 / \$10.15          f 52 / 62  
c 6th / 5th                    g £110 / £810  
d 17 / 70                      h 22nd / 27th

Listen again and practise saying the numbers.

06 Listen to the next part of conversation 1 and choose the correct answer.

04

- 1 How many people does the woman want to make the booking for?  
A 8                      B 12                      C 16  
2 What is the date of the booking?  
A 12th                      B 16th                      C 17th

TIP 06

You will usually hear all the numbers given in the options but only one will be correct. It is important to listen carefully for key phrases, so that you can choose the correct one.

07 Look at the following phrases taken from the recording. What number is missing?

- 1 No, no, it's the day after – the \_\_\_\_\_.  
16th / 17th  
2 The private room can seat up to \_\_\_\_\_ people.      12 / 20

08 Now listen to the rest of conversation 1 and choose the correct answer.

05

- How much is the total cost of the booking?  
A £218                      B £318                      C £380

09 Listen to the second part of conversation 2 and answer the questions.

06

- 1 The price of the earrings now is ...  
A £10                      B £20                      C £30  
2 How much does the customer pay for the gift wrapping?  
A £4                      B £5                      C £7

10 Listen again and complete this part of the conversation.

07

- Customer Oh, really? So, how much are they?  
Assistant Well, they were 1 \_\_\_\_\_ pounds, but actually we've got a sale on at the moment, so they're a little cheaper – only 2 \_\_\_\_\_ pounds. So you can save 3 \_\_\_\_\_ pounds!



In Section 1 of the Listening test you need to listen for specific details. These details often include numbers.

