

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.

- | | |
|----------------------------|---|
| 1 value | a worried; not able to relax |
| 2 (have an) influence (on) | 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

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.

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 families
- 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?

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.

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



GO FURTHER ONLINE

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?



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.



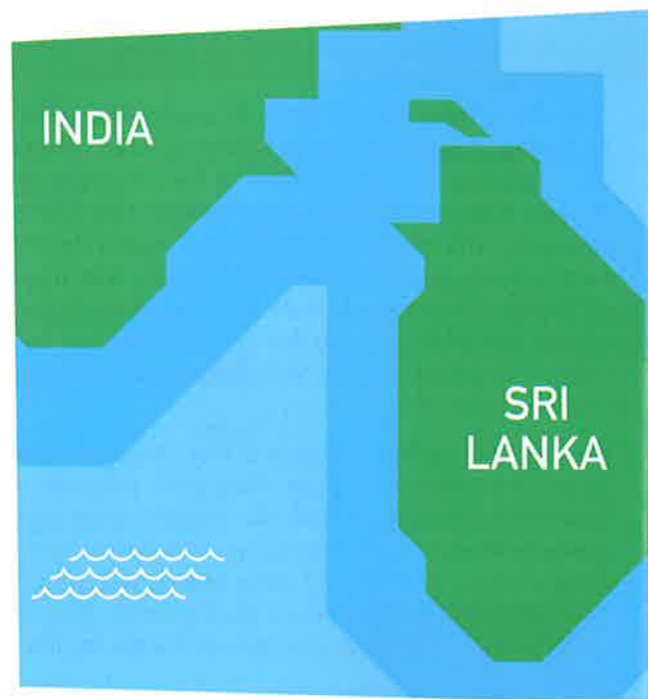
2 Stringhopper mats

- 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

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

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.

0 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.

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 Model answer opposite and find:

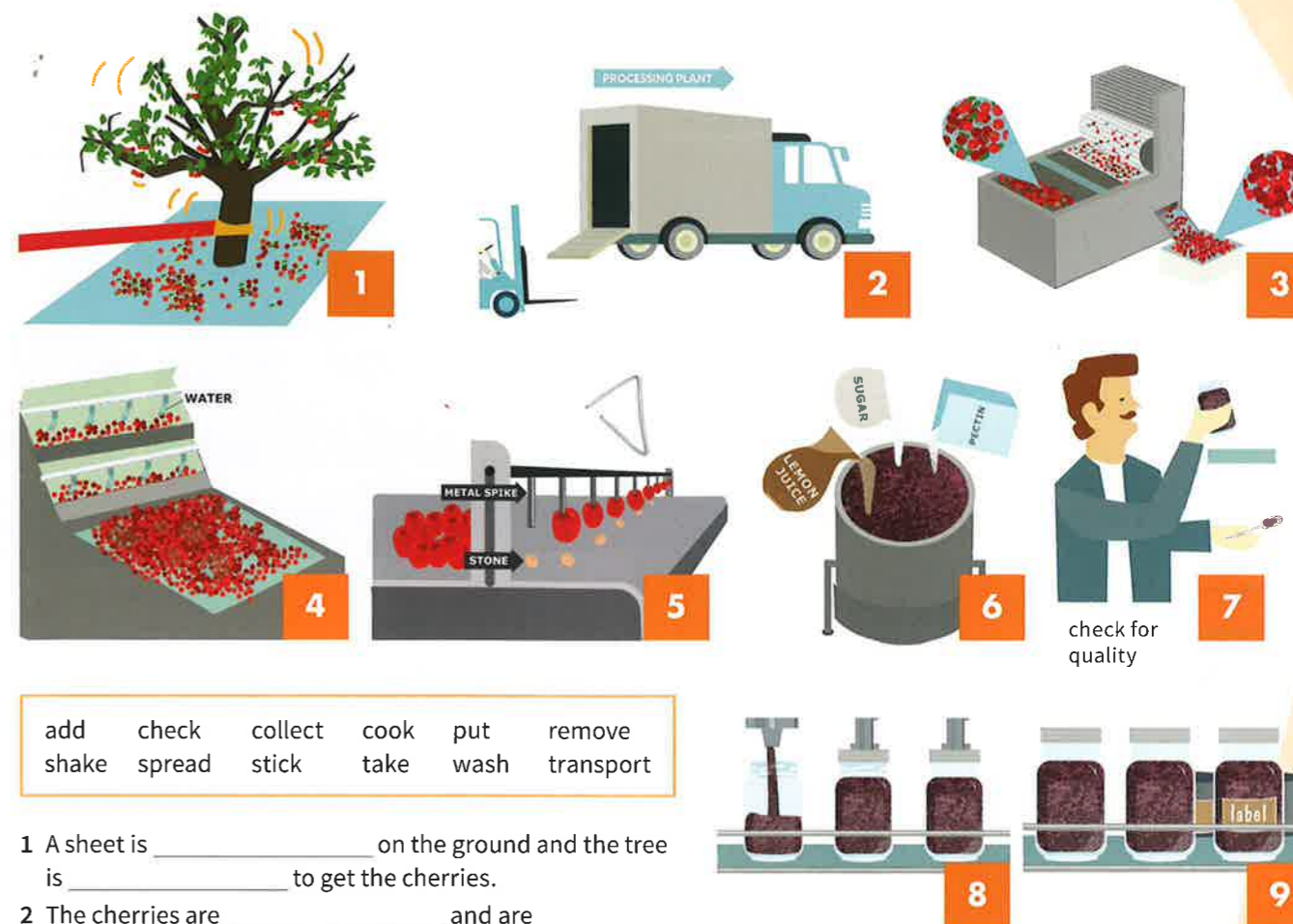
- 1 the introduction
- 2 the overview
- 3 sequencing expressions
- 4 verbs in the present simple passive
- 5 descriptions of the equipment
- 6 vocabulary from the short instructions in exercise 4

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 there to help you.



GO FURTHER ONLINE

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.

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

TIP 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.

LISTENING FOR NUMBERS

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

- 03**
- a 1st / 3rd
 - b \$10.50 / \$10.15
 - c 6th / 5th
 - d 17 / 70
 - e 19 / 90
 - f 52 / 62
 - g £110 / £810
 - 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**
- How many people does the woman want to make the booking for?
A 8 B 12 C 16
 - 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?

- No, no, it's the day after – the _____.
16th / 17th
- 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**
- The price of the earrings now is ...
A £10 B £20 C £30
 - 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!

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



MULTIPLE-CHOICE QUESTIONS

In multiple-choice tasks, you choose the correct answer from three options, A, B or C.

There are two types of multiple-choice question:

- a a question followed by three possible options
- b an unfinished statement followed by three possible endings

11 Match the words and phrases 1–5 to words and phrases a–e, which have a similar meaning.

- | | |
|---------------------------|------------------------------|
| 1 a goodbye party | a members of the same family |
| 2 a soccer game | b colleagues |
| 3 a celebration | c a leaving party |
| 4 brother and sister | d a birthday party |
| 5 work in the same office | e a football match |

12 Read questions 1–6 in the Exam skills task below and match them with the topic areas in the box.

Colour	Food	Presents	The meaning of something
The relationship between the people			The type of event

TIP 11

The words in the questions and options (A, B, C) may not be the same as the words you hear on the recording. You need to listen for words with a similar meaning. It can sometimes help to rephrase the question in your own words before you listen.

TIP 13

Use the questions to help you to follow the recording. Multiple-choice questions are in the same order as the information in the recording. You will hear the answer to question 2 before you hear the information which gives you the answer to question 3.

13 Listen to the conversation and choose the correct letter, A, B or C.

08

- | | |
|--|---|
| 1 Who are the two speakers?
A good friends
B work colleagues
C family members | 4 The purse represents
A good health.
B good fortune.
C wealth. |
| 2 What celebration are they talking about?
A a birthday party
B a graduation
C a wedding | 5 What food do guests have at the event?
A oranges
B vegetables
C rice cakes |
| 3 What colour hat do baby girls wear at the event in Korea?
A black and silver
B black
C red and silver | 6 What does the baby receive from the guests?
A a candle
B some money
C some tea |



GO FURTHER
ONLINE

UNIT / 01: RELATIONSHIPS

SPEAKING

IN THIS UNIT YOU WILL LEARN HOW TO

- use simple adjective–noun collocations relating to family
- answer simple questions about your family
- give full answers to Part 1 questions.

LEAD-IN

01 Talk to a partner about these members of your family for 20 seconds each. Try to keep talking for the full 20 seconds.

father mother brother sister grandmother grandfather



USING ADJECTIVES AND NOUNS TO DESCRIBE YOUR FAMILY

02 Listen to Hoi Chin talking about her family and read the first part of what she says. Which collocations does she use to describe her family?

09 **Examiner** Let's talk about family. So, tell me about your family.

Hoi Chin My family? Well, my family isn't a large family. It's quite a small family, in fact – and quite a typical family for my country. Just my parents, my older brother and me. So, I'm the baby of the family! I think we're a close, happy family. We do a lot of things together, particularly preparing food – and eating it of course!

03 Which adjective in the box can you NOT use in this sentence?

We are a _____ family.

best close happy
large small typical

With a partner, describe your family using the collocations in the box.

TIP 02 Many words in English often 'go together' with other words. This is called 'collocation'. For example, we say a *fast car*, but we don't say a *quick car*.

TIP 02 It is a good idea to use collocations in the Speaking test. This shows the examiner that you have a good vocabulary.

TIP 03 It is a good idea to make a list of useful words and add to the list as you meet new words when you read and listen, and also to write down words which go together. You may want to group words under headings to help you remember them.

GRAMMAR FOCUS: ADVERBS OF FREQUENCY SOMETIMES, OFTEN, NEVER, RARELY AND ALWAYS

04 Listen to a candidate talking about the things he does with his family. Answer the questions.

- 10**
- How often does he go out with his family?
 - What days of the week does he go out with his family?
 - Where do they often go?
 - What do they usually do when they get to the park?
 - Who sometimes comes with them?

05 With a partner, use the questions above to discuss how often you do these things with your family.

eat out go bowling go to the cinema



ANSWERING PART 1 QUESTIONS

06 Look at questions a–d below on the topic of family. Which question:

- asks you about your likes and dislikes?
 - asks you about your personal preferences?
 - asks you how regularly you do something?
 - asks you to talk about who you are like in your family?
- a Are you more similar to your mother or your father?
b How often do you go out with your family?
c What do you enjoy doing with your family?
d Do you prefer spending time with your family or your friends?

Now, ask and answer these questions with a partner.

TIP 06 In Part 1 of the Speaking test the examiner will ask you a few questions about yourself, for example about your family, your likes and dislikes, where you live.

TIP 06 It is important to listen carefully to the questions that the examiner uses. Make sure you answer the question that is asked.



07 Listen again to Hoi Chin talking about her family and giving more information. Complete the notes below.

- 11**
- Her parents and 1 older brother
 - They are a 2 _____, happy family.
 - They like preparing food and 3 _____ it.
 - Her father is a better 4 _____ than her mother.
 - Her brother is getting 5 _____ next year.
 - Hoi Chin would like to have a 6 _____ or 7 _____ one day.

Tell your partner what you remember about Hoi Chin's family. Is your family similar or very different to hers?

EXTENDING YOUR ANSWERS IN SPEAKING PART 1

08 Listen to three students answering the question *Who are you most similar to in your family?*

12

- 1 Which student's answer was too short?
- 2 Which student didn't answer the question?
- 3 Which student's answer was the best?

You can add information to your answer by adding a reason, extra details or combining information:

I don't see my grandparents very often because they live in the north of the country.

I don't see my family very often but I miss them very much.

I have a twin brother, so I am very close to him.

I look very much like my father, although we have very different personalities.

09 Use one of the words in the box to help you complete the sentences with ideas of your own. Try to use a different word from the box in each sentence.

also and because but so even though

- 1 I visit my parents every weekend ...
- 2 We have a large family ...
- 3 My sister is getting married next year ...
- 4 My father works very long hours, ...
- 5 My brother likes the same things as me, ...

TIP 08

In Speaking Part 1:

- keep to the topic
- extend your answers
- don't speak too much
- do not try to memorise answers to questions.

TIP 08

In Part 1 you need to give full answers to the questions, but don't talk for too long. Three sentences are plenty. You have chances to speak for longer in Parts 2 and 3.

PRONUNCIATION

10 What is the third person singular form of the words in the box?

Example: *have - has She has a small family.*

ask choose enjoy keep play talk want watch

13

Listen to the words and group them under /z/, /s/ or /ɪz/ according to how the end is pronounced.

/s/ _____

/z/ _____

/ɪz/ _____

11 Listen and repeat the sentences. Be careful of the pronunciation of verbs with 's' endings.

14

Is there anyone in your family who annoys you sometimes?

- My father watches football on TV and shouts a lot.
- My brother plays on the computer all the time.
- My mother keeps telling me to tidy my room.

12 With a partner, ask and answer the following questions.

- 1 What activities do different members of your family enjoy doing?
My father enjoys mending old cars. My mother enjoys running and reading books.
- 2 What do your mother and father want you to do in the future?
- 3 What type of films do different members of your family watch?
- 4 What do different members of your family talk to you about?

EXAM SKILLS

13 With a partner, ask and answer the questions below about *your* family. Try to talk for about 20 seconds for each question.

- 1 Do you come from a large family?
- 2 Is there anything you usually do together with your family?
- 3 How often do you see your grandparents?
- 4 Who do you like the most in your family?
- 5 Would you like to spend more time with your family?

When your partner is speaking, make notes about any interesting vocabulary (particularly collocations) that you hear. Then, ask and answer the questions again.



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