

Unit 1 Relationships

A camel and his driver take a break in the desert, Rajasthan, India.
Photograph by Shivji Joshi



FEATURES

10 Unlikely friends

Two animals that enjoy each other's company

12 A confused generation

Changing attitudes among China's young generation

14 Bloodlines

Two accounts of how family has shaped people's lives

18 Immigration

A video about how immigrants have helped build America

- 1 Work in pairs. Look at the photo and the caption. Choose the phrase you think best describes the photo.

a faithful companion blood relatives
a passing acquaintance mutual respect a strong bond
true friends an odd couple

- 2 Look at these English sayings about relationships. What do they mean? Do you have a similar saying in your language?

- 1 Blood is thicker than water
- 2 A friend in need is a friend indeed
- 3 Like father, like son
- 4 No man is an island

- 3 1.1 Listen to three people talking about important relationships in their lives. Put the number of the speaker (1, 2 or 3) next to the person they are talking about.

a husband a fiancé a colleague
an old friend a brother a grandparent

- 4 Think of a person a) you have been meaning to contact for ages; and b) you have shared a travel experience with. Tell your partner about these people.

1a Unlikely friends



Image by Stevi Calandra for the National Geographic Channel

Listening

1 Work in pairs. Look at the photo. Discuss the questions.

- 1 What are the two animals in the photo?
- 2 Are they normally working animals, pets, wild animals or something else?
- 3 What does the photo suggest about these animals' characters?

2 1.2 Now listen to an extract from a radio programme about an unlikely friendship between these two animals. What things do they do together to enjoy each other's company?

3 1.2 Listen again and choose the right word to complete each statement.

- 1 Co-operation between animals of different species is not
a natural b easy c usual
- 2 Dogs are usually apes.
a suspicious of b frightened of c aggressive towards
- 3 This particular dog and orang-utan behave like
a old friends b children c people
- 4 Their behaviour has attracted the interest of a lot of
a TV viewers b scientists c psychologists
- 5 Orang-utans are very creatures.
a physical b naughty c kind
- 6 Their relationship is based on a need in both animals to
a share new experiences b hunt together c be sociable

4 Do you believe animals can have friendships? Or do they form relationships only for practical reasons? Do you know other examples of sociable animals? Discuss.

Grammar present tenses review

▶ PRESENT TENSES REVIEW

Present simple

Suriya lives with his keepers.

Present continuous

The two animals are fulfilling a basic social need in each other.

Present perfect simple

Suriya has understood that the hound dog is very hungry.

Present perfect continuous

They have been doing this every day since they first met.

For further information and practice, see page 156.

5 Look at the grammar box. Match the tenses (1–4) with their uses (a–d).

- | | |
|------------------------------|---|
| 1 present simple | a highlights a recent activity |
| 2 present continuous | b describes a situation in progress or happening around now |
| 3 present perfect simple | c describes a permanent / usual situation |
| 4 present perfect continuous | d highlights the present result of a recent action |

6 Choose the correct tense to complete this passage about animal friendships.

A number of recent videos on YouTube showing unlikely animal friends ¹ *have started / have been starting* a debate about animal friendships. Lately many people ² *have discussed / have been discussing* a particularly moving film which shows a dog making friends with an elephant. Elephants often ³ *show / are showing* concern for their social group, but there is one extraordinary scene where the elephant becomes distressed when the dog gets injured. The dog ⁴ *has recovered / has been recovering* now and the two animals have been inseparable. The question scientists ⁵ *ask / are asking* is: is such behaviour normal, or do we just want it to be? Some say it happens when animals ⁶ *have lived / have been living* close to humans. No one ⁷ *has provided / has been providing* a definite answer, but it seems some animals are just naturally sociable. Others, like giant pandas, ⁸ *live / are living* more independent and solitary lives.

7 Work in pairs. Explain to each other the use of the verb forms in bold in sentences 1–10 using a–d from Exercise 5.

- We're not close friends – we're just **studying** French at the same evening class.
This sentence describes a situation in progress.
- I **live** with Sarah, but each of us **has** our own group of friends that we hang out with.
- Olivia and I went on a trip to Peru together ten years ago and we've **kept up** with each other ever since.
- I wouldn't say we were friends really. We've **met** a couple of times at parties.
- Oh, **do you know** Tom? He's a good friend of mine too. We should all meet up some time.
- Jacob **always hangs around** when he's bored, but he **never comes round** when he's got something better to do.
- Kate **has always stood by** me in times of difficulty. If ever I'm in trouble, I **know** I can rely on her for help.
- Colin and I **have been teaching** at the same school for years. We get on very well, even though we **never really see** each other socially. I think I've been round to his house once.
- Barney and I **have known** each other since we were at school. It doesn't matter if we **haven't seen** each other for a while; we just seem to pick up where we left off.
- Jessica and I are going to go for a medieval-style wedding. Themed weddings **are becoming** very fashionable.

Vocabulary friends: nouns and phrasal verbs

8 Work in pairs. What type of friend or person is each person talking about in Exercise 7? Match each sentence with a person from the box.

acquaintance	fair-weather friend	
fellow student	flatmate	girlfriend
mutual friend	old friend	
travel companion	true friend	
workmate		

9 Find the following phrasal verbs in the sentences in Exercise 7. Which ones contain two prepositions, rather than one? Discuss what each verb means.

- 1 verb with *get*
- 1 verb with *stand*
- 2 verbs with *hang*
- 2 verbs with *round*
- 3 verbs with *up*

10 Choose the correct phrasal verbs to complete these sentences.

- We come from different backgrounds but we really well.
- We don't have to do anything special, like going to a show. It would just be nice to together for a bit.
- I made a lot of really good friends at university, but I haven't with many of them.
- Why don't you to my house for supper tonight?
- Some friends are great just to have a good time with, but real friends are the ones who you when you're in trouble.
- I'm busy at six o'clock but we could later, if you like. Say, eight thirty?

Speaking

11 Work in pairs. Think about three of your friends. What kind of friend are they? Choose from the types in Exercise 8. Think also about how often you see these people and what things you do together. Discuss if your friendships are similar in any way.

1b A confused generation

Reading

- 1 Work in pairs. Look at the photo accompanying the article below. Discuss the questions.
 - 1 What does it show?
 - 2 What do you think the matter is with the young girl?
 - 3 Is this situation familiar to you?
- 2 Discuss what effects you think China's recent economic boom have had on the attitudes of the younger generation and the older generation?
- 3 Read the article and compare your answers.
- 4 Look back at the article and find examples of the following to show how attitudes are changing in China.
 - language use
 - caring for the old
 - the relationship between parents and children
 - shopping
 - knowledge of the world
- 5 Do Bella's parents seem to accept the changes that are happening in China or not? Do you think the changes are difficult for Bella too? Why? / Why not?

Grammar the passive

- 6 Work in pairs. Look at the examples of passive verbs from the passage (1–6). Then look at uses of the passive (a–d). Which are true and which are false?
 - 1 Bella is the name that she **has been given** by her English teacher.
 - 2 But at the same time these new values **are also being questioned**.
 - 3 '**Have** our lives **been made** richer by all our new possessions?'
 - 4 **Is** Chinese culture **being supplanted**?
 - 5 When they go shopping Bella makes sure that the 'right' western brands **are selected**.
 - 6 'Our advice **is not listened to** and it **is not wanted**,' her mother says.
 - a The person doing the action – the agent – is not the main focus of the sentence.
 - b We use *from* to introduce the agent in a passive sentence.
 - c The agent is often unimportant or unknown – it is the action that interests us.
 - d The passive is often used because we want to start a sentence with something that has already been mentioned.

Change brings problems. Bella lives with her parents in a brand new apartment in Shanghai. Her real name is Zhou Jiaying – 'Bella' is the name that she has been given by her English teacher. Her parents are representative of a confused generation in a confused time. In modern Chinese society different ideologies are fighting against each other. Enormous material benefits have been brought by China's economic boom, but the debate is not about these; it's about family life and values. Old values – the respect of family and the older generations – are being replaced by new ones which place money as the critical measurement of one's position in society. But at the same time these new values are also being questioned. Have our lives been made richer by all our new possessions? Is Chinese culture being supplanted? As in all changing societies people are trying to find the right balance between the 'new' and 'old'.

Recently, Bella's family put their grandfather into a nursing home. It was a painful decision. In traditional China, caring for aged parents has always been an unavoidable duty, but times are changing. Bella's ambition? 'I want one day to put my parents in the best nursing home' – the best that money can buy, she means.

'When she told us that' Bella's father says, 'I thought – is it selfish to think she will be a dutiful and caring daughter and look after us? We don't want to be a burden on her when we get old. This is something my daughter has taught us. Once it was parents who taught children, but now we learn from them.' The family can buy many more things these days, and when they go shopping, Bella makes sure that the 'right' western brands are selected. (Pizza Hut is her favourite restaurant.) She also teaches her parents the latest slang.

Her parents want to be supportive, but they no longer help with Bella's homework; in spoken English she has surpassed them. She has already learnt much more about the world outside than them. 'Our advice is not listened to and it is not wanted,' her mother says. 'When she was little, she agreed with all my opinions. Now she sits there without saying anything, but I know she doesn't agree with me.' Bella glares, but says nothing. 'I suppose our child-raising has been a failure.' In China there is no concept of the rebellious teenager.



▶ THE PASSIVE

Present simple passive

I am given, you/we/they are given, he/she/it is given


Present continuous passive

I am being given, you/we/they are being given, he/she/it is being given

Present perfect simple passive

I/you/we/they have been given, he/she/it has been given

For further information and practice, see page 157.

- 7  **1.3** Look at the grammar box. Which of the verbs in bold in 1–6 below also sound natural in the passive? Transform the sentences from active to passive. Listen and check.


There are many children like Bella in China. They ¹ **admire** western brands. Their parents ² **have spoiled** them a little perhaps. Often these children ³ **receive** a better education than their parents. Their parents ⁴ **send** them to private schools and they ⁵ **encourage** them to go to university. In China the new economy ⁶ **is raising** everyone's hopes.

▶ **WORDBUILDING** forming adjectives from nouns

There are various endings in English: *-ful, -ish, -ent, -ious, -ive*, used to form adjectives from nouns.
support → *supportive*, *rebel* → *rebellious*

For further information and practice, see Workbook page 11.

8 Pronunciation weak forms in passive verbs

- a  **1.3** Work in pairs. Listen again to the passive verbs used in Exercise 7. Which parts of the verb are stressed? Which are not stressed?
- b Practise saying these sentences, putting stress on the main verbs and un-stressing the auxiliary verbs.
- 1 A lot of changes **have been introduced** in China.
 - 2 As a result, the average Chinese person **has been given** a better standard of living.
 - 3 Couples **are only allowed** to have one child.
 - 4 A lot of money **is invested** in each child's future.
 - 5 But changes in this policy **are being discussed**.
 - 6 The government **has been concerned** by the growing number of people over 60.

- 9 Complete the sentences by putting the verb in the correct tense, active or passive.

- 1 'Children (grow) up much too quickly today. Girls of twelve (dress) as if they are eighteen.'
- 2 'We (leave) behind by all the new technology they use.'
- 3 'They (probably / work) harder than us, but they (not / have) so much fun.'
- 4 'They (live) longer and longer and we (expect) to look after them. It's not fair.'
- 5 'Our parents aren't so different to us: they (listen) to the same music, for example.'
- 6 'In recent years respect for wisdom and knowledge (replace) by respect for money.'
- 7 'I rebelled against my parents. My children feel that they (expect) to rebel, but in fact they have nothing to complain about or rebel against.'
- 8 'We (often / criticise) for being selfish and having no moral values, but that's our parents' fault: we (spoil) by them.'

Speaking

- 10 Work in groups. Discuss whether it was a young person or an older person that said each of the items in Exercise 9. Which of the statements do you agree with?
- 11 Do you think the 'gap' between your generation and your parents' generation is greater than the one between your generation and the next generation?



A confused generation

1c Bloodlines

Reading

- 1 Work in pairs. Why do you think people emigrate? What difficulties do you think they face when they settle in a new country? Compare your ideas with another pair.
- 2 Read the article about immigrants in New York. Answer the questions. Then compare your answers with your partner.
 - 1 What is special about the area of Queens in New York?
 - 2 What do Richard and Tanja's families have in common?
 - 3 What are the differences between Richard's and Tanja's stories as immigrants?
- 3 Are the sentences true (T) or false (F) according to the article?
 - 1 Immigrants in Queens feel attached to their new country.
 - 2 People are much more interested in learning about distant ancestors than recent generations.
 - 3 Some years after immigrating to America, Tomas met his brother in New York by accident.
 - 4 Richard's grandmother has kept the family history alive.
 - 5 Tanja's mother wasn't able to balance work with looking after her children's education.
 - 6 Tanja and her sister have chosen to have similar careers to their parents.
- 4 Look at the article and choose the correct explanation of each phrase.
 - 1 *a melting pot* (para 1)
 - a a place of conflict
 - b a place where all mix together
 - c a place which attracts
 - 2 *their ancestral roots* (para 2)
 - a where their family came from originally
 - b how they got to America
 - c their parents' character
 - 3 *one recurring theme* (para 3)
 - a sad fact
 - b common story
 - c unusual quality
 - 4 *seeking his fortune* (para 4)
 - a hoping to get lucky
 - b looking for the right job
 - c looking for a way to get rich
 - 5 *a must* (para 5)
 - a a good thing
 - b a right
 - c a necessity

Critical thinking identifying the main aspect

- 5 Work in pairs. This article deals with different aspects of emigration. Identify the aspects in each of the first three paragraphs. Compare your answers with another pair to check you have identified the same themes.
- 6 Read the personal accounts of the immigrants again. Which of the aspects do their stories pick up on? Which aspects are not really mentioned again?
- 7 Discuss what the main aspect, or message, is of this article. Then ask other pairs if they have reached the same conclusion.

Speaking

- 8 Look at these phrases from the passage describing family characteristics or traits and discuss what they mean.

“He was clearly something of a free spirit.
‘My parents have a strong work ethic.’
‘We’ve both inherited that desire to get ahead.’”
- 9 Look at the questions below and note down your answers. Then ask your partner about their answers. Does family have a similarly strong influence in your lives?

HOW DOES FAMILY SHAPE YOU?

- Would you say you are a close family? _____
- How much time do you spend with family:
 - out of a sense of duty?
 - because you choose to?

- Is family a consideration for you in choosing where to live? _____
- How conscious are you of your family's history? _____
- Is there a strong family trait? Have you inherited it? _____
- Is there a 'head of the family'? How important is it to have this person's approval? _____
- Is there someone in the family you particularly admire? Why? _____
- Has your family influenced the career path that you have chosen? _____
- When seeking advice, are you more likely to turn to friends or family? _____
- How important is it to you that your family approves of your partner? _____
- Would you say your family members have the same attitude to:
 - money?
 - bringing up children?



BLOOD LINES

America itself is well-known for being a melting pot of different ethnic groups and cultures, but nowhere is this diversity more pronounced than in Queens, New York. Here, second-generation Puerto Ricans live alongside third-generation Greeks and first-generation Koreans, all united by a common feeling of pride in their American identity.

However, they are also proud and curious about their ancestral roots. *National Geographic's Genographic Project*, known also as the Human Family Tree, set out to trace the origins and common ancestry of the various immigrants in this community by examining their genetic makeup using a simple DNA test. The study was well supported by local residents, but often what was of more immediate interest to people was something which intrigues us all: the history of our recent ancestry. In other words, how their grandparents and great-grandparents arrived in America, and what brought them there in the first place.

One recurring theme among immigrants seems to be the hard work and sacrifices that went in to building a new life and how their descendants now feel a duty to honour their efforts by working hard too. Here are two Queens residents' stories.

Richard, 38

My great-grandfather Tomas came to America from Poland when he was fifteen. His mother had become ill and died, and his father remarried to be able to take care of his seven children. Tomas didn't like his stepmother, so he ran away to Belgium, where he boarded a ship to America – without a ticket. He was clearly something of a free spirit. Arriving in America with nothing, he got a job on the railroads in California. Then one day he saw an announcement in a newspaper that was read by immigrants. It was from his brother in New York who was also seeking his fortune in America and was looking for him. Tomas got in touch and they had an emotional reunion in New York, where Tomas subsequently settled. This is the story that my grandmother has passed down to us, to my parents and all my aunts and uncles. She is an amazing woman and the head of the family, I suppose; the one who holds us all together. She's actually quite forgetful now, but she never forgets family details. What that has meant is that all of us – brothers, aunts, cousins – have a strong family bond and a strong sense of belonging to a group that has struggled and fought together to succeed here.

Tanja, 29

'I'm a first generation American. Both my parents came here from Jamaica, where getting a good education is a must. My mother always says that people may take everything away from you, but they can never take away your education. My father was a nurse in Jamaica, but he had an ambition to be a doctor in the US; when he first came here, he studied during the day and went to work at night. My parents have a strong work ethic. My mum has always worked as a nurse, but at the same time has always been very involved in our lives also, helping with our studies and following our careers with interest. Both my sister and I have followed them into the medical profession and now I'm working as a doctor at the Mount Sinai hospital in Queens. I don't know if that kind of dedication is genetic or just something that you learn from your parents, but that desire to get ahead ... we've certainly both inherited it. The great thing about America is that it gives you the opportunity to live those dreams too.

1d A face from the past

Real life meeting people you know

- 1 Work in pairs. Discuss the questions.
 - 1 When was the last time you bumped into someone that you hadn't seen for ages?
 - 2 What did you talk about?
 - 3 Had they changed a lot?
- 2 1.4 Listen to a conversation between two people, Tim and Greta, who meet by accident in the street. Answer the questions.
 - 1 What have they been doing since they last met?
 - 2 What future arrangement do they make?
- 3 1.4 Listen again and tick the expressions in the box the speakers use.
- 4 Find the ticked expression that matches sentences 1–6.
 - 1 how Greta expresses her surprise at meeting Tim
 - 2 how Greta ask Tim for his news
 - 3 what Tim says about Greta's appearance
 - 4 how Greta describes her business
 - 5 what Greta says about Amanda, their other friend
 - 6 how Greta says she can't carry on the conversation

5 Pronunciation expressive intonation

- a 1.5 Emotion (surprise, excitement, etc.) is often conveyed by expressive or exaggerated intonation. Flat intonation often suggests a lack of emotion or interest. Listen to these phrases say if the intonation is expressive (E) or flat (F).
- | | E | F |
|-----------------------------------|--------------------------|--------------------------|
| 1 Hello. Fancy seeing you here. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Oh, busy as ever. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 How's it all going? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Sorry, I'm in a bit of a hurry. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Do you see much of Amanda? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 You're looking well. | <input type="checkbox"/> | <input type="checkbox"/> |
- b Work in groups. Choose a phrase from the box and say it either with expressive intonation or with flat intonation. Ask the others in the group to say which intonation you used.
 - 6 Imagine you are in a large shopping centre during your lunch break from work. Walk around and 'bump into' other people that you have met before. Find out what each person has been doing, and make a future arrangement. Then move on until you bump into someone else. Use the box to help you.

▶ MEETING PEOPLE YOU KNOW

Fancy meeting / bumping into / seeing you here!
What a (nice) surprise!

How are things?
What have you been up to?
How's it all going?

Busy as ever.
I've been completely snowed under.
It has its ups and downs.

You're looking well.
It obviously suits you.

Do you see much of Amanda?
How's Amanda getting on?
She was asking after you the other day.

Do give her my regards.
Say hello to her from me.

Well, I should probably go and ...
Sorry, I've got to rush. / I'm in a bit of a hurry.
I don't mean to be rude, but I need to ...
It was really nice to see you. / Great to see you.
Good luck with ...



1e News from home

Writing an informal email

- How often do you send news to friends and family? Do you communicate by letter, email, text message?
- Read the email below from Ben to his friend, Fergus. Where is Ben and what is he doing there? How would you summarise the contents of each of the three paragraphs?

Dear Fergus

I hope all's well with you. I've been meaning to write for ages, but my journal takes up a lot of my time. Please don't think it's because I haven't been thinking about you all – I have and I'm getting quite homesick. But I have to remind myself of why I am here, which is to try and get established as a freelance journalist and photographer.

I'm now in Sri Lanka visiting some tea plantations and talking to people about how their lives have changed in the last 20 years or so. The countryside here is amazing. At the moment I'm in the hills just outside Kandy which are so lush and green, you wouldn't believe it. I'm trying to get an interview with one of the plantation owners that I can make into a feature for a magazine. Fingers crossed!

So, my plan is to stay here until the end of September and then get a plane back to the UK to see if I can find someone who will publish some of this stuff. It would be great to get together with you then. How is the family? Is Sarah still working for that horrible estate agent? Do give them all my love. I'll write again soon.

All the best,

Ben

- What features of the language in this letter tell you that it is in an informal style?

4 Writing skill greetings and endings

- Which of these other phrases for greeting and ending would be appropriate in an informal email to a friend or relative?

All my love Best wishes Dear Mr Franks
Dear Sir or Madam Hello Hi John
Kind regards Love Regards Warm regards
Yours Yours faithfully Yours sincerely

5 Word focus get

- The verb *get* is used often in spoken or informal written English. Find five phrases / sentences in the letter where it is used. What does it mean in each case? Think of a synonym for *get* in each case.
- Read the sentences. Match the uses of *get* to a word with a similar meaning in the box.

be (in passive sentences) catch do / manage
persuade reach receive

- Did you get my last letter?
 - How have you been getting on in your new job?
 - I got a virus which kept me in bed for two weeks.
 - We got delayed for four hours at the border.
 - I'm going to try to get him to come with me.
 - I'll call you when I get to London.
- Write three sentences of your own with *get* giving recent news about yourself. Work in small groups and read them to each other.
 - Imagine you have been away from home for some time. Write an email (200 words) to a friend or family member to ask them for news from home and to give them your news. Try to use the verb *get* at least twice.
 - Work in pairs. Exchange letters. Check for the following:
 - Is the use of tenses correct?
 - Is the style not too formal?
 - Did they use the correct greeting and ending?

1f Immigration



Fleeing economic and political hardships, many millions left their homelands in Europe and Asia in search of a better life.



Before you watch

- 1 Work in groups. Look at the photo and discuss the questions.
 - 1 Where are the people in the photo?
 - 2 What do you think they are doing?
 - 3 What does the caption tell us about the people?
- 2 Work in pairs. Write down five images you think you will see in the video.

An immigration officer checking the documents of a person arriving in the US by boat.

While you watch

- 3 Watch the video and check your ideas from Exercise 2.
- 4 Watch the first part of the video (to 02:30). Find and underline eleven errors. Write the correct information below the text.

Large numbers of immigrants have come to the United States since the early 17th century. Europeans settled mainly in the western half of the country. Immigrants from Asia and from Mexico settled mostly in the east and the northwest. Between 1892 and 1954, Ellis Island in Los Angeles Harbour admitted seventeen million immigrants. In 1907, as many as eleven thousand people a week were processed. And today, four out of every five Americans can trace part of their family history directly back to Ellis Island. Many of these immigrants settled on the Upper East side of Manhattan. The Tenement Museum shows how harsh their living conditions could be. Families of eleven people lived in small apartments with just two rooms. On the other side of the country, families arrived at Devil's Island in California, where conditions were more relaxed for Asians.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11

- 5 Watch the second part of the video (02:31 to the end). Answer these questions.
 - 1 How many legal immigrants arrive in the US each year?
.....
 - 2 What particular challenge is there along the US–Mexico border?
.....
 - 3 What have foreign-born citizens brought with them to the US?
.....
 - 4 How is the US economy affected by immigration?
.....
 - 5 What do immigrants usually share with people already living in the US?
.....
 - 6 How does this help the immigrants?
.....

After you watch

6 Roleplay arriving at Ellis Island

Work in pairs.

Student A: Imagine you are an immigrant to the US arriving at Ellis Island. Read the information below and make notes.

Student B: Imagine you are an immigration officer at Ellis Island. Student A wants to enter the country as an immigrant. Read the information below and prepare questions to ask the immigrant.

- where you come from
- your journey
- why you want to come to the US

Act out the interview, then change roles and act out the interview again.

- 7 Lavinia Limon says, 'We're in a much better position because we have maintained our immigration flows.' What do you think she means? Do you agree with her?
- 8 Work in groups and discuss these questions.
 - 1 What kind of problems do you think immigrants faced when they arrived in the United States in the 1920s?
 - 2 Do you think immigrants face similar problems today?
 - 3 Do you think immigrants should try to keep the customs and values of their home countries, or adopt those of their new country?

contend with (v) /kən'tend wɪð/ deal with a difficult situation
discrimination (n) /dɪskrɪmɪ'neɪʃən/ treating a group of people in an unfair way
diverse (adj) /daɪ'vɜːs/ varied
flee (v) /fliː/ escape from
hardship (n) /'hɑːdʃɪp/ something that makes life difficult

harsh (adj) /hɑːʃ/ unpleasant and difficult to live in
leap (n) /liːp/ jump
partition (v) /pɑː'tɪʃən/ divide
shore (n) /ʃɔː/ coast
tenement (n) /'tenəmənt/ a large building divided into apartments in a poor area of a city

UNIT 1 REVIEW

Grammar

- 1 Read the article below about families. Answer the questions.
 - 1 What is the difference between a nuclear and an extended family?
 - 2 What are the benefits of an extended family?
- 2 Underline the right present tense form to complete the text. Then check your answers with your partner.
- 3 Work in pairs. Make a list of other advantages and disadvantages of living in an extended family. Then compare your answers with another pair.



When talking about family, a distinction ¹ *is making / is made* between extended family and nuclear family. The nuclear family is the basic family unit of parents and children. The extended family is all the other members who ² *are related / have been related* by blood and by marriage: aunts, uncles, grandparents, nieces, nephews, in-laws, etc. In the West, the importance of extended family ³ *has decreased / has been decreased* greatly in the last 50 years. But the extended family has many economic benefits. Grandparents ⁴ *help / are helped* with childcare and in turn they ⁵ *are looked after / have been looked after* when they are old by younger members of the family. Also, when houses and domestic chores ⁶ *are sharing / are being shared by many*, living costs are naturally lower. But in recent years more and more young people ⁷ *are choosing / have been choosing* to live in nuclear families and so the economics ⁸ *have changed / have been changing*. The older generation say that traditional family values ⁹ *are losing / are being lost*; but the more serious economic issue is that everyone's network of support ¹⁰ *has been taking / has been taken away*.

I CAN

- use present tenses
- talk about events in present time using active and passive forms

Vocabulary

- 4 Read each definition and then put in the correct word.
 - 1 Someone who is also studying, like you = a student
 - 2 Someone you go on a trip with = a companion
 - 3 Someone who you can really depend on = a friend
 - 4 Someone you and another friend both know = a friend
 - 5 Someone you share an apartment with = a
 - 6 Someone you know but is not really a friend = an
 - 7 Someone you are related to by birth = a relative
- 5 Work in pairs. Give details about one of the people in Exercise 4:
 - who you hang out with regularly
 - who you haven't kept up with
 - whose house you go round to regularly

I CAN

- describe different types of friends and acquaintances
- use phrasal verbs that describe relationships

Real life

- 6 Put the sentences below into the right order to complete the conversation between Karen (K) and Jim (J).

K: Hello Jim. Fancy bumping into you here. 1

K: Great. Well, I should probably go. I'm in a bit of a hurry to get to the bank.

K: Of course I will. We should get together some time.

K: You know – busy as ever. He's working for BP now in London.

K: You too. Good luck with the work in New York.

K: Not bad, thanks. What have you been up to?

K: Have you? That's sounds exciting. You're looking well.

J: Thanks. You too. How's David getting on these days?

J: Well, do give him my regards.

J: Yes, that would be nice. I'll get in touch when I'm back next month.

J: Well, it was great to see you.

J: I've been working in New York for the past month.

J: Oh hello, Karen. What a nice surprise! How are things?
- 7 Work in pairs. Imagine you meet each other in the street by accident. Act out a similar conversation.

I CAN

- have a conversation with someone I haven't seen for some time

Speaking

- 8 Work in pairs. Tell each other about a relationship with a family member or friend that is important in your life.