

VOCABULARY

Family and society

- 1 Work in pairs. Describe the pictures (1–2). What is the relationship between the people in each picture?



- 2 Fill in the gaps (1–10) in the article with words or phrases from the box.

birth rate breadwinners childbirth childcare
divorce rates households nuclear family offspring
registered partnership single-parent families

WHAT IS A 'TYPICAL FAMILY'?

The British find it hard to define. It seems that the conventional model of a(n) ¹ _____ (a married couple with children) is not the only option people choose. Many people simply live together with a partner for a time before moving on to a different relationship. And even those who decide to live with a partner often prefer a(n) ² _____ (also referred to as a civil union) to a legal marriage contract. Also, the number of ³ _____ (mothers or fathers raising kids alone) has tripled in the past 30 years.

Britain also has one of the highest ⁴ _____ in Europe: two in every five marriages will probably fail. But some things are more resistant to change. Household chores (e.g. ironing) are still mainly carried out by women, while men are the ⁵ _____, earning a higher salary than their female partners. In addition to the discrimination in wages, women are also responsible for providing ⁶ _____.

The average age of first-time mothers in the UK is now 29 – compared to 26 in the 1970s – and women are having fewer ⁷ _____. This in turn has led to a decline in the ⁸ _____, which is now averaging 1.8 children per couple. With rates of ⁹ _____ and marriage down, and divorce and single-person ¹⁰ _____ up, is Britain at risk of becoming a nation of loners?

- 3 Work in pairs. Discuss the questions.

- 1 Are family trends similar in Ukraine?
2 Who usually takes care of children in Ukrainian families? Do you think this is changing?

Housework and repairs

- 4 Complete the questions (1–6) with the correct words (a, b, c or d).

- 1 Do you _____ your bed every day?
a clear b do c take d make
- 2 Who _____ the windows in your home?
a cleans b clears c shines d polishes
- 3 How often do you help _____ the house?
a order in b settle for c tidy up d make up
- 4 How willing would you be to help _____ a new bookcase?
a assemble b install c gather d fix
- 5 Would you be prepared to _____ a leak in the roof?
a complete b fix c renovate d recover
- 6 Have you ever _____ any painting or decorating jobs? What did you do?
a gone b made c taken d done

- 5 Work in pairs. Ask and answer the questions in exercise 4.

Relationships

- 6 Match the words from the box with their definitions (1–8). Use each word only once.

acquaintance close friend colleague ex fiancée
mate next of kin sibling

- 1 an informal word for a friend _____
- 2 someone that you know, but aren't very close to _____
- 3 someone's former wife, husband or partner _____
- 4 someone that you know very well _____
- 5 someone that you work with _____
- 6 a brother or sister _____
- 7 a woman who is engaged to a man _____
- 8 a formal word for someone's closest living relative or relatives _____

- 7 Write sentences using the words from exercise 6.

Oksana Shutko is my step-sister's colleague.

Passports usually contain information about a person's next of kin.

8 Complete the sentences (1–8) with phrases from the box.

broke up close relationship drifted apart
in a relationship in common keep in touch
settle down ups and downs

- I _____ with my cousins through social media.
- Tina phones her mum every day. They have a _____.
- We used to be inseparable, but gradually _____.
- Don't cheat _____. It's better to be honest.
- When is Elsa going to _____ and get married?
- Even though we have our _____, I still love you.
- Jake and his girlfriend recently _____ after a big fight.
- I have a lot _____ with my grandmother.

Conflicts

9 Match the words in bold (1–7) with their definitions (a–g).

- How would you react if a friend **broke** a promise you'd asked them to keep?
 - What would you do if they **threatened** to tell a secret you'd told them?
 - Have you ever **accepted the blame** for something you didn't do? If yes, why?
 - In what type of situations, if any, do you like people to **leave** you **alone**?
 - How much does it bother you if someone **makes fun** of you?
 - How important do you think it is to **obey** rules at home?
 - How would you react if a friend wanted to **punish** you by not talking to you?
- a laugh at somebody or make other people laugh at them, usually in an unkind way
b stop annoying or talking to somebody
c make somebody suffer because they have done something wrong
d say that something is your fault
e not do what you said you would definitely do
f do what you are told to do
g tell someone you will cause trouble if they don't do what you want

10 Work in pairs. Take turns to ask and answer the questions in exercise 9.

11 Choose the correct word to complete the sentences (1–5).

- To avoid conflicts with others in society, it is important to **conform/confirm** to rules.
- My parents got into a big **argument/contest** about housework, which they didn't resolve.
- Ross didn't invite Martha to his party, which **accused/offended** her.
- Our school has a new policy to deal with **bullying/cheating** in the playground.
- Robert and I **brought up/fell out** with each other over a misunderstanding.

12 Look at the picture. Describe the situation. Use any suitable words from exercises 1–11 to say what you think is happening and what the people are saying to each other.



13 Work in pairs. Take turns to answer the questions.

- How close are you and your family? Who are you closest to? Why?
- What's the best age to have children? Why?
- Do you do housework at home? If yes, what do you do? Who does the most in your family?
- What's more important: having a lot of friends or having just one or two? Why?
- How important is it to you to spend time with your extended family? How often do you see each other?
- Have you ever had a big disagreement with a friend? What happened?

Multiple-choice

- 1 Look at the pictures (1–4). Match the expressions from the box to each picture.

co-operation emotional support
having fun shared experiences

- 2 Work in pairs. Talk about what you think is most important in a good friendship. Use the expressions from exercise 1 or your own ideas.
- 3 Read the first paragraph of a text about friendship. Choose the correct answer (A, B, C or D).

The most important people for many teenagers are ...

- A people in their family.
- B friends of their family.
- C a boyfriend or girlfriend.
- D their teenage friends.

WHAT ARE friends FOR?

To many teenagers, their most important relationship is not the one they might have with a boyfriend or girlfriend. It's their relationship with their friends. Indeed, most teenagers prefer to spend more time with their friends than with their family. But what does friendship mean?

There is a poem in Sanskrit, the classical language of India, which says that friendship must consist of the following elements: giving, taking, sharing secrets, knowing where your friends are, and giving and sharing food with them. This ancient definition seems like a very apt description. Shared interests and opinions are essential. It isn't easy to get on with someone who can't stand your taste in music or fashion.

Most of us have friends – but it's likely that only a few of them can be described as close friends. Robin Dunbar, a British professor of evolutionary psychology, believes that the maximum number of people we can have in our social group at one time is 150. Many of these are casual friends or *acquaintances*. We don't meet them very often, but we might invite them to a big party, for instance. But – according to Dunbar – we don't normally have more than five close friends.

So who is a best friend? It is someone who's there for you when you're feeling miserable – to give you advice when you want it and to just listen when you need someone to talk to. It might be someone you have known all your life, or someone you've recently met.



It might be someone you only see once a year, but when you do get together it feels like you saw him or her only last week. But can you have a best friend of the opposite sex? In theory, the answer should be yes, but in practice, things can get complicated!

These days, social networking sites offer many opportunities to get to know people online. These are usually people who are into the same things as you are (such as music and films), and can give you advice about the different issues you face. For some people, especially those who aren't so self-assured, making friends online is easier. Online friends aren't going to be as demanding as your friends from the real world might be. Moreover, if you get bored with a conversation online, or if someone's messages are getting on your nerves, you can just ignore them. On the other hand, it may not be realistic to expect your online friends to give you real support when you need it – so a balance of online and real-world friends is probably ideal!

EXAM STRATEGY

- Find and underline the part of the text which contains information about each question.
- Decide which options are definitely incorrect. Then read the relevant part of the text again carefully to decide which of the remaining options is the correct answer.

4 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

- What does the Sanskrit poem describe?
 - Why friendships were different in the past.
 - Why sharing a meal is important.
 - What the history of friendship is.
 - What every friendship should have.
- What does the word *acquaintances* in paragraph 3 mean?
 - people you do not know well
 - people you are related to
 - people you are very close to
 - people you work with
- What should a true friend do, according to the text?
 - Hide your secrets from other people.
 - Always be ready to give you advice.
 - Be there to help you whenever you feel miserable.
 - Enjoy the same kind of music as you.
- According to the text, what is **NOT TRUE** about a best friend?
 - You might have known them for a long time.
 - It isn't important to have grown up with them.
 - It's essential that you see them frequently.
 - You don't need to see them regularly.
- What does the author say about online friends?
 - They are easier to make if you aren't confident.
 - You have to share the same hobbies with them.
 - They will never judge you, even if you're boring.
 - They are harder to ignore than friends in real life.

5 Work in pairs. Do you agree with the definition of friendship from the text?



Words in context

6 Match the words (1–6) from the text with their definitions (a–f).

- | | |
|----------------|-------|
| 1 essential | _____ |
| 2 complicated | _____ |
| 3 demanding | _____ |
| 4 miserable | _____ |
| 5 apt | _____ |
| 6 self-assured | _____ |
- expecting a lot of attention from others
 - suitable or appropriate
 - difficult to understand or deal with
 - permanently unhappy
 - having a lot of confidence in themselves and their abilities
 - completely necessary, extremely important

Collocations with *get*

7 Complete the sentences with the appropriate form of *get* and a word or phrase from the box.

bored complicated on my nerves on with to know

- Martha keeps singing the same song. She's really _____!
- When Tim's sister fell in love with his best friend, things quickly _____.
- I don't understand why Lily and Dan _____ each other so well – they are so different!
- If you didn't complain all the time, I wouldn't _____ and stop listening.
- Did they _____ each other at university?

8 Work in pairs. Look at the pictures below and discuss how friendships are changing, and what you think about this.



LANGUAGE REVIEW

infinitive and gerund (-ing form)

1 Complete the sentences with the correct form of the verbs in brackets: the infinitive or gerund.

- Do you mind _____ (turn) off the music?
I'm trying _____ (get) some sleep!
- _____ (live) as part of a community is important to help you avoid _____ (feel) lonely.
- My dad has never forgotten _____ (meet) my mum for the first time, but he did forget _____ (buy) her an anniversary present this year.
- If you want _____ (get) the author's autograph, it will mean _____ (queue) for at least an hour.

Grammar reference pages 114–116

Grammatical multiple-choice cloze

2 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).



The right time to get married?

Nowadays, young people are waiting longer than ever before ¹ to get married. While there is ² perfect age to marry, it is often not until people reach thirty that they are able to make such a big commitment. Delaying marriage until their thirties ³ people more time to develop personally and professionally. As a result, by the time they marry, they ⁴ to provide financial stability for their partners and children. Also, because they are emotionally more mature, they may also find it ⁵ to reach a compromise when it is necessary in their relationship.

- | | | | |
|-------------|---------------|-------------|---------------|
| 1 A decide | B decided | C to decide | D deciding |
| 2 A no | B not | C never | D none |
| 3 A allowed | B had allowed | C allows | D is allowing |
| 4 A can | B are able | C have | D need |
| 5 A easily | B easiest | C easier | D the easiest |

Lexical multiple-choice cloze

EXAM STRATEGY

Read the whole text first without filling in the gaps to find out what it is about. Then read it again and choose the correct answer.

3 EXAM TASK Read the text. For questions (1–10) choose the correct answer (A, B, C or D).



The earliest portrayals of dads on TV were simplistic, sticking to the image of what an ideal father might be ¹. The dads of the 1950s worked full-time, while mums stayed at home to ² up the children. Jim Anderson from the sitcom *Father Knows Best* returned from his job, took off his jacket and rolled up his sleeves to solve all the problems ³ home.

The roles of dads started to change as feminism gained popularity and women began to be seen as strong and independent working mothers. And in the 1970s these shows were ⁴ by new ones that mirrored changes in society. Suddenly, blended families and work-from-home dads appeared on the screen. Male ⁵ started taking responsibility for providing emotional support at home, ⁶ if they could not hope to get it right all the time. Then, the late 1980s featured the rise of the idiotic dad. Homer Simpson in *The Simpsons* was the first of many ⁷ dads who needed more looking ⁸ than his children.

After moving from wise dads to clueless dads, today's TV fathers are beginning to find a ⁹. With cutting-edge shows and reality television, we are getting a more realistic ¹⁰ of fatherhood. Now, TV series show dads who are breadwinners, nurturers and great dads!

- | | | | |
|--------------|------------------|-------------|-------------|
| 1 A as | B like | C for | D such |
| 2 A make | B raise | C bring | D take |
| 3 A in | B around | C on | D at |
| 4 A taken | B made | C opened | D replaced |
| 5 A actors | B characters | C directors | D producers |
| 6 A even | B perhaps | C despite | D just |
| 7 A impolite | B understandable | C immature | D unclear |
| 8 A to | B round | C through | D after |
| 9 A harmony | B balance | C peace | D calm |
| 10 A view | B look | C approach | D belief |

LISTENING

True/false

1 Work in pairs. Discuss the questions.

- 1 How well do you know your neighbours?
- 2 Do you think you could ask your neighbours for help if you needed it?

EXAM STRATEGY

Understanding the situation and the relationship between the speakers can be helpful in interpreting a listening text. Listen carefully for clues like how people address each other, whether they use formal or informal language, or what expressions they use.

2 1.02 Listen to the beginning of a conversation. Who is Emma talking to? Choose the most likely answer (A, B, C or D). What helped you decide?

- A a neighbour
- B a teacher
- C a radio interviewer
- D another student

3 EXAM TASK 1.03 Listen to the text. For statements (1–5) choose T if the statement is true according to the text, F if it is false. You will listen to the text twice.

- | | T | F |
|--|-----|-----|
| 1 Emma wants to find out how her grandmother's community has changed. | ___ | ___ |
| 2 Emma says there are advantages and disadvantages to living in a close community. | ___ | ___ |
| 3 Emma describes online friendships as natural. | ___ | ___ |
| 4 Not all of the people at Synchronicity share the same living space. | ___ | ___ |
| 5 It is very unusual for people to live in communes in the USA. | ___ | ___ |

4 Complete the sentences with words from the box. The words all appeared in the recording.

business common sense space

- 1 In villages, people often know too much about everyone else's _____.
- 2 Going through a crisis together often inspires a strong _____ of community.
- 3 It's _____ knowledge that Jess and Sam are going out together.
- 4 Ben is freelance, but he rents an office _____ with two friends.

5 Work in groups. Describe the pictures (1–3), then discuss the questions.

- 1 Do you feel like part of the community where you live? Why?/Why not?
- 2 If you could organize an event to bring your community together, what would it be?



Informal email: asking a friend for a favour

1 Work in small groups. Discuss the questions.

- Do you ever ask your friends to do you a favour? What do you usually ask them to do for you?
- Which favours do you most frequently ask for? Number them 1–4, where 4 is the most frequent.

lend you money or clothes _____
 speak to someone for you _____
 give you a lift _____
 meet you at a bus or train station _____

2 Match the sentence beginnings (1–4) with the correct endings (a–d).

- Would you mind talking to one of my friends _____
 - Could you possibly meet _____
 - If you have time, could you send me _____
 - Do you think you could lend me _____
- a the links you mentioned?
 b who is quite unhappy and anxious?
 c a couple of jumpers during my visit?
 d us at the bus station?

3 Work in pairs. Read the exam task below and the email written by Ivan, an exam candidate. Discuss the questions.

- Does Ivan's email include all the information needed?
- What information does he include in addition to the points in the list?

EXAM TASK You are staying in London and have received this email from your English friend Ben. Write an email of at least 100 words to another friend in which you:

- say why you can't have Ben to stay,
- ask your friend to put him up for the night,
- describe Ben.

I'm coming to London on Monday 4th October because I've got an interview the next day, and I was wondering if I could stay with you that night. I'm happy to sleep on the sofa! If it isn't OK, just say, and I'll ask somebody else.

Ben

Hi Aleks,

I was wondering if you could do me a big favour. My friend, Ben, is coming to London on Monday. He's asked if he could stay the night, but my brother's staying with me then, so there won't be any room for Ben. Could he stay the night with you? He's a really nice guy – and he would be very happy to sleep on the sofa!

I know your flat's small, so it's fine if you don't have room.

Ivan

4 Work in pairs. Write a fuller description of Ben. Describe his personality and habits.

5 Read Ivan's email again. Find and underline one indirect question. Now put the words in the correct order to make indirect questions.

- you / I / they / arriving? / when / be / Could / will / ask
- some / you / was / advice. / if / wondering / give / could / me / I
- would / whether / ask / come / me. / I / to / with / wanted / you
- let / you / can / Could / know / if / help? / you / me

EXAM STRATEGY

Use expressions like those in exercise 2 to make your request more polite.

6 EXAM TASK You have received the following email from your English friend, Joanna. Write an email of at least 100 words to another English friend in which you:

- explain why you can't meet Joanna at the airport,
- ask if your friend could meet her,
- describe Joanna.

Hi,

Sorry I haven't been in touch recently. I've been so busy! I'm coming to Kyiv on Saturday 1st August and I'm staying for a week in a youth hostel in the city centre.

I was wondering if you might be able to meet me at the airport and come with me to the hostel. My flight gets in at 6.40 p.m. If you can't, no problem.

Joanna

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7 Check your work.

- ☐ Have you written about all three points in the task?
- ☐ Have you given enough detail in your description of Joanna?
- ☐ Have you checked your work for grammar, vocabulary and spelling mistakes?
- ☐ Have you written at least 100 words?

Conversation

1 Work in pairs. Ask and answer the questions about teenagers, parents and grandparents.

- 1 Describe one of your parents or grandparents. Is he or she strict or easy-going with you? Give some examples of how he or she behaves towards you.
- 2 Do you always obey your parents' rules? Why?/Why not? What happens if you disobey them and your parents find out?
- 3 Have you ever had an argument with one of your parents or grandparents? What was the argument about? What happened?
- 4 'Teenagers would hate it if there weren't any rules to break.' Do you agree? Why?/Why not?
- 5 If you have your own children, which rules will you have for them when they are your age? Why have you chosen these rules?
- 6 'Always following the rules means that you never have to think for yourself.' Do you agree? Why?/Why not?

Debate

2 Work in pairs. Read the statement and the points in the list and have a debate.

Decide if you are going to argue for or against the statement. If you argue for the statement, you are Student A. If you argue against it, you are Student B. Both Student A and Student B should make notes for each point in the list about what you are going to say and what your opponent might say. Make notes about what you will say in reply to your opponent.

Student A: Begin the debate with one point.

Student B: Respond with an argument against Student A's point.

Student A: Respond by saying something that supports your view. Continue until you have discussed the three points in the list.

The best way to live as a family is for grandparents, parents and children to live together.

- relationships between family members
- number of people in the home
- housework and home repairs

Speaking bank: debate ideas page 143

Picture description

3 Work in pairs. Look at the pictures (A–C). Take turns to compare the pictures and talk about the different families.

