

32

My world

Friends, family and relationships



1.1 **42** Listen to four people talking about a friendship. How well do they know the person they are talking about? Write A (very well), B (quite well) or C (not well at all).

Speaker 1: _____ Speaker 2: _____

Speaker 3: _____ Speaker 4: _____

1.2 **42** Use these verbs to complete the extracts from the recording. Then listen again to check.

enjoy fell fell get get have keep lost make make spoken told

Speaker 1: I (1) fell out with Mike over money.

We haven't (2) _____ to each other for three months.

I should (3) _____ in touch with him to (4) _____ up.

We (5) _____ each other everything.

Speaker 2: I (6) _____ madly in love with her.

We (7) _____ on really well together.

I'd really like to (8) _____ to know her.

Speaker 3: We (9) _____ touch for a while.

We (10) _____ each other's company.

We (11) _____ in touch now.

Speaker 4: I don't (12) _____ friends easily.

We (13) _____ things in common.

Vocabulary note

We say **get engaged**/married to someone, but **get divorced from** someone.

We also say **go out with** someone and **propose to** someone.

1.3 Read what Speaker 1 and Speaker 3 said. Which adjectives do they use with *friend(s)*?

1 We were very _____ friends.

2 He was my _____ friend.

3 Our fathers were _____ friends.

4 Jasmine and I became _____ friends.

2.1 Here is part of an email. Choose the correct words.

As you know, my family moved two months ago. During the summer holidays, my (1) parents / relatives were both busy at work and I didn't know anyone. So I joined a dance class to get to (2) know / meet some people. I very quickly (3) got / made some new friends, although I soon found out that I would never (4) get / become a brilliant dancer! One girl is a (5) neighbour / colleague who lives in the flat next door to ours and we have lots of things (6) in / on common. We see (7) the / each other nearly every day. We get (8) on / with well together and we almost never fall (9) down / out! So the move is working out well for me so far.

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2.2 Which of the people in the box below are relations? Underline them.

classmates colleagues cousins partner nephew widow flatmates couple acquaintance
neighbours aunt stepfather sister-in-law boyfriend grandparents fiancé(e) penfriend

2.3 43 Listen to a teenage girl talking about her family and friends and mark the statements T (true) or F (false). Correct the sentences that are false.

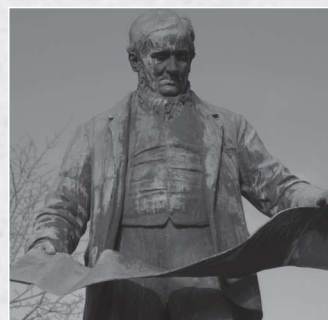
- 1 She gets on very well with her stepsister. _____
- 2 She thinks family are more important than friends. _____
- 3 She and her friends have different interests. _____
- 4 She rarely has disagreements with her friends. _____
- 5 She met her friend Meena at primary school. _____

3.1 Read this biography and choose the correct words. Then put A–F in the correct order.

BIOGRAPHY: David Davies (1818–1890)

David Davies made an incredible journey during his (1) *lifetime* / *generation*.

- A He then changed direction and became involved in building railways and then bought more land. His (2) *outlook* / *destiny* was decided when he found coal underneath.
- B In fact, he left school at 11 to work on the land. His father died when he was 20 years old and, as the (3) *eldest* / *older* of nine children, he was expected to (4) *support* / *provide* the family.
- C He later became a well-known politician but he never lost touch with his (5) *roots* / *ancestors*. He was popular, inspiring (6) *obligation* / *loyalty* among his friends, family and workers, paying for schools and chapels in his local (7) *household* / *community*.
- D He worked hard to do so and he managed to buy several farms in the area where he had been (8) *brought* / *grown up*.
- E He became the richest man in Wales even though he didn't come from a wealthy (9) *condition* / *background*.
- F It was from the mines which he set up there that his family made their (10) *fortune* / *funds*.




After his death, his granddaughters spent some of the money they had (11) *inherited* / *granted* from him on paintings, which have since become very famous. When they died, they (12) *saved* / *donated* 260 of these paintings to their country and they are now in the museum for everyone to see.

4.1 There are lots of expressions with the word *life*. Choose one expression to follow each sentence below.

- | | |
|---|-----------------------|
| 1 She's always enthusiastic and loves being busy. | A That's life. |
| 2 There's no point worrying about things that might not happen. | B It's her life. |
| 3 You should go out more instead of studying every weekend. | C She's full of life. |
| 4 I haven't seen you for ages. | D Get a life! |
| 5 I don't want my daughter to give up her job but it's her decision. | E How's life? |
| 6 The only day it rained last week was the day we chose for our picnic. | F Life's too short. |

Listening Part 3

 **44** You will hear five short extracts in which people are talking about a family party. For questions **1–5**, choose from the list (**A–H**) what problem each speaker mentions about the party. Use the letters only once. There are three extra letters which you do not need to use.

- | | | | |
|--|---|--|---|
| A The arrangements were unclear. | | | |
| B There was no public transport to the venue. | Speaker 1 <table border="1" style="display: inline-table;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px; text-align: center;">1</td></tr></table> | | 1 |
| | 1 | | |
| C The party was less formal than expected. | Speaker 2 <table border="1" style="display: inline-table;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px; text-align: center;">2</td></tr></table> | | 2 |
| | 2 | | |
| D The quality of the food was poor. | Speaker 3 <table border="1" style="display: inline-table;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px; text-align: center;">3</td></tr></table> | | 3 |
| | 3 | | |
| E Someone fell ill during the party. | Speaker 4 <table border="1" style="display: inline-table;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px; text-align: center;">4</td></tr></table> | | 4 |
| | 4 | | |
| F There wasn't enough for the children to do. | Speaker 5 <table border="1" style="display: inline-table;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px; text-align: center;">5</td></tr></table> | | 5 |
| | 5 | | |
| G The venue was unsuitable for some people. | | | |
| H There wasn't enough space. | | | |



Exam tip

Several speakers may mention something connected to a statement, e.g. something about children or food, but only one speaker will say something which exactly matches it.

Writing Part 1: essay

In your English class you have been talking about families. Now your English teacher has asked you to write an essay.

Write an essay (140–190 words) using **all** the notes and give reasons for your point of view.

‘You have to be strict to be a good parent.’
Do you agree with this statement?

Notes

Write about:

- 1** whether it's good for children to have rules to follow
- 2** whether children need to learn from their own mistakes
- 3** _____ (your own idea)



Exam tip

Remember to write about both the points in the notes and an idea of your own. There should be a clear conclusion at the end of your essay.