Unit 1  Relationships

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.
Unlikely friends

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 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 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

Grammar 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 have started / have been starting a debate about animal friendships. Lately many people have discussed / have been discussing a particularly moving film which shows a dog making friends with an elephant. Elephants often 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 has recovered / has been recovering now and the two animals have been inseparable. The question scientists ask / are asking is: is such behaviour normal, or do we just want it to be? Some say it happens when animals have lived / have been living close to humans. No one has provided / has been providing a definite answer, but it seems some animals are just naturally sociable. Others, like giant pandas, 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.

1 We’re not close friends – we’re just studying French at the same evening class. This sentence describes a situation in progress.
2 I live with Sarah, but each of us has our own group of friends that we hang out with.
3 Olivia and I went on a trip to Peru together ten years ago and we’ve kept up with each other ever since.
4 I wouldn’t say we were friends really. We’ve met a couple of times at parties.
5 Oh, do you know Tom? He’s a good friend of mine too. We should all meet up some time.
6 Jacob always hangs around when he’s bored, but he never comes round when he’s got something better to do.
7 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.
8 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.
9 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.
10 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
• 2 verb with stand
• 3 verbs with hang
• 2 verbs with round
• 3 verbs with up

10 Choose the correct phrasal verbs to complete these sentences.

1 We come from different backgrounds but we really well.
2 We don’t have to do anything special, like going to a show. It would just be nice to together for a bit.
3 I made a lot of really good friends at university, but I haven’t with many of them.
4 Why don’t you to my house for supper tonight?
5 Some friends are great just to have a good time with, but real friends are the ones who you when you’re in trouble.
6 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.

TALK ABOUT YOUR FRIENDS THE GENERATION GAP
WRITE AN INFORMAL EMAIL
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 are given, he/she/it is given |
| Present continuous passive | I am being given, you are being given, he/she/it is being given |
| Present perfect simple passive | I have been given, you have been given, he/she/it has been given |

For further information and practice, see page 157.

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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 unstressing 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.

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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 **admire** western brands. Their parents **have spoiled** them a little perhaps. Often these children **receive** a better education than their parents. Their parents **send** them to private schools and they **encourage** them to go to university. In China the new economy **is raising** everyone’s hopes.

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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.’

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**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?
**Bloodlines**

**Reading**


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.
# Meeting People You Know

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 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 arrangements do they make?

3 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 asks 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

### 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).

<table>
<thead>
<tr>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Hello. Fancy seeing you here.</td>
<td></td>
</tr>
<tr>
<td>2 Oh, busy as ever.</td>
<td></td>
</tr>
<tr>
<td>3 How’s it all going?</td>
<td></td>
</tr>
<tr>
<td>4 Sorry, I’m in a bit of a hurry.</td>
<td></td>
</tr>
<tr>
<td>5 Do you see much of Amanda?</td>
<td></td>
</tr>
<tr>
<td>6 You’re looking well.</td>
<td></td>
</tr>
</tbody>
</table>

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.

### Real life meeting people you know

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.

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**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

1 How often do you send news to friends and family? Do you communicate by letter, email, text message?

2 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

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

4 Writing skill greetings and endings

a 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

a 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.

b 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

1 Did you get my last letter?
2 How have you been getting on in your new job?
3 I got a virus which kept me in bed for two weeks.
4 We got delayed for four hours at the border.
5 I’m going to try to get him to come with me.
6 I’ll call you when I get to London.

c Write three sentences of your own with get giving recent news about yourself. Work in small groups and read them to each other.

6 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.

7 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?
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.

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?

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**Vocabulary**

**content with** (v) /konˈtend wið/ deal with a difficult situation
**discrimination** (n) /dɪskrɪˈmeɪʃən/ treating a group of people in an unfair way
**diverse** (adj) /daɪˈvɜːs/ varied
**flee** (v) /flɪ/ escape from
**hardship** (n) /ˈhɑːrdʃɪp/ something that makes life difficult
**harsh** (adj) /hɑːʃ/ unpleasant and difficult to live in
**leap** (n) /liːp/ jump
**partition** (v) /pərtʃən/ divide
**shore** (n) /ʃɔː/ coast
**tenement** (n) /tenəmənt/ a large building divided into apartments in a poor area of a city
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.

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

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.

Speaking

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