

2

IT TAKES ALL KINDS

Everybody knows how to raise children, except the people who have them.

P.J. O'ROURKE (b. 1947),
AN AMERICAN SATIRIST

UNIT LANGUAGE AND SKILLS

Vocabulary:

- Show what you know – compound nouns – family
- family, celebrations, and religious ceremonies
- verb-noun collocations
- common phrases
- dependent prepositions
- word families
- Word in focus – take

Grammar:

- Past Perfect Simple and Continuous
- relative clauses

Listening:

- a talk by a neuroscientist
- sentence completion

Reading:

- a literary extract and a news report about mysterious events
- multiple choice

Speaking:

- telling a personal anecdote

Writing:

- an article

FOCUS EXTRA

- Grammar Focus pages 163–164
- WORD STORE booklet pages 4–5
- Workbook pages 22–35 or MyEnglishLab
- MP3s – www.english.com/focus

30

2.1 Vocabulary

Family • Celebrations • Religious ceremonies • Verb-noun collocations • Common phrases

I can talk about families and describe ceremonies.

SHOW WHAT YOU KNOW

- 1 Cross out the family word that cannot be used with the underlined part-word.

1 ex- wife / boyfriend / nephew	4 single mother / daughter / parent
2 great- child / uncle / grandson	5 step father / children / husband
3 half brother / niece / sister	6 god mother / cousin / son
- 2 With a partner, form other words with the underlined part-words in Exercise 1. Choose words to describe different people in your family.
My great-grandmother lives in Chihuahua. She is ninety, and ...
- 3 Look at the photos and read the title and introduction of the article. What does *coming of age* mean?

a getting married	b becoming an adult	c having a party
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Coming-of-age ceremonies

Most countries have customs that celebrate young people's journey into adulthood. This is how they do it in two very different cultures.

In Japan, we have a festival called Seijin-no-hi and it takes place on every second Monday of January. Anyone who has their twentieth birthday in that year celebrates on that day.

For the young men and women taking part, it's a once in a lifetime experience. The highlight of everyone's day is seeing the young women in their kimonos. Women wear a special kimono made of brightly colored silk, with long sleeves. Men get dressed up in formal suits.

The day is divided into several stages. First, everyone goes to the town hall to listen to speeches made by government officials. After that, people usually go to a shrine with members of their family. On my coming-of-age day, there were three generations of my family there, including distant relatives and great-grandparents who were in their nineties. I was showered with gifts and by the end of the day, my wallet was full of money – I'm an only child, so I was really spoiled. After the formalities are over, the rest of the day is for fun. I had a meal with my extended family, and then I met up with my friends for a big party. I had the time of my life.

Aki
from
Japan

Seijin-no-hi



EXTRA ACTIVITIES

- Photocopiable resource 8 (collocations related to parties – 10 mins) MultiROM and ActiveTeach
- Photocopiable resource 9 (Test yourself partner work activities)

MultiROM and ActiveTeach

- MyEnglishLab – assignable Show what you have learned mini-test

WORKBOOK

pp. 22–23

NEXT CLASS

- Ask students to prepare for a 10–15 minute vocabulary quiz: Focus Assessment Package, Unit 2.1, Vocabulary.

4 Read the article and make notes about the ceremonies.

Country	Age	Guests	Formal part	Informal part
Japan	20	extended family and friends	town hall, speeches, shrine	meal with family then party with friends
Mexico	15	family and friends	church, special mass and blessing	reception, dinner, danced all night

5 **SPEAKING** With a partner, discuss the questions about your country.

- At what age are you legally allowed to:
 - vote?
 - buy alcohol and tobacco?
 - drive a car?
 - join the army?
 - leave school?
 - have children?
- What customs are associated with coming of age?
- When do you think people really come of age?

Quinceañera



Ana
from
Mexico

I'm Mexican and one of our customs is a celebration for young girls on their fifteenth birthday called Quinceañera. In the past, the Quinceañera ceremony signified that girls were ready for marriage. That's definitely not the case today!

My mom had a **small gathering** for her Quinceañera, just the **immediate family** and some close friends. Nowadays there's a lot of pressure to **put on a big party** with DJs and fireworks. So we did, and it was **worth the effort**. It was unforgettable.

My family's very modern, but we didn't want to **lose sight of** the spiritual side of the celebration. So first we went to church for a special **mass** and a **blessing**. The **priest** and my godparents talked to me about my new responsibilities, and I read a letter thanking my parents for everything. It was very moving – I **had a lump in my throat** and I could see my parents had tears in their eyes.

After the mass, we went on to the **reception**. Towards the end of the meal my father **proposed a toast** and he got very emotional when he talked about his hopes for my future. After blowing out the candles on my birthday cake, I danced all night. Everyone **made a fuss over me** and I enjoyed being

the center of attention all day.

WORD STORE 2A

- 6 **CD-1.26 MP3-26** Complete WORD STORE 2A with the words in red in the article. Then listen, check, and repeat. Add a translation.
- 7 Complete the sentences with names of people you know. Then, with a partner, take it in turns to tell each other something interesting about each person.
- _____ is an only child.
 - In my extended family, _____ is the oldest relative I have and _____ is the youngest.
 - _____ is one of my distant relatives.
 - _____ is the first person I'd invite to a small gathering for my birthday.
 - I sat next to _____ at the last reception I went to.
 - The people in my immediate family are _____.

WORD STORE 2B

- 8 **CD-1.27 MP3-27** Complete WORD STORE 2B with a noun from the underlined collocations in the article. Then listen, check, and repeat. Add a translation.
- 9 With a partner, match the sentence halves. Then check the statements that are true for your country.
- | | |
|--|----------|
| 1 Parents sometimes have a lump in their | d |
| 2 The bride's father always proposes | e |
| 3 People have lost | a |
| 4 Most families don't put on | f |
| 5 Couples are often showered | b |
| 6 It's important to make | c |
- a sight of what's important in life.
b with gifts on their engagement.
c a fuss over people on their eighteenth birthday.
d throat when their children leave home.
e a toast at his daughter's wedding.
f a big coming-of-age party.

WORD STORE 2C

- 10 **CD-1.28 MP3-28** Complete WORD STORE 2C with more verb-noun collocations. Then listen, check, and repeat. Write example sentences.

WORD STORE 2D

- 11 **CD-1.29 MP3-29** Complete WORD STORE 2D with the highlighted phrases in the article. Then listen, check, and repeat.
- 12 **SPEAKING** With a partner, complete the questions with one word in each blank. Then ask and answer the questions.
- What has been the **highlight** of your day so far today?
 - Have you ever been the center of **attention**?
 - Were you really **spoiled** on your last birthday?
 - Do you think big parties are **worth** the effort?
 - Which once in a **lifetime** experience would you most like to have?
 - When was the last time you had the **time** of your life?

2.2 Grammar

Past Perfect Simple and Continuous

I can talk about a past action or situation that took place before another past action or situation.

- 1 Read the story. Why did Amelia and Steve wait seventeen years to get married? *Because a love letter Steve had sent to Amelia had been lost.*

IT WAS MEANT TO BE

Amelia was studying English in the UK when she met Steve. It was love at first sight and they spent a wonderful summer together. Amelia returned to Brazil after her course finished. 4 They tried to keep a long-distance relationship going, but they drifted apart.

A few years later, Steve wrote to Amelia but Amelia's mother put the letter on the mantelpiece and forgot to tell Amelia, and it slipped down the back of the fireplace. Many years later, a builder was removing the fireplace when he found the letter. It had been there for ten years. 3

During that time, Amelia had remained single and had never forgotten the love of her life. Meanwhile, Steve had been working 2 in a factory in his home town. He had been thinking about Amelia too, but he assumed that she had gotten married 1 to somebody else.

When she finally read the letter, Amelia was too nervous to call because so much time had passed. But she finally plucked up courage and they arranged to meet.

They got married seventeen years after they first met.



- 2 Read the GRAMMAR FOCUS. Match the underlined examples in the story with rules 1–4. *See text in Exercise 1.*

GRAMMAR FOCUS

Past Perfect Simple and Continuous

You use the **Past Perfect** to make it clear that an activity took place before the main events in a story.

- 1 You use the **Past Perfect Simple** to describe a completed action.
- 2 You use the **Past Perfect Continuous** to describe an activity in progress.
- 3 You use the **Past Perfect Simple** (NOT **Continuous**) with state verbs (*be, have, know, etc.*).
- 4 You don't have to use the **Past Perfect** if a time expression (i.e. *before or after*) makes the order of events clear.

- 3 Find other examples of the Past Perfect in the story. Then discuss why the Simple or Continuous forms have been used.
- 4 Choose the correct options.
- 1 Amelia didn't know that Steve wrote /had written/ to her.
 - 2 Steve didn't know that Amelia /had never received/ *had never been receiving* his letter.
 - 3 Steve thought Amelia /had gotten/ *got* married to somebody else.
 - 4 Amelia found the letter and realized it was lying /had been lying/ behind the fireplace for ten years.
 - 5 Amelia was nervous about calling Steve because they /hadn't seen/ *didn't see* each other for a long time.

EXTRA ACTIVITIES

- Photocopiable resource 9 (Test yourself partner work activities) MultiROM and ActiveTeach
- MyEnglishLab – assignable *Show what you have learned* mini-test

WORKBOOK

p. 24

NEXT CLASS

- Ask students to prepare for a 10–15 minute grammar quiz: *Focus Assessment Package*, Unit 2.2, Grammar.

5 Complete the sentences with the Past Perfect Simple or Continuous form of the verbs in parentheses.

- 1 The roads were wet this morning. It had been raining (rain) all night.
- 2 Yesterday I was tired. I _____ (not sleep) well the night before.
- 3 I went to the doctor last week because I _____ (not feel) well.
- 4 I _____ (have) the same phone for years, so I got a new one last month.
- 5 I didn't understand yesterday's homework because I _____ (not listen) to the teacher in class.
- 6 By the time I arrived, the class _____ (already/start).

6 Check the sentences in Exercise 5 that are true for you. Then write three more sentences using the Past Perfect Simple or Continuous.

7 Complete the story with the Past Perfect Simple or Continuous form of the verbs in the box. Why did Eric and Vilma wait forty years to get married?

grow hear know live make meet move search see work

ERIC AND VILMA FORTY YEARS LATER

Vilma was my wife's best friend. They had known each other since childhood. When Vilma moved away, we lost touch but she had made a big impression on me. So when my wife and I separated, I decided to ask my friends if anyone had heard from her, but no one had. Vilma was a very compassionate person, so I imagined that she had moved to Tibet and had been working for a charity for a few years.

Finally, my niece called to say she had seen Vilma's profile on Facebook. I called her and found out that she had been living in Panama, so I had been searching in the wrong place! We met up and when we saw one another, it was magical. We had grown older, but that didn't matter. She was widowed and didn't have children.

I proposed immediately. Forty years after we had met for the first time, we got married.



Exercise 5

- 2 hadn't slept
- 3 hadn't been feeling
- 4 had had
- 5 hadn't been listening
- 6 had already started

8 Use the prompts to write questions about the story. Then answer the questions.

- 1 how long / Eric's ex-wife / know / Vilma?
How long had Eric's ex-wife known Vilma?
- 2 any of Eric's friends / hear / from Vilma / after she / move away?
- 3 why / Eric / think / Vilma / move / to Tibet?
- 4 where / Vilma / live / since Eric / lose / touch with her?
- 5 Vilma / have / any children / with her late husband?

Grammar Focus page 163

Exercise 8

- 2 Had any of Eric's friends heard from Vilma after she moved/had moved away?
- 3 Why did Eric think Vilma had moved to Tibet?
- 4 Where had Vilma been living since Eric had lost touch with her?
- 5 Had Vilma had any children with her late husband?

2.3 Listening

Sentence completion

I can understand specific details in a talk.

- 1 'What is love?' is the most popular search on Google. With a partner, try to match people 1–4 with their definition of love A–D. Which definition do you like best?

1 a novelist ☐ D
2 a nun ☐ C

3 a parent ☐ B
4 a neuroscientist ☐ A

A Love is a chemical reaction.

B Love is unconditional.

C Love is kindness, generosity, and self-sacrifice.

D Love drives all great stories.

- 2 **CD 1.30 MP3 30** Listen to a talk by a neuroscientist and answer the questions.

- 1 What have scientists become interested in recently? *the nature of love*
- 2 Why do they think humans first developed the instinct to fall in love? *so that the species could survive*
- 3 What might happen in the future? *Scientists might develop a cure for love.*

EXAM FOCUS Sentence completion

- 3 **CD 1.30 MP3 30** Listen again and complete the sentences with a word or short phrase.

- 1 Ruby Niverton first wanted to be a *biologist*.
- 2 She refers to some new research that has been carried out in *China*.
- 3 Ruby compares the reasons we want love to the reasons we want a *drug*.
- 4 According to Ruby, the need for us to love someone becomes an *addiction*.
- 5 When they put people in *brain scanners*, Chinese scientists got interesting results.
- 6 The area of the brain responsible for this function first developed about *65 million* years ago.
- 7 Ruby mentions *chocolate* as an example of something else that produces similar brain activity.
- 8 There's a possibility that people could take a *pill* to recover from a failed love affair.

- 4 Complete the relationship phrases from the talk with prepositions.

- 1 be attracted *to* sb
- 2 go out *with* sb
- 3 fall *for* sb
- 4 be madly *in* love *with* sb
- 5 be obsessed *with* sth
- 6 split *up* with sb



- 5 With a partner, match the phrases in Exercise 4 with these phrases with similar meanings. Can you put the stages in a logical order?

- a like sb = be attracted to sb
 b adore sb = be madly in love with sb
 c end a relationship = split up with sb
 d fall in love with sb = fall for sb
 e start seeing sb = go out with sb
 f worship sb = be obsessed with sb

- 6 With a partner, write a short love story. Use at least four phrases from Exercise 5.

When Harry met Sally ...

- 7 Read other students' love stories and vote for the best one.



PRONUNCIATION FOCUS

- 8 **CD•1.31 MP3•31** Listen and repeat the words in the box. Make pairs of words with the same consonant sound.

[church confusion courage feature Japan measure official pressure]
church – feature

- 9 **CD•1.32 MP3•32** Add the words from Exercise 8 to the table. Then listen, check, and repeat.

Sound	Typical spelling	Example
/ʃ/	sh- ti- + vowel ci- + vowel ss-	<u>sh</u> rine, wor <u>sh</u> p atten <u>ti</u> on, emo <u>ti</u> onal ¹ <u>offi</u> cial passio <u>ci</u> nate, ² <u>pr</u> ess <u>ss</u> ure
/ʒ/	s- + -ion s- + -ure	³ <u>confu</u> sion, deci <u>s</u> ion ⁴ <u>mea</u> sure, plea <u>s</u> ure
/tʃ/	-ch t- + -ure	⁵ <u>ch</u> urch, mat <u>ch</u> ⁶ <u>fea</u> ture, pict <u>ure</u>
/dʒ/	j- g-	⁷ <u>Jap</u> an, jour <u>g</u> ney ⁸ <u>c</u> ourage, marri <u>g</u> e

Exercise 8

official – pressure
 confusion – measure
 courage – Japan

WORD STORE 2E

- 10 **CD•1.33 MP3•33** Complete WORD STORE 2E. Replace the underlined words/phrases with words/phrases with similar meanings from the box.

2.4 Reading

Multiple choice

I can find specific detail in a text.

- 1 Look at the list. Put ✓ for things you often read, ? for things you sometimes read, and X for things you never read.

advertisements ☐ cartoons ☐ comics ☐ information on websites ☐
magazine articles ☐ news reports ☐ novels ☐ non-fiction books ☐
short stories ☐

- 2 **SPEAKING** With a partner, compare your answers to Exercise 1 and discuss the questions.

- 1 How much reading for pleasure do you do in your own language?
2 How much do you do in English?

- 3 Read text A and check the features that you think it contains. Then compare with a partner.

- | | | | |
|-----------------------|-------------------------------------|---------------------------------|-------------------------------------|
| 1 likeable characters | <input checked="" type="checkbox"/> | 5 a situation you can relate to | <input type="checkbox"/> |
| 2 mystery | <input checked="" type="checkbox"/> | 6 a great opening line | <input checked="" type="checkbox"/> |
| 3 humor | <input checked="" type="checkbox"/> | 7 romance | <input type="checkbox"/> |
| 4 believable dialogue | <input checked="" type="checkbox"/> | 8 descriptive language | <input checked="" type="checkbox"/> |

(Answers to points marked with ? are subjective and can differ.)

- 4 With a partner, discuss which features from Exercise 3 are important in the first chapter of a novel. What makes you want to read further?



– ONE –

A CD•1.34 MP3•34

299 hours, 54 minutes

One minute the teacher was talking about the Civil War. And the next minute he was gone.

There.
Gone.

- 5 No 'poof'. No flash of light. No explosion.
Sam Temple was sitting in third-period History class staring blankly at the blackboard, but far away in his head. In his head he was down at the beach, he and Quinn. Down at the beach with their boards, yelling, bracing for that first
10 plunge into the cold Pacific water.

For a moment he thought he had imagined it, the teacher disappearing. For a moment, he thought he'd slipped into a daydream.

- Sam turned to Mary Terafino, who sat just to his left. 'You
15 saw that, right?'

Mary was staring hard at the place where the teacher had been.

- 'Um, where's Mr. Trentlake?' It was Quinn Gaither, Sam's best, maybe only, friend. Quinn sat right behind Sam. The
20 two of them favored window seats because sometimes, if you caught just the right angle, you could actually see a tiny sliver of sparkling water between the school buildings and the homes beyond.

- 'He must have left,' Mary said, not sounding like she
25 believed it.

Edilio, a new kid Sam found potentially interesting, said, 'No, man. Poof.' He did a thing with his fingers that was a pretty good illustration of the concept.

- Kids were staring at one another, craning their necks this
30 way and that, giggling nervously. No one was scared. No one was crying. The whole thing seemed kind of funny.

'Mr. Trentlake poofed?' said Quinn, with a suppressed giggle in his voice.

- 'Hey,' someone said, 'where's Josh?'

- 35 Heads turn to look.

'Was he here today?'

'Yes, he was here. He was right here next to me.' Sam recognized the voice. Bette. Bouncing Bette.

- 'He just, you know, disappeared,' Bette said, 'Just like Mr.
40 Trentlake.'

The door to the hallway opened. Every eye locked on it. Mr. Trentlake was going to step in, maybe with Josh, and explain how he had pulled off this magic trick, and then get back to talking in his excited, strained voice about the Civil War
45 nobody cared about.

But it wasn't Mr. Trentlake. It was Astrid Ellison, known as Astrid the Genius, because she was ... well, she was a genius. Astrid was in all the AP* classes the school had. In some subjects she was taking online courses from the university.

- 50 Astrid had shoulder-length blond hair, and liked to wear starched white short-sleeved blouses that never failed to catch Sam's eye. Astrid was out of his league, Sam knew that. But there was no law against thinking about her.

'Where's your teacher?' Astrid asked.

- 55 There was a collective shrug. 'He poofed,' Quinn said, like maybe it was funny.

'Isn't he out in the hallway?' Mary asked.

Astrid shook her head. 'Something weird is happening. My math study group ... there were just three of us, plus the
60 teacher. They all just disappeared.'

'What?' Sam said.

Astrid looked right at him. He couldn't look away like he normally would because her gaze wasn't challenging, sceptical like it usually was: it was scared. Her normally
65 sharp, discerning blue eyes were wide, with way too much white showing. 'They're gone. They all just ... disappeared.'

'What about your teacher?' Edilio said.

'She's gone too,' Astrid said.

'Gone?'

- 70 'Poof,' Quinn said, not giggling so much now, starting to think maybe it wasn't a joke after all.

REFERENCES

CULTURE NOTES >>> p. 194

EXTRA ACTIVITIES

- Photocopiable resource 10 (collocations related to body language – 10 mins) MultiROM and ActiveTeach

WORKBOOK

pp. 26–27

NEXT CLASS

- Investigate online and write a short description of a mysterious event.

EXAM FOCUS Multiple choice

5 Read text A again. For questions 1–5, choose the correct answer, A, B, C, or D.

- When Mr. Trentlake disappeared,
☒ A Sam wasn't paying attention to the lesson.
☐ B Quinn was daydreaming about the beach.
☐ C Mary was sure she saw him leaving the room.
☐ D he was writing on the blackboard.
- In line 28 *the concept* refers to
☐ A the fact that Edilio disagrees with Mary.
☒ B the way the teacher has disappeared.
☐ C the humor in the situation.
☐ D the students' lack of understanding.
- How does Sam feel about Astrid?
☐ A He envies her.
☐ B He is embarrassed by her.
☒ C He admires her.
☐ D He thinks she's bossy.
- So far, the following people have disappeared:
☐ A two teachers and a student
☒ B two teachers and three students
☐ C one teacher and one student
☐ D two teachers
- In lines 41–45, the author implies that
☐ A Astrid knows why people are disappearing.
☐ B Sam is scared by the situation.
☐ C the situation has become really serious.
☒ D somebody played a joke.

6 Read text B and answer the questions.

- In what ways are the themes of texts A and B similar?
- What are the main differences between the texts?
- Which text do you find more engaging? Why?

7 Read texts A and B again. Are the statements true (T) or false (F)?

Text A

- Sam was on the beach, shouting and getting ready to dive into the sea. F
- Mary was looking very intently at the spot where Mr. Trentlake had been standing. T
- The kids were trying to see what had happened and laughing nervously. T
- The gesture of raising their shoulders showed that the class knew where Mr. Trentlake was. F
- On this occasion, Astrid's fixed look showed that she was afraid. T

Text B

- Only small boats such as yachts disappear in the Bermuda Triangle. F
 - No remains of *USS Cyclops* were ever found and there was no sign of what had happened. T
 - Nobody believes that people are kidnapped by aliens in the Bermuda Triangle. F
- 8 Find words in blue in the texts that have similar meanings to the underlined words in Exercise 7.
1 shouting = yelling, dive = plunge
- 9 **SPEAKING** With a partner, discuss possible explanations for the mysteries in texts A and B. Compare your ideas with other students in the class.

WORD STORE 2F

10 **CD-1.36 MP3-36** Complete WORD STORE 2F with nouns and the base form of verbs from the texts. Mark the stress. Then listen, check, and repeat.

Exercise 8

- staring
- giggling
- shrug
- gaze
- vessels
- wreckage / trace
- abducted

Exercise 6

- Both texts have similar themes of mysterious disappearance.
- Text A is fiction, Text B is a newspaper article. Text A has dialogue and characters. Text B gives factual information about events.

CD-1.35 MP3-35

B

July 16, 1997

YACHT FOUND ADrift IN BERMUDA TRIANGLE

A Royal Navy ship has found an abandoned yacht in the Western Atlantic. Crew from the Navy ship found clothes and personal belongings, including an open book on a bunk. We have learned that the boat belonged to a German couple hoping to sail around the world.

This incident is another in a catalogue of unexplained events in the area of the Atlantic known as the Bermuda Triangle, where planes, people, and all types of vessels seem to go missing in

mysterious circumstances. In 1918, the American Naval vessel *USS Cyclops* disappeared without a trace. No wreckage was found, nor any of the 300 crew. Then there is the case of Flight 19. In December 1945, five US Navy bombers took off from Florida. They made several routine calls to base, but shortly afterwards the planes and fourteen men disappeared and were never seen or heard from again.

There are many theories surrounding the mysteries of the Bermuda

Triangle, ranging from strange weather conditions to paranormal events. But whether the ships and planes were destroyed by storms or abducted by aliens, it is a fact that numerous ships, planes, and people have disappeared without explanation.



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2.5 Grammar

Relative clauses

I can identify and use different types of relative clause.

- 1 **SPEAKING** With a partner, discuss the advantages and disadvantages of being the firstborn child in a family.
- 2 Read Part 1 of an article about birth order. Are any of the things you discussed in Exercise 1 mentioned?

WHAT BIRTH ORDER SAYS ABOUT YOU

Birth order is the key ¹**that can unlock your personality**. Here are some generalizations that have come out of research ²**carried out over the years**.

The firstborn

Parents ³**learning to raise their first child** tend to be extremely attentive and protective. Firstborn children, ⁴**who have their parents' undivided attention**, are responsible, reliable, and well-behaved. Firstborns tend to be perfectionists bursting with confidence, ⁵**which makes it hard for them to admit when they're wrong**.



- 3 Read the GRAMMAR FOCUS. What type of clause are the examples in blue (1–5) in Part 1 of the text?

GRAMMAR FOCUS

Relative clauses

- In **defining relative clauses** you can leave out *who*, or *that* when it is the object of the verb.
*Olga is the girl **who sits next to me**.* (*Who* is the subject of *sit*.)
*Olga is the **girl (who) I sit next to**.* (*Who* is the object of *sit*.)
- In **non-defining relative clauses**, which always come after a comma, you cannot leave out *who*, *which*, *where*, or *whose*.
*Eva is friends with Sam, **who I can't stand**.* (= I can't stand Sam.)
- In **reduced relative clauses** you use a present participle for active verbs and a past participle for passive verbs.
*There's a new teacher **teaching** fourth grade.* (= ... who is teaching)
*The students **taught** by him are delighted.* (= ... who are taught)
- In **comment clauses**, which always come after a comma, you refer to the whole of the main clause using *which*.
*Eva is friends with Sam, **which I can't stand**.* (= I can't stand the situation)

EXTRA ACTIVITIES

- Photocopiable resource 11 (relative clauses – 10 mins) MultiROM and ActiveTeach
- MyEnglishLab – assignable *Show what you have learned* mini-test

WORKBOOK

p. 28

NEXT CLASS

- Ask students to prepare for a 10–15 minute grammar quiz: *Focus Assessment* package, Unit 2.5, Grammar.

4 Read Part 2 of the article and choose the correct options.

The middle child

Middle children, ¹*who have been* / [\emptyset] given less attention by their parents, are more independent. Middle children ²*which* / *whose* older siblings boss them around feel life is unfair. They often believe their other siblings get all the attention, ³*which* / *that* can make them feel left out.

The baby of the family

Parents ⁴*who are* / [\emptyset] raising their youngest children are more lenient, ⁵*which* / [\emptyset] means that last-borns are rarely scolded. Youngest children, ⁶*that* / *who* have fewer responsibilities, are carefree and easy-going. The baby of the family, ⁷*whose* / *who* is used to having things done for them, tends to be bad at making decisions.

The only child

Only children have many of the same qualities as the oldest child, ⁸*that* / *which* is not surprising. Only children, ⁹*which* / *who* spend more time with adults, will often act older than their age. The typical only child likes being the center of attention, ¹⁰*which* / *whose* sometimes makes them appear self-centered.

5 What position are you in your family? Which comments in Parts 1 and 2 of the article do you agree with?

6 Rewrite the sentences using reduced relative clauses. Then check the statements you agree with.

- Siblings who share a bedroom tend to be less selfish.
Siblings sharing a bedroom tend to be less selfish.
- Children who have been raised as the baby of the family are often fussy eaters.
- Firstborns, who are accustomed to accepting rules, are better behaved at school.
- Middle-born children, who grow up with a younger and older sibling, can be argumentative.
- Only children who spend a lot of time alone tend to be very creative.
- The youngest child, who is used to being the center of attention, usually has a good sense of humor.

7 Complete the sentences with *who*, *which*, *that*, *where*, *whose*, or – if you can leave out the relative pronoun. Then check the sentences that are true for you.

- My sister always leaves her clothes on the floor, which is very annoying!
- In my family, the person who cooks the most delicious food is my grandmother.
- I'm jealous of people whose parents let them do whatever they want.
- The only place where I can get some peace at home is in the bathroom!
- My mother, who thinks I'm still a baby, worries when I go out late.
- I have several cousins \emptyset living in the same town as me.
- We live in a house \emptyset built over 100 years ago.

Exercise 6

- Children raised as the baby of the family are often fussy eaters.
- First-borns, accustomed to accepting rules, are better behaved at school.
- Middle-born children, growing up with a younger and older sibling, can be argumentative.
- Only children spending a lot of time alone tend to be very creative.
- The youngest child, used to being the center of attention, usually has a good sense of humor.

2.6 Speaking

Telling a personal anecdote

I can tell a personal anecdote about a memorable day trip.

- 1 Look at the website. Which day trips would you most like to go on? Why?

Are you tired of doing the same old things with your friends? Why not try something different with one of our alternative day trips?

- go mountain biking
- visit a gallery or photo exhibition
- sing karaoke
- rent a row boat or kayak
- attend a workshop (e.g. dancing or DJing)
- go go-kart racing
- visit an aquarium or zoo



- 2 **SPEAKING** With a partner, describe the photo in Exercise 1 and answer the questions.

- 1 What might the people be thinking/feeling?
- 2 In your opinion, what factors make a memorable day trip?

- 3 Put the parts of an anecdote about a memorable day trip in a logical order.

- a where and when the trip took place and other background information
- b who was involved
- c why the day was so memorable
- d what the anecdote is going to be about
- e what happened, step by step

(Suggested order)

- 2
- 5
- 5
- 1
- 4

- 4 **CD•1.37 MP3•37** Listen to someone describing a memorable day trip and check your ideas in Exercise 3. With a partner, try to retell the anecdote.

REFERENCES

AUDIO SCRIPT >>> pp. 203–204

WORKBOOK

p. 29

- 5 **CD•1.37 MP3•37** Complete the **SPEAKING FOCUS** with the words in the box. Then listen again and check.

all as as soon as blue doubt funnily initially place

SPEAKING FOCUS

Introducing the anecdote

(OK) I'm going to tell you about (a great day trip).

(OK, so) this is a story about (a day I'll never forget.)

This took ¹ place about (a month ago).

Sequencing events in the anecdote

² As soon as /When/Just after (we got there, the sun came out).

³ Initially /To begin with, (we were the only people there).

As/While (we were sitting there) ...

Suddenly/⁴ All of a sudden, (the weather changed).

Describing events vividly

Predictably/⁵ As expected, (other people soon started) ...

Unexpectedly/Out of the ⁶ blue, (it started pouring with rain).

Luckily/Fortunately, (after it stopped raining, the sun came out again).

Finishing the anecdote

Without a ⁷ doubt, it was (one of the best days I've had in ages).

When I look back (on that day) now, I feel ...

It turned out to be (an unforgettable day trip).

Strangely/⁸ Funnily enough, (the best days are often the ones you don't really plan).

- 6 **CD•1.38 MP3•38** Read the anecdote and choose the correct options. Then listen and check.

OK, so this 'took place' / is a story about a day I'll never forget. I've always loved music and last month my friend and I went to a DJing workshop. To begin with / Just after, we learned about the equipment. We can't afford our own stuff yet but fortunately / out of the blue, we were able to use the decks, mixers, and laptops at the center. When / While we had understood the basics, it was time to have a go. Strangely / Predictably it was really difficult at first, but after a while I started to get the hang of it. It feels and sounds fantastic when you get it right. It turned out to be an unexpected / unforgettable day. I can't wait for the next workshop.

- 7 **SPEAKING** With a partner, follow the instructions. Take turns to be A and B.

Student A: Tell a personal anecdote about a memorable day trip. Use the **SPEAKING FOCUS** to help you.

Student B: Listen to your partner's anecdote and think of a question to ask them when they have finished.



2.7 Writing

An article

I can write an article that attracts and holds the reader's attention.

- 1 Look at the photos. Which aspects of adolescence do they illustrate?
- 2 With a partner, read the **Last week's contest** section on the website and discuss the questions.
 - 1 Why is adolescence described as 'a roller coaster ride'?
 - 2 What are the best things about being a young adult?
 - 3 What new challenges do you face as a young adult?
- 3 Read the winning article on the website and answer the questions.
 - 1 Did the author mention any of the pleasures or challenges you discussed in Exercise 2?
 - 2 What is the author's conclusion? Do you agree? Why?/Why not? *The pleasure of being a young adult outweighs the pain.*

Psychology Magazine

Have your say Last week's contest

The journey from teenager to adult can bring joy and pain, success and failure, friendship and heartbreak. If you are riding the roller coaster of adolescence right now, then *Psychology Magazine* wants to hear from you.

Send us an article in which you describe some of the very best things about coming of age and discuss the most challenging aspects of life for people living through these 'in-between' years. As usual, a selection of articles will be published in an upcoming edition of *Psychology Magazine*.

The winning article:

Adolescence: pain and pleasure in equal measure

by Josh Payne

Remember when you were little and school summer vacations seemed to go on forever? Being children, most of us lived carefree and happy lives. Sadly, this does not last and we must all grow up. I can reliably report that the process brings pain and pleasure in equal measure.

First, there is the pain. Adolescence is a time of huge physical and emotional change. For many of us this change is accompanied by feelings of self-doubt, envy, and embarrassment. Apparently, we are neither children nor adults; asked to act like 'grown-ups' in certain situations, but not in others. 'Be responsible and act your age ... but be home by 9 p.m.!' These mixed messages can be hard to deal with. Add to this the pressure of schoolwork and it is no wonder we sometimes feel unable to deal with everything.

Thankfully, alongside the pain, there is also pleasure. Though we have to study, few of us need to worry about bills or housework. As a result, whether it is playing sport or online games, we have time to enjoy ourselves. On top of this, we have our friends. Pleasure and pain alike can be shared with those who know exactly how we feel.

Despite the challenges, as far as I am concerned, the pleasure of being a young adult outweighs the pain. Although it may not always seem so now, maybe in the future we will look back on adolescence as 'the best days of our lives'.

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This week's contest

There are many unfair gender-based stereotypes concerning the interests and attitudes of adolescents. Write an article of 200–250 words in which you describe some of these common stereotypes and challenge them by explaining why they are untrue or unfair. As usual, a selection of articles will be printed in an upcoming edition of *Psychology Magazine*.

REFERENCES

CULTURE NOTES >>> p. 194

EXTRA ACTIVITIES

- MyEnglishLab – assignable Show what you have learned writing task and Show

that you have checked checklist

WORKBOOK

p. 30

- 4 Read the **WRITING FOCUS** and look at the article again. Check the techniques the author uses for writing a title, an introduction, and a conclusion.

WRITING FOCUS

An article

Title

Attract the reader's attention from the start:

- 1 Ask a question. (*Are these the best days of our lives?*) ☐
- 2 Use vivid adjectives. (*Adolescence: thrilling and terrifying*) ☐
- 3 Summarize the topic. (*The pains and pleasures of adolescent life*) ☐
- 4 Use rhyme/wordplay. (*Ten top tips for troubled teens*) ☒

Introduction

Define the topic and hold the reader's attention:

- 5 Ask a question. ☒
- 6 Tell a short anecdote. ☐
- 7 Give an interesting or surprising fact or figure. ☐
- 8 Give a quotation. ☐

Main paragraphs

Develop the topic and discuss all the issues mentioned in the question.

Conclusion

Give your personal opinion and leave the reader with something to think about:

- 9 Ask a question. ☐
- 10 Refer to the future. ☒
- 11 Make an appeal or suggestion. ☐
- 12 Return to the idea in your title or introduction. ☒

Note: Articles are usually written in a formal or semi-formal style. In a formal article, avoid informal phrases (~~I think ...~~ = *As far as I am concerned ...*), colloquial language (~~Most parents figure that ...~~ = *In most parents' opinions ...*) and contractions (~~don't~~ = *do not*).

- 5 Match the article introductions and conclusions with techniques 5–12 in the **WRITING FOCUS**.

Introductions

- a It's easy to forget that 100 percent of adults alive today were once teenagers like us. As a young man, my 'sensible' father was a real rebel. He rode a motorcycle and got a tattoo at the age of sixteen. 7 and 6
- b In his famous book, American author John Gray said, 'Men are from Mars, women are from Venus.' Does this also apply to adolescents? Are younger men and women really so different from each other? 8 and 5

Conclusions

- c As I began by saying, men and women differ in many ways, but individuals also differ regardless of their gender. We should be wary of stereotyping, respect each other, and cooperate to use our strengths for a common good. 12 and 11
- d So, as a regular teenage girl, am I really that different from the boy sitting opposite me in class? Maybe not. Whether we will become more or less alike in later life remains to be seen. 9 and 10

- 6 Read the **LANGUAGE FOCUS** and rewrite the underlined parts of the sentences using participle clauses.

- 1 Because they want to look stylish, many adolescent boys also enjoy shopping for clothes.
- 2 Because they attend mixed schools, most adolescent boys and girls receive the same education.
- 3 Because I grew up with three sisters, I know something about the differences between boys and girls.
- 4 Because they are stereotypes, such statements do contain an element of truth, of course.
- 5 Because I have always gotten along well with boys, I think I understand some of their attitudes.

LANGUAGE FOCUS

Participle clauses to express reason

You can use **participle clauses** in formal writing to express the **reason** for a statement made in the main clause.

- Use a present participle (verb + *-ing*) when states or actions occur at the same time.

Being children, most of us lived carefree and happy lives.

= *Because we were children (past)*, most of us lived carefree and happy lives. (past)

- Use a perfect participle (*having* + past participle) when one state or action occurs before another.

Having grown physically, many adolescents expect to be treated as adults.

= *Because they have grown physically (past)*, many adolescents expect to be treated as adults. (present)

- 7 **SPEAKING** Read the statements and decide if they are stereotypes about adolescent girls or boys. Do they reflect the reality? Discuss with a partner.

- They find it difficult to talk about their feelings.
- They are always gossiping.
- They love fashion and shopping.
- They love sports and gadgets.
- They are kind and considerate.
- They are rude and aggressive.

- 8 You are going to write an article for this week's contest in *Psychology Magazine*. Read the instructions on the website and think about these things.

- 1 Where will your article appear and who will read it?
- 2 Choose two or three gender-based stereotypes you think are untrue or unfair (see Exercise 7 for ideas). Note down reasons to support your views.
- 3 Select techniques from the **WRITING FOCUS** to help you attract and hold the reader's attention.
- 4 Make sure you use a formal or semi-formal style.

- 9 Write your article. Include at least one participle clause to express reason. Use the **WRITING FOCUS** and the **LANGUAGE FOCUS** to help you.

Exercise 6

- 1 Wanting to look stylish
- 2 Attending mixed schools
- 3 Having grown up with three sisters
- 4 Being stereotypes
- 5 Having always gotten along well with boys

2.8 Language in focus

Collocations

I can recognize and use common collocations.

- 1 Read the information about collocation and match types of collocation 1–6 with examples a–f from this unit.

Collocation is a central feature of any language. It refers to typical, natural-sounding combinations of words. For example, you can have *strong feelings* but not *tough feelings*. You might *break someone's heart* but not *destroy someone's heart*. Choosing the right collocation will make your English sound more natural.

- | | | |
|----------------------|----------------------------|--|
| 1 adjective + noun | <input type="checkbox"/> c | a the center of attention |
| 2 verb + noun | <input type="checkbox"/> e | b It's absolutely fantastic . |
| 3 noun + verb | <input type="checkbox"/> f | c her late husband |
| 4 noun + noun | <input type="checkbox"/> a | d Mary was staring hard . |
| 5 verb + adverb | <input type="checkbox"/> d | e My father proposed a toast . |
| 6 adverb + adjective | <input type="checkbox"/> b | f The door to the hallway opened . |

- 2 Translate the examples in Exercise 1. Discuss how 'strong' each collocation is in your language.

stronger = few or no alternatives e.g. *the center of attention*

weaker = some alternatives e.g. *stare hard/intently/fixedly*

- 3 Complete the sentences with the correct form of the words in capitals. Could any of the sentences describe people you know?

- 1 Donna is painfully shy in social situations. It's embarrassing for her. **PAIN**
- 2 Bill has an outgoing personality and a great sense of humor. **PERSON**
- 3 Jane would never swallow her pride and admit that she's wrong. **PROUD**
- 4 Tom is a faithful friend. He's always there for me. **FAITH**

- 4 Choose the correct answer, A, B, C, or D. Then check the sentences that are true for you.

- 1 Dad says it's important to _____ high standards for yourself.
A aim B put ☒ C set D fix
- 2 My sister has a _____ imagination and draws incredible pictures.
☒ A vivid B detailed C sharp D strong
- 3 The last movie I saw was terrible. I was _____ disappointed.
A totally B absolutely ☒ C bitterly D completely
- 4 Most of my Facebook friends are best described as _____ acquaintances.
A occasional ☒ B casual C nearby D relaxed

- 5 Complete the questions with one word in each blank. Then answer the questions.

- 1 Is your best friend reliable? Can he/she keep a secret?
- 2 Is anybody in your extended family expecting/having a baby? When is it due?
- 3 Do you tend to lose your temper when you are angry?
- 4 Are you busy right now? Do you have a lot on your mind?
- 5 Are you emotional? How likely are you to burst into tears?
- 6 Can you remember the last time you roared with laughter?

02 WORD LIST

Family members

cousin /'kʌzən/
(distant) relative /ˌ(ɪ,dɪstənt) 'relətɪv/
ex-wife/ex-boyfriend /ˌeks 'waɪf/ˌeks 'bɔɪfrend/
extended family /ˌɪkˌstendɪd 'fæmli/
firstborn /'fɜːstbɔːn/
generation /ˌdʒenə'reɪʃən/
godmother/godparents /'gɒd,mʌðə/'gɒd,pərənts/
godson /'gɒdsən/
great-grandson/great-grandmother/great-grandparents /ˌɡreɪt 'ɡrændsən/ˌɡreɪt 'ɡrænd,mʌðə/ˌɡreɪt 'ɡrænd,pərənts/
great-uncle /ˌɡreɪt 'ʌŋkəl/
half-brother/half-sister /'hæf ,brʌðə/'hæf ,sɪstə/
immediate family /ˌɪmɪdiət 'fæmli/
late husband /ˌleɪt 'hʌzbənd/
only child /ˌoʊnli 'tʃɪld/
siblings /'sɪblɪŋz/
single mother/single parent /ˌsɪŋɡəl 'mʌðə/,ˌsɪŋɡəl 'perənt/
stepchild /'step,tʃɪld/
stepfather /'step,fɑːðə/
widowed /'wɪdʊd/

Life stages, life events

adolescence /ˌædˈlesəns/
adolescent (n, adj) /ˌædˈlesənt/
adulthood /əˈdʌlthʊd/
become an adult /ˌbɪ,kʌm ən əˈdʌlt/
childhood /'tʃɪldhʊd/
come of age /ˌkʌm əv 'eɪdʒ/
expect a baby /ˌɪkˌspekt ə 'beɪbi/
fall in love (with) /fɔːl ɪn 'lʌv (wɪð)/
get married (to) /ˌɡet 'mæɪrɪd (tə)/
grow old /ˌɡrəʊ 'əʊld/
grown-up /ˌɡrəʊn ʌp/
join the army /ˌdʒɔɪn ðə 'ɑːrmi/
leave home /ˌliːv 'həʊm/
leave school /ˌliːv 'skul/
vote /vəʊt/

Relationships

adore/worship /əˈdɔːr/'wɔːʃɪp/
be attracted to /ˌbi əˈtræktɪd tə/
be madly in love with /ˌbi ,mædli ɪn 'lʌv wɪð/
be obsessed with /ˌbi əbˈsest wɪð/
casual acquaintance /ˌkæʒʊəl əˈkweɪntəns/
couple /'kʌpəl/
end a relationship /ˌend ə rɪˈleɪʃənʃɪp/
engagement /ɪnˈɡeɪdʒmənt/
gender-based stereotypes /ˌdʒendə ,beɪst 'steriə,tɪps/
get/have sb's undivided attention /ˌɡet/ˌhæv ,səmbədɪz ,ʌndɪˈvaɪdɪd əˈtenʃən/
give sb attention /ˌɡɪv ,səmbədɪ əˈtenʃən/
heartbreak /'hɑːtbreɪk/
lenient /'liːniənt/
long-distance relationship /ˌlɒŋ ,dɪstəns rɪˈleɪʃənʃɪp/
lose touch /ˌluːz 'tʌtʃ/
love at first sight /ˌlʌv ət ,fɜːst 'saɪt/
love of sb's life /ˌlʌv əv ,səmbədɪz 'laɪf/
make a fool of sb /ˌmeɪk ə 'fʊl əv ,səmbədɪ/
make an impression on sb /ˌmeɪk ən ɪmˈpreʃən ɒn ,səmbədɪ/
marriage /'mæɪrɪdʒ/
propose /ˈprəpəʊz/
respect each other /rɪˈspekt ɪtʃ ,ʌðə/
romance /ˈrəʊməns/
separate /ˈseɪpəreɪt/
shower sb with praise /ˌʃaʊə ,səmbədɪ wɪð 'preɪz/
single /'sɪŋɡəl/
start seeing sb /ˌstɑːt 'siːŋ ,səmbədɪ/
stereotyping /ˈsteriə,tɪpɪŋ/
unconditional /ˌʌnkənˈdɪʃənəl/

Celebrations

be the center of attention /ˌbi ðə ,sentə əv əˈtenʃən/
birthday cake /'bɜːðdeɪ keɪk/
blessing /'blesɪŋ/
celebrate /ˈseɪləbreɪt/
coming-of-age party/ceremony /ˌkʌmɪŋ əv 'eɪdʒ ,pɑːti/ ,serəˈmuːni/
custom /'kʌstəm/
DJ /ˌdi ,dʒeɪ/
festival /'festɪvəl/

EXTRA ACTIVITIES

- Photocopiable resource 12 (collocations – 10 mins) MultiROM and ActiveTeach

WORKBOOK

p. 31

NEXT CLASS

- Ask students to study the Word list on pp. 44–45.
- Ask students to review for Focus review 2.

fireworks /'faɪəwɜːks/
 formalities /fɔːr'mælə'tiːz/
 gathering /'gæðərɪŋ/
 get dressed up /get ,drest 'ʌp/
 have a lump in one's throat /hæv ə ,lʌmp ɪn wʌnz 'θrəʊt/
 have the time of one's life /hæv ðə ,taɪm əv wʌnz 'laɪf/
 highlight /'haɪlaɪt/
 make a fuss of sb /,meɪk ə 'fas əv səmbədi/
 make a speech /,meɪk ə 'spiːtʃ/
 mass /mæs/
 moving /'muːvɪŋ/
 once in a lifetime experience /wʌnz ɪn ə ,laɪftaɪm ɪk'spiəriəns/
 priest /prɪst/
 propose a toast /prə'pəʊz ə 'təʊst/
 have a party /hæv ə 'pɑːti/
 reception /rɪ'sepʃən/
 shower sb with gifts /,ʃaʊə ,səmbədi wɪð 'ɡɪfts/
 shrine /ʃraɪn/
 spiritual side /ˌspɪrɪtʃuəl saɪd/
 stage /steɪdʒ/
 unforgettable /ˌʌnɪfə'ɡetəbəl/
 worth the effort /wɜːð ðɪ 'efɔːt/

Personality, feelings, emotions

act your age /,ækt jə 'eɪdʒ/
 aggressive /ə'ɡresɪv/
 argumentative /,ɑːɡjə'mentətɪv/
 attentive /ə'tentɪv/
 bitterly disappointed /bɪtə'li ,dɪsə'pɔɪntɪd/
 burst into tears /bɜːst ɪntə 'tɪəz/
 bursting with confidence /bɜːstɪŋ wɪð 'kɒnfɪdəns/
 carefree /'keəfri/
 compassionate /kəm'pæʃənət/
 considerate /kən'sɪdərət/
 creative /kri'eɪtɪv/
 easy-going /iːzi 'ɡoʊɪŋ/
 embarrassment /ɪm'bærəsmənt/
 emotional /ɪ'məʊʃənəl/
 enthusiastic /ɪnθuːzɪ'æstɪk/
 envy /'envi/
 faithful (friend) /,feɪθfəl ('frend)/
 fussy /'fasi/
 generosity /,dʒenə'reɪsəti/
 get emotional /get ɪ'məʊʃənəl/
 independent /ɪndə'pendənt/
 jealous of /'dʒeləs əv/
 joy /dʒɔɪ/
 keep a secret /,kip ə 'sɪkɪt/
 kindness /'kaɪndnɪs/
 outgoing personality /aʊt,ɡoʊɪŋ ,pɜːsə'næləti/
 (painfully) shy /(,peɪnfəli) 'ʃaɪ/
 passionate about /'pæʃənɪt əbaʊt/
 perfectionist /pə'fekʃənɪst/
 protective /prə'tektɪv/
 rebel /'rebəl/
 reliable /rɪ'laɪəbəl/
 responsible /rɪ'spɒnsəbəl/
 rude /ruːd/
 skeptical /'skeptɪkəl/
 self-centered /,self 'sentərd/
 self-doubt /,self 'daʊt/
 self-sacrifice /,self 'sækrəfaɪs/
 selfish /'selfɪʃ/
 sense of humor /,sens əv 'hyʊmər/
 sensible /'sensəbəl/
 set high standards for yourself /set ,haɪ 'stændərdz fɔː jə'self/
 spoiled /spɔɪld/
 strength /streŋθ/
 strict /strikt/
 swallow your pride /,swaləʊ jə 'praɪd/
 vivid imagination /vɪvɪd ɪ,mædʒə'neɪʃən/
 well-behaved /wel bɪ'heɪvd/

Body language

catch sb's eye /kætʃ ,səmbədɪz 'aɪ/
 crane your neck /,kreɪn jə 'nek/
 discerning eyes /dɪ,sɜːnɪŋ 'aɪz/
 gaze /geɪz/
 gesture /'dʒestʃər/
 giggle /'gɪɡəl/

lock your eyes on sth /lɒk jə 'aɪz ɒn səmθɪŋ/
 look hard/intently/fixedly /lʊk 'hɑːd/ɪn'tentli/'fɪksɪdli/
 lose sight of sb/sth /lʊz 'saɪt əv səmbədi/sə'mθɪŋ/
 shake your head /ʃeɪk jə 'hed/
 shrug /ʃrʌɡ/
 stare /stəɪ/
 strained voice /,streɪnd 'vɔɪs/
 suppress /sə'pres/
 suppression /sə'preʃən/
 yell /jel/

Phrasal verbs

blow out (the candles) /bləʊ 'aʊt (ðə 'kændlɪz)/
 boss around /bɒs ə'raʊnd/
 bring up (a child) /brɪŋ 'ʌp (ə tʃaɪld)/
 dive/plunge into (the sea) /daɪv/plʌndʒ ɪntə (ðə siː)/
 drift apart /drɪft ə'pɑːt/
 fall for /fɔːl fɔː/
 go out (with) /ɡəʊ 'aʊt (wɪð)/
 grow up /ɡrəʊ 'ʌp/
 hear from /hɪə frəm/
 leave out /lɪv 'aʊt/
 look back on /lʊk 'bæk ɒn/
 meet up (with) /miːt 'ʌp (wɪð)/
 pluck up (courage) /plʌk 'ʌp (kə'reɪdʒ)/
 pull off /pʊl ɔːf/
 put on /pʊt 'ɒn/
 split up (with) /splɪt 'ʌp (wɪð)/
 take off /teɪk ɔːf/
 tell off /tel ɔːf/
 turn out /tɜːn 'aʊt/

Other

abduct /əb'dʌkt/
 abduction /əb'dʌkʃən/
 accustomed to sth /ə'kʌstəmd tə/
 alike /ə'laɪk/
 associated with sth /ə'səʊsi,eɪtɪd wɪð səmθɪŋ/
 challenge /tʃæləndʒ/
 challenging /tʃæləndʒɪŋ/
 conceive /kən'siːv/
 concept /'kɒnsɛpt/
 daydream /'deɪdriːm/
 deal with sth /diːl wɪθ səmθɪŋ/
 disappear without a trace /dɪsə'pɪr wɪð a 'treɪs/
 disappearance /dɪsə'pɪrəns/
 explode /ɪk'spləʊd/
 explosion /ɪk'spləʊʒən/
 focused on sth /fəʊkəst ɒn səmθɪŋ/
 get the hang of sth /get ðə 'hæŋ əv səmθɪŋ/
 have a frog in your throat /hæv ə 'frɒɡ ɪn jə θrəʊt/
 have a lot on your mind /hæv ə ,lɒt ɒn jə 'maɪnd/
 illustrate /ɪlə'streɪt/
 illustration /ɪlə'streɪʃən/
 involved in sth /ɪn'vɒlvɪd ɪn səmθɪŋ/
 it takes all kinds (to make a world) /ɪt teɪks ɔːl 'kaɪnz (tə meɪk ə 'wɜːld)/
 lose count of sth /lʊz 'kaʊnt əv səmθɪŋ/
 measure /'meʒər/
 numerous /'numərəs/
 nun /nʌn/
 outweigh /aʊt'weɪ/
 permanent condition /,pɜːmənənt kən'dɪʃən/
 propose a motion /prə'pəʊz ə 'məʊʃən/
 recognition /,rekəɡ'nɪʃən/
 recognize /'rekəɡ,naɪz/
 regardless of sth /rɪ'ɡɑːdləs əv səmθɪŋ/
 specialize in sth /speʃə,laɪz ɪn səmθɪŋ/
 take /teɪk/
 take a course /teɪk ə 'kɔːrs/
 take a day off /teɪk ə deɪ 'ɔːf/
 take part /teɪk 'pɑːt/
 take place /teɪk 'pleɪs/
 take risks /teɪk 'rɪks/
 unexpectedly/out of the blue /ˌʌnɪk'spektɪdli/aʊt əv ðə 'bluː/
 wary of sth /'weəri əv səmθɪŋ/
 weird /wɪəd/

FOCUS REVIEW 2

VOCABULARY AND GRAMMAR

1 Complete the sentences with words from the unit. The first letter of each word is given.

- The church ceremony was followed by a reception for over 200 guests.
- I was bitterly disappointed when I couldn't go to my best friend's birthday party because I had the flu.
- I have lots of uncles, aunts, and cousins, but my immediate family is rather small. I just have one brother.
- The fireworks display was definitely the highlight of my parents' anniversary party.
- We all showered my sister's daughter with gifts on her first birthday.

2 Complete the sentences with the correct form of the verbs in the box. There is one extra verb.

do have involve lose make propose put

- We stood at the shore waving goodbye to the newlyweds until we lost sight of their yacht.
- My older sister has just bought her own apartment and she's planning to put on a housewarming party.
- It's great that Jane wants to get involved in organizing a hen party for her younger sister. She always has loads of ideas.
- I'd like to propose a toast to the bride and groom. May they have a long life together.
- When I got home after traveling for a year, my family made a fuss of me. Everyone was super nice to me.
- The bride's father had a lump in his throat when he walked his daughter down the aisle on her wedding day.

3 Complete the sentences with the Past Perfect Simple or Past Perfect Continuous form of the verbs in parentheses.

- Joshua had already been (already/be) married twice before he met Carol.
- I asked Martha and Sue to organize my wedding because they had prepared (prepare) quite a few before.
- Stewart was really exhausted because he had been looking (look) after the twins the whole afternoon.
- Dad, how long had you been dating (you/date) Mom before you got engaged?
- I split up with my girlfriend because we had had (have) a serious fight for the third time that week.
- When I saw Jane the other day, I could see she had been crying (cry), but I didn't know why.

4 Choose the correct options.

- Maria accepted Niko's invitation to a candlelit dinner, which / that / what made him really happy.
- Last week I bumped into the Smiths, who / that / whose son used to be my boyfriend.
- Would you like to meet the cousin which / that / whose I told you about yesterday?
- Here are some lovely photos from Greece, which / where / that we went on our honeymoon.
- I can't find my engagement ring, that / which / whose is a complete disaster!

LANGUAGE IN USE

5 Complete the text with the correct form of the words in the box. There is one extra word.

[attend depend grow lazy lose spoil]

IT'S NOT ONLY THE ONLY CHILDREN

by Ted Abbott

Don't we often wrongly assume that it's only children who are always the most ¹ spoiled and selfish ones? Are we right in thinking that because they are raised with no siblings, they often get everything they want from their parents?

² Having grown up with two older sisters, I think it may not always be the case. As the only son who my mother had always longed for, I was the center of ³ attention, leaving my sisters to fight for recognition. It meant that they were always complaining about me, saying what a horrible younger brother I was. That kind of behavior made my blood boil and so I often ⁴ lost my temper with them. At the age of eighteen, I was eager to strike out on my own. I left home to study as far away as I could. That made me more ⁵ independent and mature and also helped my sisters realize that I was actually a pretty decent guy.

6 Choose the correct options.

- Let me introduce you to Gina, whose late husband / who her late husband left all his paintings to the Arts Museum in his will.
- My grandma had lived / was living in the country for five years before her family moved to the city.
- When we got to the reception, we realized that we had left / were leaving the wedding gift at home!
- Mark says he didn't have time to make his bed this morning because he was oversleeping / had overslept.
- My cousin in Argentina called me on my birthday, that it surprised / which surprised me a great deal.

REFERENCES

AUDIO SCRIPT >>> p. 204

EXTRA ACTIVITIES

- Photocopiable resource 59A (word building cloze – 20 mins) MultiROM and

ActiveTeach

- Photocopiable resource 60B (transformations – 20 mins) MultiROM and ActiveTeach

- Photocopiable resource 13 (Speaking – 15 mins) MultiROM and ActiveTeach

- Photocopiable resource 14 (Writing – 15 mins) MultiROM and ActiveTeach

WORKBOOK

- Use of English 2.9, pp. 32–33; Self-assessment 2.10, p. 34

SPEAKING

- 7 Complete the second sentence so that it has a similar meaning to the first, using the word in capitals. Do not change the word in capitals.

1 First we went out to dinner and then we went to the movies.

BEEN

After we had been out to dinner, we went to the movies.

2 Cathy's parents really liked Dan when they met him at the party.

IMPRESSION

Dan made a good/great impression on Cathy's parents when they met him at the party.

3 I first met Sally at the restaurant over there.

WHERE

That's the restaurant where I first met Sally.

4 After working for years, I decided to take a break.

SO

I'd been working for years, so I decided to take a break.

LISTENING

- 8 **CD-1.39 MP3-39** Listen to a scientist giving a talk and complete the sentences with a word or short phrase.

1 The speaker has a particular interest in the subject because he is a twin and a psychologist.

2 Fraternal twins are babies that are born from different eggs.

3 Identical twins make up only one third of all the twins in the world.

4 About twenty sets of twins in every thousand births are born in some areas of Africa.

5 The record for the greatest number of twins at one school is in England.

6 One question the speaker asks is whether twins can tell when their brother or sister is in danger.

7 The speaker mentions a story about a twin whose son was born two hours after her twin sister's baby.

8 He gives another example of well-known twins whose second wives were both called Betty.

9 A problem that twins often experience is that of competition.

10 It's difficult for twins to be different because they have similar DNA.

- 9 With a partner, complete the speaking task.

Student A, your photos show people arguing about different things. Compare the photos and say if you think the people often argue about these things.



Student B, do you often argue with your parents or siblings?

- 10 Now go to WORD STORE page 23 and complete another speaking task.

WRITING

- 11 Complete the writing task.

You have seen this announcement on an international students' website.

What do parents and teenagers argue about most in your country?

Write an article about the most common things teenagers and parents argue about in your country. We'll put the best articles on the website next month!

Write your article in 140–190 words.

NEXT CLASS

- Ask students to do Self-check 2.11, WB p. 35 as homework.
- Ask students to prepare for Unit test 2 and Review test 1 (Focus Assessment Package).