

2

Exercise 1

friendliness, friendly, unfriendly
honesty, honest, dishonest
kindness, kind, unkind
patience, patient, impatient
politeness, polite, impolite
responsibility, responsible, irresponsible
sensitivity, sensitive, insensitive

Human nature

We are what we repeatedly do. Excellence, then, is not an act, but a habit.

Aristotle

BBC



NATURE OR NURTURE?

5 Watch the BBC video. For the worksheet, go to page 134.

UNIT 2 VIDEOS

BBC Nature or nurture?

5

GRAMMAR ANIMATION

Lesson 2.2 6 Lesson 2.5 7

FOCUS VLOG About important people

Lesson 2.5 8

VOCABULARY

2.1

People • personality adjectives • compound adjectives • describing personality

I can talk about people and describe their personalities.

SHOW WHAT YOU KNOW

1 Write positive and negative adjectives for each noun in the box.

ambition friendliness honesty kindness patience
politeness responsibility sensitivity

ambition, ambitious, unambitious

2 **SPEAKING** Discuss the qualities in Exercise 1 that you admire most/least and the qualities you think you possess.

KNOW YOURSELF

PERSONALITY TEST

How well do you really know yourself? Read each sentence carefully and circle the symbol next to it if you feel it truly describes the real you.

- | | |
|-----------------------------------|---------------------------------------|
| 1 ★ I learn new things fast. | 11 ★ I come up with new ideas. |
| 2 ♥ I feel others' emotions. | 12 ● I make new friends easily. |
| 3 ■ I do jobs straight away. | 13 ▲ I prefer small groups of people. |
| 4 ▲ I like being alone. | 14 ♥ I have a soft heart. |
| 5 ★ I have a vivid imagination. | 15 ● I usually start conversations. |
| 6 ♥ I make people feel relaxed. | 16 ♥ I love helping others. |
| 7 ● I like telling funny stories. | 17 ★ I enjoy the arts. |
| 8 ▲ I know myself well. | 18 ■ I keep my things tidy. |
| 9 ■ I pay attention to detail. | 19 ▲ I think before I speak. |
| 10 ● I love partying. | 20 ■ I plan things in advance. |

KEY

The symbols represent five different personality types. How many of each symbol did you choose?

♥ — ★ — ■ — ▲ — ● —

REFERENCES

Videoscript pp. 212–213
Using videos in the classroom p. T16

EXTRA ACTIVITIES

- Photocopiable resource 7 *My best mate* (15 min.) pp. 224, 244–245
- Extra digital activities: Vocabulary Checkpoint
- In pairs, students make a table in which they write down several adjectives and add their antonyms.

Then they pass on their list to another pair and ask them to add synonyms. After that, students check each other's answers.

- 3 Do the personality test and then read the key.
- 4 **SPEAKING** Write a short sentence that summarises your results. Compare your results with a partner and then discuss the questions.

I am quite deep and fairly conscientious.

- How accurate do you think this personality test is?
- Why do you think people like doing personality tests?
- Can you learn more about a person from a fifteen-minute personality test or a fifteen-minute chat?

AGREEABLE

You're kind-hearted and sensitive to the needs of others. Being relaxed, **trusting** and laid-back, you work well with others. In difficult situations, you're **tactful** and avoid hurting people. In fact, you're very good at making people feel at ease. You're **affectionate** and show your feelings. You're **good-natured**, friendly and popular.

★ IMAGINATIVE

You're artistic and creative and so you have the ability to think outside the box. You're **daring** and you're not afraid to do adventurous things. You're also quite **perceptive** and **intellectual** and have a love of learning.

ORGANISED

You're **thorough** – you like to plan things carefully. Being quite **strong-willed**, you usually get what you want. You're **level-headed** and you think things through carefully. In future, you will excel in leadership positions.

▲ DEEP

You're a deep thinker and you're not comfortable with small talk. You're not **insecure**, but you are quite **humble**, and you can be a little **self-conscious** or even **self-critical** at times. You enjoy your own company, but you're not a loner – you like being with close friends. Above all, you're **fair-minded** and if you feel strongly about something, you're not afraid to speak up.

● SOCIABLE

You're the life and soul of the party and love being the centre of attention. People enjoy your company because you're **witty** and **spontaneous**. You're **larger than life** and good fun to be around. However, on bad days you can be **moody** and **short-tempered**. Also, there are times when you appear a little **self-centred** and **full of yourself**.

WORD STORE 2A Personality adjectives

- 1.21** Complete WORD STORE 2A with the adjectives in red in the quiz. Use a dictionary if necessary. Then listen, check and repeat.
- Read the descriptions and choose the correct option. Use WORD STORE 2A to help you.
 - Megan is brave enough to say things that shock people. She's quite **daring** / **insecure**.
 - Janet understands difficult concepts and enjoys debating serious topics. She's **intellectual** / **witty**.
 - Tom is diplomatic and is unlikely to upset or embarrass people. He's very **thorough** / **tactful**.
 - Sue has a very gentle, loving nature. She's extremely **perceptive** / **affectionate**.
 - Rick never talks about his achievements. He's very **humble** / **moody**.
 - Harry believes that most people are good and honest. He's very **spontaneous** / **trusting**.

WORD STORE 2B Compound adjectives

- 1.22** Complete WORD STORE 2B with the underlined words in the quiz. Then listen, check and repeat.
- Match each comment with an appropriate compound adjective in WORD STORE 2B.
 - 'Everyone seems really stressed. I'm cool. No problem.' **laid-back**
 - 'I'm not going to change my mind, I'm determined.' **strong-willed**
 - 'I'm happy to fit in with what everybody else thinks.' **good-natured**
 - 'I was hopeless. I should have done so much better.' **self-critical**
 - 'I can see both sides of the argument.' **level-headed**
- Which compound adjectives in WORD STORE 2B are positive and which are negative? Which describe you?

Kind-hearted and good-natured are positive, but short-tempered and self-centred are negative. I think I'm strong-willed, and sometimes self-critical.

WORD STORE 2C Describing personality

- 1.23** Complete WORD STORE 2C with the highlighted expressions in the quiz. Then listen, check and repeat.
- SPEAKING** Replace the underlined phrases with an expression in WORD STORE 2C. Which statements do you agree with and why? Discuss with a partner.
 - It's up to teachers, not parents, to inspire and encourage **a desire for knowledge** in children. **a love of learning**
 - Computers will never replace humans because they can't view things **creatively**. **think outside the box**
 - People often perform better in oral exam situations when they **feel comfortable**. **feel at ease**
 - People who **have a really high opinion of themselves** rarely make good friends. **are full of themselves**
 - Everybody would like to be **entertaining on social occasions**. **the life and soul of the party**

Exercise 9

Positive:

fair-minded,
good-natured,
kind-hearted,
laid-back,
level-headed,
self-critical,
strong-willed

Negative:

self-centred,
self-conscious,
short-tempered

WORKBOOK

pp. 20–21, including Show What You've Learnt

NEXT CLASS

- Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 2.1, Vocabulary.
- Ask students to do Show What You Know in the WB, p. 22.

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.

Exercise 3

- Amelie had remained single and had never forgotten ... (a completed action)
- He had been thinking about Amelie too ... (an activity in progress)
- When she finally read the letter, Amelie was too nervous to call as so much time had passed. (a completed action)
- They got married seventeen years after they had first met. (a completed action)

1 Read the story. Why did Amelie and Steve wait seventeen years to get married?

Because a love letter Steve had sent to Amelie had been lost.

It was meant to be

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

- 5 A few years later, Steve wrote to Amelie, but Amelie's mother put the letter on the mantelpiece, forgot to tell Amelie, 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

- 10 During that time, Amelie 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 Amelie too, but he assumed she had got married to somebody else. 1

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

- 20 They got married seventeen years after they had first met.



Exercise 8

- Eric's ex-wife had known Vilma since childhood.
- Had any of Eric's friends heard from Vilma after she moved/had moved away? No, they hadn't.
- Why did Eric think Vilma had moved to Tibet? Because she was a very compassionate person.
- Where had Vilma been living since Eric had lost touch with her? She had been living in Paris.
- Had Vilma had any children with her late husband? No, she hadn't.

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

GRAMMAR FOCUS 6

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.

- You use the **Past Perfect Simple** to describe a completed action.
- You use the **Past Perfect Continuous** to describe an activity in progress.
- You use the **Past Perfect Simple** (NOT Continuous) with state verbs (*be, have, know, etc.*).
- 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 and discuss why the simple or continuous forms have been used.

4 Choose the correct option.

- Amelie didn't know that Steve wrote / had written to her.
- Steve didn't know that Amelie had never received / had never been receiving his letter.
- Steve thought Amelie had got / got married to somebody else.
- Amelie found the letter and realised it was lying / had been lying behind the fireplace for ten years.
- Amelie was nervous about calling Steve because they hadn't seen / didn't see each other for a long time.

5 USE OF ENGLISH Complete the sentences with the correct form of the words in brackets. Make any changes necessary, but do not change the order of the words.

- The roads were wet this morning. It had been raining (it/rain) all night.
- Yesterday I was tired. I hadn't slept (not/sleep) well the previous night.
- I went to the doctor last week because I hadn't been feeling well (not/feel) well.
- I had had the same phone (have/same/phone) for ages so I got a new one last month.
- I didn't understand yesterday's homework because I hadn't been listening to the teacher (not/listen/teacher) in class.
- By the time I arrived, the lesson had already started (lesson/already/start).

6 Are any sentences in Exercise 5 true for you? Write three of your own sentences using Past Perfect forms.

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?

They lost touch when Vilma had moved away. They married other people.

(grow hear know live make meet)
(move search see work)

Eric and Vilma
40 YEARS ON

Vilma was my wife's best friend. They ¹ had known each other since childhood. When Vilma moved away we lost touch, but she ² had made a big impression on me. So when my wife and I separated, I decided to ask my friends if anyone ³ had heard from her, but no one had. Vilma was a very compassionate person so I imagined that she ⁴ had moved to Tibet and ⁵ had been working for a charity for a few years. Finally, my niece called to say she ⁶ had seen Vilma's profile on Facebook. I rang her and found that she ⁷ had been living in Paris, so I ⁸ had been searching in the wrong place! We met up and when we saw one another it was magical. We ⁹ had grown older, but that didn't matter. She was widowed and didn't have children. I proposed immediately. Forty years after we ¹⁰ had met for the first time, we got married.

8 Write questions about the story from the prompts. Then answer the questions.

- How long / Eric's ex-wife / know / Vilma?
How long had Eric's ex-wife known Vilma?
- any of Eric's friends / hear / from Vilma / after she / move away?
- Why / Eric / think / Vilma / move / to Tibet?
- Where / Vilma / live / since Eric / lose touch / with her?
- Vilma / have / any children / with her late husband?

Grammar page 151

REFERENCES

Culture notes p. 191

Using videos in the classroom p. T16

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 8 Test yourselves (10 min.) pp. 224, 246

- Extra digital activities: Grammar Checkpoint

• Students tell each other a story. Student A starts it with one sentence and Student B asks a question about it, e.g. A: *Henry was surprised to get a call from Marty, an old friend.* B: *How long had they known each other?* Students use a variety of past tenses.

WORKBOOK

p. 22, including Show What You've Learnt

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 2.2, Grammar.

2.3

LISTENING

Multiple choice

I can understand the details of an extended radio interview with a neuroscientist.

- 1 **SPEAKING** 'What is love?' is one of the most popular searches on Google. Match the people 1–4 with their definition of love in the memes A–D. Which definition do you like best? Why?

- 1 A novelist **C** 3 A parent **B**
2 A charity worker **D** 4 A neuroscientist **A**

- 2 **1.24** Listen to an interview with a neuroscientist and answer the questions.

- 1 What does she specialise in? *In studies of emotions.*
2 How does she define love?
As a powerful neurological condition.
3 Does her research affect her own feelings about love?
No.

EXAM FOCUS Multiple choice

- 3 **1.24** Listen to the interview again. For questions 1–5, choose the correct answer A–D.

- 1 Dr Ruby Niverton studies how
A emotions influence the brain.
B chemical reactions in the brain affect us.
C data about the brain can be collected.
D the brain is linked to the heart.
- 2 According to Dr Niverton, romantic love
A is linked to hunger and thirst.
B isn't very powerful.
C is like an addiction.
D is a characteristic of all addicts.
- 3 The scanner showed that when someone is in love
A there is only activity in one area of the brain.
B the strength of their passion has no effect on brain activity.
C two parts of the brain are activated.
D their brain activity is similar to when they think about chocolate.
- 4 Experiments found that when a person is heartbroken, the love-related activity in their brain
A stops completely.
B is significantly reduced.
C continues in a different part of the brain.
D can be increased.
- 5 Dr Niverton's findings demonstrate that strong romantic emotions
A are usually of shorter duration than hunger.
B are not always related to brain activity.
C cause brain reactions that can be scientifically measured.
D rarely lead to obsession.

WORD STORE 2D Relationship phrases

- 4 **1.25** Complete WORD STORE 2D with the words in the box. Then listen, check and repeat.



- 5 Match the phrases in WORD STORE 2D with their definitions. Can you put these possible stages in a relationship in a logical order?

- 1 fancy sb = *be attracted to*
2 adore sb = *be madly in love with*
3 end a relationship = *split up with*
4 fall in love with sb = *fall for*
5 start seeing sb = *go out with*
6 worship sb = *be obsessed with*
Suggested possible order: 1, 5, 4, 2, 6, 3

- 6 In pairs, write a short love story. Use phrases from Exercise 5. Read the love stories written by other students. Decide which is the best one.

When Harry met Sally ...

PRONUNCIATION FOCUS

- 7 **1.26** Listen and repeat the words in the box. Write pairs of words with the same consonant sound.

church confusion courage feature
Japan measure official pressure

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

- 8 **1.27** Complete the table with the words from Exercise 7. Then listen, check and repeat.

Sound	Typical spelling	Example
/ʃ/	sh ti + vowel ci + vowel ss	shrine worship attention emotional 1 official passionate 2 pressure
/ʒ/	s + ion s + ure	3 confusion decision 4 measure pleasure
/tʃ/	ch t + ure	5 church match 6 feature picture
/dʒ/	j g	7 Japan journey 8 courage marriage

REFERENCES

Audioscript p. 199

EXTRA ACTIVITIES

In small groups, students discuss the difference between *friendship* and *love*. A representative presents their ideas. Write them on the board and look for similarities in their definitions. Discuss with the class if they disagree with any of the definitions.

WORKBOOK

p. 23

- 1 Look at the book genres in the box. Which books do you often (✓)/sometimes (?)/never (✗) read? Compare with a partner.

adventure ☐ (auto)biographies ☐ crime ☐
 fantasy ☐ historical fiction ☐ horror ☐
 mystery ☐ romance ☐ science fiction ☐

- 2 **SPEAKING** Look at the screenshots from a film based on the book *Me Before You* by Jojo Moyes and discuss the questions with a partner.

- 1 What kind of a story do you think it is?
 2 What is the relationship between the two characters?

- 3 Read the information about Jojo Moyes and the extract. Check your ideas in Exercise 2 and match the characters with the adjectives.

- 1 Mrs Traynor ☒ c 3 Nathan ☒ a
 2 Lou Clark ☒ d 4 Will ☒ b

- a level-headed, responsible, professional
 b strange, short-tempered, dependent
 c neurotic, worried, formal
 d shocked, self-conscious, nervous

EXAM FOCUS Multiple choice

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

- 1 Mrs Traynor was hoping that
 A Lou would make an effort with her clothes.
 B Lou and she would become friends.
 C Lou could be good company for Will.
 D Lou could help Will use his digital devices.
 2 After she spoke to Mrs Traynor and before she went in to meet Will, Lou thought that
 A she had nothing in common with him.
 B Will was into Hollywood comedies.
 C she could develop a friendship with Will.
 D Will was like her other disabled friends.
 3 When Mrs Traynor opened Will's door, Lou saw
 A a spacious elegantly furnished room.
 B a small room with colourful furniture.
 C a room with a glass door that was open.
 D a room with a sheepskin on the floor.
 4 When Lou entered Will's room,
 A Will was the first to speak.
 B Lou spoke to Will confidently.
 C Lou shook hands with Will.
 D Will ended up greeting her politely.
 5 The passage shows
 A Lou's ability to be a good carer to Will.
 B the challenges facing Will in his day-to-day life.
 C what sort of relationship Will has with his mother.
 D what kind of situation Lou is getting herself into.

- 5 **1.29** Complete the definitions with the base form of the verbs and phrases in blue in the text. Then listen, check and repeat.

- 1 bend low = crouch down
 2 appear for a short time (e.g. on a face) = flicker across
 3 react suddenly = flinch
 4 move an arm from side to side = give a wave
 5 make an ugly face = grimace
 6 hold firmly = grip
 7 pause nervously = hesitate
 8 make a low sound of pain = let out a groan
 9 handle or control sth = manipulate
 10 make a movement as if drink is going down your throat = swallow

- 6 Complete the questions with the correct forms of the verbs from Exercise 5. Then answer the questions.

- 1 Why does Will find it hard to grip the remote control and manipulate it? Because he's paralysed.
 2 Why did Mrs Traynor hesitate before knocking on Will's door? She wasn't sure if he was dressed.
 3 Who was crouching down to adjust Will's feet on the wheelchair? Nathan
 4 How did Mrs Traynor react when Will let out a groan? She stiffened.
 5 Why did Lou try not to flinch when Will was grimacing and crying out?
She wanted to show she was strong.
 6 Why did Lou give a wave instead of shaking Will's hand?
She realised that he wouldn't be able to move his hand.
 7 When did a smile flicker across Will's face?
When he saw Lou.

WORD STORE 2E Ways of looking

- 7 **1.30** Complete WORD STORE 2E with the words *glance*, *gaze* and *stare* from the extract. Then listen, check and repeat.

- 8 Choose the more likely verbs to complete these example sentences from the *Longman Dictionary of Contemporary English*.

- 1 We peeped / gazed through a crack in the fence and saw Mrs Finley talking to a strange-looking man.
 2 He stared / glanced over his shoulder, the man was coming towards him, pushing through the crowd.
 3 I lay back on the sand and glanced / gazed at the stars above.
 4 From the corner of my eye, I glimpsed / stared at a man running out of the store.
 5 She sat there staring / peeping into space.
 6 Roger peered / gazed into the dark corridor to see what was making the noise.

- 9 **SPEAKING** Tell your own story with a partner.

- 1 Say a sentence including at least one word or phrase from WORD STORE 2E or Exercise 5.
 2 Your partner says another sentence to continue the story.
 3 Take turns to develop and conclude the story in up to eight sentences.
 4 Compare your story with other pairs.

REFERENCES

Culture notes p. 191

EXTRA ACTIVITIES

In pairs or small groups, students talk about similar stories or films which they have read or watched. They should present the plot, the main characters and what they liked/disliked most about the story/film. Monitor and offer feedback when necessary.

WORKBOOK

pp. 24–25

NEXT CLASS

Ask students to do *Show What You Know* in the WB, p. 26.

From me before you

by Jojo Moyes



Jojo Moyes

is an English journalist, novelist and screenwriter. She was a journalist for ten

years before becoming a full-time novelist in 2002. She's written numerous best-selling novels, and her book *Me Before You* won several awards and has gone on to sell over eight million copies worldwide. *Me Before You* is a love story between Will Traynor, paralysed after a motorcycle accident, and Louisa Clark, his new carer. The film based on the book was also a huge box-office success. Jojo lives and writes on a farm in Essex, England, with her husband and their three children.

Mrs Traynor looked at my clothes, as if for the first time. I was wearing the very shaggy waistcoat thing that Dad says makes me look like an emu. I tried to smile. It seemed like an effort.

'Obviously I would hope that you could ... get on with each other. It would be nice if he could think of you as a friend rather than a paid professional.'

'Right. What does he ... um ... like to do?'

'He watches films. Sometimes he listens to the radio, or to music. He has one of those digital things. If you position it near his hand, he can usually **manipulate** it himself. He has some movement in his fingers, although he finds it hard to **grip**.'

I felt myself brightening. If he liked music and films, surely we could find some common ground? I had a sudden picture of myself and this man laughing at some Hollywood comedy, me running the Hoover around the bedroom while he listened to his music. Perhaps this was going to be okay. Perhaps we might end up as friends. I had never had a disabled friend before – only Treen's friend David, who was deaf, but would put you in a head-lock if you suggested that meant disabled.

'Do you have any questions?'

'No.'

'Then let's go and introduce you.' She glanced at her watch. 'Nathan should have finished dressing him now.' We **hesitated** outside the door and Mrs Traynor knocked. 'Are you in there? I have Miss Clark to meet you, Will.' There was no answer.

'Will? Nathan?'

A broad New Zealand accent. 'He's decent, Mrs T.' She pushed open the door. The annexe's living room was deceptively large, and one wall consisted entirely of glass doors that looked out over open countryside.

A wood burner glowed quietly in the corner, and a low beige sofa faced a huge flat-screen television, its seats covered by a wool throw. The mood of the room was tasteful, and peaceful – a Scandinavian bachelor pad.

In the centre of the room stood a black wheelchair, its seat and back cushioned by sheepskin. A solidly built man in white collarless scrubs was **crouching down**, adjusting a man's feet on the footrests of the wheelchair. As we stepped into the room, the man in the wheelchair looked up from under shaggy, unkempt hair. His eyes met mine and after a pause, he **let out a bloodcurdling groan**. Then his mouth twisted, and he let out another unearthly cry.

I felt his mother stiffen.

'Will, stop it!'

He didn't even glance towards her. Another prehistoric sound emerged from somewhere near his chest. It was a terrible, agonizing noise. I tried not to **flinch**. The man was **grimacing**, his head tilted and sunk into his shoulders as he stared at me through contorted features. He looked grotesque, and vaguely angry. I realized that where I held my bag, my knuckles had turned white.

'Will! Please.' There was a faint note of hysteria in his mother's voice. 'Please, don't do this.'

Oh God, I thought. I'm not up to this. I **swallowed**, hard. The man was still staring at me. He seemed to be waiting for me to do something.

'I – I'm Lou.' My voice, uncharacteristically tremulous, broke into the silence. I wondered, briefly, whether to hold out a hand and then, remembering that he wouldn't be able to take it, **gave a feeble wave** instead.

'Short for Louisa.'

Then to my astonishment his features cleared, and his head straightened on his shoulders.

Will Traynor gazed at me steadily, the faintest of smiles **flickering across** his face. 'Good morning, Miss Clark,' he said. 'I hear you're my latest minder.'



- SPEAKING** Discuss the advantages or disadvantages of being the firstborn child in a family.
- Read Part 1 of a text about birth order. Are any of the things you discussed in Exercise 1 mentioned?

WHAT BIRTH ORDER SAYS ABOUT YOU

Exercise 3

- defining relative clause
- reduced relative clause (passive)
- reduced relative clause (active)
- non-defining relative clause
- comment clause

Exercise 6

- Children brought up as the baby of the family are often fussy eaters.
- Firstborns, 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 centre of attention, is usually sociable and good fun to be around.

Part 1

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

The firstborn

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



- Read the GRAMMAR FOCUS. What types of clauses are examples 1–5 in blue in Part 1 of the text?

GRAMMAR FOCUS 67

Relative clauses

- In **defining relative clauses** you can leave out *who*, *which* 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**, *who*, *which*, *where* or *whose* always come after a comma and you cannot leave them out.
Eva is friends with Sam, who I can't stand. (= 'I can't stand Sam.')
- In **reduced relative clauses** (defining and non-defining) you use a Present Participle for active verbs and a Past Participle for passive verbs.
There's a new teacher teaching Year Four. ('who is teaching')
Josh, taught by the new teacher, is delighted. (= 'who is taught')
- In **comment clauses** 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.')

Part 2

The middle child

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

The baby of the family

Parents ⁴which are / (Ø) bringing up their youngest children are more lenient, ⁵which / what means that last-borns are rarely told off. Youngest children, ⁶that / who have fewer responsibilities, are carefree and easy-going. The baby of the family, ⁷whose / 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, ⁸that / which is not surprising. Only children, ⁹which / who spend more time with adults, will often act older than their age. The typical only child likes being the centre of attention, ¹⁰which / whose sometimes makes them appear self-centred.

- Read Part 2 of the text and choose the correct option.

- SPEAKING** What about your family? Discuss the comments in Parts 1 and 2. Which statements do you agree with?

- Rewrite the sentences using reduced relative clauses. Tick 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 brought up 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 centre of attention, is usually sociable and good fun to be around.
- Complete the sentences with *who*, *which*, *that*, *where*, *whose* or *Ø* (no pronoun). Which sentences are true for you? Compare with a partner.
 - My sister is always leaving her clothes on the floor, which is very annoying!
 - In my family, the person who/that 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've got several cousins Ø living in the same town as me.
 - We live in a house Ø built over 100 years ago.

FOCUS VLOG 68 About important people

- Watch the Focus Vlog. For the worksheet, go to page 135.

REFERENCES

Videoscript p. 213
Using videos in the classroom p. T16

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 9 To put or not to put a comma, that is the

question (10 min.) pp. 224–225, 247

- Extra digital activities: Grammar Checkpoint
- Students write four pairs of sentences, e.g. *I have a twin sister. Her best friend used to play with us.* They combine the sentences into one using a relative pronoun, e.g. *I have a twin sister whose best friend used to play with us.*

WORKBOOK

p. 26, including Show What You've Learnt

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 2.5, Grammar.

Telling a personal anecdote

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

- 1 **SPEAKING** Look at the extract from a website. Discuss which activities you find the most/the least attractive and why.

Home Events News Archives

memorableday.com

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

- Go mountain biking
- Visit an art gallery or photo exhibition
- Sing karaoke
- Rent a rowing boat or kayak
- Attend a workshop (e.g. dancing or DJing)
- Go go-kart racing
- Visit an aquarium or zoo



- 2 **SPEAKING** Describe the photo in Exercise 1 and discuss the questions with a partner.
- What might the people be thinking and feeling?
 - In your opinion, what factors make a memorable day out?
- 3 **Order the parts of an anecdote about a memorable day out.**
- Where and when the day took place, and other background information
 - Who was involved in the day
 - Why the day was so memorable
 - What the anecdote is going to be about
 - What happened step by step
- 4 **1.31** Listen to someone describing a memorable day out and check your ideas in Exercise 3. Try to retell the anecdote with a partner.

- 5 **1.31** 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

(Right, so) I'm going to tell you about (a great day out).
(OK, so) this is a story about (a day I'll never forget).
This took ¹place 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

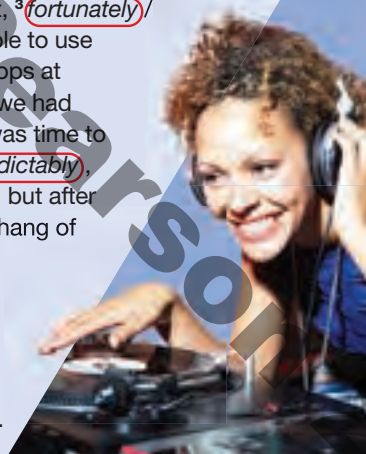
Predictably/⁵ As expected (other people soon started ...)
Unexpectedly/Out of the ⁶ blue, (it started pouring with rain).
Luckily/Fortunately, (after it stopped raining, the sun came out again).

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

- 6 **1.32** Read the anecdote and choose the correct option. Then listen and check.

Right, so this ¹took 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. ²To begin with / Just after, we learnt about the equipment. We can't afford our own stuff yet but, ³fortunately / out of the blue, we were able to use the decks, mixers and laptops at the centre. ⁴When / While we had understood the basics, it was time to have a go. ⁵Strangely / 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 ⁶unexpected / unforgettable day. I can't wait for the next workshop.



- 7 **SPEAKING** Follow the instructions below. Take turns to be Student A and Student B.

Student A: Tell a personal anecdote about a memorable day out. 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.

27

REFERENCES

Audioscript p. 199

EXTRA ACTIVITIES

- Photocopiable resource 10 *Tell me about a family celebration* (12–15 min.) pp. 225, 248
- Students make a list of activities they can do to have a memorable day out in the place where they live. Then they

compare their ideas in pairs or small groups.

WORKBOOK

p. 27

- 1 **SPEAKING** Read Lisa's post and comment on her last sentence. Discuss whether you could share a flat with Lisa. Give reasons for your answer.

Home

New posts

Friends

Profile



Lisa is looking for a flatmate

[Message](#) [Send invitation](#)

I'm a twenty-one-year-old student with a spare room to rent. It's a big room with a bed, a wardrobe and a desk. The flat has two bedrooms, a living room, a kitchen and a bathroom. Only people who meet the requirements below should apply.

- 5 You need to be on a full-time course because I don't want you hanging around the flat in the daytime.

I lead a healthy lifestyle. I'm a vegan and I don't like people cooking meat in my kitchen. It's equally important that there are no cooking smells during the weekend.

- 10 If you expect me to be your friend, you'll be bitterly disappointed. I'm painfully shy and I can't stand being the centre of attention. I don't need a soulmate, I just want a quiet life.

I sleep badly, so I don't want you to binge-watch TV programmes or roar with laughter late at night. Lights go out here at 11 p.m.

- 15 Basically, I'd like you to use your common sense. If I've gone to bed, I expect you to keep quiet.

Friends are okay, but if more than three guests turn up, it's too much.

I set high standards of cleanliness here. I like people who are neat and tidy. When you move in, we can reach an agreement about how we share the cleaning.

- 20 I'm quite easy-going.

- 2 Read the LANGUAGE FOCUS and complete it with the examples in blue in Lisa's post.

LANGUAGE FOCUS

Collocations

- A collocation is a central feature of any language. It refers to typical, frequently occurring combinations of words. For example, you can have *strong feelings*, but not **tough feelings*. You might *burst into tears*, but not **explode-into tears*.
- The strength of a collocation can vary. *Have a laugh* is quite weak because you can also *have a day off*, *have a shower* or *have a baby*. *Shrug your shoulders* is strong. You can't really *shrug* anything else!
- Different types of collocations:
 adjective + noun = *nasty habit*, *vivid imagination*, ¹*high standards*
 verb + noun = *share an interest*, *break the law*, ²*reach an agreement*
 noun + verb = *accidents happen*, ³*guests turn up*
 noun + (of/and) noun = *sense of humour*, ⁴*centre of attention*
 verb + adjective = *look miserable*, ⁵*keep quiet*
 adjective + adjective = *loud and clear*, ⁶*neat and tidy*
 verb + adverb = *smile politely*, ⁷*sleep badly*
 adverb + adjective = *perfectly normal*, ⁸*bitterly disappointed*
- Choosing the right collocation will make your English sound more natural.

- 3 Look at the underlined collocations in Lisa's post. What type of collocation are they? Add them as examples in the LANGUAGE FOCUS box.

adj + noun = *spare room*; *full-time course*; *healthy lifestyle*; *quiet life*
 adv + adj = *equally important*; *painfully shy*
 noun + verb = *lights go out*
 verb + noun = *meet the requirements*; *roar with laughter*

REFERENCES

Audioscript p. 199

EXTRA ACTIVITIES

- Photocopiable resource 11 *Just think of someone* (10 min.) pp. 225, 249
- Based on the vocabulary in ex. 7, students work in pairs to prepare more gapped sentences. The correct answer should be one of the answers A–D from ex. 7.

WORKBOOK

pp. 28–29

NEXT CLASS

Ask students to prepare for a 10–20-minute Use of English Quiz: Assessment Package, Unit 2.7, Use of English.

- 4 **USE OF ENGLISH** Read the posts from Anna and Martin and complete the texts with one word in each gap. Which person would be more suitable to share a flat with Lisa?

Home

New posts

Friends

Profile



Anna's looking for a room

Message Send invitation

I'm sociable, so I'd love to live with like-minded people. I hope we may ¹ share/have the same interests. I have an excellent sense of ² humour and I like to ³ have a laugh. I don't have any nasty ⁴ habits and I've never ⁵ broken the law 😊. My private life is perfectly ⁶ normal.



Martin's looking for a room

Message Send invitation

I'm a medical student, so I work long hours at the hospital. I usually go back to my home town to visit my parents two weekends a month or whenever I ⁷ have a day off. I eat out a lot because I can't cook. I'd like to live with somebody who has ⁸ high standards of cleanliness and is ⁹ neat and tidy like me. Please get in touch if you like my profile.

- 5 **1.33** Match a word from box A with a word from box B to make six common collocations. Then listen to the conversation between Lisa and Dave and check your answers.

A

(casual deeply free good highly supremely)

B

(acquaintance company confident depressed intelligent spirit)

casual acquaintance, deeply depressed, free spirit, good company, highly intelligent, supremely confident

- 6 **SPEAKING** Discuss the ideal qualities for somebody to share a flat with. Use the collocations from Exercise 5.

I would/wouldn't like to live with someone who is (a/an) ...

- 7 Choose the correct option, A, B, C or D. Which sentences are true for you?

- Dad says it's important to set _____ standards for yourself.
A fine B tall **C high** D big
- My sister has a _____ imagination and draws incredible pictures.
A vivid B detailed C sharp D strong
- The last film I saw was rubbish. I was _____ disappointed.
A totally B absolutely **C bitterly** D completely
- Most of my online friends are best described as _____ acquaintances.
A occasional **B casual** C nearby D relaxed
- I eat well and try to lead a _____ lifestyle.
A strong B fit C wise **D healthy**

- 8 Complete the questions with one word in each gap.

- Do you sometimes doubt yourself or are you always supremely confident?
- Are you messy or neat and tidy?
- Are you shy or do you like being the centre of attention?
- Are you a good citizen? Have you ever broken the law?
- Are you emotional? How likely are you to burst into tears?
- Can you remember the last time you roared with laughter?

- 9 **SPEAKING** Ask and answer the questions in Exercise 8. Give reasons for your answers.

SHOW WHAT YOU'VE LEARNT UNITS 1-2

- 10 **USE OF ENGLISH** Complete the second sentence so that it has a similar meaning to the first. Use between two and five words including the word in capitals. Do not change the word given.

- People describe me as independent or rebellious. **FREE**
People describe me as a free spirit.
- Students at our school don't have to wear school uniform. **REQUIRED**
Students at our school are not required to wear school uniform.
- My best friend is very shy and hates it when everybody looks at her. **ATTENTION**
My best friend is very shy and hates being the centre of attention.
- Someone's posted a funny video on the school website. **BEEN**
A funny video has been posted on the school website.
- If my parents shouted at me when I was younger I used to start crying. **INTO**
If my parents shouted at me when I was younger I used to burst into tears.
- My last exam results were extremely disappointing. **BITTERLY**
I was bitterly disappointed with/by my last exam results.

Use of English page 153

29

An article

I can write an article attracting the reader's attention using participle clauses.

- 1 Look at the photos. Which aspects of adolescence do they illustrate?

- 2 **SPEAKING** Read Last week's competition on the *Psychology Magazine* website and discuss the questions with a partner.
- Why is adolescence described as a 'roller coaster ride'?
 - What are the best things about being a young adult?
 - What new challenges do you face as a young adult?
- 3 Read the winning article on the magazine website and discuss the questions with a partner.
- Did the author mention any of the pleasures or challenges you discussed in Exercise 2?
 - What is the author's conclusion? Do you agree?
Probably that adolescence is 'the best days of our lives' for most people.

Psychology Magazine

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Have Your Say

Last week's competition

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

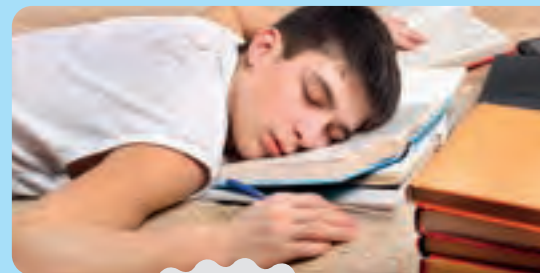
by Josh Payne

Remember when you were little and school summer holidays 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 cope.

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, perhaps in the future we will look back on adolescence as 'the best days of our lives'.



This week's competition

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. 191

EXTRA ACTIVITIES

- Photocopiable resource 12 An article (15 min.) pp. 225–226, 250
- Having completed the writing task, students exchange their articles for feedback on the content and techniques used, especially in the introduction, conclusion and title.

WORKBOOK

pp. 30–31, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS

Ask students to study the Word list on pp. 32–33.

- 4 Read the **WRITING FOCUS** and look at the article again. Decide which techniques the author used for writing the title, the introduction and the 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 summarise the topic (*The Pains and Pleasures of Adolescent Life*)
- 4 use rhyme/wordplay (*Top Ten 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 the title or the introduction

Note: Articles tend to be 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 reckon that ... = In most parents' opinions ...*) and contractions (*don't = do not*).

- 5 Read the example article introductions and conclusions. Decide which techniques 5–12 in the **WRITING FOCUS** the authors used.

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 motorbike and got a tattoo at the age of sixteen. 7, 6
- b In his famous book, American author John Gray said that '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, 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, 11
- d So, as a regular teenage girl, am I really that different from the boy sitting opposite me in class? Perhaps not. Whether we will become more or less alike in later life remains to be seen. 9, 10

- 6 Read the **LANGUAGE FOCUS** and rewrite the underlined fragments using participle clauses.

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

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 reality? Discuss in groups.

- 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.

SHOW WHAT YOU'VE LEARNT

- 8 You are going to reply to *This week's competition* on the *Psychology Magazine* website. Look at page 30, read the topic on the website and think about the following:

- Where will your article appear and who will read it?
- 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.
- Select techniques from the **WRITING FOCUS** to help you attract and hold the reader's attention.
- Make sure you use a formal or semi-formal style.

- 9 Complete the writing task from the website. Include at least one participle clause to express a reason. Use the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you.

2.1 Vocabulary 4.9

adventurous /əd'ventʃərəs/
 affectionate /ə'fekʃənət/
 agreeable /ə'grɪəbəl/
 daring /'deəriŋ/
 excel in /ɪk'sel ɪn/
 fair-minded /,fiə'maɪndɪd/
 feel strongly about sth /,fi:l 'strɒŋli ə,baut ,səmθɪŋ/
 (be) full of oneself /(bi) fʊl əv wʌn'self/
 good-natured /gʊd 'neɪtʃəd/
 have a love of learning /,həv ə lʌv əv 'lɜ:nɪŋ/
 honest /'ɒnəst/
 hopeless /'həʊpləs/
 humble /'hʌmbəl/
 imaginative /ɪ'mædʒənətɪv/
 insecure /ɪn'sɪr'kjʊə/
 intellectual /,ɪntə'lektʃuəl/
 kind-hearted /,kaɪnd 'hɑ:təd/
 laid-back /,leɪd 'bæk/
 larger than life /'lɑ:dʒə ðən ,laɪf/
 level-headed /,levəl'hedɪd/
 make sb feel at ease /meɪk ,sambɒdi ,fi:l ət 'i:z/
 moody /'mu:di/
 party /'pɑ:ti/
 pay attention to detail /,peɪ ə'tenʃən tə'dɪteɪl/
 perceptive /pə'septɪv/
 plan in advance /,plæn ɪn əd'vɑ:ns/
 self-centred /,self 'sentəd/
 self-conscious /,self 'kɒnʃəs/
 self-critical /,self 'krɪtɪkəl/
 short-tempered /,ʃɔ:t 'tempəd/
 small talk /'smɔ:l tɔ:k/
 sociable /'səʊʃəbəl/
 speak up /,spi:k 'ʌp/
 spontaneous /spɒn'teɪniəs/
 strong-willed /,strɒŋ 'wɪld/
 tactful /'tæktfəl/
 the life and soul of the party /ðə ,laɪf ən ,səʊl əv ðə 'pɑ:ti/
 think outside the box /'θɪŋk aʊt'saɪd ðə 'bɒks/
 thorough /'θʌrə/
 trusting /'trʌstɪŋ/
 witty /'wɪti/

2.2 Grammar 4.10

assume /ə'sju:m/
 compassionate /kəm'pæʃənət/
 drift apart /,drɪft ə'pɑ:t/
 late /leɪt/
 long-distance relationship /,lɒŋ ,dɪstəns rɪ'leɪʃənʃɪp/
 lose touch /,lu:z 'tʌtʃ/
 love at first sight /,lʌv ət ,fɜ:st 'saɪt/
 make an impression /,meɪk ən ɪm'preʃən/
 mantelpiece /'mæntlpi:s/
 pluck up the courage /,plʌk ʌp ðə 'kʌrɪdʒ/

propose to sb /prə'pəʊz tə ,sambɒdi/
 remain /rɪ'meɪn/
 separate from sb /'sepəreɪt frəm ,sambɒdi/
 slip down /slɪp daʊn/
 widowed /'wɪdəʊd/

2.3 Listening 4.11

addiction /ə'dɪkʃən/
 adore /ə'dɔ:/
 be attracted to /bi ə'træktɪd tə/
 confusion /kən'fju:ʒən/
 fall for /,fɔ:l 'fɔ:/
 fall in love with /,fɔ:l ɪn 'lʌv wɪð/
 fancy /'fænsi/
 feature /'fi:tʃə/
 generosity /,dʒenə'rɒsəti/
 go out with /,gəʊt wɪð/
 heartbroken /'hɑ:t,breɪkən/
 (be) madly in love with /(bi) ,mædli ɪn 'lʌv wɪð/
 measure /'meʒə/
 novelist /'nɒvəlɪst/
 (be) obsessed with /(bi) əb'sest wɪð/
 passionate /'pæʃənət/
 pleasure /'pleʒə/
 pressure /'preʃə/
 reduced /rɪ'dju:st/
 relationship /rɪ'leɪʃənʃɪp/
 see sb /'si: ,sambɒdi/
 self-sacrifice /,self 'sækrɪfaɪs/
 shrine /ʃraɪn/
 split up with /,splɪt 'ʌp wɪð/
 unconditional /,ʌnkən'dɪʃənəl/
 worship /'wɜ:ʃɪp/

2.4 Reading 4.12

adjust /ə'dʒʌst/
 agonizing /'æɡənaɪzɪŋ/
 astonishment /ə'stɒnɪʃmənt/
 bachelor pad /'bætʃələ ,pæd/
 be up to sth /bi 'ʌp tə ,sambɒdi/
 bend /bend/
 bloodcurdling /'blʌd,kɜ:dlɪŋ/
 box-office success /,bɒks ,ɒfɪs sək'ses/
 brighten /'braɪn/
 broad accent /,brɔ:d 'æksənt/
 carer /'keərə/
 chest /tʃest/
 collarless /'kɒlələs/
 confidently /'kɒnfɪdəntli/
 contorted /kən'tɔ:tɪd/
 crack /kræk/
 crouch down /'kraʊtʃ ,daʊn/
 cushioned /'kʊʃənd/
 deaf /def/
 decent /'di:sənt/
 deceptively /di'septɪvli/
 dependent /dɪ'pendənt/
 disabled /dɪs'eɪbld/
 emerge /ɪ'mɜ:dʒ/
 entirely /ɪn'taɪəli/

face a challenge /,feɪs ə 'tʃæləndʒ/
 faint /feɪnt/
 feeble /'fi:bəl/
 fence /fens/
 find common ground /,faɪnd ,kɒmən 'graʊnd/
 firmly /'fɜ:mli/
 flicker across /'flɪkər ə,kros/
 flinch /flɪntʃ/
 footrest /'fʊtrest/
 from the corner of your eye /frəm ðə ,kɔ:nər əv jɔ:r 'aɪ/
 furnished /'fɜ:nɪʃt/
 gaze /geɪz/
 get yourself into /,get jɔ: ,self 'ɪntə/
 give a wave /,gɪv ə 'weɪv/
 glance /glɑ:ns/
 glimpse /ɡlɪmps/
 grimace /'ɡrɪməs/
 grip /ɡrɪp/
 have nothing in common /,hæv ,nʌθɪŋ ɪn 'kɒmən/
 hesitate /'hezɪteɪt/
 keyhole /'ki:həʊl/
 knuckle /'nʌkləl/
 let out a groan /,let aʊt ə 'grəʊn/
 make an effort /,meɪk ən 'efət/
 manipulate /mə'nɪpjəleɪt/
 minder /'maɪndə/
 neurotic /nɜ:'rɒtɪk/
 passage /'pæsɪdʒ/
 peaceful /'pi:sfəl/
 peep /pi:p/
 peer /piə/
 position /pə'zɪʃən/
 push through /,puʃ 'θru:/
 put sb in a head-lock /pʊt ,sambɒdi ɪn ə 'hed lɒk/
 screenwriter /'skri:n,raɪtə/
 scrubs /skrʌbz/
 shaggy /'ʃæɡi/
 sheepskin /'ʃi:p,skɪn/
 solidly built /,sɒldli 'bɪlt/
 spacious /'speɪʃəs/
 stare /steə/
 steadily /'stedəli/
 stiffen /'stɪfən/
 straighten /'streɪtn/
 swallow /'swɒləʊ/
 tasteful /'teɪstfəl/
 tilt /tɪlt/
 tremulous /'tremjələs/
 twist your mouth /,twɪst jə 'maʊθ/
 uncharacteristically /ʌn,kærɪktə'rɪstɪkli/
 unearthly /ʌn'ɜ:θli/
 unkempt /,ʌn'kempt/
 wonder /'wʌndə/
 wood burner /'wʊd ,bɜ:nə/
 wool throw /,wʊl 'θrəʊ/

2.5 Grammar 4.13

accustomed to /ə'kʌstəmd tə/
 argumentative /,ɑ:gjə'mentətɪv/

WORD LIST ACTIVITIES

• Ask students to choose four or five words or phrases from the word list and write each word/phrase on a piece of paper. Collect all the pieces of paper, put them in a bag and get each student to take out four or five

words. Ask them to write a short text using all the words they chose.

• Draw students' attention to the last section of the wordlist and explain that they may complete it with their own suggestions of other useful words or phrases related to the unit.

attentive /ə'tentɪv/
 boss sb around /ˌbɒs ˌsambəʊdi ə'raʊnd/
 bursting with confidence /ˌbɜːstɪŋ
 wɪð 'kɒnfɪdəns/
 carefree /'keəfriː/
 carry out research /ˌkæri ˌaʊt rɪ'sɜːtʃ/
 (be) the centre of attention /bi) ðə
 ˌsentər əv ə'tenʃən/
 feel left out /ˌfiːl 'left ˌaʊt/
 firstborn /'fɜːstbɔːn/
 fussy eater /ˌfʌsi 'iːtə/
 protective /prə'tektɪv/
 reliable /rɪ'laɪəbəl/
 sibling /'sɪblɪŋ/
 undivided attention /ˌʌndɪˌvaɪdəd
 ə'tenʃən/
 well-behaved /wel bi'heɪvd/

2.6 Speaking 4.14

all of a sudden /ɔːl əv ə 'sʌdn/
 attend a workshop /ə'tend ə
 'wɜːkʃɒp/
 funnily /'fʌnəli/
 get the hang of /ˌget ðə 'hæŋ əv/
 have a go /ˌhæv ə 'gəʊ/
 initially /ɪ'nɪʃəli/
 memorable /'memərəbəl/
 out of the blue /ˌaʊt əv ðə 'bluː/
 pour with rain /ˌpɔː wɪð 'reɪn/
 predictably /prɪ'dɪktəbli/
 unexpectedly /ˌʌnɪk'spektɪdli/

2.7 Use of English 4.15

accidents happen /'æksɪdents
 ˌhæpən/
 binge-watch /'bɪndʒ wɒtʃ/
 bitterly disappointed /ˌbɪtəli
 ˌdɪsə'pɔɪntəd/
 break the law /ˌbreɪk ðə 'lɔː/

burst into tears /ˌbɜːst 'ɪntə 'tiəz/
 casual acquaintance /ˌkæʒʊəl
 ə'kweɪntəns/
 common sense /ˌkɒmən 'sens/
 deeply depressed /ˌdiːpli drɪ'prest/
 deeply disappointed /ˌdiːpli
 ˌdɪsə'pɔɪntəd/
 equally important /ˌiːkwəli
 ɪm'pɔːtənt/
 free spirit /ˌfriː 'spɪrɪt/
 full-time course /ˌfʊl taɪm 'kɔːs/
 go out /ˌgəʊ 'aʊt/
 good company /ˌɡʊd ˌkʌmpəni/
 hang around /ˌhæŋ ə'raʊnd/
 have a baby /ˌhæv ə 'beɪbi/
 have a day off /ˌhæv ə 'deɪ ɒf/
 have a laugh /ˌhæv ə 'lɑːf/
 have a shower /ˌhæv ə 'ʃaʊə/
 healthy lifestyle /ˌhelθi 'laɪfstɑɪl/
 high standards /ˌhaɪ 'stændədz/
 highly intelligent /ˌhaɪli ɪn'telədʒənt/
 keep quiet /ˌkiːp 'kwaɪət/
 like-minded /ˌlaɪk 'maɪndɪd/
 look miserable /ˌlʊk 'mɪzərəbəl/
 loud and clear /ˌlaʊd ən 'kleə/
 meet the requirements /ˌmiːt ðə
 rɪ'kwaɪəmənts/
 miserable /'mɪzərəbəl/
 nasty habit /ˌnɑːsti 'hæbɪt/
 neat and tidy /ˌniːt ən 'taɪdi/
 painfully shy /ˌpeɪnfəli 'ʃaɪ/
 perfectly normal /ˌpɜːfɪktli 'nɔːməl/
 post a video /ˌpəʊst ə 'vɪdiəʊ/
 quiet life /ˌkwaɪət ˌlaɪf/
 reach an agreement /ˌriːtʃ ən
 ə'ɡriːmənt/
 roar with laughter /ˌrɔː wɪð 'lɑːftə/
 roommate /ˌruːmˌmeɪt/
 sense of humour /ˌsens əv 'hjuːmər/

set high standards /set ˌhaɪ
 'stændədz/
 share an interest /ˌʃeər ən ɪntrəst/
 shrug your shoulders /ˌʃrʌɡ jə
 'ʃəʊldəz/
 sleep badly /ˌsliːp ˌbædli/
 smile politely /ˌsmaɪl pə'laɪtli/
 soulmate /ˌsəʊlmeɪt/
 spare room /ˌspeə ˌruːm/
 strong feeling /ˌstrɒŋ ˌfiːlɪŋ/
 supremely confident /ˌsuːprɪˌmli
 ˌkɒnfədənt/
 turn up /ˌtɜːn ˌʌp/
 vivid imagination /ˌvɪvəd
 ɪˌmædʒəˌneɪʃən/

2.8 Writing 4.16

apparently /ə'pærəntli/
 attract sb's attention /ə'trækt
 ˌsambədɪz ə'tenʃən/
 come of age /ˌkʌm əv ˈeɪdʒ/
 cope with /ˌkəʊp wɪð/
 differ /ˌdɪfə/
 embarrassment /ɪm'bærəsmənt/
 envy /'envi/
 for the common good /fər ðə ˌkɒmən
 ˌɡʊd/
 gender-based stereotype /ˌdʒendə
 ˌbeɪst ˌsteriətaɪp/
 gossip /ˌɡɒsɪp/
 heartbreak /ˌhɑːtbreɪk/
 hold sb's attention /ˌhəʊld ˌsambədɪz
 ə'tenʃən/
 in equal measure /ɪn ˌiːkwəl ˌmeʒə/
 outweigh /aʊtˈweɪ/
 regardless of /rɪ'ɡɑːdləs əv/
 roller coaster ride /ˌrəʊlə ˌkəʊstə
 ˌraɪd/
 self-doubt /ˌself ˌdaʊt/

MY WORD LIST

PERSONALITY

ACTIONS OF THE BODY

OTHER

VOCABULARY AND GRAMMAR

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

- The hero in action films is traditionally **daring** and prepared to take risks.
- She plays the type of detective who's especially **perceptive** and notices the smallest of details.
- My favourite character is the brother because he's very **laid-back**. When everyone else is getting stressed, he doesn't seem worried.
- I didn't like the main character because she's so **self-centred**. Everything's about her and she doesn't care how it affects the others.
- There's a scene where the uncle points out the problems with Joe's plan. He's really **tactful** though and does it without discouraging his nephew.
- When Billy first dances in front of an audience, he's really **self-conscious**, but over time, he gains confidence.

2 Choose the correct option.

- It's important that an interviewer makes the candidate feel **at ease** / eased / at rest.
- She's confident, but not too **filled with** / **full of** / full with herself. She'll always acknowledge when she doesn't know something.
- When my uncle saw his future wife for the first time, he was immediately attracted with **to** / at her.
- When Mum saw my new haircut, a look of shock **hesitated** / **grimaced** / **flickered** across her face.
- I only briefly **glimpsed** / glanced / gazed the message on her phone, but I'm sure it was from Bianca.

3 Complete the sentences with the Past Perfect Simple or Past Perfect Continuous forms of the words in brackets.

- Joshua **had already been** (already/be) married twice before he met Carol.
- I asked Martha and Sue to organise 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) Mum before you got engaged?
- I stopped talking to my brother after we **had had** (have) a serious argument for the third time that week.
- When I saw Jane, I could see she **had been crying** (cry), but I didn't know why.

4 Complete the sentences with one word in each gap.

- Maria accepted Niko's invitation to the cinema, **which** made him really happy.
- Last week I bumped into the Smiths, **whose** son used to be in my class at school.
- Would you like to meet my cousin **that/who** I told you about yesterday?
- Here are some lovely photos from Greece **taken** on our honeymoon.

USE OF ENGLISH

5 Complete the text with the correct form of the words in the box. There are two extra words.

(deep equal full health perfect polite)



In parks around the world, it's become ¹ **perfectly** normal to come across hundreds of people gathering every Saturday morning to run their weekly five kilometres. Since it started in 2004, parkrun has become a global phenomenon with events taking place in hundreds of locations in more than twenty countries across the world. Parkruns attract people of all ages and for a whole range of different reasons. Most participants see running as part of a ² **healthy** lifestyle. For many, the social side of the events is ³ **equally** important. People who start off as casual acquaintances nodding to each other and smiling ⁴ **politely**, can end up as firm friends.

6 Choose the correct answer, A, B or C.

- Let me introduce you to the woman _____ husband originally set up the gallery.
A who
B whose
C that
- _____ the village where she grew up, my granny enjoyed living in the city.
A Leaving
B Had left
C Having left
- When we got to the reception, we realized that we _____ the present for the newlyweds at home. We felt extremely embarrassed.
A had left
B left
C have left
- How long _____ for a reply to his email before he realized he wasn't going to get a response?
A Tom waited
B did Tom wait
C has Tom waited
- Mark says he never has time to make his bed in the morning, _____ me a lot. He should get up earlier.
A which irritates
B who irritates
C that irritates

REFERENCES

Audioscript p. 200

EXTRA ACTIVITIES


- Photocopiable resource 51 Multiple choice (12 min.) pp. 235, 294
- Photocopiable resources 55–56 Cloze (20 min.) pp. 236, 298–299
- Use of English 2, WORD STORE booklet, p. 4

- Extra digital activities: Listening and Use of English Checkpoints

- 7 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use up to five words in each gap, but do not change the word in capitals.

- 1 First we went for a meal and then we went to the cinema. **BEEN**
After we had been for a meal/to a restaurant , we went to the cinema.
- 2 Dan wasn't at the party and Cathy's parents were extremely upset. **BITTERLY**
Cathy's parents were bitterly disappointed Dan wasn't 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 ages, I decided to take a break. **SO**
I'd been working for ages, so/been working so long that I decided to take a break.

LISTENING

- 8  1.34 You will hear a talk with a psychologist Adam Martins. Listen and complete the notes with information from the talk. Use a word or a short phrase. You will hear the recording twice.

- 1 The reporter asks if it is true that twins have a special mental and emotional connection .
- 2 Some reports suggest that the special psychic bond is shared mostly by identical twins .
- 3 However, the existence of psychic powers has not been scientifically proven .
- 4 When Adam and his twin sister were fifteen, they drew very similar pictures while sitting on opposite sides of a classroom.
- 5 According to studies, some twins tend to be a bit more competitive than regular siblings or only children.
- 6 During childhood, twins compete with each other mostly for parental attention/parents' attention .
- 7 Studying different subjects, at different universities often in different countries is one way in which twins try to establish a greater sense of self .
- 8 Research shows that the most important factor responsible for our psychological characteristics is (our) DNA .

SPEAKING

- 9 Do the task in pairs.

A



B



Student A

Look at photo A. Describe the photo and answer the questions.

- What do you think is going to happen next? Why?
- Do you get on better with boys or girls in your family? Why?
- Tell me about a situation in which you or someone you know was involved in a family argument.

Student B

Look at photo B. Describe the photo and answer the questions.

- How do you think the man is feeling? Why?
- What's the most challenging thing about living on your own? Why?
- Tell me about the household chores that you or somebody you know had to do when you were a child.

WRITING

- 10 Read this announcement on an international students' website and write an article in reply.

Do parents and teenagers in your country always have the same opinion about different topics?

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

NEXT CLASS

- Ask students to do Self-check 2.10, WB pp. 34–35, as homework.
- Ask students to prepare for Unit Test 2: Assessment Package, Unit 2.
- Ask students to prepare for Review Test 1: Assessment Package, Unit 2.

PROJECT

- How to teach with projects p. T21
- Work in groups. Choose several films or TV series featuring unusual friendships and look into the characteristics of these stories. Decide which one is your favourite and give

reasons. Prepare a digital presentation or video and present it to your class.