

	VOCABULARY	GRAMMAR	LISTENING
<b>1</b> <b>Live and learn</b>  BBC p. 132 Learning a new skill	pp. 4–5 Education; phrasal verbs; describing teachers and students; collocations <b>Reading:</b> Degree courses you didn't know existed pp. 16–17 <b>Word list</b>	p. 6 Present and past habits <b>GRAMMAR ANIMATION</b> p. 133 <b>FOCUS VLOG</b>	p. 7 Memory <b>Vocabulary:</b> Memory <b>Exam Focus:</b> Matching <b>Pronunciation Focus:</b> Sounds and spelling – vowels
<b>2</b> <b>Human nature</b>  BBC p. 134 Nature or nurture?	pp. 20–21 People; personality adjectives; compound adjectives; describing personality <b>Quiz:</b> Know yourself – personality test pp. 32–33 <b>Word list</b>	p. 22 Past Perfect Simple and Continuous <b>GRAMMAR ANIMATION</b>	p. 23 An interview with a neuroscientist <b>Vocabulary:</b> Relationship phrases <b>Exam Focus:</b> Multiple choice <b>Pronunciation Focus:</b> Sounds and spelling – consonants
<b>3</b> <b>Living spaces</b>  BBC p. 136 Smog-free Mexico City	pp. 36–37 Landscape features; prepositions describing location; describing places; in the city <b>Reading:</b> A small city with big ideas pp. 48–49 <b>Word list</b>	p. 38 Future forms including the Future Perfect Continuous <b>GRAMMAR ANIMATION</b> p. 137 <b>FOCUS VLOG</b>	p. 39 Places to live <b>Vocabulary:</b> Collocations and compound nouns <b>Exam Focus:</b> Multiple choice <b>Pronunciation Focus:</b> Sentence stress – future question forms
<b>4</b> <b>Shopping around</b>  BBC p. 138 Young entrepreneurs	pp. 52–53 Shopping; phrasal verbs; shopping collocations; verb phrases <b>Reading:</b> 6 ways to buy clothes responsibly pp. 64–65 <b>Word list</b>	p. 54 Question tags and reply questions <b>GRAMMAR ANIMATION</b>	p. 55 Market trading <b>Vocabulary:</b> Noun phrases <b>Exam Focus:</b> Multiple choice <b>Pronunciation Focus:</b> Long and short vowel sounds
<b>5</b> <b>Off to work</b>  BBC p. 140 Feeling like a leader	pp. 68–69 Work; expressions to do with work; phrasal verbs; adjectives from nouns <b>Reading:</b> Eat that frog! pp. 80–81 <b>Word list</b>	p. 70 Reported speech <b>GRAMMAR ANIMATION</b> p. 141 <b>FOCUS VLOG</b>	p. 71 The future of work <b>Vocabulary:</b> Phrases describing change <b>Exam Focus:</b> Matching <b>Pronunciation Focus:</b> Word pairs – nouns and verbs; word stress
<b>6</b> <b>A matter of fact</b>  BBC p. 142 Is social media killing creativity?	pp. 84–85 The media; truth and falsehood; adjective–noun collocations; adverbs <b>Reading:</b> Fake news pp. 96–97 <b>Word list</b>	p. 86 Conditional clauses – alternatives to <i>if</i> <b>GRAMMAR ANIMATION</b> p. 143 <b>FOCUS VLOG</b>	p. 87 A street artist <b>Vocabulary:</b> Collocations <b>Exam Focus:</b> Note completion <b>Pronunciation Focus:</b> Word stress in four-syllable words
<b>7</b> <b>It's not rocket science!</b>  BBC p. 144 Blowing in the wind	pp. 100–101 Science; scientific research; prepositions after verbs and nouns; words in science <b>Reading:</b> Female scientists changing the world pp. 112–113 <b>Word list</b>	p. 102 Advanced passive forms <b>GRAMMAR ANIMATION</b> p. 145 <b>FOCUS VLOG</b>	p. 103 Problems with technology <b>Vocabulary:</b> Phrasal verbs <b>Exam Focus:</b> Multiple choice <b>Pronunciation Focus:</b> Word stress in word families
<b>8</b> <b>Costing the earth</b>  BBC p. 146 The Global Seed Vault	pp. 116–117 Nature; environmental issues; landscapes; animals <b>Listening:</b> The life journey of a plastic bottle pp. 128–129 <b>Word list</b>	p. 118 Unreal past and regrets – <i>wish, if only, it's time, would rather</i> <b>GRAMMAR ANIMATION</b> p. 147 <b>FOCUS VLOG</b>	p. 119 Intelligent animals <b>Vocabulary:</b> Word building <b>Exam Focus:</b> Note completion <b>Pronunciation Focus:</b> Vowel and consonant minimal pairs

pp. 132–147 **Video Worksheets** pp. 148–171 **Grammar** and **Use of English** Reference and practice

**WORD STORE BOOKLET** Word Stores 1–8, Use of English, Prepositions, Phrasal Verbs, Word building

READING	GRAMMAR	SPEAKING	USE OF ENGLISH	WRITING	FOCUS REVIEW
pp. 8–9 Hidden talents <b>Vocabulary:</b> Collocations; expressions with <i>brain</i> <b>Exam Focus:</b> Gapped text	p. 10 Verb patterns <b>GRAMMAR ANIMATION</b>	p. 11 Describing a photo	pp. 12–13 Register – formal and informal language Key word transformation	pp. 14–15 A CV and a covering email <b>Language Focus:</b> Useful phrases for a CV and a covering email	pp. 18–19
pp. 24–25 <i>Me Before You</i> by Jojo Moyes (book extract) <b>Vocabulary:</b> Physical actions; ways of looking <b>Exam Focus:</b> Multiple choice	p. 26 Relative clauses <b>GRAMMAR ANIMATION</b> p. 135 <b>FOCUS VLOG</b>	p. 27 Telling a personal anecdote	pp. 28–29 Collocations Open cloze Key word transformation	pp. 30–31 An article <b>Language Focus:</b> Participle clauses to express reason	pp. 34–35
pp. 40–41 I am 16 and live alone in the wilderness <b>Vocabulary:</b> Describing houses; idiomatic expressions <b>Exam Focus:</b> Gapped text	p. 42 Quantifiers <b>GRAMMAR ANIMATION</b>	p. 43 Organising a place to live; suggesting, agreeing to and objecting to a course of action <b>ROLE-PLAY</b>	pp. 44–45 Determiners Key word transformation Sentence formation	pp. 46–47 A 'for and against' essay <b>Language Focus:</b> Expressing concession	pp. 50–51
pp. 56–57 Earning and raising money <b>Vocabulary:</b> Making and spending money; being rich and poor <b>Exam Focus:</b> Matching	p. 58 Present and past modal structures <b>GRAMMAR ANIMATION</b>	p. 59 Making and justifying choices; evaluating options <b>ROLE-PLAY</b>	pp. 60–61 Modality – alternative structures Open cloze Multiple choice cloze p. 139 <b>FOCUS VLOG</b>	pp. 62–63 A formal email – describing an incident and making a complaint <b>Language Focus:</b> Expressing cause and result	pp. 66–67
pp. 72–73 What if you don't have one dream job? <b>Vocabulary:</b> Choosing a career; verb–noun collocations <b>Exam Focus:</b> Multiple choice	p. 74 Reporting verbs <b>GRAMMAR ANIMATION</b>	p. 75 Problem solving; expressing annoyance <b>ROLE-PLAY</b>	pp. 76–77 Phrasal verbs – advanced points Open cloze	pp. 78–79 An opinion essay <b>Language Focus:</b> Expressing certainty and describing consequences	pp. 82–83
pp. 88–89 A short history of the selfie <b>Vocabulary:</b> Verbs and verb phrases; photography <b>Exam Focus:</b> Note completion	p. 90 Mixed conditionals <b>GRAMMAR ANIMATION</b>	p. 91 Discussing ethical issues; expressing opinions tentatively and adding comments	pp. 92–93 Compound nouns and adjectives Key word transformation Multiple choice cloze	pp. 94–95 A review of a TV series <b>Language Focus:</b> Adjectives for reviews	pp. 98–99
pp. 104–105 The human microbiome; Being too clean <b>Vocabulary:</b> Medical conditions; word families <b>Exam Focus:</b> Open-ended questions	p. 106 Passive reporting structures <b>GRAMMAR ANIMATION</b>	p. 107 Clarification <b>ROLE-PLAY</b>	pp. 108–109 Easily confused words Cloze Multiple choice	pp. 110–111 A narrative <b>Language Focus:</b> Speech verbs	pp. 114–115
pp. 120–121 Disaster movies <b>Vocabulary:</b> Severe weather and natural disasters; collocations <b>Exam Focus:</b> Matching	p. 122 Emphasis – cleft sentences and inversion <b>GRAMMAR ANIMATION</b>	p. 123 Giving a presentation	pp. 124–125 Prefixes Word formation Cloze Key word transformation	pp. 126–127 A letter to an editor <b>Language Focus:</b> Formal language – review; expressing comparison and contrast	pp. 130–131

p. 172 Pronouns and numerals p. 173 Irregular verbs

# 2

Sample Material

## Human nature

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

Aristotle



NATURE OR NURTURE?

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

## 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?

♥ \_\_\_ ★ \_\_\_ ■ \_\_\_ ▲ \_\_\_ ● \_\_\_

- 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

- 5 1.21 Complete WORD STORE 2A with the adjectives in red in the quiz. Use a dictionary if necessary. Then listen, check and repeat.
- 6 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

- 7 1.22 Complete WORD STORE 2B with the underlined words in the quiz. Then listen, check and repeat.
- 8 Match each comment with an appropriate compound adjective in WORD STORE 2B.
- 'Everyone seems really stressed. I'm cool. No problem.'
  - 'I'm not going to change my mind, I'm determined.'
  - 'I'm happy to fit in with what everybody else thinks.'
  - 'I was hopeless. I should have done so much better.'
  - 'I can see both sides of the argument.'
- 9 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

- 10 1.23 Complete WORD STORE 2C with the highlighted expressions in the quiz. Then listen, check and repeat.
- 11 **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.
  - Computers will never replace humans because they can't view things creatively.
  - People often perform better in oral exam situations when they feel comfortable.
  - People who have a really high opinion of themselves rarely make good friends.
  - Everybody would like to be entertaining on social occasions.



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 Amelie and Steve wait seventeen years to get married?

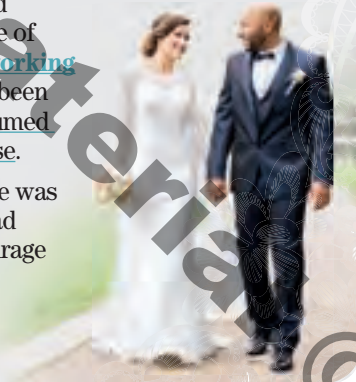
## It was meant to be

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

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.



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

### 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.

- 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 \_\_\_\_\_ (not/sleep) well the previous night.
- I went to the doctor last week because I \_\_\_\_\_ (not/feel) well.
- I \_\_\_\_\_ (have/same/phone) for ages so I got a new one last month.
- I didn't understand yesterday's homework because I \_\_\_\_\_ (not/listen/teacher) in class.
- By the time I arrived, \_\_\_\_\_ (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?

grow hear know live make meet  
move search see work

## Eric and Vilma 40 YEARS ON



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

# 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
- 2 A charity worker
- 3 A parent
- 4 A neuroscientist

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

- 1 What does she specialise in?
- 2 How does she define love?
- 3 Does her research affect her own feelings about love?

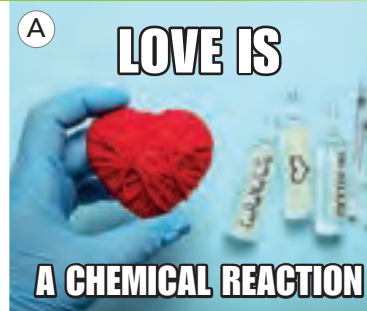
### EXAM FOCUS Multiple choice

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 = \_\_\_\_\_
- 2 adore sb = \_\_\_\_\_
- 3 end a relationship = \_\_\_\_\_
- 4 fall in love with sb = \_\_\_\_\_
- 5 start seeing sb = \_\_\_\_\_
- 6 worship sb = \_\_\_\_\_

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*

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 _____
/ʒ/	s + ion s + ure	3 _____ decision 4 _____ pleasure
/tʃ/	ch t + ure	5 _____ match 6 _____ picture
/dʒ/	j g	7 _____ journey 8 _____ marriage

# 2.4

## READING

Multiple choice

*I can find specific information in a long text.*

- 1 Look at the book genres in the box. Which books do you often (✓)/sometimes (?)/never (X) 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 <input type="checkbox"/> | 3 Nathan <input type="checkbox"/> |
| 2 Lou Clark <input type="checkbox"/>   | 4 Will <input type="checkbox"/>   |

- 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) = \_\_\_\_\_
- 3 react suddenly = \_\_\_\_\_
- 4 move an arm from side to side = \_\_\_\_\_
- 5 make an ugly face = \_\_\_\_\_
- 6 hold firmly = \_\_\_\_\_
- 7 pause nervously = \_\_\_\_\_
- 8 make a low sound of pain = \_\_\_\_\_
- 9 handle or control sth = \_\_\_\_\_
- 10 make a movement as if drink is going down your throat = \_\_\_\_\_

- 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 \_\_\_\_\_ the remote control and \_\_\_\_\_ it?
- 2 Why did Mrs Traynor \_\_\_\_\_ before knocking on Will's door?
- 3 Who was \_\_\_\_\_ to adjust Will's feet on the wheelchair?
- 4 How did Mrs Traynor react when Will \_\_\_\_\_ a \_\_\_\_\_?
- 5 Why did Lou try not to \_\_\_\_\_ when Will was \_\_\_\_\_ and crying out?
- 6 Why did Lou \_\_\_\_\_ instead of shaking Will's hand?
- 7 When did a smile \_\_\_\_\_ Will's face?

### 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.



# From me before you

by Jojo Moyes

1.28

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.’



## 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.

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.’



# 2.5

## GRAMMAR

Relative clauses

*I can identify and use different types of relative clauses.*

- 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

#### Part 1

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

#### The firstborn

Parents <sup>3</sup>learning to bring up their first child tend to be extremely attentive and protective. Firstborn children, <sup>4</sup>who have their parents' undivided attention, are responsible, reliable and well-behaved. Firstborns tend to be perfectionists bursting with confidence, <sup>5</sup>which 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

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

#### The baby of the family

Parents <sup>4</sup>which are / [Ø] bringing up their youngest children are more lenient, <sup>5</sup>which / what means that last-borns are rarely told off. Youngest children, <sup>6</sup>that / who have fewer responsibilities, are carefree and easy-going. The baby of the family, <sup>7</sup>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, <sup>8</sup>that / which is not surprising. Only children, <sup>9</sup>which / who spend more time with adults, will often act older than their age. The typical only child likes being the centre of attention, <sup>10</sup>which / 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 \_\_\_\_\_ cooks the most delicious food is my grandmother.
  - I'm jealous of people \_\_\_\_\_ parents let them do whatever they want.
  - The only place \_\_\_\_\_ I can get some peace at home is in the bathroom.
  - My mother, \_\_\_\_\_ thinks I'm still a baby, worries when I go out late.
  - I've got several cousins \_\_\_\_\_ living in the same town as me.
  - We live in a house \_\_\_\_\_ built over 100 years ago.

#### FOCUS VLOG About important people

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



# 2.6

## SPEAKING

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.
- 1 What might the people be thinking and feeling?
  - 2 In your opinion, what factors make a memorable day out?
- 3 **Order the parts of an anecdote about a memorable day out.**
- a Where and when the day took place, and other background information
  - b Who was involved in the day
  - c Why the day was so memorable
  - d What the anecdote is going to be about
  - e 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 <sup>1</sup>place about (a month ago).

#### Sequencing events in the anecdote

<sup>2</sup> \_\_\_\_\_ /When/Just after (we got there, the sun came out).

<sup>3</sup> \_\_\_\_\_ /To begin with, (we were the only people there ...)

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

Suddenly/<sup>4</sup> \_\_\_\_\_ of a sudden, (the weather changed).

#### Describing events vividly

Predictably/<sup>5</sup> \_\_\_\_\_ expected (other people soon started ...)

Unexpectedly/Out of the <sup>6</sup> \_\_\_\_\_, (it started pouring with rain).

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

#### Finishing the anecdote

Without a <sup>7</sup> \_\_\_\_\_, 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/<sup>8</sup> \_\_\_\_\_ 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 <sup>1</sup>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. <sup>2</sup>To begin with / Just after, we learnt about the equipment.

We can't afford our own stuff yet but, <sup>3</sup>fortunately / out of the blue, we were able to use the decks, mixers and laptops at the centre. <sup>4</sup>When / While we had understood the basics, it was time to have a go. <sup>5</sup>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 <sup>6</sup>unexpected / 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.



## 2.7

## USE OF ENGLISH

Collocations

I can recognise and use common collocations.

- 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.

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*, <sup>1</sup>*high standards*
  - verb + noun = *share an interest*, *break the law*, <sup>2</sup>\_\_\_\_\_
  - noun + verb = *accidents happen*, <sup>3</sup>\_\_\_\_\_
  - noun + (of/and) noun = *sense of humour*, <sup>4</sup>\_\_\_\_\_
  - verb + adjective = *look miserable*, <sup>5</sup>\_\_\_\_\_
  - adjective + adjective = *loud and clear*, <sup>6</sup>\_\_\_\_\_
  - verb + adverb = *smile politely*, <sup>7</sup>\_\_\_\_\_
  - adverb + adjective = *perfectly normal*, <sup>8</sup>\_\_\_\_\_
- 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.

- 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 <sup>1</sup> \_\_\_\_\_ the same interests. I have an excellent sense of <sup>2</sup> \_\_\_\_\_ and I like to <sup>3</sup> \_\_\_\_\_ a laugh. I don't have any nasty <sup>4</sup> \_\_\_\_\_ and I've never <sup>5</sup> \_\_\_\_\_ the law 😊. My private life is perfectly <sup>6</sup> \_\_\_\_\_.



### 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 <sup>7</sup> \_\_\_\_\_ a day off. I eat out a lot because I can't cook. I'd like to live with somebody who has <sup>8</sup> \_\_\_\_\_ standards of cleanliness and is <sup>9</sup> \_\_\_\_\_ 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

- 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 \_\_\_\_\_ confident?
- Are you messy or \_\_\_\_\_ and tidy?
- Are you shy or do you like being the \_\_\_\_\_ of attention?
- Are you a good citizen? Have you ever \_\_\_\_\_ the law?
- Are you emotional? How likely are you to \_\_\_\_\_ into tears?
- Can you remember the last time you \_\_\_\_\_ 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 \_\_\_\_\_.
- Students at our school don't have to wear school uniform. **REQUIRED**  
Students at our school \_\_\_\_\_ 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 \_\_\_\_\_.
- Someone's posted a funny video on the school website. **BEEN**  
A funny video \_\_\_\_\_ 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 \_\_\_\_\_.
- My last exam results were extremely disappointing. **BITTERLY**  
I \_\_\_\_\_ my last exam results.

Use of English page 153



# 2.8

## WRITING

An article

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

- 2 **SPEAKING** Read *Last week's competition* on the *Psychology Magazine* website and discuss the questions with a partner.
  - 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 magazine website and discuss the questions with a partner.
  - 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?

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

# Psychology Magazine

## 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.

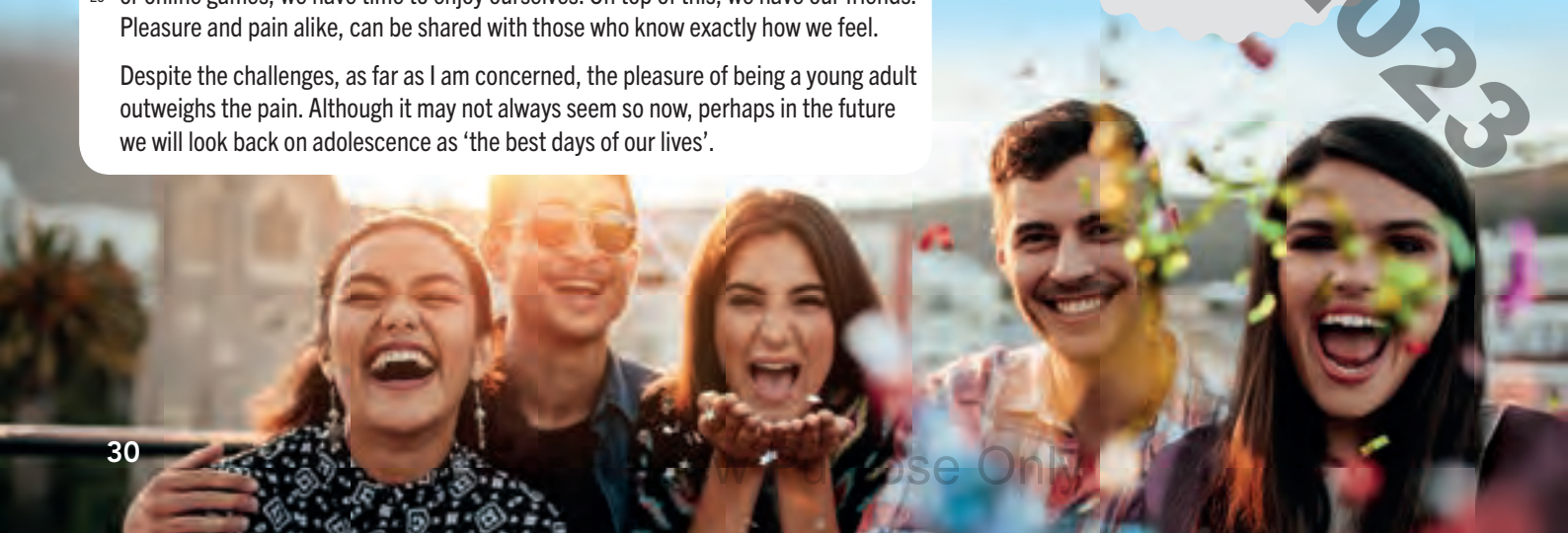
Thankfully, alongside the pain, there is also pleasure. Though we have to study, few of us need to worry about bills or housework. As a result, whether it is playing sport or online games, we have time to enjoy ourselves. On top of this, we have our friends. Pleasure and pain alike, can be shared with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



- 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.
- 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?

#### 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.
- 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.

- 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.
- 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 got on 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 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,baʊt ,sʌmθɪŋ/  
 (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 /'hɒnɪst/  
 hopeless /'həʊpləs/  
 humble /'hʌmbəl/  
 imaginative /ɪ'mædʒənətɪv/  
 insecure /,ɪn'si:kjʊə/  
 intellectual /,ɪntə'lektʃʊəl/  
 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 ,sʌmbɒdi ,fi:l ət 'i:z/  
 moody /'mu:di/  
 party /'pɑ:ti/  
 pay attention to detail /,peɪ ə'tenʃən tə 'di:teɪl/  
 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 /'θʊərə/  
 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 ,sʌmbɒdi/  
 remain /rɪ'meɪn/  
 separate from sb /'sepəreɪt frəm ,sʌmbɒdi/  
 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 aʊt wɪð/  
 heartbroken /'hɑ:t,breʊkən/  
 (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: ,sʌmbɒdi/  
 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 /'ægənaɪzɪŋ/  
 astonishment /ə'stɒnɪʃmənt/  
 bachelor pad /'bætʃələ ,pæd/  
 be up to sth /bi 'ʌp tə ,sʌmθɪŋ/  
 bend /bend/  
 bloodcurdling /'blʌd,kɜ:dliŋ/  
 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:ɪtɪd/  
 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: 'aɪ/  
 furnished /'fɜ:nɪʃt/  
 gaze /geɪz/  
 get yourself into /,get jɔ: ,self 'ɪntə/  
 give a wave /,gɪv ə 'weɪv/  
 glance /glɑ:ns/  
 glimpse /glɪmps/  
 grimace /'grɪməs/  
 grip /grɪp/  
 have nothing in common /,həv ,nʌθɪŋ ɪn 'kɒmən/  
 hesitate /'hezəteɪt/  
 keyhole /'ki:həʊl/  
 knuckle /'nʌkəl/  
 let out a groan /,let aʊt ə 'grəʊn/  
 make an effort /,meɪk ən 'efət/  
 manipulate /mənɪ'pjəleɪt/  
 minder /'maɪndə/  
 neurotic /nɜ:ʊ'rɒtɪk/  
 passage /'pæsɪdʒ/  
 peaceful /'pi:sfəl/  
 peep /pi:p/  
 peer /pɪə/  
 position /pə'zɪʃən/  
 push through /,pʊʃ 'θru:/  
 put sb in a head-lock /pʊt ,sʌmbɒdi ɪn ə 'hed lɒk/

screenwriter /'skri:n,raɪtə/  
 scrubs /skrʌbz/  
 shaggy /'ʃægi/  
 sheepskin /'ʃi:p,skɪn/  
 solidly built /,sɒlɪdli '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,kæriktə'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/



attentive /ə'tentɪv/  
 boss sb around /ˌbɒs ˌsʌmbədɪ 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 /ˌwel bi'hɛvd/

**2.6 Speaking** 4.14

all of a sudden /ˌɔːl 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 /'æksɪdənts ˌhæpən/  
 binge-watch /'bɪndʒ wɒtʃ/  
 bitterly disappointed /ˌbɪtəli ˌdɪsə'pɔɪntəd/  
 break the law /ˌbreɪk ðə 'lɔː/

burst into tears /ˌbɜːst ɪntə 'tɪəz/  
 casual acquaintance /ˌkæʒuəl ə'kweɪntəns/  
 common sense /ˌkɒmən 'sens/  
 deeply depressed /ˌdiːpli dɪ'prest/  
 deeply disappointed /ˌdiːpli ˌdɪsə'pɔɪntəd/  
 equally important /ˌiːkwəli ɪm'pɔːtənt/  
 free spirit /ˌfriː 'spɪrət/  
 full-time course /ˌfʊl taɪm 'kɔːs/  
 go out /ˌgəʊ 'aʊt/  
 good company /ˌgʊd 'kʌmpəni/  
 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 'kliə/  
 meet the requirements /ˌmiːt ðə rɪ'kwəɪmənts/  
 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 /'kwaɪət ˌlaɪf/  
 reach an agreement /ˌriːtʃ ən ə'grɪːmənt/  
 roar with laughter /ˌrɔː wɪð 'lɑːftə/  
 roommate /'ruːmˌmeɪt/  
 sense of humour /ˌsens əv 'hjuːmə/

set high standards /set ˌhaɪ 'stændədz/  
 share an interest /ˌʃeər ən ɪn'trəst/  
 shrug your shoulders /ˌʃrʌɡ jə 'ʃəʊldəz/  
 sleep badly /ˌsliːp 'bædli/  
 smile politely /ˌsmɑɪl pə'laɪtli/  
 soulmate /'səʊlmeɪt/  
 spare room /ˌspeə 'ruːm/  
 strong feeling /ˌstrɒŋ 'fiːlɪŋ/  
 supremely confident /sʊˌpriːmli ˌkɒnfədənt/  
 turn up /ˌtɜːn ˈʌp/  
 vivid imagination /ˌvɪvɪd ɪˌmædʒə'neɪʃən/

**2.8 Writing** 4.16

apparently /ə'pærəntli/  
 attract sb's attention /ə'trækt ˌsʌmbədɪz ə'tenʃən/  
 come of age /ˌkʌm əv 'eɪdʒ/  
 cope with /'kəʊp wɪð/  
 differ /'dɪfə/  
 embarrassment /ɪm'bærəsmənt/  
 envy /'envi/  
 for the common good /fər ðə ˌkɒmən 'gʊd/  
 gender-based stereotype /ˌdʒendə ˌbeɪst 'sterɪətaɪp/  
 gossip /'gɒsɪp/  
 heartbreak /'hɑːtbreɪk/  
 hold sb's attention /ˌhəʊld ˌsʌmbədɪz ə'tenʃən/  
 in equal measure /ɪn ɪˌkwəl 'meʒə/  
 outweigh /aʊt'weɪ/  
 regardless of /rɪ'gɑːdləs əv/  
 roller coaster ride /'rəʊlə ˌkəʊstə ˌraɪd/  
 self-doubt /ˌself 'daʊt/

**MY WORD LIST**

**PERSONALITY**

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**ACTIONS OF THE BODY**

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**OTHER**

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## VOCABULARY AND GRAMMAR

- 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 **d\_\_\_\_\_g** and prepared to take risks.
  - She plays the type of detective who's especially **p\_\_\_\_\_e** and notices the smallest of details.
  - My favourite character is the brother because he's very **l\_\_\_\_\_ - \_\_\_\_\_k**. When everyone else is getting stressed, he doesn't seem worried.
  - I didn't like the main character because she's so **s\_\_\_\_\_d**. 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 **t\_\_\_\_\_l** though and does it without discouraging his nephew.
  - When Billy first dances in front of an audience, he's really **s\_\_\_\_\_ - \_\_\_\_\_s**, but over time, he gains confidence.
- 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.
- Complete the sentences with the Past Perfect Simple or Past Perfect Continuous forms of the words in brackets.
  - Joshua \_\_\_\_\_ (already/be) married twice before he met Carol.
  - I asked Martha and Sue to organise my wedding because they \_\_\_\_\_ (prepare) quite a few before.
  - Stewart was really exhausted because he \_\_\_\_\_ (look) after the twins the whole afternoon.
  - Dad, how long \_\_\_\_\_ (you/date) Mum before you got engaged?
  - I stopped talking to my brother after we \_\_\_\_\_ (have) a serious argument for the third time that week.
  - When I saw Jane, I could see she \_\_\_\_\_ (cry), but I didn't know why.
- Complete the sentences with one word in each gap.
  - Maria accepted Niko's invitation to the cinema, \_\_\_\_\_ made him really happy.
  - Last week I bumped into the Smiths, \_\_\_\_\_ son used to be in my class at school.
  - Would you like to meet my cousin \_\_\_\_\_ I told you about yesterday?
  - Here are some lovely photos from Greece \_\_\_\_\_ on our honeymoon.

## USE OF ENGLISH

- 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 <sup>1</sup> \_\_\_\_\_ 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 <sup>2</sup> \_\_\_\_\_ lifestyle. For many, the social side of the events is <sup>3</sup> \_\_\_\_\_ important. People who start off as casual acquaintances nodding to each other and smiling <sup>4</sup> \_\_\_\_\_, can end up as firm friends.

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

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.

- First we went for a meal and then we went to the cinema. **BEEN**  
After we \_\_\_\_\_, we went to the cinema.
- Dan wasn't at the party and Cathy's parents were extremely upset. **BITTERLY**  
Cathy's parents \_\_\_\_\_ Dan wasn't at the party.
- I first met Sally at the restaurant over there. **WHERE**  
That's the restaurant \_\_\_\_\_ Sally.
- After working for ages, I decided to take a break. **SO**  
I'd \_\_\_\_\_ 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.

- The reporter asks if it is true that twins have a special mental and emotional \_\_\_\_\_.
- Some reports suggest that the special psychic bond is shared mostly by \_\_\_\_\_.
- However, the existence of psychic powers has not been \_\_\_\_\_.
- When Adam and \_\_\_\_\_ were fifteen, they drew very similar pictures while sitting on opposite sides of a classroom.
- According to studies, some twins tend to be a bit \_\_\_\_\_ than regular siblings or only children.
- During childhood, twins compete with each other mostly for \_\_\_\_\_.
- Studying different subjects, at different universities often in different countries is one way in which twins try to establish a greater \_\_\_\_\_.
- Research shows that the most important factor responsible for our psychological characteristics is \_\_\_\_\_.

## 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!



## VOCABULARY

2.1

- People • personality adjectives
- compound adjectives
- describing personality

## SHOW WHAT YOU KNOW

## 1 Complete the sentences with the correct form of the words in brackets.

- Gary sometimes says horrible things to people. He can be *unkind*. (KINDNESS)
- Sandra hates waiting for anything, or anyone! She's so \_\_\_\_\_ . (PATIENCE)
  - They're always doing things without thinking about the results. They're \_\_\_\_\_ . (RESPONSIBILITY)
  - Jack always tries not to hurt other people's feelings. He's definitely not \_\_\_\_\_ . (SENSITIVITY)
  - Eva doesn't enjoy being with other people and she's not always kind to others. She's \_\_\_\_\_ . (FRIENDLINESS)
  - Lisa is more interested in being happy than successful. She's \_\_\_\_\_ . (AMBITION)
  - Mark is often rude to people. He's \_\_\_\_\_ . (POLITENESS)

## WORD STORE 2A | Personality adjectives

## 2 Complete the sentences with the correct words. The first letters are given.

- Tom's always careful to do things properly. He very *thorough*.
- If someone tells me something, I believe them – why should I doubt them? I'm pretty **t** \_\_\_\_\_ , I suppose.
  - My sister wants to write comedy shows for TV. I think she'd be perfect as she's very **w** \_\_\_\_\_ . She always makes everyone laugh!
  - He's really **m** \_\_\_\_\_ . He can go from annoyed to cheerful in an instant.
  - My parents are **a** \_\_\_\_\_ people. They love giving hugs and I've always known they care about me.
  - I think I'm quite **p** \_\_\_\_\_ . I can tell when people are feeling sad or nervous, even if they try to hide it.

## 3 Complete the text with the words in the box.

(daring insecure intellectual spontaneous tactful witty)

### Tell us about you and your BFF!

#### Why do you think you're friends?



My best friend and I are complete opposites! For one thing, he loves studying and is always reading and doing research online because something fascinates him. I suppose he's quite *intellectual* – and I'm not! I don't mind a bit of homework, but I'd rather be out having fun with friends and meeting new people. When I go out, I'm quite <sup>1</sup> \_\_\_\_\_ , I don't think it's necessary to plan everything before you do it, I love the fact that I never quite know what I'm going to do or where I'll go. My friend likes to plan every detail, but the thing is, he's not that confident – he's a bit <sup>2</sup> \_\_\_\_\_ and worries all the time about making mistakes, even silly little ones, which is crazy because he's got a brain the size of China! Unlike me, he's not that keen on new experiences, I'll even have a go at tricky or adventurous things – I guess you could say I'm pretty <sup>3</sup> \_\_\_\_\_ . He thinks before he says anything in case he upsets somebody and is very <sup>4</sup> \_\_\_\_\_ and good with words. I'm not very <sup>5</sup> \_\_\_\_\_ , I seem to say the first thing that comes into my mind and I'm terrible at keeping secrets. Despite our differences, we get on incredibly well. I know he'll always be there for me if I've got a problem, and I'll do the same for him. That's why we're such good friends!

## WORD STORE 2B | Compound adjectives

## 4 Match the words in the box with words 1–7 to make compound adjectives.

(back centred conscious critical headed hearted minded natured tempered willed)

kind-*hearted*

- self-\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_
- good-\_\_\_\_\_ 5 strong-\_\_\_\_\_
- laid-\_\_\_\_\_ 6 level-\_\_\_\_\_
- short-\_\_\_\_\_ 7 fair-\_\_\_\_\_

**5 Complete the conversations with the compound adjectives in Exercise 4.**

- A: What's up?  
 B: It's my sister. She's decided to start a band, but she's terrible at the guitar. I'm trying to persuade her not to – it'd be a disaster. But once Jane decides to do something it's impossible to stop her.  
 A: You know your sister, she's so *strong-willed* I doubt you'll manage to stop her!

- 1 A: What do you think about social media?  
 B: Well, it's got advantages and disadvantages. I mean, it's a great way of keeping in touch and it's fun, but it's easy to spend too long online.  
 A: You're very \_\_\_\_\_, aren't you?
- 2 A: I wish I could be as \_\_\_\_\_ as you. You never seem to be stressed out about anything, not even exams.  
 B: Well, doing yoga and getting enough sleep helps me stay calm.
- 3 A: You've eaten all the biscuits again and left the kitchen in a real mess. How can you be so \_\_\_\_\_? I wish you'd think about the rest of us sometimes!  
 B: Sorry! I'll clear it up now.
- 4 A: Matt's great, isn't he? I was really upset after I'd had an argument and he took me out for coffee and just listened to me. He's one of the most \_\_\_\_\_ people I know.  
 B: Definitely! He'll always help you if he can, and he's really generous, too.
- 5 A: I wish I was more confident. I never know what to say to people and I feel like they're going to think I'm boring.  
 B: Don't be so \_\_\_\_\_, you've got a great personality!
- 6 A: My brother lost his temper again! I don't know what's up with him – he seems to get angry really easily at the moment.  
 B: Really? Perhaps there's a reason he's so \_\_\_\_\_. Have you asked if anything's wrong?

**WORD STORE 2C | Describing personality**

**6 Find and correct the mistakes.**

If you have a love ~~on~~ learning, you'll really enjoy university. *of*

- 1 The best way to make people feel on ease is to smile, use their name and listen to them. \_\_\_\_\_
- 2 We need some new ideas. Can you think out the box and come up with something? \_\_\_\_\_
- 3 Alex has a strong personality, she's a bit larger than herself sometimes! \_\_\_\_\_
- 4 You don't have to be the soul and life of the party for people to like you, just be yourself. \_\_\_\_\_
- 5 The best way to accept a compliment without seeming too full with yourself is to just say 'Thank you' and smile. \_\_\_\_\_

**SHOW WHAT YOU'VE LEARNT**

**7 Choose the correct answers A–C.**

**Personality survey**

Please post your answers to the question below. Answers will be anonymous. Thanks!

**How would you describe yourself to a stranger?**

**1** The most important thing to know about me is that I'm traditional and very family-oriented. I'm sociable and I <sup>1</sup> \_\_\_ most at ease in familiar situations. I think I'm <sup>2</sup> \_\_\_, often thinking of others before myself. I'd do anything for the people I love. I'm definitely <sup>3</sup> \_\_\_ and I don't do things without thinking them through.

**2** Everyone describes me as practical! I think it's important to pay attention to the details of everything and be <sup>4</sup> \_\_\_. What's the point of doing something if you don't do it well? I have a <sup>5</sup> \_\_\_ of learning, but I wouldn't say I was <sup>6</sup> \_\_\_, I'd rather be repairing my car or building something than writing an essay or doing research.

**3** I'm a people person. Everyone says I'm friendly, <sup>7</sup> \_\_\_ and have good relationships with others, so it must be true! I wouldn't say I was the 'life and <sup>8</sup> \_\_\_ of the party,' though, because I don't always like being the centre of attention. I'd rather be chatting to someone quietly and getting to know them. Strangers are just friends you don't know yet!

**4** I'd tell a stranger that my two main qualities are that I'm adventure-loving and <sup>9</sup> \_\_\_, I never know what will end up happening on any specific day because if I suddenly feel like doing something, I'll probably go ahead and do it! Another thing I'd tell them is that I'm not afraid to take risks, though being so <sup>10</sup> \_\_\_ can cause me problems – once I went climbing and broke my leg!

- |    |                  |                  |                |
|----|------------------|------------------|----------------|
| 1  | A feel           | B think          | C live         |
| 2  | A kind-hearted   | B self-centred   | C laid-back    |
| 3  | A self-centred   | B short-tempered | C level-headed |
| 4  | A tactful        | B thorough       | C trusting     |
| 5  | A love           | B enjoyment      | C life         |
| 6  | A intellectual   | B insecure       | C moody        |
| 7  | A self-centred   | B moody          | C affectionate |
| 8  | A heart          | B soul           | C centre       |
| 9  | A perceptive     | B spontaneous    | C insecure     |
| 10 | A self-conscious | B fair-minded    | C daring       |

#### SHOW WHAT YOU KNOW

1 Match beginnings 1–6 with endings a–g and put the verbs into the Past Perfect Simple. There is one extra ending.

Beth was embarrassed because she **had put on** (put on)

- 1 Dan couldn't order his new trainers online because they \_\_\_\_\_ (run out)
- 2 Lee never found his phone. It \_\_\_\_\_ (fall)
- 3 Jill couldn't claim her lottery win because someone \_\_\_\_\_ (steal)
- 4 John wasn't allowed in the pool because he \_\_\_\_\_ (not/bring)
- 5 Kyle \_\_\_\_\_ (never/use) a washing machine before
- 6 I wish we \_\_\_\_\_ (not/book) 
  - a of his size.
  - b the winning ticket out of her handbag.
  - c out of his pocket while he was lying on the grass.
  - d and had no idea how they worked.
  - e a swimming cap.
  - f the car from his dad.
  - g cinema tickets for 5 p.m. We won't have time for dinner.
  - h odd socks by mistake that morning.

2 ★ Complete the texts with the verbs in the box.

had been cycling    had been  
had been feeling  
had been looking forward to  
had done (x2)    had eaten    had failed  
had he set off    hadn't worked

- 1 Avril's face was rather a funny green colour. She said she **had eaten** a whole tub of ice cream an hour earlier and <sup>a</sup> \_\_\_\_\_ rather sick ever since. When I asked why she <sup>b</sup> \_\_\_\_\_ that, she said that she <sup>c</sup> \_\_\_\_\_ a test at school and needed cheering up. Clearly her plan <sup>d</sup> \_\_\_\_\_.
- 2 Jack <sup>a</sup> \_\_\_\_\_ to school for ten minutes when he noticed how quiet the streets were and finally realised it was Saturday. Why on earth <sup>b</sup> \_\_\_\_\_ for school on a Saturday? It <sup>c</sup> \_\_\_\_\_ a long and stressful week and he <sup>d</sup> \_\_\_\_\_ the weekend all week. His family were going to laugh when they found out what he <sup>e</sup> \_\_\_\_\_.

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

- a When we finally landed, the plane **had been flying** (fly) for fourteen hours.
- b When we finally landed, the plane **had flown** (fly) over 5,900 miles.
- 1 a Trevor \_\_\_\_\_ (live) in this town for 20 years before he found out that his next door neighbour used to be a famous actress.
- b Trevor \_\_\_\_\_ (know) his next door neighbour for twenty years before he found out she used to be a famous actress.
- 2 a Vladimir \_\_\_\_\_ (sneak) out of the house secretly at night for months before he was finally caught.
- b Earlier that night, Vladimir \_\_\_\_\_ (sneak) out of the house without waking his parents.
- 3 a The security guard \_\_\_\_\_ (sleep) for hours when the office was broken into.
- b The security guard was fired because he \_\_\_\_\_ (sleep) through the burglary.

4 ★★★ Complete the text with the Past Perfect Simple or the Past Perfect Continuous forms of the verbs in the box.

always start    correctly predict    do    go off    hear  
look forward    love    put up    receive    snow    wait

George and Gina **had been waiting** for Christmas for roughly 364 days. Ever since they were children, they <sup>1</sup> \_\_\_\_\_ everything about the festive season, especially Christmas dinner. And George and Gina <sup>2</sup> \_\_\_\_\_ early. By the end of each summer, they <sup>3</sup> \_\_\_\_\_ most of their Christmas shopping, and by late October, they <sup>4</sup> \_\_\_\_\_ their tree. Their friends <sup>5</sup> \_\_\_\_\_ Christmas cards in early November for as long as they could remember.

This year, the weather forecasters <sup>6</sup> \_\_\_\_\_ a white Christmas – George and Gina's absolute favourite. Ever since they <sup>7</sup> \_\_\_\_\_ this, they <sup>8</sup> \_\_\_\_\_ to Christmas even more than ever. When George opened the curtains on Christmas morning, he was greeted by a winter wonderland. Unfortunately, when he went downstairs, he discovered it <sup>9</sup> \_\_\_\_\_ so much that the electricity <sup>10</sup> \_\_\_\_\_. Christmas dinner was a cold ham sandwich eaten in a dark room next to an unlit tree.

#### SHOW WHAT YOU'VE LEARNT

5 Choose the most suitable tense to complete the sentences.

- 1 The mathematician **had attempted** / **had been attempting** the problem nearly one hundred times before she finally solved it.
- 2 By midnight, all the guests **had left** / **had been leaving**.
- 3 Claire was given full marks in the speaking test. She **had revised** / **had been revising** all week long.
- 4 When the police examined all possible causes of the accident, they discovered that the driver **had probably fallen** / **had probably been falling** asleep behind the wheel.
- 5 Ryan left the room after the exam **had finished** / **had been finishing**.
- 6 They **had planned** / **had been planning** the wedding for months when he discovered she was actually in love with someone else.



# LISTENING LANGUAGE PRACTICE

2.3

- Comparative expressions
- dependent prepositions

1 Read the extracts from the interview. Complete the comparative expressions with the words in the box. There are two extra words.

better characteristics just like more (x2)  
much same similar worse

Extracts from Student's Book recording 1.24

RN: [...] love is a powerful neurological condition. When you fall for someone, it's *similar* to hunger or thirst, but <sup>1</sup> \_\_\_\_\_ permanent.

P: That's not a very romantic image.

RN: Well, no, but it's fascinating. In fact, romantic love has all the <sup>2</sup> \_\_\_\_\_ of addiction. [...] You focus on the person, you obsessively think about them and you will take enormous risks to win this person that you're obsessed with. Also, <sup>3</sup> \_\_\_\_\_ an addict, you need to see them more and <sup>4</sup> \_\_\_\_\_. [...]

First, there's an area deep in the centre of the brain – it's a primitive part of the brain which developed 65 million years ago. [...] The more passionate the love, the more activity there was in that area. We also found activity in a second area of the brain that becomes active when people eat chocolate! Chocolate can be addictive, <sup>5</sup> \_\_\_\_\_ like romantic love!

P: And what happens when someone is rejected? Does the activity in those areas of the brain stop?

RN: Unfortunately for the broken-hearted, no. The obsession can get <sup>6</sup> \_\_\_\_\_ when you're rejected. We put people into the brain scanner just after their partner had split up with them, and we found that there was as <sup>7</sup> \_\_\_\_\_ activity, or even more, than when they were in love.

2 Choose the correct words to complete the sentences.

- Love, it seems, is similar \_\_\_ chocolate in certain ways.  
A to                      B as                      C than
- This new model of the phone has all the characteristics \_\_\_ the old one, plus several exciting new innovations.  
A from                      B that                      C of
- \_\_\_ many seventeen-year-olds, Monica couldn't wait to be eighteen.  
A As                      B Like                      C Similar
- As young adults come of age, they spend \_\_\_ and more time thinking about romantic relationships.  
A even                      B much                      C more
- Every Christmas is \_\_\_ like the last. Can't we do something different this year?  
A just                      B similar                      C worse
- If I had as much money \_\_\_ them, I'd definitely give some of it to charity.  
A than                      B as                      C to

3 Read REMEMBER THIS. Find and underline an example of a *the ... the ...* structure in the extracts in Exercise 1.

## REMEMBER THIS

Use comparatives with *the ... the ...* to say that things change or vary together:

*The longer we are together, the more I love you.*

Note the word order in both clauses:

**the + comparative expression + subject + verb**

Comparative expressions with nouns can also be used:  
*The longer the relationship, the more partners discover about each other.*

Note how the word order in the first clause differs:

**the + comparative adjective + the + subject**

4 Use the prompts to complete the sentences with *the ... the ...* structures.

(Nice/hotel, money)

*The nicer the hotel, the more money* you'll have to pay for a room.

1 (fast/car, petrol)

\_\_\_\_\_ it uses.

2 (long/hike, water)

\_\_\_\_\_ you'll

need to take with you.

3 (big/barbecue, sausages)

\_\_\_\_\_ we'll be

able to cook.

4 (cute/puppy, chance)

\_\_\_\_\_ there is

of finding it a good home.

5 (steep/ski slope, falls and injuries)

\_\_\_\_\_ there are.



## WORD STORE 2D | Relationship phrases

5 Choose the correct option.

Have you ever *tripped / gone / (fallen)* for someone you'd just met?

- John and Madeleine have been going *out with / out to / up with* each other for two years.
- Karen has *put / split / finished* up with her boyfriend. She's moving to Australia and he didn't want to go.
- If you find yourself becoming obsessed *to / for / with* social media, it's a good idea to have a break from sites or only go on them for a set time each day.
- I was really *attached / attracted / attractive* to him the moment I saw him. He had such a lovely smile!
- Sam and Lisa are madly *in love with / on love with / in love for* each other and they're getting married in May.

# 2.4

## READING

Young adult fiction • word families

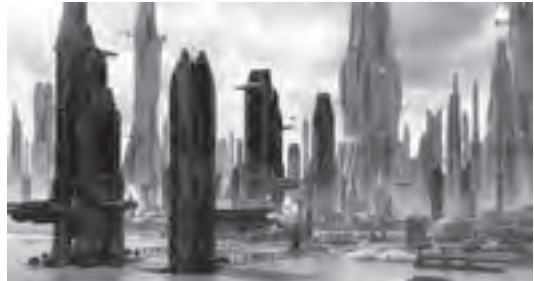
1 Read Texts 1 and 2 quickly. Is the statement true (T) or false (F)?

One of the texts suggests that dystopian novels such as *The Hunger Games* are not as popular as they were in the past.

### TEENAGE BOOK FREAK

You searched for 'The Hunger Games' – 17 results match your search:

*The Hunger Games* trilogy by Suzanne Collins started as a series of young adult adventure novels and is now a multimedia franchise worth millions – the film adaptation of the first novel grossed over \$400 million and helped launch the career of Oscar winner Jennifer Lawrence. For anyone unfamiliar with the series (where have you been for the last few years?) the story is set in a dystopian\* future in the totalitarian nation of Panem. The Hunger Games are an annual event in which two representatives from each of Panem's 12 districts are selected to take part. Unfortunately for the young representatives, the Game's goal is to eliminate their fellow competitors in a brutal fight to the death – and it's all televised for the rest of Panem to enjoy.



Clearly, with a plot like this, both the books and films contain violence and killing. It used to be taboo for children to kill children in stories, but this is evidently no longer the case. And *The Hunger Games* is far from alone in presenting a grim and bloody vision of the future. Among many others, there's Moira Young's *Blood Red Road*, Malorie Blackman's *Noughts and Crosses* and Meg Rosoff's *How I Live Now*, a story of teenage passion in a future England at war, and now a major film starring Saoirse Ronan.

So what is it about these dark tales that attracts teenage readers? Why has dystopia become so fashionable? Are we, today's young adults, perhaps reacting to the negativity caused by economic recession, university fees and the prospect of never getting a mortgage?

Meg Rosoff says older teenagers 'see adulthood on the horizon and that's as scary as the apocalypse.' Imagining that you're living in a place in which millions have starved to death\* (*The Hunger Games*), been killed off because eternal youth\* has been discovered (Gemma Malley's *The Declaration*) or are living in a world dried up by climate change (Moira Young's *Blood Red Road*) can help you look at your problems in a different light. Compared to a dystopian nightmare, fears about having spots or taking exams seem considerably less terrifying.

Moira Young expresses a similar idea: 'I think it (*Blood Red Road*) fits with young people's anxieties about the future, in that it's about a heroic figure triumphing over the odds\*.' Gemma Malley suggests that dystopias not only magnify\* what teens go through in terms of bullying\* and the struggle to make their own decisions, but also feed 'their appetite for adrenaline. These novels are like scary rides in a theme park.'

Fans of young adult fiction, and in particular female ones like me, seem to respond not just to the action-packed plots of these novels but also the realism of the flawed\* and complex characters that are found in them. Katniss Everdeen, the heroine in *The Hunger Games*, has hunting skills and a fierce protectiveness towards her little sister that make her, like Meg Rosoff's Daisy, and Moira Young's Saba, the opposite to Bella Swann, the passive, well-behaved vampire lover from Stephenie Meyer's *Twilight* series. One fellow *Hunger Games* fan commented 'If you've got a brain, vampires suck. Girls aren't waiting to be saved any more. Katniss is the kind of strong teenage heroine we were all waiting for.'

Tales of dystopia won't be popular forever. Just like vampires and werewolves before them, they will eventually be replaced by something new. If you, dear readers, are anything like me, then you'll be eager to discover what the next trend in teenage fiction is going to be.

2 The first UK book convention dedicated to young adult (YA) fiction opened in style with charismatic author Malorie Blackman dressed in a Star Trek outfit, addressing the audience in the language of Klingon!

One of the appealing aspects of YA novels and authors is openness to debate. Blackman, who led the two-day event, appeared on a panel discussing the ongoing appeal of dystopia. The panellists discussed the need for YA to be realistic and truthful, even when the truth is painful. 'Teenagers write stuff that is way darker and more hopeless than some of the published stories anyway,' said one panellist. Another suggested that it would be patronising\* to teenagers to be told that there are certain subjects they shouldn't be reading about. 'YA has to represent the real world and not just present a rosy image of it.'

The convention was enjoyed by hundreds of young readers and was a great success.

### GLOSSARY

**dystopia** (n) – an imaginary place where life is extremely difficult and unfair things happen

**starve to death** (verb phrase) – die of hunger

**eternal youth** (adj + n) – the mythical state of never growing old

**triumphing over the odds** – succeeding or winning in a very difficult situation

**magnify** (v) – make larger

**bully** (v, n) – to threaten or hurt someone, especially someone smaller or weaker

**flawed** (adj) – having mistakes, weaknesses or damage

**patronising** (adj) – someone who is patronising talks to you in a way that shows you they think you are less intelligent or important than them

**2 Read Text 1 and Text 2 again and choose the correct answers A–D.**

- Text 1
  - recommends a selection of dystopian novels.
  - attempts to explain the appeal of dystopian novels.
  - is critical of dystopian novels.
  - reviews a well-known dystopian novel.
- Text 1 suggests that dystopian novels
  - are unsuitable for teenagers because they are too violent.
  - are often scarier than novels about vampires or werewolves.
  - can help teenage readers to put the problems of adolescence into perspective.
  - are an escape from the realities of teenage life.
- The author mentions the character Katniss Everdeen as an example of
  - a new kind of female heroine.
  - a traditional female character.
  - a passive, well-behaved heroine.
  - a unique character in young adult fiction.
- In Text 2, the quote 'Teenagers write stuff that is way darker and more hopeless than some of the published stories anyway' was intended as
  - a criticism of teenage authors.
  - an example of possible negative effects of reading dystopian novels.
  - praise for current teenage authors.
  - justification of the dark nature of dystopian novels intended for teenagers.
- In both texts, it is suggested that
  - old taboos are being broken in new young adult fiction.
  - certain subjects are unsuitable for teenage readers.
  - realism is an important aspect of successful young adult fiction.
  - dystopian novels will eventually become unfashionable.

**REMEMBER BETTER**

When you are reading authentic texts, such as the novels mentioned in the article above, look out for typical endings used to form nouns and adjectives. Try to work out the meaning of unfamiliar words using context and your knowledge of common patterns of word formation.

**Complete the table with the correct forms.**

Noun	Verb	Adjective
nation nationalist nationalism	<i>nationalise</i>	national
competition competitiveness 1 _____	compete	competitive
darkness 3 _____	2 _____	dark
responsibility	respond	responsive
triumph	triumph	4 _____
protection protector 5 _____	protect	protective
6 _____	dedicate	dedicated

**3 Complete the sentences with the correct words from the REMEMBER BETTER table.**

The government is planning to *nationalise* the postal system using taxpayers' money.

- Here we see the \_\_\_\_\_ Chinese gymnastics team – the new Olympic champions and the pride of their nation.
- Jane is absolutely \_\_\_\_\_ to her job. She is the most creative and caring teacher I know.
- Successful retailers are \_\_\_\_\_ to customers' desires. They identify needs and try to meet them as quickly as possible.
- Aid workers treating Ebola patients must wear masks, gloves and full \_\_\_\_\_ clothing at all times.
- My uncle has always been very \_\_\_\_\_. He can't stand losing at anything, but especially cards.

**VOCABULARY PRACTICE | Physical actions**

**4 Look at the vocabulary in lesson 2.4 in the Student's Book. Complete the sentences with the correct form of the words and phrases in the box.**

crouch down flicker across flinch  
give a wave grimace grip hesitate  
let out a groan manipulate swallow

- I chewed my food slowly and then *swallowed* it.
- I \_\_\_\_\_ to speak to the little boy so my face would be at the same level as his.
  - He \_\_\_\_\_ at the thought of having so much work to do before the exam.
  - After I hurt my hand, I found it hard to \_\_\_\_\_ objects firmly, and especially hard to \_\_\_\_\_ a computer mouse.
  - I wasn't sure what to say, so I \_\_\_\_\_ before speaking. 'Hello,' I finally whispered.
  - Simone knew they were too far away to hear her, so instead she \_\_\_\_\_ with her hand.
  - When the teacher gave us extra homework, we all \_\_\_\_\_. We weren't pleased at all!
  - Mike was thinking about being on holiday, so he \_\_\_\_\_ when the alarm bell went off.
  - A smile \_\_\_\_\_ Josh's face, but he managed not to laugh.

**WORD STORE 2E | Ways of looking**

**5 Complete the text with the correct form of the words in the box.**

( gaze glance glimpse peep peer stare )

Starting high school is hard, but changing to a new school when everyone else has already been there for a year is even harder. I walked behind the headmaster. He opened the classroom door a little and I *peeped* inside. When we walked in, everyone 1 \_\_\_\_\_ at me for what seemed like forever. I could feel all thirty teenagers looking at me. I kept my eyes on the floor. 'Sit here, Max,' the teacher said. Quickly I 2 \_\_\_\_\_ up and then looked down again as I walked to the desk. When the other students had gone back to work, I 3 \_\_\_\_\_ at the board, but I was feeling so stressed that I just couldn't concentrate – and I definitely wasn't going to explain that to the teacher. I 4 \_\_\_\_\_ out of the window when I suddenly saw some hockey players outside. I only 5 \_\_\_\_\_ them for a second as they walked round the corner of the building, but it was enough. If there was a hockey team, school was going to be fine.



#### SHOW WHAT YOU KNOW

#### 1 Read the situations and choose which sentence, a or b, is correct.

- 1 We didn't open all the gifts immediately.
  - a The gifts which we opened immediately were left on a table in the restaurant.
  - b The gifts, which we opened immediately, were left on a table in the restaurant.
- 2 I have one cousin.
  - a My cousin whose husband is from London got married in England.
  - b My cousin, whose husband is from London, got married in England.
- 3 All the guests danced.
  - a The guests who danced all evening got a bit hot and sweaty.
  - b The guests, who danced all evening, got a bit hot and sweaty.
- 4 Not all the coffee was delicious.
  - a The coffee which was served after dinner was delicious.
  - b The coffee, which was served after dinner, was delicious.
- 5 There are two village churches.
  - a The village church where we got married is over 200 years old.
  - b The village church, where we got married, is over 200 years old.

#### 2 Underline the relative pronouns that can be replaced by *that* in Exercise 1.

#### 3 ★ Match the main clauses 1–4 with the most suitable comment clauses a–e.

During the Thai festival of Loy Krathong, floating paper lanterns are released into the night sky,  e

- 1 My grandad gave me £100 when I graduated from university,
  - 2 Many Australians spend Christmas Day on the beach,
  - 3 Fazal isn't eating during the day because of the festival of Ramadan,
  - 4 Dad forgot my parents' wedding anniversary,
- a which didn't go down well with Mum.
  - b which was generous considering his only income is his pension.
  - c which seems strange to those of us celebrating in the cold European winter.
  - d which means he's very hungry by the time the sun finally sets.
  - e which is a truly spectacular sight.

#### 4 ★★ Complete the sentences with relative pronouns. If a pronoun is unnecessary, leave the gap blank. Add commas where necessary.

- The one place *where* I feel most relaxed is home.
- 1 This is the temple \_\_\_\_\_ Hindus built to worship Hanuman, the monkey god.
  - 2 Maddie is the cousin \_\_\_\_\_ went to live in Australia.
  - 3 Alison \_\_\_\_\_ boss was really rude and short-tempered has finally decided to quit her job.
  - 4 It's an ancient machine \_\_\_\_\_ our ancestors used to predict the future.
  - 5 She called us selfish \_\_\_\_\_ we think was very hypocritical.

#### 5 ★★★ Rewrite the sentences with reduced relative clauses. Which sentence cannot be rewritten?

- The house which overlooks the valley has gorgeous views.  
*The house overlooking the valley has gorgeous views.*
- 1 Prince William Bridge, which was built in 2012, is the newest in the city. \_\_\_\_\_
  - 2 There's a Japanese death metal band that is playing at the club on Saturday. \_\_\_\_\_
  - 3 Most of the buildings that were destroyed in the war have been rebuilt. \_\_\_\_\_
  - 4 Pupils who live in the hills have to walk several hours to get to school. \_\_\_\_\_
  - 5 Jim finally proposed to Tina, which was what we've all been waiting for. \_\_\_\_\_

#### SHOW WHAT YOU'VE LEARNT

#### 6 Choose the correct option to complete the text.

### What is Generation Z?

Generation Z refers to people <sup>1</sup>*who / whose* were born between 1995 and 2010. They have a lot in common with the previous generation, <sup>2</sup>*who / Ø* known as millennials, but they also differ in many ways.

Whereas millennials are said to be idealistic, Gen Z are more sensible and realistic. They do care about the world, but the things <sup>3</sup>*Ø / that* really concern them are money and security.

Millennials do well in situations and places <sup>4</sup>*which / where* everybody works together to achieve goals. Gen Z, on the other hand, are independent. They want to complete tasks on their own rather than in a team, <sup>5</sup>*that / which* is something that makes them more competitive. It's also the generation <sup>6</sup>*who / whose* members are more likely to start their own business and succeed at an earlier age than millennials.

Do you agree with these characteristics? Do they describe you?

# 2.6

## SPEAKING

Telling a personal anecdote

### 1 Translate the phrases into your own language.

#### SPEAKING BANK

##### 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 place about (a month ago.) \_\_\_\_\_

##### Sequencing events in the anecdote

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

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

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

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

##### Describing events vividly

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

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

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

##### Finishing the anecdote

Without a 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/Funnily enough, (the best days are often the ones you don't really plan.) \_\_\_\_\_

### 2 Put the words in order to complete the sentences.

- a great day out / I'm going / about / to tell you  
Right, so I'm going to tell you about a great day out .
- the presentation / expected / was lengthy and tedious  
As \_\_\_\_\_
- look back / I always / on that day now / I / smile to myself  
When \_\_\_\_\_
- and there she was / sudden / of a / we turned a corner  
All \_\_\_\_\_
- the / a car appeared on the horizon / of / blue  
Out \_\_\_\_\_
- to be / worth / turned / all the effort / out / in the end  
It \_\_\_\_\_
- we left / as / it started snowing heavily / soon  
As \_\_\_\_\_

### 3 Match the sentences in Exercise 2 with their functions.

- introducing an anecdote  1
- sequencing events in an anecdote  and
- describing events vividly  and
- finishing an anecdote  and

### 4 Complete the anecdote using the words in the box. There is one extra word.

( enough fortunately initially just place  
predictably story unexpectedly without when )

OK, so this is a story about a weekend I'll never forget. It took <sup>1</sup> \_\_\_\_\_ last summer in Staffordshire, in England. I was visiting my cousin and we both love cycling, so we decided to go on a trip. We packed up our stuff, got on our bikes and cycled about 50 miles to a campsite very near the famous theme park, Alton Towers. <sup>2</sup> \_\_\_\_\_ after we set off, it started raining and, <sup>3</sup> \_\_\_\_\_ for England, it didn't stop all day. We arrived at the campsite like a pair of drowned rats. <sup>4</sup> \_\_\_\_\_, we managed to get the tent up quickly and began the long process of drying out. Or so we thought. <sup>5</sup> \_\_\_\_\_ we woke up the next morning, we discovered that the tent had <sup>6</sup> \_\_\_\_\_ leaked in the night and all our things, including our clothes were still wet through. There was nothing we could do, so we pulled on wet jumpers, jeans and shoes and headed for the theme park. Funnily <sup>7</sup> \_\_\_\_\_, it turns out that the fastest and most exciting way to get dry is to ride a rollercoaster with 14 loops at 50 miles per hour. <sup>8</sup> \_\_\_\_\_ a doubt, that weekend was one of the wettest and funniest I've ever had.

### 5 Read the anecdote in Exercise 3 again and put the following parts in order.

- What happened step by step
- Where and when the anecdote took place, and other background information
- What the anecdote is going to be about and background information
- Why the day was so memorable
- Who was involved in the day



1 ★ Choose the correct answers A–D.

JUDGING PEOPLE

It is extremely **A** to avoid forming an opinion about people we don't know at all. Most of us have a nasty <sup>1</sup> of judging people by their appearance. Still, it is useful to remember that our perception might be wrong. A normally cheerful person might <sup>2</sup> miserable on a particular day for a number of reasons. Maybe they <sup>3</sup> badly the night before? Or maybe they have a toothache?

Since we can't help forming opinions about each other, it's a good idea to try to make a great first impression on others. So, when you are introduced to someone new, make sure you <sup>4</sup> politely and say your name clearly. A good handshake is <sup>5</sup> important. Sometimes your body language can say more about you than your words.

- (A) difficult    B neat    C normal    D casual
- 1 A trend    B routine    C habit    D tradition
- 2 A feel    B set    C keep    D look
- 3 A slept    B went out    C turned up    D expected
- 4 A roar    B smile    C glance    D laugh
- 5 A healthy    B equally    C painfully    D bitterly

2 ★★ Complete the sentences with the correct form of the words in brackets.

- The main aim of this project is to challenge commonly held **beliefs** (BELIEVE) regarding education.
- 1 The stand-up comedian's performance was so funny that, after a few minutes, the public was roaring with \_\_\_\_\_ (LAUGH).
- 2 Brad is very relaxed and good at making people feel at \_\_\_\_\_ (EASY), even strangers.
- 3 In a conflict, both sides need to give up something to reach an \_\_\_\_\_ (AGREE).
- 4 Without her vivid \_\_\_\_\_ (IMAGINE), the filmmaker wouldn't have created such a fascinating world.
- 5 It was surprising to find out that Glenn and I shared an \_\_\_\_\_ (INTERESTING) in psychology and wanted to become therapists.
- 6 I'm pretty sure my application will be rejected as I don't meet some of the \_\_\_\_\_ (REQUIRE).

3 ★★★ Replace very with the correct adverb form of the words in the box.

(bitter deep high painful perfect supreme)

- He must have been **very** disappointed when his application was rejected. **bitterly**
- 1 Maggie is quite outgoing, but her twin sister, Carol, is **very** shy. \_\_\_\_\_
- 2 Don't worry. It's **very** normal for people to feel a bit nervous about school life. \_\_\_\_\_
- 3 After moving towns and changing schools in the same month, Rick felt **very** depressed. \_\_\_\_\_
- 4 In my opinion, Sophia is a **very** intelligent and well-liked student. \_\_\_\_\_
- 5 The rock band seems **very** confident on stage even though they've never played in front of so many people. \_\_\_\_\_



4 ★★★ Complete each pair of sentences with the same answer A–C.

- My parents taught me to share so I didn't mind when my sisters **B** with my toys.  
His acting career started when he **B** the part of a teenage boy in a popular TV series.
- A took    B played    C had
- 1 There are \_\_\_\_\_ bedrooms now that David's guests have left.  
Their parents encouraged them to be \_\_\_\_\_ spirits, which meant they were often in trouble at school.
- A spare    B free    C unoccupied
- 2 During the storm, the lights went \_\_\_\_\_ and the room was in complete darkness.  
It is common for folk traditions to die \_\_\_\_\_ when people move to the city.
- A off    B down    C out
- 3 Our next full-time \_\_\_\_\_ starts on February 3rd. The price of the tour includes a three-\_\_\_\_\_ meal in a local restaurant.
- A course    B dish    C part
- 4 Regular exercise is an important part of a \_\_\_\_\_ lifestyle. Nuts and seeds are a great \_\_\_\_\_ snack for your lunchbox.
- A healthy    B organic    C vegetarian
- 5 Have you worked for an international \_\_\_\_\_ before? My brother is good \_\_\_\_\_. People enjoy spending time with him.
- A firm    B team    C company



5 ★ Circle the best answers to complete the letter.

Dear Professor Brown,

I apologise for the delay in responding to your letter / getting back to you so late. We have been <sup>1</sup>badly / extremely busy over the last few months.

I am <sup>2</sup>delighted / over the moon to let you know that <sup>3</sup>we want to publish your book / your book proposal has been accepted for publication.

We believe that your book, <sup>4</sup>which / whose message is <sup>5</sup>loud and clear / neat and tidy, will be well-received.

<sup>6</sup>Please find attached / Here comes a draft contract. Could you check that your personal details are up-to-date and <sup>7</sup>return / send back two signed copies as soon as possible?

Please do not hesitate <sup>8</sup>contact / to contact me should you require any further information.

<sup>9</sup>Best, / Yours sincerely,  
Raphael Morgenstern  
Senior Editor

6 ★ ★ Complete the sentences using the prompts in brackets. Do not change the order of the words. Change the forms or add new words if necessary. Use up to six words in each gap.

The committee hasn't reached an agreement yet – the voting has been postponed till (voting/postpone) next week.

- I was waiting for the bus when I realised that I \_\_\_\_\_ (forget/lock) the front door.
- My car has \_\_\_\_\_ (nasty/habit/break down) when I have a morning meeting.
- My brother and I \_\_\_\_\_ (not/use/share) bedroom when we were small.
- Mark had a terrible headache because his neighbour's dog \_\_\_\_\_ (bark/ages).
- I \_\_\_\_\_ (raise/parents) in a small ski resort in the mountains.
- I don't spend much time with Connor because he \_\_\_\_\_ (always/complain) his personal problems.

7 ★ ★ ★ 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.

I haven't got enough money to go to the concert. **CAN'T**

I can't afford to go to the concert.

- I ran faster than this when I was younger. **USE**  
I \_\_\_\_\_ run this slowly when I was younger!
- First we made some sandwiches, and then we watched the film. **HAD**  
We watched the film \_\_\_\_\_ some sandwiches.
- The teacher let us leave early yesterday. **PERMISSION**  
The teacher \_\_\_\_\_ early yesterday.
- Dave had started planning the wedding ten months before he married Kate. **HAD**  
Dave \_\_\_\_\_ for ten months before he married Kate.
- Where did you grow up? **TELL**  
Could \_\_\_\_\_ you grew up?
- My sister was angry with me for borrowing her dress. **OFF**  
My sister \_\_\_\_\_ borrowing her dress.
- You shouldn't eat chocolate if you're trying to be healthy. **AVOID**  
You \_\_\_\_\_ chocolate if you're trying to be healthy.

8 ★ ★ ★ Complete the text with one word in each gap.

## Marry me!

A proposal of marriage is an important moment and in the past it <sup>1</sup>\_\_\_\_\_ to be a very private one. However, today some people make it an extremely public event. Some men have proposed <sup>2</sup>\_\_\_\_\_ their girlfriends on big screens at football matches or on TV programmes in front of millions of people. One man <sup>3</sup>\_\_\_\_\_ proposed in front of the crowd at Glastonbury music festival also organised the wedding at the site. Others have got married after putting the words 'Will you marry me?' into crossword puzzles <sup>4</sup>\_\_\_\_\_ their girlfriends to solve.

One of the most unusual proposals happened in 2015, when a Japanese man decided to cover 7,000 kilometres around Japan on foot, by car, ferry, and bicycle. He <sup>5</sup>\_\_\_\_\_ planned his trip very carefully, recording each step with GPS technology, <sup>6</sup>\_\_\_\_\_ is used to monitor the location of things and people. At the end of his journey, the GPS drawing spelt out an enormous 'Marry me!' Was it worth the effort? Judging <sup>7</sup>\_\_\_\_\_ the fact that he's a married man now, it turned out well! This was probably the world's most extraordinary proposal. Having said that, no doubt someone will soon try to make an <sup>8</sup>\_\_\_\_\_ crazier one!

1 Complete the tips for writing an article with the words in the box.

anecdote attention define develop formal  
personal question summarising think

**Title:** attract the reader's attention by asking a <sup>1</sup> \_\_\_\_\_, using rhyme or wordplay or <sup>2</sup> \_\_\_\_\_ the topic.

**Introduction:** should <sup>3</sup> \_\_\_\_\_ the topic and make the reader want to continue by asking a question, telling an <sup>4</sup> \_\_\_\_\_, or giving an interesting fact, statistic or quote.

**Main paragraphs:** <sup>5</sup> \_\_\_\_\_ the topic and discuss the issues.

**Conclusion:** give your <sup>6</sup> \_\_\_\_\_ opinion and leave the reader with something to <sup>7</sup> \_\_\_\_\_ about.

**Remember:** make your writing more <sup>8</sup> \_\_\_\_\_ by avoiding informal phrases, colloquial language or contractions.

2 Match the beginnings and the endings of possible titles for the article in the writing task below. Then match the titles to the techniques for attracting a reader's attention A–D.

Write an article for your school website describing how you met a close friend and explaining why friends are so important for young people growing into adulthood.

- |                             |                                     |
|-----------------------------|-------------------------------------|
| Is There Anything More      | <input checked="" type="checkbox"/> |
| 1 A Fortunate               | <input type="checkbox"/>            |
| 2 How I Lost a Wallet       | <input type="checkbox"/>            |
| 3 The Time I Spend          | <input type="checkbox"/>            |
| 4 Where Would We Be         | <input type="checkbox"/>            |
| 5 Fantastic Friends and     | <input type="checkbox"/>            |
| a and Gained a Best Friend  | —                                   |
| b Marvellous Mates          | —                                   |
| c Without Our Friends?      | —                                   |
| d and Life-changing Meeting | —                                   |
| e With My Greatest Friend   | —                                   |
| f Important Than a Friend?  | <input checked="" type="checkbox"/> |

- |                        |                       |
|------------------------|-----------------------|
| A Ask a question       | C Summarise the topic |
| B Use vivid adjectives | D Use rhyme/wordplay  |



3 Group these eight sentences into four possible introductions to articles.

- A Have you ever thought about the festive season on an industrial scale?
- B The vast majority of young people meet their friends through school.
- C Every year, nearly sixty million Christmas trees are grown in Europe and between ten and twenty million turkeys are killed for Christmas dinner in the UK alone.
- D So, why are friends so important for young people? Well, besides sharing sweet snacks, there are, in my opinion, three main reasons.
- E As someone once said, a possible answer to that question is 'A good friend knows all about you and still loves you.'
- F However, I met my closest friend through an act of kindness and honesty, followed by a fortunate coincidence. And I do feel fortunate because I believe every young person needs a close friend.
- G What exactly does it mean to be a good friend?
- H Someone once said 'The only thing better than a friend is a friend with chocolate.'

A followed by C

- 1 \_\_\_ followed by \_\_\_
- 2 \_\_\_ followed by \_\_\_
- 3 \_\_\_ followed by \_\_\_

4 Read the extract and decide which combination of sentences in Exercise 3 would make the best introduction to this article.

\_\_\_ followed by \_\_\_

Shaun and I met for the first time in <sup>1</sup>totally weird circumstances. <sup>2</sup>I'd taken a taxi back from town one Saturday night and, <sup>3</sup>stupidly, left my wallet on the back seat. Shaun had been the next customer in the taxi, and had found the wallet and my contact details. Being an honest person, he got in touch. The next day we met and he <sup>4</sup>gave me back my wallet. I <sup>5</sup>said thanks, and said goodbye. <sup>6</sup>Ages after that, I joined an English class and guess who was sitting there in the classroom? Shaun! It took us a moment to work out where <sup>7</sup>we'd met before, but we soon remembered and became <sup>8</sup>best mates in no time at all.

5 Replace the underlined parts with phrases from the box to make the paragraph in Exercise 4 more formal. There are two extra phrases.

- ( I had  I would  mistakenly   
nearly a year later  returned   
thanked him  the best of friends   
very unusual  we had  we would  )

**6 Rewrite the underlined parts of the sentences using participle clauses.**

Our friends understand best how we feel because they have experienced many of the same things as us.  
Having experienced many of the same things as us,  
 our friends understand best how we feel.

1 Because I had never had a female friend before,  
 I didn't know what to expect when our friendship began.

I didn't know what to expect when our friendship began.

2 Close friends often seem to know what is on each other's minds because they spend so much of their time together.

close friends often seem to know what is on each other's minds.

3 Friends can share secrets because they have gained each other's trust.

friends can share secrets.

4 Because they are often interested in the same things,  
 friends always have something to talk about.

friends always have something to talk about.

**7 Read the task and the article below. Then choose the correct option.**

**This week's competition**

Technology and teenagers go hand in hand nowadays. However, this isn't necessarily a good thing. Do you think technology is overused or used well by adolescents? If you are a teenager, we want to hear your views. Send us an article in which you describe the very best things about using technology and discuss the challenges it poses.

A selection of the best articles will be printed in the upcoming edition of Psychology Magazine.

**SHOW WHAT YOU'VE LEARNT**

**8 Complete the writing task in Exercise 2. Before you start, follow steps 1–3 below.**

- 1 Think about where your article will appear and who will read it.
- 2 Make notes on the role of friendship. Think of at least two points.
- 3 Decide which techniques you are going to use to attract and hold the reader's attention.

**SHOW THAT YOU'VE CHECKED**

**In my article:**

- I have used one of the techniques to come up with an interesting title.
- in the first paragraph, I have presented the topic and attracted the reader's attention.
- in the main part, I have developed the topic.
- in the last paragraph, I have given my personal opinion and given the reader something to think about.
- I have used formal or neutral language.
- I have checked my spelling and punctuation.
- I have used at least one participle clause to express reason.
- my handwriting is neat enough for someone else to read.

# Technology: controlled or in control?



Have you ever wondered why teens are so keen on technology? <sup>1</sup>*Growing up / Having grown up* with it, we are digital natives – people who are at ease with everything from the Internet to smartphones, apps and computer games. However, I can report that while technology plays a huge role in my life, I do not overuse it.

Using technology has many benefits. For many of us, the Internet is a valuable tool which allows us to research information and educate ourselves easily through access to different cultures and perspectives. In addition, keeping in touch with friends using smartphones and social media gives us a sense of community and helps us maintain supportive relationships and develop our identities. Finally, online games allow us to share interests with people we would never normally meet.

As we all know, the benefits of technology are not without risk. A recent survey showed some shocking statistics. <sup>2</sup>*Spending / Having spent* up to nine hours a day on social media, some teens are becoming isolated from the real world; <sup>3</sup>*checking / having checked* their phones more than ten times a night, 10 percent of young people have serious sleep problems. Furthermore, learning how to be a good digital citizen and being able to analyse content for its accuracy and value can be a struggle.

Despite the challenges, as far as I am concerned, once you learn to establish sensible boundaries and use technology safely, the benefits are endless. I believe that most teens are aware of this and that they are in control of technology, not controlled by it.



## VOCABULARY AND GRAMMAR

## 1 Complete the sentences with the correct forms of the words in the box. There are two extra words.

attract crouch fill grip hesitate  
intellect mood perceive

Have you ever been really attracted to someone because you loved their personality?

- John thinks everything he does is wonderful – I don't know why he's so \_\_\_\_\_ of himself.
- Jamie loves learning and studying complex things. He's really \_\_\_\_\_.
- Sandra \_\_\_\_\_ for a few seconds before opening the door and entering the room.
- I \_\_\_\_\_ down so I could see the object on the floor better.
- I hadn't said anything, but Jake's pretty \_\_\_\_\_ and he realised something had upset me.

/5

## 2 Complete the sentences with the missing words. The first letters are given.

Being very spontaneous, Jan booked a holiday abroad and left the very next day!

- He **g** \_\_\_\_\_ quickly at the magazine cover and then put it down.
- I **f** \_\_\_\_\_ for my husband the first time I met him. It was love at first sight!
- The painting was amazing and I **g** \_\_\_\_\_ at it for a long time.
- This was it! I **s** \_\_\_\_\_ nervously but my mouth was very dry. I walked on stage to sing in front of hundreds of people.
- When she tasted the coffee, she **g** \_\_\_\_\_, because she'd added salt instead of sugar.

/5

## 3 Complete the sentences with the missing words or phrases. Use the definitions in brackets to help you.

When a spider suddenly ran out from under the bed, I flinched (moved my face in fear)!

- Do you know why Josh has been so \_\_\_\_\_ (becoming angry very easily) recently?
- Maggie \_\_\_\_\_ (broke up) with Tim last week, so he's really upset.
- Ella's really outgoing. She's always the \_\_\_\_\_ of \_\_\_\_\_ (someone exciting to be with).
- If you weren't so \_\_\_\_\_ (thinking only about yourself), you would have more friends.
- I didn't know anyone at the party, so Rob came to talk to me and made me feel \_\_\_\_\_ (comfortable).

/5

## 4 Choose the correct option.

I didn't know J.K. Rowling wrote / had written / had been writing a new book. I only saw it in the shop last week.

- By the time I arrived at the theatre, the play already started / had already started / had already been starting. I was late!
- There was lots of snow on the ground because it snowed / had snowed / had been snowing all night long.
- Although Dave worked / had worked / had been working hard all day, he still hadn't finished his report.
- Last night, I talked / had talked / had been talking to my parents about my problem because it had been worrying me for weeks.
- Diane knew / had known / had been knowing Matt for months before she started going out with him.

/5

5 Complete the sentences with *who*, *which*, *where*, *whose* or  $\emptyset$  (no pronoun). Omit the relative pronoun *where* possible.

My father, who was born in Scotland, has travelled all over the world.

- I've got two friends \_\_\_\_\_ living in the same street as me.
- My brother often invites friends round without asking, \_\_\_\_\_ is irritating.
- I love writers \_\_\_\_\_ books give you an understanding of people's characters and motivation.
- My cousins are the people \_\_\_\_\_ I spend most time with, apart from my friends.
- Children \_\_\_\_\_ brought up speaking two languages are better at solving problems.

/5

## 6 Choose the correct answers A–C.

Recently, Sarah Elliot A with Paul Edwards at the airport to fly to Las Vegas. They were on their way there to get married – nothing unusual about that, you might think. However, the couple <sup>1</sup> \_\_\_\_\_ in person before! Sarah and Paul met online and <sup>2</sup> \_\_\_\_\_ for a few days when they decided to get married. Sarah was a fan of a TV show called *Married at First Sight*, about couples who meet for the first time on their wedding day. Experts work hard to make the best matches between people depending on their personality and values, and the show follows how successful the marriages are. Sarah had watched an episode of the show recently and <sup>3</sup> \_\_\_\_\_ Paul about it for days, describing it in detail. Paul <sup>4</sup> \_\_\_\_\_ of *Married at First Sight*, but when Sarah explained the concept, he immediately proposed! They <sup>5</sup> \_\_\_\_\_ that Las Vegas was the perfect place for their ceremony and made arrangements for the wedding.



- A** met up      **B** had met up      **C** had been meeting up
- A** didn't meet      **B** hadn't met      **C** hadn't been meeting
  - A** were only chatting      **B** had only chatted
  - A** told      **B** had told      **C** had been telling
  - A** didn't hear      **B** hadn't heard      **C** hadn't been hearing
  - A** agreed      **B** had agreed      **C** had been agreeing

/5

Total /30

USE OF ENGLISH

7 Complete each pair of sentences with the same word.

Jane's going to have a baby next month.  
If you can't have a laugh about your problems, things must be bad.

- I have really \_\_\_\_\_ memories of my trip to Canada. I remember everything perfectly.  
Jack has a \_\_\_\_\_ imagination. He writes stories about amazing creatures that he invents.
- When he heard the terrible news, he \_\_\_\_\_ out a groan.  
I wanted to help her and finally she \_\_\_\_\_ me.
- It's so noisy in here I can't \_\_\_\_\_.  
We need original ideas, so let's \_\_\_\_\_ outside the box.
- Our house is quite hard to \_\_\_\_\_ from the city centre. You have to take two buses to get there.  
They argued about it for ages and then finally managed to \_\_\_\_\_ an agreement.
- She smiled at him across the room and then gave a \_\_\_\_\_.  
The surfer managed to catch the \_\_\_\_\_ and ride it all the way to the beach.

/5

8 Complete the sentences with the correct form of the words in brackets.

Saying that girls gossip a lot is a stereotype (STEREOTYPICAL).

- I don't know Mark well, but he's a really \_\_\_\_\_ person. He's travelled all over the world. (INTEREST)
- I'll always remember my first dance competition. Performing was so exciting, it was an \_\_\_\_\_ day. (FORGET)
- A lot of people feel \_\_\_\_\_ about their appearance and don't think they look good enough. (SECURITY)
- Tom is completely \_\_\_\_\_ (OBSESSION) with Ariana Grande. He listens to her music all the time.
- We arrived at the café early, so we were the only people there for a while. Then, \_\_\_\_\_, (PREDICTION) lots of people arrived around 11 a.m. for a coffee.

/5



9 Complete the sentences using the prompts in brackets. Change the forms or add new words where necessary. Use up to six words in each gap.

I was tired because I had been running (I/run) for nearly an hour without stopping.

- We set off a bit late and, by the time we finally arrived at the cinema, \_\_\_\_\_ (the film/already/start).
- Maria didn't know what to do because \_\_\_\_\_ (she/have/not/listen) to the teacher for the last five minutes.
- I \_\_\_\_\_ (have/know) Jack's brother for years before I met Jack.
- Yesterday I was happy because I \_\_\_\_\_ (have/win) a prize the previous day.
- When I went to Madrid on holiday, \_\_\_\_\_ (I/have/not/learn) Spanish for long. Luckily, I somehow managed to make people understand me.

/5

10 Complete the text with one word in each gap.

### Top 5 things that make humans special

**#1 Our brains.** Humans are highly intelligent. Although our brain is only about 2.5 percent of our body weight, we are able to think and work out ideas far better than any other mammal and have developed sophisticated information exchange systems of languages. We had <sup>1</sup> \_\_\_\_\_ communicating with music and art for hundreds of years before language developed, but the way we communicate with words is an incredible achievement that has put humans on a different level.

**#2 Self awareness.** Unlike most animals, we are aware of ourselves and our thoughts. The advantage of this is improved social interaction, but the downside, of course, is that people can become <sup>2</sup> \_\_\_\_\_ and worry or get embarrassed about what others think of them.

**#3 Rules and laws.** Although some animals follow basic rules in order to live in groups, we have been able to develop complex laws <sup>3</sup> \_\_\_\_\_ everyone has to follow. These laws govern everything from defining criminal behaviour to how we can trade, from education to the environment.

**#4 Education and learning.** Humans have the longest childhood of any species, which gives our brains lots of time to develop. It takes us far longer to learn things, such as how to walk or feed ourselves, than other mammals. However, we learn far more complex things than how to simply survive and have formal education systems which aim to cultivate a <sup>4</sup> \_\_\_\_\_ of learning that can last throughout our lives.

**#5 Love.** Last but not least, we are very romantic and perhaps the only animal that falls madly in love <sup>5</sup> \_\_\_\_\_ another member of the species!

/5

Total /20

## SPEAKING

## 1 In pairs, ask and answer the questions.

Talk about personality and friendship.

## Student A

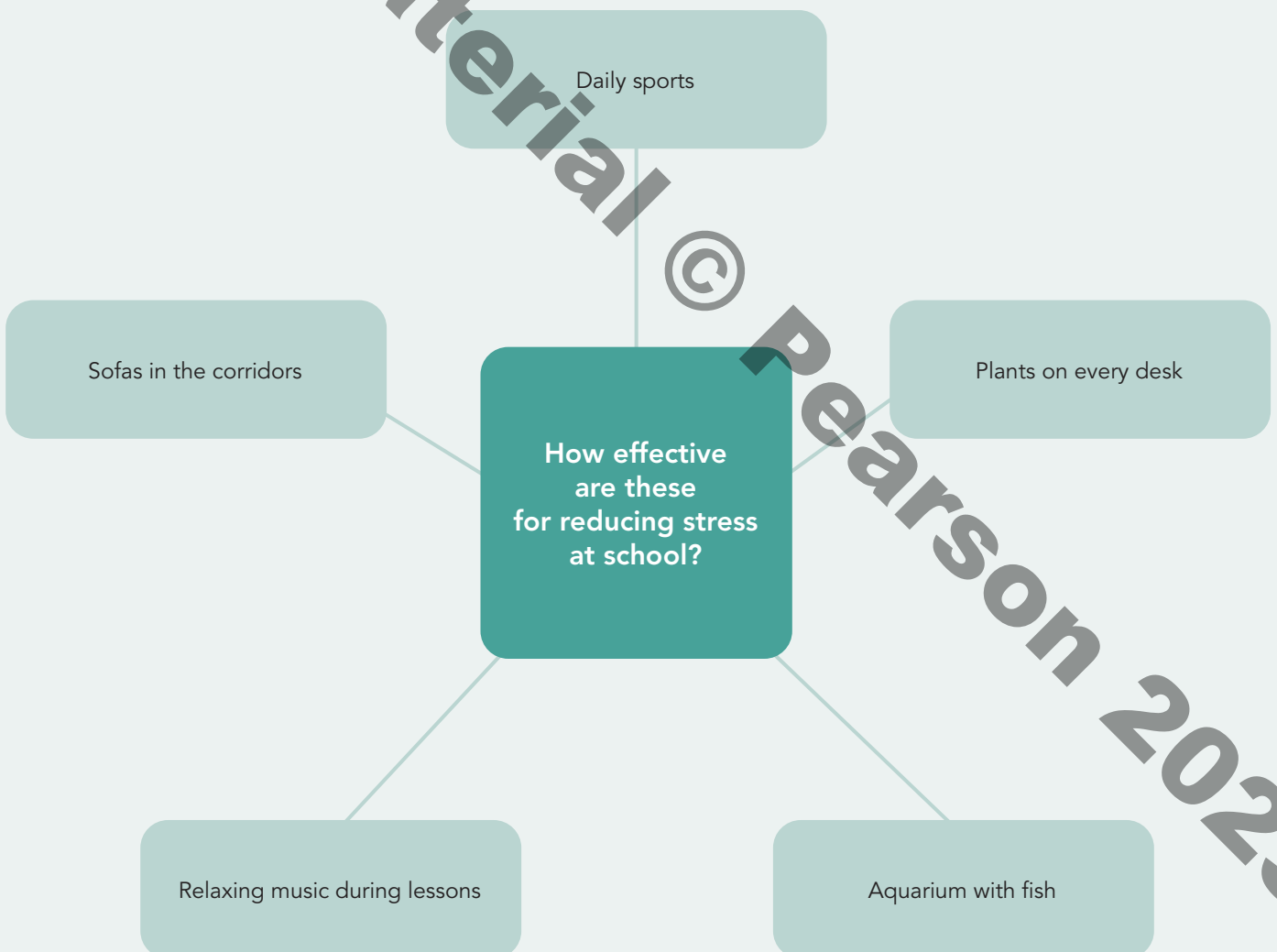
- 1 What qualities do you look for in a friend?
- 2 Tell me about someone important you met at primary school.
- 3 What are the best ways to keep in touch with a friend who lives in a different city?
- 4 Is it important for friends to share the same interests?
- 5 Which of your negative qualities would you like to work on?

## Student B

- 1 What activities do you enjoy doing with your friends?
- 2 Is it possible to be friends with someone you only know online?
- 3 Tell me about your best friend from when you were at primary school.
- 4 What advice would you give someone who wanted to make new friends?
- 5 Do our personalities change as we get older?

## 2 Look at the diagram. It shows different ideas for reducing stress at school. In pairs, follow these steps.

- Talk to each other about how effective each idea is for helping students feel less stressed at school.
- Say which idea would be best for your school.





**3 In pairs, discuss the questions about education.**

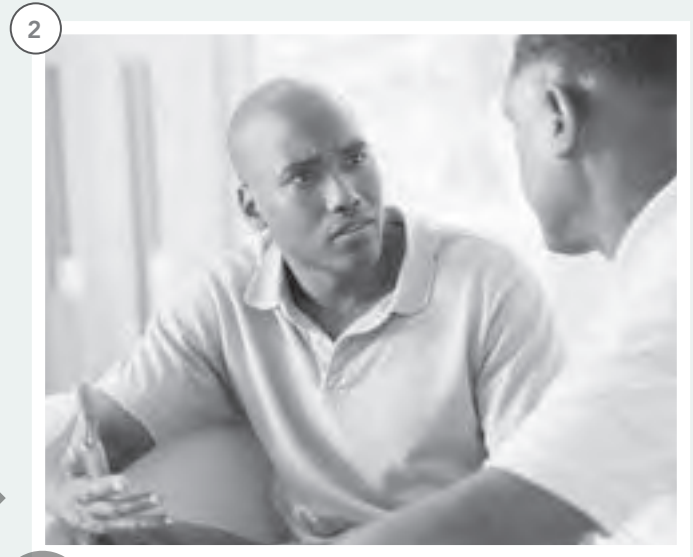
- 1 Some people think there are too many exams at school. What do you think?
- 2 Do you think it's a good idea for boys and girls to attend different schools? Why?/Why not?
- 3 Should higher education be free for everyone?
- 4 In what ways does technology help students at school?
- 5 Should students be given more choice about the subjects they study? Why?/Why not?

**4 Do the task in pairs.**

**Student A**

Look at the photos. They show people explaining problems. Compare the photos and say what the disadvantages of each method of communication are.

**Student B**, how do you prefer to communicate with your friends? Why?



**Student B**

Look at the photos. They show teenagers doing different activities. Compare the photos and decide what they say about the people in them.

**Student A**, which photo best represents teenagers today? Why?





**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



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

**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.

**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?



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

- 5 **1.21** Complete WORD STORE 2A with the adjectives in red in the quiz. Use a dictionary if necessary. Then listen, check and repeat.
- 6 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

- 7 **1.22** Complete WORD STORE 2B with the underlined words in the quiz. Then listen, check and repeat.
- 8 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**
- 9 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

- 10 **1.23** Complete WORD STORE 2C with the highlighted expressions in the quiz. Then listen, check and repeat.
- 11 **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.

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.**

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

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.

They got married seventeen years after they had first met.



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

## GRAMMAR FOCUS 66

## 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 and discuss why the simple or continuous forms have been used.

## 4 Choose the correct option.

- 1 Amelie didn't know that Steve wrote / had written to her.
- 2 Steve didn't know that Amelie had never received / had never been receiving his letter.
- 3 Steve thought Amelie had got / got married to somebody else.
- 4 Amelie found the letter and realised it was lying / had been lying behind the fireplace for ten years.
- 5 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.

- 1 The roads were wet this morning. It had been raining (it/rain) all night.
- 2 Yesterday I was tired. I hadn't slept (not/sleep) well the previous night.
- 3 I went to the doctor last week because I hadn't been feeling well (not/feel) well.
- 4 I had had the same phone (have/same/phone) for ages so I got a new one last month.
- 5 I didn't understand yesterday's homework because I hadn't been listening to the teacher (not/listen/teacher) in class.
- 6 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 <sup>1</sup> had known each other since childhood. When Vilma moved away we lost touch, but she <sup>2</sup> had made a big impression on me. So when my wife and I separated, I decided to ask my friends if anyone <sup>3</sup> had heard from her, but no one had. Vilma was a very compassionate person so I imagined that she <sup>4</sup> had moved to Tibet and <sup>5</sup> had been working for a charity for a few years. Finally, my niece called to say she <sup>6</sup> had seen Vilma's profile on Facebook. I rang her and found that she <sup>7</sup> had been living in Paris, so I <sup>8</sup> had been searching in the wrong place! We met up and when we saw one another it was magical. We <sup>9</sup> had grown older, but that didn't matter. She was widowed and didn't have children. I proposed immediately. Forty years after we <sup>10</sup> had met for the first time, we got married.

## 8 Write questions about the story from the prompts. 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 page 151

22

## 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

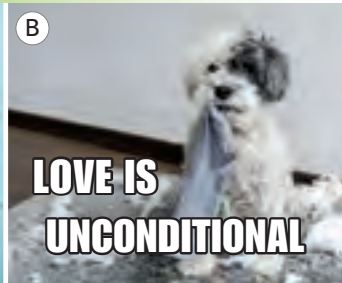
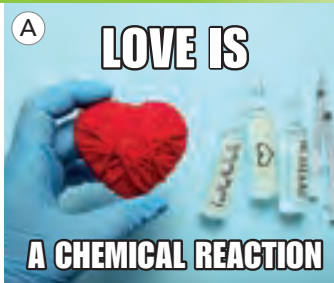
*I can understand the details of an extended radio interview with a neuroscientist.*

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.*



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 ...*

### 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.

### 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 <u>official</u> passionate 2 <u>pressure</u>
/ʒ/	s + ion s + ure	3 <u>confusion</u> decision 4 <u>measure</u> pleasure
/tʃ/	ch t + ure	5 <u>church</u> match 6 <u>feature</u> picture
/dʒ/	j g	7 <u>Japan</u> journey 8 <u>courage</u> marriage

### WORD STORE 2D Relationship phrases

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

### 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

Multiple choice

*I can find specific information in a long text.*

- 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.

1.28

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.'



25

I can identify and use different types of relative clauses.

- 1 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

### Part 1

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

#### The firstborn

Parents <sup>3</sup>learning to bring up their first child tend to be extremely attentive and protective. Firstborn children, <sup>4</sup>who have their parents' undivided attention, are responsible, reliable and well-behaved. Firstborns tend to be perfectionists bursting with confidence, <sup>5</sup>which 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, <sup>1</sup>which have been / (∅) given less attention by their parents, are more independent. Middle children <sup>2</sup>which / whose older siblings boss them around feel life is unfair. They often believe their other siblings get all the attention, <sup>3</sup>which / that can make them feel left out.

#### The baby of the family

Parents <sup>4</sup>which are / (∅) bringing up their youngest children are more lenient, <sup>5</sup>which / what means that last-borns are rarely told off. Youngest children, <sup>6</sup>that / who have fewer responsibilities, are carefree and easy-going. The baby of the family, <sup>7</sup>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, <sup>8</sup>that / which is not surprising. Only children, <sup>9</sup>which / who spend more time with adults, will often act older than their age. The typical only child likes being the centre of attention, <sup>10</sup>which / 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 ∅ (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 ∅ living in the same town as me.
- We live in a house ∅ built over 100 years ago.

### FOCUS VLOG 68 About important people

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

Grammar page 152

## 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.

# 2.6

## SPEAKING

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 <sup>1</sup>place about (a month ago).

#### Sequencing events in the anecdote

<sup>2</sup> As soon as /When/Just after (we got there, the sun came out).  
<sup>3</sup> Initially /To begin with, (we were the only people there ...)  
 As/While (we were sitting there ...)  
 Suddenly/<sup>4</sup> All of a sudden, (the weather changed).

#### Describing events vividly

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

#### Finishing the anecdote

Without a <sup>7</sup> 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/<sup>8</sup> 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 <sup>1</sup>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. <sup>2</sup>To begin with / Just after, we learnt about the equipment. We can't afford our own stuff yet but, <sup>3</sup>fortunately / out of the blue, we were able to use the decks, mixers and laptops at the centre. <sup>4</sup>When / While we had understood the basics, it was time to have a go. <sup>5</sup>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 <sup>6</sup>unexpected / 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.

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### 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



## 2.7

## USE OF ENGLISH

Collocations

I can recognise and use common collocations.

- 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*, <sup>1</sup>*high standards*
  - verb + noun = *share an interest*, *break the law*, <sup>2</sup>*reach an agreement*
  - noun + verb = *accidents happen*, <sup>3</sup>*guests turn up*
  - noun + (of/and) noun = *sense of humour*, <sup>4</sup>*centre of attention*
  - verb + adjective = *look miserable*, <sup>5</sup>*keep quiet*
  - adjective + adjective = *loud and clear*, <sup>6</sup>*neat and tidy*
  - verb + adverb = *smile politely*, <sup>7</sup>*sleep badly*
  - adverb + adjective = *perfectly normal*, <sup>8</sup>*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*



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## 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 <sup>1</sup> share/have the same interests. I have an excellent sense of <sup>2</sup> humour and I like to <sup>3</sup> have a laugh. I don't have any nasty <sup>4</sup> habits and I've never <sup>5</sup> broken the law 😊. My private life is perfectly <sup>6</sup> 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 <sup>7</sup> have a day off. I eat out a lot because I can't cook. I'd like to live with somebody who has <sup>8</sup> high standards of cleanliness and is <sup>9</sup> 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?

- 1 Dad says it's important to set \_\_\_\_\_ standards for yourself.  
A fine B tall **C high** D big
- 2 My sister has a \_\_\_\_\_ imagination and draws incredible pictures.  
**A vivid** B detailed C sharp D strong
- 3 The last film I saw was rubbish. I was \_\_\_\_\_ disappointed.  
A totally B absolutely **C bitterly** D completely
- 4 Most of my online friends are best described as \_\_\_\_\_ acquaintances.  
A occasional **B casual** C nearby D relaxed
- 5 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.

- 1 Do you sometimes doubt yourself or are you always supremely confident?
- 2 Are you messy or neat and tidy?
- 3 Are you shy or do you like being the centre of attention?
- 4 Are you a good citizen? Have you ever broken the law?
- 5 Are you emotional? How likely are you to burst into tears?
- 6 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.

- 1 People describe me as independent or rebellious.  
**FREE**  
People describe me as a free spirit.
- 2 Students at our school don't have to wear school uniform.  
**REQUIRED**  
Students at our school are not required to wear school uniform.
- 3 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.
- 4 Someone's posted a funny video on the school website.  
**BEEN**  
A funny video has been posted on the school website.
- 5 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.
- 6 My last exam results were extremely disappointing.  
**BITTERLY**  
I was bitterly disappointed with/by my last exam results.

Use of English page 153

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

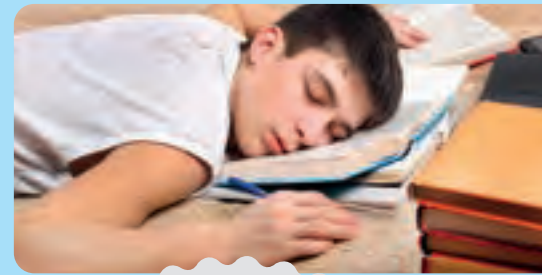
by Josh Payne

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*.

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## 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'grɪ:əbəl/  
 daring /'deəriŋ/  
 excel in /ɪk'sel ɪn/  
 fair-minded /,fi:ə'maɪndɪd/  
 feel strongly about sth /,fi:l 'strɒŋli ə,baʊt ,sʌmθɪŋ/  
 (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'sɪ: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 ,sʌmbɒdi ,fi:l ət 'i:z/  
 moody /'mu:di/  
 party /'pɑ:ti/  
 pay attention to detail /,peɪ ə'tenʃən tə 'dɪ:teɪl/  
 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 ,sʌmbɒdi/  
 remain /rɪ'meɪn/  
 separate from sb /'sepəreɪt frəm ,sʌmbɒdi/  
 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 'aʊt wɪð/  
 heartbroken /'hɑ:t,brəʊkən/  
 (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: ,sʌmbɒdi/  
 self-sacrifice /,self'sækrɪfaɪs/  
 shrine /ʃraɪn/  
 split up with /,splɪt 'ʌp wɪð/  
 unconditional /,ʌnkən'dɪʃənəl/  
 worship /'wɔ: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 ,sʌmθɪŋ/  
 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'eɪbəd/  
 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 /glɪmps/  
 grimace /'grɪməs/  
 grip /grɪp/  
 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 /mæ'nɪpʃəleɪt/  
 minder /'maɪndə/  
 neurotic /njʊ'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 ,sʌmbɒdi 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** /,bɒs ,sʌmbədi ə'raʊnd/  
**bursting with confidence** /,bɜːstɪŋ wɪð 'kɒnfɪdəns/  
**carefree** /'keəfriː/  
**carry out research** /,kæri ,aʊt rɪ'sɜːtʃ/  
**(be) the centre of attention** /bi/ ðə ,sentər əv ə'tenʃən/  
**feel left out** /,fi:l 'left ,aʊt/  
**firstborn** /'fɜːstbɔːn/  
**fussy eater** /,fʌsi 'iːtə/  
**protective** /prə'tektɪv/  
**reliable** /rɪ'laɪəbəl/  
**sibling** /'sɪblɪŋ/  
**undivided attention** /,ʌndɪ,vəɪdəd ə'tenʃən/  
**well-behaved** /wel bi'heɪvd/

**2.6 Speaking** 4.14

**all of a sudden** /ɔ:l əv ə 'sʌdn/  
**attend a workshop** /ə'tend ə 'wɜːkʃɒp/  
**funnily** /'fʌnəli/  
**get the hang of** /,get ðə 'hæŋ əv/  
**have a go** /,həv ə 'gəʊ/  
**initially** /ɪ'nɪʃəli/  
**memorable** /'memərəbəl/  
**out of the blue** /aʊt əv ðə 'bluː/  
**pour with rain** /,pɔː wɪð 'reɪn/  
**predictably** /prɪ'dɪktəbli/  
**unexpectedly** /,ʌnɪk'spektɪdli/

**2.7 Use of English** 4.15

**accidents happen** /'æksɪdnts ,hæpən/  
**binge-watch** /'bɪndʒ wɒtʃ/  
**bitterly disappointed** /,bɪtəli ,dɪsə'pɔɪntəd/  
**break the law** /,breɪk ðə 'lɔː/

**burst into tears** /,bɜːst 'ɪntə 'tiəz/  
**casual acquaintance** /,kæʒʊəl ə'kweɪntəns/  
**common sense** /,kɒmən 'sens/  
**deeply depressed** /,diːpli drɪ'prest/  
**deeply disappointed** /,diːpli ,dɪsə'pɔɪntəd/  
**equally important** /,iːkwəli ɪm'pɔːtənt/  
**free spirit** /,friː 'spɪrɪt/  
**full-time course** /,fʊl taɪm 'kɔːs/  
**go out** /,gəʊ 'aʊt/  
**good company** /,gʊd 'kʌmpəni/  
**hang around** /,hæŋ ə'raʊnd/  
**have a baby** /,həv ə 'beɪbi/  
**have a day off** /,həv ə 'deɪ ɒf/  
**have a laugh** /,həv ə 'lɑːf/  
**have a shower** /,həv ə 'ʃaʊə/  
**healthy lifestyle** /,helθi 'laɪfstɑɪl/  
**high standards** /,haɪ 'stændədz/  
**highly intelligent** /,haɪli ɪn'telədʒənt/  
**keep quiet** /,kiːp 'kwaɪət/  
**like-minded** /,laɪk 'maɪndɪd/  
**look miserable** /,lʊk 'mɪzərəbəl/  
**loud and clear** /,ləʊd ən 'kliə/  
**meet the requirements** /,miːt ðə rɪ'kwaɪəmənts/  
**miserable** /'mɪzərəbəl/  
**nasty habit** /,nɑːsti 'hæbɪt/  
**neat and tidy** /,niːt ən 'taɪdi/  
**painfully shy** /,peɪnfəli 'ʃaɪ/  
**perfectly normal** /pɜːfɪktli 'nɔːməl/  
**post a video** /,pəʊst ə 'vɪdɪəʊ/  
**quiet life** /'kwaɪət ,laɪf/  
**reach an agreement** /,riːtʃ ən ə'grɪːmənt/  
**roar with laughter** /,rɔː wɪð 'lɑːftə/  
**roommate** /'ruːm,meɪt/  
**sense of humour** /,sens əv 'hjuːmə/

**set high standards** /set ,haɪ 'stændədz/  
**share an interest** /,ʃeər ən ɪn'trɪst/  
**shrug your shoulders** /,ʃrʌʒ jə 'ʃəʊldəz/  
**sleep badly** /,sliːp 'bædli/  
**smile politely** /,smaɪl pə'lɑɪtli/  
**soulmate** /'səʊlmeɪt/  
**spare room** /,speə 'ruːm/  
**strong feeling** /,strɒŋ 'fiːlɪŋ/  
**supremely confident** /suːprɪ'mli 'kɒnfədənt/  
**turn up** /,tɜːn 'ʌp/  
**vivid imagination** /,vɪvəd ɪ,mædʒə'neɪʃən/

**2.8 Writing** 4.16

**apparently** /ə'pærəntli/  
**attract sb's attention** /ə'trækt ,sʌmbədiz ə'tenʃən/  
**come of age** /,kʌm əv 'eɪdʒ/  
**cope with** /'kəʊp wɪð/  
**differ** /'dɪfə/  
**embarrassment** /ɪm'bærəsmənt/  
**envy** /'envi/  
**for the common good** /fər ðə ,kɒmən 'gʊd/  
**gender-based stereotype** /,dʒendə ,beɪst 'steriətaɪp/  
**gossip** /'gɒsɪp/  
**heartbreak** /'hɑːtbreɪk/  
**hold sb's attention** /,həʊld ,sʌmbədiz ə'tenʃən/  
**in equal measure** /ɪn ,iːkwəl 'meʒə/  
**outweigh** /aʊt'wei/  
**regardless of** /rɪ'gɑːdləs əv/  
**roller coaster ride** /'rəʊlə ,kəʊstə ,raɪd/  
**self-doubt** /,self 'daʊt/

MY WORD LIST

PERSONALITY	ACTIONS OF THE BODY	OTHER
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
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_____	_____	_____
_____	_____	_____
_____	_____	_____



## 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 <sup>1</sup> 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 <sup>2</sup> healthy lifestyle. For many, the social side of the events is <sup>3</sup> equally important. People who start off as casual acquaintances nodding to each other and smiling <sup>4</sup> 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!

35

## 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.