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Brian Hart
Excerpt
More Information

Welcome
A Lessons in life

WELCOME

A LESSONS IN LIFE
Saying *yes* and adding conditions

1 W.01 **Read the dialogue and complete each space with one word. Listen and check.**

Andy This is hopeless. I give [1]_____ .
Meg What's the problem?
Andy This new phone I bought. I just can't [2]_____ used to it.
Meg Why not?
Andy It's so different from my old one. Nothing's where it was before.
Meg Well, it's a different manufacturer, for one thing. But it can't be that different.
Andy Well, I promise you it is. And I haven't got time to be re-learning everything.
Meg Well, you'll never know how to use it [3]_____ you keep trying to work it out.
Andy Yes I know! But it's frustrating! These things are [4]_____ to be easy to understand, aren't they?
Meg Didn't the assistant at the shop give you any help?
Andy Yeah, she ran [5]_____ a few things with me and pointed out the most important features, but …
Meg But what?
Andy I didn't really pay a lot of attention. I thought it'd be easy!
Meg You never learn, do you?
Andy Can you [6]_____ a look at it? Help me find my way around it? You're good at things like this.
Meg OK, I'll help you, [7]_____ you promise me one thing.
Andy What's that?
Meg I'll get it to work for you as [8]_____ as you …

2 **Complete Meg's last line. Compare with the rest of the class.**

3 SPEAKING **Work in pairs and discuss.**
1 When was the last time you had a problem with technology? What happened? Did you manage to solve it?
2 How often do people ask you to help them with technology problems?
3 How easy do you find it to explain such things to other people?



4 **Complete the sentences with your own ideas and then compare with a partner.**
1 I'll help you with your homework provided …
2 You can borrow my laptop as long as …
3 I'll tell Mum what you did unless …
4 Help me clear up this mess. Otherwise …

get used to

5 **Complete with the missing verbs then add some ideas of your own.**
What people said about the first mobile phones:
People will never get used to
0 ___*texting*___ rather than speaking to others.
1 _____ videos on such a small screen.
2 _____ photos on a phone.
3 _____ to music through headphones.
4 _____ such a small keyboard.
5 _____
6 _____
7 _____

6 SPEAKING **Work in pairs. Discuss the latest item of technology that you have. Talk about features:**
you've already got used to.
you're not used to yet.
you think you'll never get used to.

Secrets of love

7 **Read the essay quickly. What are the writer's grandmother's secrets to a successful marriage?**

8 **Read the essay again and answer the questions.**
1 What did other people think about how quickly the writer's grandparents got married?
2 Why does the writer's grandmother say respect is important?
3 Why does she say patience is important?
4 What does she say about having children?

9 SPEAKING **Work in pairs and decide what you think the secrets of a good friendship are.**

My grandparents have been together for 50 years. It's amazing, isn't it? My granddad and grandma met when he was 19 and she was 18. He asked her to marry him two weeks later, she said 'yes' and they got engaged. They were married six months after that, although everyone else thought they were mad. Her parents warned her that it wouldn't last and predicted that they'd split up before they turned 20. Well, they didn't. They proved everyone wrong and half a century on they're more in love than ever.

I'm thinking of getting married before too long, so I asked my grandma what the secret to a long and happy marriage is and if she had any advice. She had loads. One of the most important things, she said, was respect. Without respect, there's no chance of a relationship surviving. You both have to be able to accept the other person for who they are and give them room to do the things they need to do. She also highly recommended patience. She said that it was impossible to live with someone day in, day out for 50 years without falling out occasionally. But, with patience, she said that she and my grandfather have always been able to work things out. She said that having children had been a really important part of their marriage. However, she said she believed it was something that shouldn't be rushed into. They'd waited five years before starting a family. She felt it had given them plenty of time to really get to know each other. She also said that she knew many happy couples who hadn't had children.

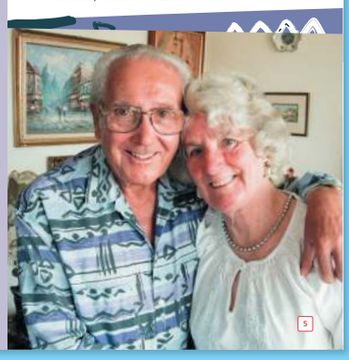
But the most important secret of all, she said, was something she couldn't really put into words. It was the feeling she had when she first saw my granddad. She said that from that moment on she knew they'd be together forever. And she wasn't wrong.

Friendship idioms

10 **Put the words in order to make friendship idioms.**
1 cry / shoulder / to / a / on / have/ to
2 hip / the / joined / at / be / to
3 air / to / clear / the
4 on / a / get / fire / like / house / to / on
5 out / fall to
6 someone / out / to / inside / know
7 in / look / pod / two / to / peas / a / like
8 the / bury / hatchet / to

11 **Complete the mini-dialogues with friendship idioms from Exercise 10.**
1 A 'I was so upset last week when my dog was knocked over by that car.'
B 'You should have called me. You know you always have my _____.'
2 A 'I really hate it when we _____.'
B 'Well, let's stop arguing and be friends again.'
3 A 'Anna and Lily seem to be getting on much better these days.'
B 'Yes, it's a relief that they have finally decided to _____ and cooperate at work.'
4 A 'There will be lots of useful presentations to go to at this conference.'
B 'Yes, but we shouldn't feel we have to be _____ while we're there. We can meet up afterwards to discuss them.'

12 SPEAKING **Work in pairs. Think of someone you know well.**
Talk to your partner about the person using as many idioms as you can from Exercise 10.



1 W.01
1 up 2 get 3 unless 4 supposed 5 over 6 take 7 but 8 soon

2 Students' own answers

3 Students' own answers

4 Students' own answers

5 1 watching 2 taking 3 listening 4 using
5–7 Students' own answers

6 Students' own answers

7 Respect, patience and the feeling she had when she first saw her husband.

8 1 They thought the writer's grandparents were mad.
2 Respect to her means being able to accept the other person for who they are and giving them room to grow. Without this, a relationship cannot survive.
3 She says that it's impossible to live with someone for a long time without falling out and with patience you can work things out.
4 She says it was an important part of their marriage, but that couples can also be happy without having children.

9 Students' own answers

10 1 to have a shoulder to cry on
2 to be joined at the hip
3 to clear the air
4 to get on like a house on fire
5 to fall out
6 to know someone inside out
7 to look like two peas in a pod
8 to bury the hatchet

11 1 shoulder to cry on
2 fall out
3 bury the hatchet
4 joined at the hip

12 Students' own answers

TH!NK more

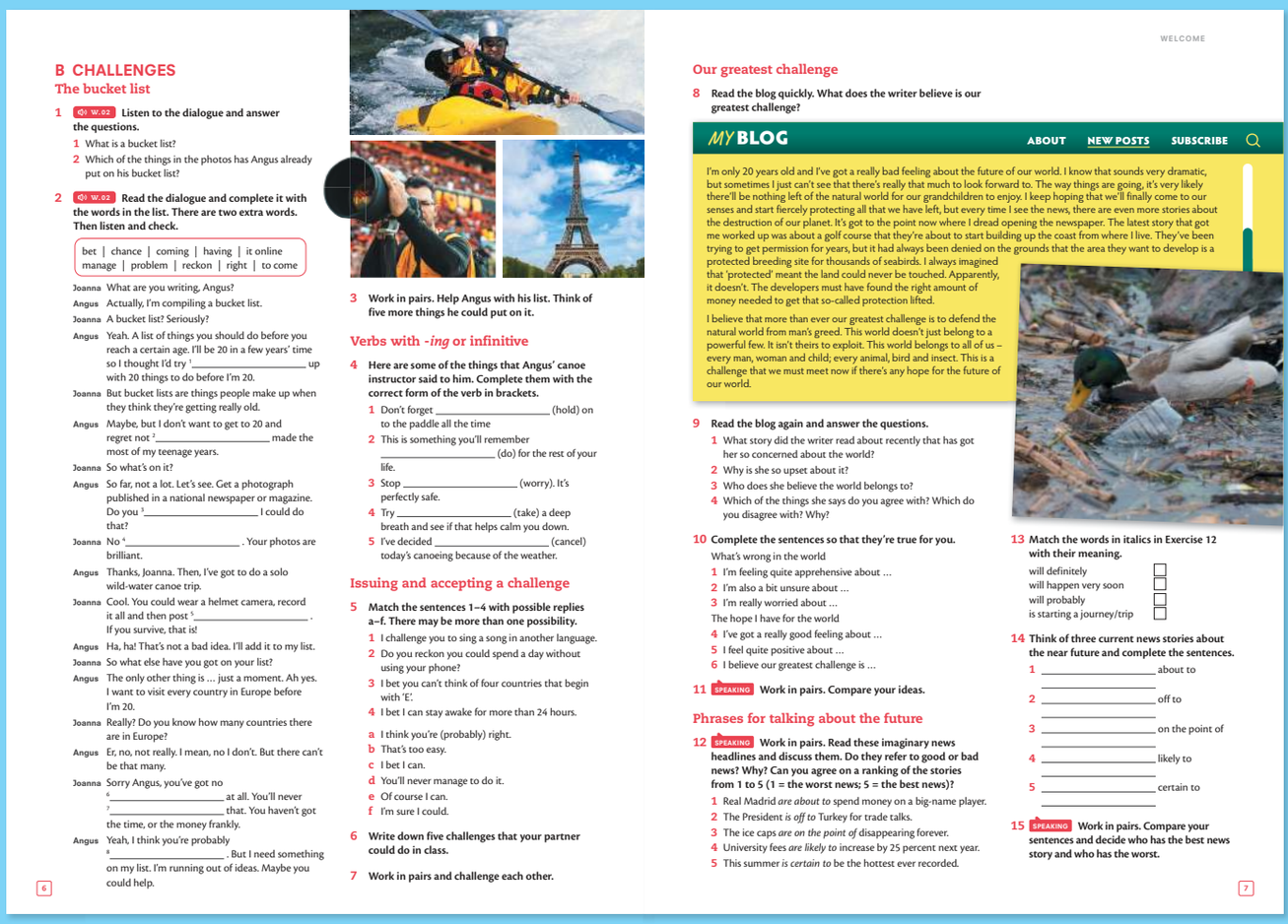
Workbook
A Lessons in life pp4–5, Saying *yes* and adding conditions, *get used to*, Friendship idioms

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Welcome
B Challenges



B CHALLENGES

The bucket list

1 W.02 **Listen to the dialogue and answer the questions.**
1 What is a bucket list?
2 Which of the things in the photos has Angus already put on his bucket list?

2 W.02 **Read the dialogue and complete it with the words in the list. There are two extra words. Then listen and check.**

bet | chance | coming | having | it online | manage | problem | reckon | right | to come

Joanna What are you writing, Angus?
Angus Actually, I'm compiling a bucket list.
Joanna A bucket list? Seriously?
Angus Yeah. A list of things you should do before you reach a certain age. I'll be 20 in a few years' time so I thought I'd try [1]_____ up with 20 things to do before I'm 20.
Joanna But bucket lists are things people make up when they think they're getting really old.
Angus Maybe, but I don't want to get to 20 and regret not [2]_____ made the most of my teenage years.
Joanna So what's on it?
Angus So far, not a lot. Let's see. Get a photograph published in a national newspaper or magazine. Do you [3]_____ I could do that?
Joanna No [4]_____ . Your photos are brilliant.
Angus Thanks, Joanna. Then, I've got to do a solo wild-water canoe trip.
Joanna Cool. You could wear a helmet camera, record it all and then post [5]_____ . If you survive, that is!
Angus Ha, ha! That's not a bad idea. I'll add it to my list.
Joanna So what else have you got on your list?
Angus The only other thing is ... just a moment. Ah yes. I want to visit every country in Europe before I'm 20.
Joanna Really? Do you know how many countries there are in Europe?
Angus Er, no, not really. I mean, no I don't. But there can't be that many.
Joanna Sorry Angus, you've got no [6]_____ at all. You'll never [7]_____ that. You haven't got the time, or the money frankly.
Angus Yeah, I think you're probably [8]_____ . But I need something on my list. I'm running out of ideas. Maybe you could help.

3 **Work in pairs. Help Angus with his list. Think of five more things he could put on it.**

Verbs with *-ing* or infinitive

4 **Here are some of the things that Angus' canoe instructor said to him. Complete them with the correct form of the verb in brackets.**
1 Don't forget _____ (hold) on to the paddle all the time
2 This is something you'll remember _____ (do) for the rest of your life.
3 Stop _____ (worry). It's perfectly safe.
4 Try _____ (take) a deep breath and see if that helps calm you down.
5 I've decided _____ (cancel) today's canoeing because of the weather.

Issuing and accepting a challenge

5 **Match the sentences 1–4 with possible replies a–f. There may be more than one possibility.**
1 I challenge you to sing a song in another language.
2 Do you reckon you could spend a day without using your phone?
3 I bet you can't think of four countries that begin with 'E'.
4 I bet I can stay awake for more than 24 hours.

a I think you're (probably) right.
b That's too easy.
c I bet I can.
d You'll never manage to do it.
e Of course I can.
f I'm sure I could.

6 **Write down five challenges that your partner could do in class.**

7 **Work in pairs and challenge each other.**

Our greatest challenge

8 **Read the blog quickly. What does the writer believe is our greatest challenge?**

MY BLOG ABOUT NEW POSTS SUBSCRIBE

I'm only 20 years old and I've got a really bad feeling about the future of our world. I know that sounds very dramatic, but sometimes I just can't see that there's really that much to look forward to. The way things are going, it's very likely there'll be nothing left of the natural world for our grandchildren to enjoy. I keep hoping that we'll finally come to our senses and start fiercely protecting all that we have left, but every time I see the news, there are even more stories about the destruction of our planet. It's got to the point now where I dread opening the newspaper. The latest story that got me worked up was about a golf course that they're about to start building up the coast from where I live. They've been trying to get permission for years, but it had always been denied on the grounds that the area they want to develop is a protected breeding site for thousands of seabirds. I always imagined that 'protected' meant the land could never be touched. Apparently, it doesn't. The developers must have found the right amount of money needed to get that so-called protection lifted.

I believe that more than ever our greatest challenge is to defend the natural world from man's greed. This world doesn't just belong to a powerful few. It isn't theirs to exploit. This world belongs to all of us – every man, woman and child; every animal, bird and insect. This is a challenge that we must meet now if there's any hope for the future of our world.

9 **Read the blog again and answer the questions.**
1 What story did the writer read about recently that has got her so concerned about the world?
2 Why is she so upset about it?
3 Who does she believe the world belongs to?
4 Which of the things she says do you agree with? Which do you disagree with? Why?

10 **Complete the sentences so that they're true for you.**
What's wrong in the world
1 I'm feeling quite apprehensive about ...
2 I'm also a bit unsure about ...
3 I'm really worried about ...
The hope I have for the world
4 I've got a really good feeling about ...
5 I feel quite positive about ...
6 I believe our greatest challenge is ...

11 SPEAKING **Work in pairs. Compare your ideas.**

Phrases for talking about the future

12 SPEAKING **Work in pairs. Read these imaginary news headlines and discuss them. Do they refer to good or bad news? Why? Can you agree on a ranking of the stories from 1 to 5 (1 = the worst news; 5 = the best news)?**
1 Real Madrid *are about to* spend money on a big-name player.
2 The President *is off to* Turkey for trade talks.
3 The ice caps *are on the point of* disappearing forever.
4 University fees *are likely to* increase by 25 percent next year.
5 This summer *is certain to* be the hottest ever recorded.

13 **Match the words in italics in Exercise 12 with their meaning.**
will definitely ☐
will happen very soon ☐
will probably ☐
is starting a journey/trip ☐

14 **Think of three current news stories about the near future and complete the sentences.**
1 _____ about to _____
2 _____ off to _____
3 _____ on the point of _____
4 _____ likely to _____
5 _____ certain to _____

15 SPEAKING **Work in pairs. Compare your sentences and decide who has the best news story and who has the worst.**

1 W.02
1 A list of things to do before a defined age or time
2 Get a photograph published, do a wild-water canoe trip

2 W.02
1 coming 2 having 3 reckon 4 problem 5 it online
6 chance 7 manage 8 right

3 Students' own answers

4 1 to hold 2 doing 3 worrying 4 taking / to take
5 to cancel

5 1 b
2 b, f
3 a, b, c, e
4 d

6 Students' own answers

7 Students' own answers

8 Defending the natural world from human greed.

9 **Check/clarify:** *dread, on the grounds that, so-called.*
1 A new golf course is being built on protected land.
2 The land is a breeding site for thousands of seabirds; she fears that this is contributing to yet more loss of the natural world.
3 She believes that the world belongs to every man, woman and child; every animal, bird and insect.
4 Students' own answers

10 Students' own answers

11 Students' own answers

12 Students' own answers

13 1 will happen very soon 2 is starting a journey / trip
3 will happen very soon 4 will probably 5 will definitely

14 Students' own answers

15 Students' own answers

THINK more

Workbook
B Challenges pp5–6, Verbs with *-ing* or infinitive, Issuing and accepting a challenge, Our greatest challenge, Phrases for talking about the future

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Welcome
C Empathising

C EMPATHISING

Cheering someone up and sympathising about past situations

1 W.03 **Listen to the dialogue and answer the questions.**

1 Why is Tom miserable?
2 What does Abi promise him for the next time?

2 W.03 **Read the dialogue and complete it. Listen again and check.**

Abi [1] _____, Tom. You look miserable.
Tom I am miserable.
Abi Poor you. What's up?
Tom My job interview.
Abi Oh [2] _____. So it didn't go well, then?
Tom Well, I thought I did fine, but it [3] _____ they need someone fluent in French and that my French isn't good enough.
Abi What a shame. I'm so sorry, Tom. I know how much you wanted that job.
Tom And now I've got to [4] _____ the whole process again. Look for jobs online, write a letter of application, go to the interview. Just the thought of it [5] _____ me _____.
Abi I know, but try not to let it [6] _____ you _____.
Tom I just feel like I've [7] _____ my parents.
Abi Why?
Tom Well, I think they're really ready for me to move out and if I'd got the job, I would have been able to afford to rent a place of my own.
Abi Look, don't [8] _____ yourself. You did your best and that's all you can do. Sometimes things just don't [9] _____ the way we hope.
Tom I know. You're right. I just wish I'd taken some extra French lessons for the last month.
Abi Don't [10] _____ on it. What's done is done. You're going to get a job soon, I promise.
Tom Thanks, Abi. You're a really good friend. I hope you know that.

3 SPEAKING **Work in pairs. What would you say to Tom to cheer him up?**

4 **Match 1–8 with a–h to form expressions for cheering someone up or expressing sympathy.**

1 Oh	a you
2 What a	b terrible
3 Poor	c get you down
4 How	d there
5 Cheer	e the bright side
6 Hang in	f dear
7 Don't let it	g up
8 Look on	h shame

5 WRITING **Work in pairs. Choose one of the situations below and write a dialogue of 8–10 lines between the person who's upset and the person who's trying to make them feel better.**

1 You really thought you had a chance of getting into the school tennis team, but the coach didn't seem to agree and you haven't been picked.
2 You were off on holiday, but on the way to the airport your train broke down and you missed your flight. You've had to return home as there isn't another flight for a month.
3 You bought a skateboard, but the first time you went on it, you fell off, broke your arm and completely ruined the skateboard.

Life's ups and downs

6 **Complete the questions with the words in the list. There are two extra words.**

blamed | expectations | get
hardest | let | taken | wants | way

1 When was the last time you felt nothing was going your _____ ?
2 Have you ever _____ someone for something and then found out that they didn't do it? What was it? Did you apologise?
3 Can you think of a time when you _____ someone down?
4 Have you ever tried your _____ to do something and still not succeeded? What was it? Did you give up or keep on trying?
5 Can you think of something that didn't live up to your _____ ? What was it?
6 What things tend to _____ in your way when you're trying to study?

7 SPEAKING **Work in pairs and discuss the questions. Give details.**

8

A helping hand

8 **Read the article quickly and put the suggested titles in order from most to least suitable for you.**

The kindness of strangers ☐
A nightmare journey ☐
Life with an autistic child ☐



Life with my autistic six-year-old son is a constant adventure. There are times when it's more fun than you can possibly imagine and then there are times when you get desperate, knowing there's very little you can do to bring him out of one of his frequent tantrums. You can't help feeling a little guilty when other parents look at you as if to suggest you should be doing more to make your child behave better.

So it was with a certain amount of trepidation that I boarded a coach with him for the first time recently, knowing that there would be someone who knew nothing about our daily challenges sitting beside us for the next eleven hours. Sure enough, our problems started before the coach had even left, as I tried to fasten my son's seat belt and he started crying really loudly. But far from feeling awkward, the young woman sitting on the other side leant over with a smile and helped me with the task. The effect on my son was nothing short of a miracle. He stopped crying immediately. He'd made a new best friend. I never got to know this woman's name or anything about her, but for the duration of the journey her charm worked wonders. Every time my son threatened to kick off, the woman was able to calm him down before things got too out of hand. She even succeeded in getting my son to eat a sandwich.

Thanks to the compassion, patience and understanding of a woman I'd never met before, we managed to get through the journey without major incident and, for once, I didn't feel like a complete failure as a mum.

9 **Read the article again and answer the questions.**

1 How does the writer describe life with an autistic child?
2 How was she feeling about the journey and why?
3 How did the stranger help her child?
4 How do you think you'd have reacted if you'd been sitting next to the child? How would you have felt?

Adjectives to describe uncomfortable feelings

10 **Complete the sentences with the words in the list.**

ashamed | awkward | desperate
guilty | puzzled | stuck

1 It was quite an embarrassing situation and I felt a bit _____ .
2 Even though it wasn't my fault, I still felt _____ for some reason.
3 We were in danger. I had absolutely no idea what to do. I was _____ and started to panic.
4 It was a really strange situation. How could it have happened? I was _____ .
5 I had no idea how to even start doing my maths homework. I was _____ .
6 Why did I say such a mean thing? I'd never said anything like that before and I felt _____ of myself.

11 SPEAKING **Work in pairs. Think of specific situations (real or imaginary) for each of the adjectives in Exercise 10.**

I once went to school with two different shoes on. I felt quite embarrassed.

Talking about past ability

12 **Which of these things might the stranger have said to her husband when she got home after the journey? Tick all that apply. Then compare with a partner.**

1 I managed to watch two films on my tablet.
2 I got a good night's sleep.
3 Between us, we were able to get his seat belt on.
4 I succeeded in finishing my book.
5 I managed to keep the little boy happy.
6 I succeeded in finding those chocolates you like from that little shop in the city centre.

13 SPEAKING **Work in pairs. Imagine you've just been on a terrible flight. Agree together on all of the things that went wrong. Complete the sentences.**

1 I only managed ...
2 I didn't succeed ...
3 I wasn't able ...
4 I was able ...
5 I didn't manage ...

9

1 W.03
1 He didn't get the job he wanted.
2 He will get a job soon.

2 W.03
1 Cheer up 2 dear 3 turns out 4 go through 5 wears; out 6 get; down 7 let down 8 blame 9 work out 10 dwell

3 Students' own answers

4 1 f 2 h 3 a 4 b 5 g 6 d 7 c 8 e

5 Students' own answers

6 1 way 2 blamed 3 let 4 hardest 5 expectations 6 get

7 Students' own answers

8 Students' own answers

9 **Check/clarify:** *trepidation, charm.*
1 The writer describes life with an autistic child as a constant adventure.
2 She was nervous because it was her son's first time on a coach and she didn't know how he would behave or how others would react to his behaviour.
3 She calmed her child down, helped put his seat belt on and got him to eat a sandwich.
4 Students' own answers

10 1 awkward 2 guilty 3 desperate 4 puzzled 5 stuck 6 ashamed

11 Students' own answers

12 3, 5

13 Students' own answers

THINK more

Workbook
C Empathising pp7–8, Cheering someone up and sympthising about past situations, Life's ups and downs, Adjectives to describe uncomfortable feelings, Talking about past ability

Culture note

Autism affects around one in a hundred people. It can make communication and interaction with others difficult and cause stress and anxiety. Autism affects everyone differently and some autistic people need more support than others. People who are autistic have autism for their whole lives, and it is not a condition that they will grow out of.

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Welcome
D But is it news?

D BUT IS IT NEWS?

Introducing news

1 **Does your school have a school newspaper? If so, what kind of stories does it feature? Do you read it?**

2 **Read the dialogue and complete it with the words in the list. There are four extra words.**

about | certainly | done | exactly | keep | made | make | out | run | time | told | up

Jim Have you heard [1] _____ Mr Wilson?
Sam No, what's he done?
Jim He's finally announced that he's retiring because he wants to become a politician.
Sam So the school's deepest secret is finally [2] _____.
Jim I guess it is.
Sam Well, I suppose it's [3] _____ we put him in the school paper.
Jim What?
Sam I think we should [4] _____ a story on him in this month's edition.
Jim It's hardly news, is it?
Sam Well, he is a teacher here. I think we could do a really funny piece on him about how he's tried to [5] _____ his politics out of his teaching when we all knew how strongly he felt about it. He might be Prime Minister one day.
Jim There's no way that's a news story.
Sam It is. This is [6] _____ the kind of news story we want. Do you know how many complaints were [7] _____ about last month's edition? Students don't want to read advice on how to revise or a report on the latest school trip to some theatre somewhere. They want a bit of gossip about their teachers.
Jim Well, I'd just like to say that I'm really against running this story.
Sam Well, I'm not and as editor of the magazine, I get the final say. This story is going in. My mind's made [8] _____.

3 **Who do you agree with most, Jim or Sam? Why?**

4 **Match the sentence halves.**

1 Have you
2 Have you heard about
3 Did you
4 Guess
5 You'll never believe

a Mr Dawes?
b what?
c what I heard.
d heard?
e know … ?

5 **Put the lines in order to make the dialogue.**

A Absolutely. Let's send some chocolates too.
A Have you heard about Mr Dawes?
A Yes, it was. He's in hospital.
A He's broken his arm and two of his ribs.
A Apparently, he's fallen off his bike.

B That's awful. How is he?
B No, what happened?
B No way! Was it serious?
B Good idea.
B We have to send him some flowers.

6 **Work in pairs. Choose one of the expressions from Exercise 4 and use it to start a short dialogue (8–10 lines).**

Ways of speaking

7 SPEAKING **Complete the school news story headlines with the missing verbs in the correct form. There are three extra words.**

announce | apologise | complain | confess | introduce | recommend | regret | warn

1 Local residents _____ about students dropping litter in the street
2 Miss Wales _____ four books that all Year 10 students should read over the holidays
3 Headteacher _____ new French teacher
4 Mr Owen _____ plans for the new school play
5 Student _____ to breaking classroom window

8 SPEAKING **Work in pairs. Decide which of the stories in Exercise 7 you'd put in the school newspaper. Give your reasons.**

News mad?

9 **Read the blog entry quickly. What does the writer suggest C means?**

EMMA'S BLOG LATEST POSTS

Is it just me or has the world gone news mad? It's so easy to get word out these days that every time you turn on a screen there's news waiting to be read or heard. There's no escaping it. Just turn on the TV. There are so many 24-hour news channels all competing with each other to see who can get to a story first. I could swear sometimes they break the news before it's even happened. And when there's no breaking news I find myself panicking. What's happened? Is the world still out there?

In fact, I'm beginning to fear that I may have become addicted to news. I spend far too much time checking every news feed that appears on my internet browser when I should be working, and as a result I find myself working way past midnight in order to meet my deadlines. And then, of course, it's a new day with new news to catch up on.

But it's not just world news which invades our every waking moment; people's personal news is equally omnipresent. With social media it's so easy to keep in touch with every friend you've ever made in your life. Just post what you've been up to on your wall and with one click of a button, everyone who knows you, knows what you've been up to, whether or not they even really care. And it's just as easy for them to comment immediately on your news – anything from a simple C (which means they can't really be bothered) to a 140-character summary of what they really think. Be careful, though; say something stupid and before you know it, it's been retweeted halfway around the world. Consequently, you've become news, and not in a good way.

10 **Read the blog again and answer the questions.**

1 How does the writer feel when there's no breaking news?
2 How is her addiction to news affecting her working life?
3 What warning does the writer give about tweeting?
4 Which, if any, of the writer's opinions do you agree with? Explain your reasons.

Verb + noun collocations with *make, take, play, do, give*

11 **Complete the news headlines with the present simple form of *make, take, play, do, or give.***

1 The headteacher _____ a speech to the whole school
2 Many people go to Portugal in the winter _____ advantage of the good weather
3 The Olympic Committee _____ a decision on next Olympics
4 Canada _____ a deal with Britain over trade
5 FIFA _____ advice from leading activist on racism
6 Bono _____ a part in peace talks
7 Hundreds of people _____ complaints to the police about the party

12 SPEAKING **Work in pairs. Make news headlines using these four verb / noun pairs.**

do research | give money
make progress | take revenge

Cause and effect linkers

13 **Rewrite the sentences using the words in brackets.**

1 The weather was so hot that thousands took to the beach. (due to)
2 There will be another match as the first one ended in a draw. (consequently)
3 The president is taking a break as she has just had a baby. (because)
4 So many people protested that the FIFA have reversed their decision. (as a result of)

Sharing news

14 **Complete the sentences with the words in the list. There are three extra words.**

break | find | get | give
keep | let | pass | show

1 You're going to be late home. How do you _____ your parents know?
2 How do you _____ in touch with old friends?
3 Your mum asks you to _____ on a message to your sister. How do you do it?
4 You need to _____ in touch with your best friend immediately. How do you do it?
5 You've done really badly in your school tests. How do you _____ the news to your parents?

15 SPEAKING **Work in pairs and discuss the questions.**

1 Students' own answers

2 **Check/clarify:** *gossip*.
1 about 2 out 3 time 4 run 5 keep 6 exactly 7 made 8 up

3 Students' own answers

4 1 d 2 a 3 e 4 b 5 c

5 1 A Have you heard about Mr Dawes? 2 B No, what happened? 3 A Apparently, he's fallen off his bike. 4 B That's awful. How is he? 5 A He's broken his arm and two of his ribs. 6 B No way! Was it serious? 7 A Yes, it was. He's in hospital. 8 B We have to send him some flowers. 9 A Absolutely. Let's send some chocolates too. 10 B Good idea.

6 Students' own answers

7 1 complain 2 recommends 3 introduces 4 announces 5 confesses

8 Students' own answers

9 That the person isn't interested enough in your news to make a real comment.

10 **Check/clarify:** *breaking news*.
1 The writer feels anxious.
2 She has to stay up late to meet deadlines.
3 She warns that a stupid or thoughtless tweet could be shared around the world and people would judge you for it.
4 Students' own answers

11 1 gives 2 to take 3 makes 4 makes 5 take / takes 6 plays 7 make

13 1 Due to (the) hot weather, thousands took to the beach. / Thousands took to the beach due to (the) hot weather.
2 The match ended in a draw. Consequently, there will be another match.
3 The president is taking a break because she has just had a baby. / Because she has just had a baby, the president is / will be taking a break.
4 FIFA have reversed their decision as a result of so many people protesting. / As a result of so many people protesting, FIFA have reversed their decision.

14 1 let 2 keep 3 pass 4 get 5 break

TH!NK more

Workbook
D But is it news? pp8–9, Introducing news, Ways of speaking, verb + noun collocations with *make, take, play, do, give*, Cause and effect linkers, Sharing news

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Warmer

Write on the board: *Who or what has the most important influence on your personality? Is it your parents, your brothers/sisters, your friends, your school?* Students discuss with a partner. Listen to their answers with the whole class.

▶ 01 Get THINKing

Play the video and discuss the question with your class.

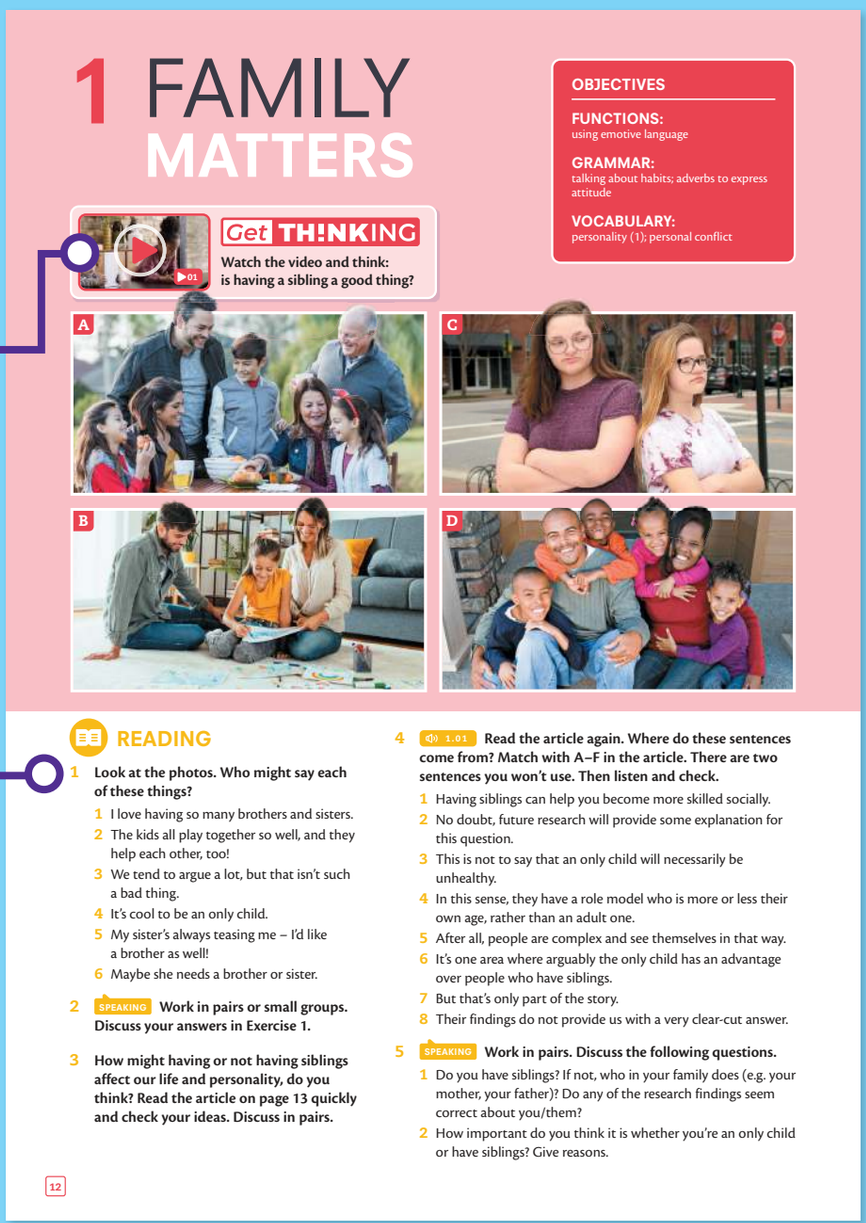
1 Put a copy of the four pictures up on the board and ask individuals to speculate about the relationship between the people in the photos. Look at the first statement with the whole class as an example.
Students' own answers

2 At the end of the exercise, listen to some of the students' ideas and encourage open-class discussion.

3 **Check/clarify:** *siblings.*
Give students a minute to think about the question, then elicit some answers in open class and write them on the board. Give them just two minutes to scan the article quickly and see how many of their ideas are mentioned.

4 **1.01 Check/clarify:** *categorised, psychology, consensus, IQ, empathy, traits, insecure, clear-cut.*
Do the first question as an example and clarify how the sentence in the gap is connected to the article. Suggest that they underline the parts of the article that helped them find their answers.
A 5 B 8 C 7 D 1 E 4 F 2
(extra sentences: 3, 6)

5 Monitor to help with any difficulties, but do not interrupt as this is a fluency activity.



1 FAMILY MATTERS

OBJECTIVES
FUNCTIONS: using emotive language
GRAMMAR: talking about habits; adverbs to express attitude
VOCABULARY: personality (1); personal conflict

Get THINKING
Watch the video and think: is having a sibling a good thing?

A
C
B
D

READING

1 Look at the photos. Who might say each of these things?
1 I love having so many brothers and sisters.
2 The kids all play together so well, and they help each other, too!
3 We tend to argue a lot, but that isn't such a bad thing.
4 It's cool to be an only child.
5 My sister's always teasing me – I'd like a brother as well!
6 Maybe she needs a brother or sister.

2 SPEAKING Work in pairs or small groups. Discuss your answers in Exercise 1.

3 How might having or not having siblings affect our life and personality, do you think? Read the article on page 13 quickly and check your ideas. Discuss in pairs.

4 1.01 Read the article again. Where do these sentences come from? Match with A–F in the article. There are two sentences you won't use. Then listen and check.
1 Having siblings can help you become more skilled socially.
2 No doubt, future research will provide some explanation for this question.
3 This is not to say that an only child will necessarily be unhealthy.
4 In this sense, they have a role model who is more or less their own age, rather than an adult one.
5 After all, people are complex and see themselves in that way.
6 It's one area where arguably the only child has an advantage over people who have siblings.
7 But that's only part of the story.
8 Their findings do not provide us with a very clear-cut answer.

5 SPEAKING Work in pairs. Discuss the following questions.
1 Do you have siblings? If not, who in your family does (e.g. your mother, your father)? Do any of the research findings seem correct about you/them?
2 How important do you think it is whether you're an only child or have siblings? Give reasons.

12

Activity idea Extension

In Exercise 1, ask students to add a sentence to each of the statements to expand on the speaker's viewpoint.

Activity idea Mixed-ability

In Exercise 5, make similar-ability pairings. Allow weaker students time to think about their answers before discussing them. Listen to some of their answers in open class.

Objectives

Functions Using emotive language
Grammar Talking about habits; adverbs to express attitude
Vocabulary Personality (1); personal conflict
Values Relationships
Literature *Pride and Prejudice*

Resources for this unit

All available online

Videos
- Get THINKing: *Is having a sibling a good thing?*
- Grammar video!: Talking about habits

Tests
- Unit, extension and skills test 1

Worksheets
- Grammar and vocabulary: Basic, Standard and Extension Worksheets
- Project: Family relationships
- Communication: Brothers and sisters
- Literature Worksheets: *Twelfth Night*
- Get THINKing and Grammar video! video Worksheets

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Culture note

IQ (Intelligence quotient) is a score that estimates intelligence in humans. It is obtained through a series of standardised tests which give a person's mental age score which is then divided by the person's chronological age. The result is multiplied by 100 to obtain the IQ score. The most common IQ tests are the *Wechlsler Adult Intelligence Scale* and the *Wechlsler Intelligence Scale for Children.* Approximately two-thirds of the population score between IQ 85 and IQ 115 and about 2.5% above 130 and another 2.5% below 70. Because the concept of 'intelligence' is abstract, IQ scores can only be estimates. However, they have been proven to be connected to a variety of factors such as socioeconomic status, nutrition and the foetal environment.

6 **Check/clarify:** *contradict*. Ask students to work with a partner before checking answers as a class. During feedback, encourage students to vote on whether the statements *contradict* or *don't contradict*.
1 and 3 contradict

7 Give students time to make a note of family and friends and their positions in the family. Ask them to think of adjectives to describe the people and to think about whether they contradict the article.

8 Before students discuss their ideas, elicit one or two examples from the class to get them started. When students have some ideas, regroup students into new groups and encourage them to share information.



THE POWER OF SIBLINGS

FAMILY MATTERS UNIT 1

Many people dislike any suggestion that human beings can be easily categorised. **[A]** But whether we like it or not, we all fall into one of these two categories: either we are an only child or we have siblings (brothers and sisters). But does it really matter which of these categories each of us is in, and if it does matter, how much and in what way? Many researchers in human psychology have attempted to answer these questions. **[B]** But, overall, the consensus seems to be that it's better to have siblings. Here we take a look at a few advantages. See if you agree!

Siblings can make you smarter

A 2007 study conducted in Norway found that older siblings tend to have a higher IQ than younger ones. This might be due to the fact that first-born children have all their parents' attention, whereas later siblings clearly have that attention divided. **[C]** Interestingly, it also discovered that the higher the test scores of the eldest sibling, the better the scores of the younger brothers and sisters, too. This could be a result of genetics, or because smart older siblings encourage the younger ones to be and act smart, too.

Younger siblings teach the older ones empathy

We used to think that it was younger siblings who learn from the older ones and don't give much back in return. But there's evidence to suggest that younger siblings help their older brother or sister develop empathy and not be as self-centred as an only child. These traits, of course, carry over into adulthood, and it's known that empathy is a determining factor in adult happiness.

Having siblings helps you learn how to manage relationships

[D] Here, it's a case of the more siblings, the better. More brothers and sisters means more time spent in negotiating relationships, arguments, competition, conflict resolution, etc., which leads to learning how to accept the people around you and perhaps be less demanding. A study by The Ohio State University suggests that for each sibling you have, your chance of getting divorced as an adult will fall by as much as two percent.

A good sibling relationship brings mental health benefits

A Harvard University study followed around 300 men and discovered that having a close relationship with a brother or sister when they were young resulted in 93 percent of them feeling positive when they were older. However, the reverse is also true: poor sibling relationships in childhood and adolescence seem to produce adults who are insecure and, in some cases, depressed.

Your siblings can make you physically healthier, too

There's evidence that kids watch their brothers and sisters eating and copy how they eat, more so than they copy their parents. **[E]** Children with siblings also run around a lot, playing games and so on. So general health and weight management in particular can be helped by having siblings. So, if you believe the scientific research out there, it could seem that if you're an only child, you're in danger of missing out! That said, we have to remember that it isn't easy to make definite claims in an area as complex as this. Studies have to be carried out over many years, and there are always many personal, family and cultural aspects that have an effect on whether or not siblings are a good thing. **[F]**

Train to THINK

Questioning widely accepted theories

Although we often draw conclusions based on what we've read, heard or observed, it does not mean these conclusions are always 100 percent correct. The article talks about possible advantages/disadvantages of having siblings or not. There will always be plenty of exceptions.

6 **Which of these examples contradict claims made in the article?**

1 My youngest child Tom is way smarter than his older brother Andy, and he always helps him with homework and things.
2 We've got four children, and Mary, the eldest, is the one who has the fewest friends.
3 Steve didn't have a close relationship with his brothers when he was younger, but he's a great friend to me. He's always upbeat and positive.

7 SPEAKING **Work in pairs. Think of people you know who contradict the claims made in the article.**

8 SPEAKING **Work in pairs. What other theories about families have you heard or read about? Can you think of people you know who contradict these theories?**

13

Homework

Ask students to create a new personality theory. Give them an example of your own to get them started. For example, assign different personality characteristics according to which month people are born in – people born in January tend to be self-centred, etc. As a follow-up in the next lesson, students can try out their theories on different partners. Ask students to make a note of the results to report back to the class.

Activity idea Extension

To introduce the topic of accepting theories, ask: *Do you believe everything you read on the internet? What if it is based on scientific research?* Students discuss the questions in pairs. Listen to some of their answers for feedback.

Critical THINKing
Evaluating ideas and arguments
Identifies evidence and its reliability.

Critical THINKing
Evaluating ideas and arguments
Gives reasons for an argument's plausibility.

THINK more

Worksheets
Project Family relationships
Communication Brothers and sisters
Get THINKing *Is having a sibling a good thing?*

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Unit 1
Family matters

Grammar; Vocabulary

Warmer

Ask students to write down three adjectives to describe their own personality. Collect these and read some out to the class (for example, *This person is calm, sociable and intelligent*). The rest of the class guess which student wrote the adjectives.

▶ 02 Grammar video! Talking about habits

1 Students read through sentences 1–4. Ask: *Which words in the sentences refer to habits?* (*will fall by*; *'s always teasing*; *used to think*; *tend to have*). Elicit that in sentence 1, *will* refers to a repeated activity and does not refer to the future.
1 c 2 b 3 a 4 d
RULE: 1 to 2 present continuous
3 will ('ll) 4 tend

2 **Check/clarify:** *grounded*.
If you are short on time, students can do Exercise 2 for homework.
1 to 2 would 3 used 4 to
5 tends 6 will/'ll 7 always 8 not

3 Remind students to check if the sentence requires a positive or negative form. During feedback, check students' pronunciation of *used to* and *tend to*. Draw attention to the elision of the *d* and *t*.
Students' own answers

Workbook p10

Get it Right! Habits in the present

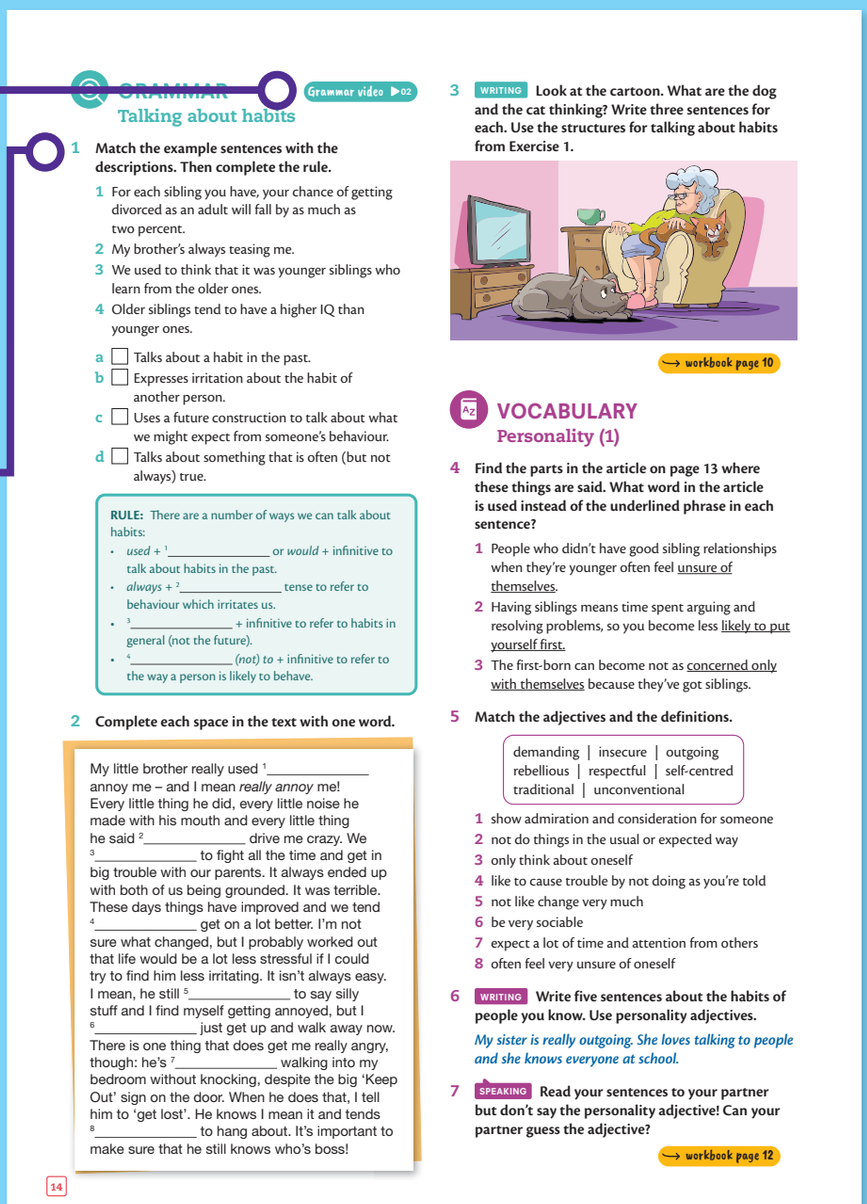
Student's Book p122

4 Have a reading race for students to find sentences 1–3 in the article.
1 insecure 2 demanding
3 self-centred

THINK more

Workbook
Grammar p10, Ex.1–5
Vocabulary p12, Ex.1–5
Vocabulary Extra p13, Ex.1–3

Worksheets
Grammar Worksheets 1
Grammar video! Talking about habits
Vocabulary Worksheets 1



GRAMMAR Talking about habits — Grammar video ▶02

1 **Match the example sentences with the descriptions. Then complete the rule.**

1 For each sibling you have, your chance of getting divorced as an adult will fall by as much as two percent.
2 My brother's always teasing me.
3 We used to think that it was younger siblings who learn from the older ones.
4 Older siblings tend to have a higher IQ than younger ones.

a ☐ Talks about a habit in the past.
b ☐ Expresses irritation about the habit of another person.
c ☐ Uses a future construction to talk about what we might expect from someone's behaviour.
d ☐ Talks about something that is often (but not always) true.

RULE: There are a number of ways we can talk about habits:
- *used* + [1]_____ or *would* + infinitive to talk about habits in the past.
- *always* + [2]_____ tense to refer to behaviour which irritates us.
- [3]_____ + infinitive to refer to habits in general (not the future).
- [4]_____ *(not) to* + infinitive to refer to the way a person is likely to behave.

2 **Complete each space in the text with one word.**

My little brother really used [1]_____ annoy me – and I mean *really annoy* me! Every little thing he did, every little noise he made with his mouth and every little thing he said [2]_____ drive me crazy. We [3]_____ to fight all the time and get in big trouble with our parents. It always ended up with both of us being grounded. It was terrible. These days things have improved and we tend [4]_____ get on a lot better. I'm not sure what changed, but I probably worked out that life would be a lot less stressful if I could try to find him less irritating. It isn't always easy. I mean, he still [5]_____ to say silly stuff and I find myself getting annoyed, but I [6]_____ just get up and walk away now. There is one thing that does get me really angry, though: he's [7]_____ walking into my bedroom without knocking, despite the big 'Keep Out' sign on the door. When he does that, I tell him to 'get lost'. He knows I mean it and tends [8]_____ to hang about. It's important to make sure that he still knows who's boss!

3 WRITING **Look at the cartoon. What are the dog and the cat thinking? Write three sentences for each. Use the structures for talking about habits from Exercise 1.**

→ workbook page 10

VOCABULARY Personality (1)

4 **Find the parts in the article on page 13 where these things are said. What word in the article is used instead of the underlined phrase in each sentence?**

1 People who didn't have good sibling relationships when they're younger often feel unsure of themselves.
2 Having siblings means time spent arguing and resolving problems, so you become less likely to put yourself first.
3 The first-born can become not as concerned only with themselves because they've got siblings.

5 **Match the adjectives and the definitions.**

demanding | insecure | outgoing
rebellious | respectful | self-centred
traditional | unconventional

1 show admiration and consideration for someone
2 not do things in the usual or expected way
3 only think about oneself
4 like to cause trouble by not doing as you're told
5 not like change very much
6 be very sociable
7 expect a lot of time and attention from others
8 often feel very unsure of oneself

6 WRITING **Write five sentences about the habits of people you know. Use personality adjectives.**

My sister is really outgoing. She loves talking to people and she knows everyone at school.

7 SPEAKING **Read your sentences to your partner but don't say the personality adjective! Can your partner guess the adjective?**

→ workbook page 12

5 During feedback, say the words for students to repeat. Write the words on the board and elicit and mark the stress.
1 respectful 2 unconventional 3 self-centred 4 rebellious 5 traditional
6 outgoing 7 demanding 8 insecure

6 Tell students that they should use five different personality adjectives and try to include four different ways of talking about habits.
Students' own answers

7 Students could also discuss whether the personality traits of the people they describe fit the theory in the article. Listen to some examples from the class.

Workbook p12

Activity idea Extension

Ask students to find further examples of the structures *will* and *tend to* in the article on page 13.

Activity idea Mixed-ability

In Exercise 5, ask students to cover the eight definitions and read through the words. Students work with a partner to try to define the words.

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Unit 1 Family matters

Listening; Functions; Pronunciation; TH!NK Values

8 Monitor and encourage students to speculate and expand on their ideas. Listen to some of their ideas in open class as feedback and write answers on the board to refer to after the audio.

9 1.02
1 They are husband and wife.
2 They are talking about how Emma is always talking on the phone to her brother and sister.
3 Jack is frustrated because they are going to be late to meet their friends for dinner. Emma is annoyed because talking to her family is important to her.

10 1.02 **Check/clarify:** *exaggerating.*
Encourage students to think about the correct answer to the false statements.
1 F (Emma is talking to her sister Joss.) 2 T 3 T 4 T 5 F (Emma doesn't phone her sister every day. Jack is exaggerating.) 6 T

11 After a few minutes, invite students' reactions in open class prompting them to try to explain their answers.

12 During feedback, pause after each phrase and ask students to repeat it using suitable intonation. Encourage students to sound emotive!
a Jack b Jack c Emma d Jack e Jack f Jack

13 Ask students to work in pairs to think of further examples of each emotive technique. Listen to some of their ideas as a class.
1 f 2 a, d 3 b 4 d 5 c, e

14 Monitor to help with vocabulary and to make sure students are using emotive language where possible. Then give them time to practise, and ask them to act out their dialogues.

LISTENING

What's on

7.00 – 7.30 pm **People Next Door**

Things have not been easy between Emma and Jack recently, especially since the accident. Jack's hoping that an evening out with friends will lighten things up. But will it? The country's favourite soap opera moves on.



8 SPEAKING **Look at the photo and read the TV listing. In pairs, discuss the questions and make notes.**
1 How do you think the people in the photo are related?
2 What do you think they're talking about?
3 How are they feeling? Why?

9 1.02 **Listen to a scene from *People Next Door*. Check your predictions from Exercise 8.**

10 1.02 **Listen again and mark the statements T (true) or F (false).**
1 Emma is talking to her mum on the phone. ☐
2 Jack and Emma are fifteen minutes late. ☐
3 Emma's brother is younger than she is. ☐
4 Jack is an only child. ☐
5 Emma phones her sister every day. ☐
6 Jack feels that Emma's family phone her too often. ☐

11 SPEAKING **In pairs, discuss what you think about Jack's attitude and about Emma's attitude in this scene.**

FUNCTIONS
Using emotive language

12 **Look at the sentences from the listening. Who says each one, Emma or Jack?**
a I'm tired of this family. I'm tired of always waiting while you talk to your sister.
b Why do you have to talk to each other all the time?
c I don't understand. I'm sorry we're going to be late but …
d I don't want to go anymore. I really don't.
e Tell me it isn't someone in your family!
f That can wait, can't it?

13 **Match each of the sentences with the emotive technique it uses.**
1 ☐ question tags
2 ☐ repetition of a word (or phrase)
3 ☐ rhetorical questions (questions for which you don't expect an answer)
4 ☐ emphatic use of the auxiliary verb in statements
5 ☐ phrases such as *tell me, I don't understand, you can't be serious* or *you must be joking*

14 WRITING **Work in pairs. Remind yourselves how the scene ended and then write the next eight lines of dialogue. Use emotive language.**

PRONUNCIATION
Intonation: showing emotions Go to page 120.

TH!NK values
Relationships

15 WRITING **Think about your family and your friends. Giving examples to support your choices, write about someone who:**
1 you can tell anything to.
2 you find it difficult to talk to.
3 is really fun to be with.
4 is quite boring to be with.
5 you have the most in common with.
6 you have the least in common with.
7 knows you the best.
8 doesn't know you at all.

16 SPEAKING **Work in pairs. What could you do to improve your relationship with one of the people you wrote about in questions 2, 4, 6 or 8? Take turns to suggest some ideas to your partner. Would you be interested in trying any of these ideas? Why/Why not?**

15 **Check/clarify:** *most/least in common with.*
Depending on time and the needs of the class, you could ask students either to make notes or to write full sentences.

16 To aid students when giving advice, you might like to quickly elicit some expressions used when making suggestions and write them on the board (for example: *Have you thought about …?*; *It might be a good idea to …* etc.). Listen to some of their opinions in open class as feedback.

Pronunciation
Intonation: showing emotions
Student's Book p120

Social Responsibilities
Understanding personal responsibilities as part of a group
Identifies positive behaviour in the social groups to which they belong.

Critical TH!NKing
Solving problems and making decisions
Examines possible solutions to a given problem and states how they are effective.

Homework
Ask students to follow up the speaking activity in Exercise 16 by writing six sentences about their family and friends using the prompts 1–8 in Exercise 15 and supporting their choices. As an alternative, they could write five true sentences and one false one. As a follow-up in the next lesson, they could work in pairs and each partner guesses which of the sentences is untrue.

TH!NK more
Workbook
Listening p16, Ex.1–4
Pronunciation p118

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Unit 1 Family matters — Reading; Speaking

Warmer

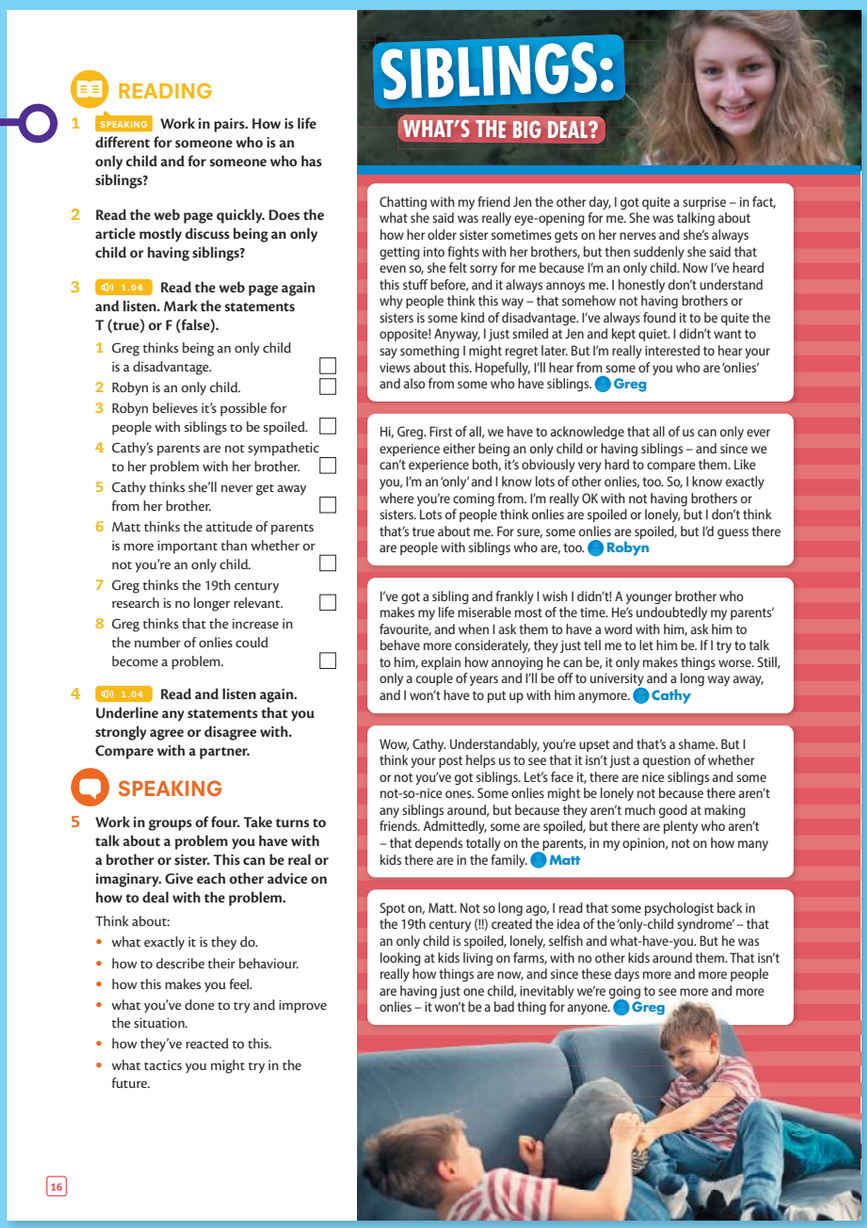
To revise the topic of siblings, ask: *What are the benefits of having a brother or sister?* Ask students to work with a partner and make a list of at least three benefits and at least three drawbacks of having a brother or sister. In pairs or small groups, students discuss. Encourage students to use some of the personality adjectives from last lesson. Listen to some of their ideas as feedback.

1 Before students read the web page, get them to cover it and just answer the question. Write their ideas on the board.
Students' own answers

2 Set a three-minute time limit to encourage them to skim the web page quickly and not to focus on every word.
Being an only child

3 1.04 **Check/clarify:** *spoiled*.
For weaker classes, you could pause the audio after each answer and give students time to answer.
Tell students to underline key information in the web page that helped them to decide whether each sentence is true or false. During feedback, ask students to justify their answers by quoting the text they have underlined. Ask students to correct any false information.
1 F (He thinks it's the opposite.) 2 T 3 T 4 T 5 F (Cathy is off to university so she won't have to put up with her brother anymore.) 6 T 7 T 8 F (He thinks it won't be a bad thing for anyone.)

4 1.04 Allow students time for pairs to discuss the statements that they agree or disagree with.



READING

1 SPEAKING **Work in pairs. How is life different for someone who is an only child and for someone who has siblings?**

2 **Read the web page quickly. Does the article mostly discuss being an only child or having siblings?**

3 1.04 **Read the web page again and listen. Mark the statements T (true) or F (false).**
1 Greg thinks being an only child is a disadvantage. ☐
2 Robyn is an only child. ☐
3 Robyn believes it's possible for people with siblings to be spoiled. ☐
4 Cathy's parents are not sympathetic to her problem with her brother. ☐
5 Cathy thinks she'll never get away from her brother. ☐
6 Matt thinks the attitude of parents is more important than whether or not you're an only child. ☐
7 Greg thinks the 19th century research is no longer relevant. ☐
8 Greg thinks that the increase in the number of onlies could become a problem. ☐

4 1.04 **Read and listen again. Underline any statements that you strongly agree or disagree with. Compare with a partner.**

SPEAKING

5 **Work in groups of four. Take turns to talk about a problem you have with a brother or sister. This can be real or imaginary. Give each other advice on how to deal with the problem.**
Think about:
- what exactly it is they do.
- how to describe their behaviour.
- how this makes you feel.
- what you've done to try and improve the situation.
- how they've reacted to this.
- what tactics you might try in the future.

16

SIBLINGS: WHAT'S THE BIG DEAL?

Chatting with my friend Jen the other day, I got quite a surprise – in fact, what she said was really eye-opening for me. She was talking about how her older sister sometimes gets on her nerves and she's always getting into fights with her brothers, but then suddenly she said that even so, she felt sorry for me because I'm an only child. Now I've heard this stuff before, and it always annoys me. I honestly don't understand why people think this way – that somehow not having brothers or sisters is some kind of disadvantage. I've always found it to be quite the opposite! Anyway, I just smiled at Jen and kept quiet. I didn't want to say something I might regret later. But I'm really interested to hear your views about this. Hopefully, I'll hear from some of you who are 'onlies' and also from some who have siblings. **Greg**

Hi, Greg. First of all, we have to acknowledge that all of us can only ever experience either being an only child or having siblings – and since we can't experience both, it's obviously very hard to compare them. Like you, I'm an 'only' and I know lots of other onlies, too. So, I know exactly where you're coming from. I'm really OK with not having brothers or sisters. Lots of people think onlies are spoiled or lonely, but I don't think that's true about me. For sure, some onlies are spoiled, but I'd guess there are people with siblings who are, too. **Robyn**

I've got a sibling and frankly I wish I didn't! A younger brother who makes my life miserable most of the time. He's undoubtedly my parents' favourite, and when I ask them to have a word with him, ask him to behave more considerately, they just tell me to let him be. If I try to talk to him, explain how annoying he can be, it only makes things worse. Still, only a couple of years and I'll be off to university and a long way away, and I won't have to put up with him anymore. **Cathy**

Wow, Cathy. Understandably, you're upset and that's a shame. But I think your post helps us to see that it isn't just a question of whether or not you've got siblings. Let's face it, there are nice siblings and some not-so-nice ones. Some onlies might be lonely not because there aren't any siblings around, but because they aren't much good at making friends. Admittedly, some are spoiled, but there are plenty who aren't – that depends totally on the parents, in my opinion, not on how many kids there are in the family. **Matt**

Spot on, Matt. Not so long ago, I read that some psychologist back in the 19th century (!!) created the idea of the 'only-child syndrome' – that an only child is spoiled, lonely, selfish and what-have-you. But he was looking at kids living on farms, with no other kids around them. That isn't really how things are now, and since these days more and more people are having just one child, inevitably we're going to see more and more onlies – it won't be a bad thing for anyone. **Greg**

5 Give students time to make notes on their answers before the discussion stage. Monitor and answer any questions about vocabulary, but as this is a fluency practice activity, do not interrupt the conversations unless inaccuracy hinders comprehension.

Activity idea Extension

Divide the class into pairs and ask students to make a list of reasons why the younger siblings on the web page might act as they do. When students have at least three reasons, this could lead into a role play with younger and older siblings discussing the situations. Assigning roles and giving preparation time in this way often leads quieter students to interact more and voice their opinions. Monitor and encourage all students to speak. Develop the conversations into a whole-group discussion.

THINK more

Workbook
Reading p14, Ex.1–4

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Brian Hart
Excerpt
More Information

6 Ask students to try to complete the sentences from memory.
1 Hopefully 2 obviously
3 undoubtedly 4 Admittedly

7 RULE: (in any order) honestly, understandably, inevitably, frankly

8 **Check/clarify:** *frank, inevitable.*
If you're short on time, you can set this exercise for homework.
Suggested answers
1 Frankly, your haircut looks terrible. / Your haircut looks terrible, frankly!
2 Hopefully, my brother will lend me his jacket. / My brother will hopefully lend me his jacket.
3 Inevitably, I won't pass the test because I didn't study enough.
4 I'm good at languages, but, admittedly, my sister is better than me at Maths.
5 Understandably, you're angry with me for being mean to my sister. / You're understandably angry with me for being mean to my sister.
6 Honestly, I would never hurt my sister. / I would honestly never hurt my sister.
7 Obviously, my brother is jealous of me. / My brother is obviously jealous of me. / My brother is jealous of me, obviously!
8 Undoubtedly, we'll be tired when we arrive. / We'll undoubtedly be tired when we arrive.

Workbook p11

9 Ask students to try to match the phrases from memory before referring back to the web page. During feedback, ask students to explain the meaning of the phrases.
1 g 2 a 3 h 4 b 5 f 6 c
7 d 8 e

10 1 life 2 with 3 say 4 gets
5 up with 6 made 7 be 8 into

11 Give your own example before students do the task. Encourage them to give reasons for their answers and remind the listeners to keep asking questions to get further information.
1 nerves 2 regretted 3 word
4 worse 5 up

Workbook p12

Homework

Ask students to write their answers from their discussions in Exercise 11 and include as many collocations from Exercise 9 as possible.

GRAMMAR
Adverbs to express attitude

6 **Complete the sentences with the words in the list. Check your answers in the web page.**

admittedly | hopefully
obviously | undoubtedly

1 _____, I'll hear from some of you who are 'onlies'.
2 It's _____ very hard to compare them.
3 He's _____ my parents' favourite.
4 _____, some are spoiled, but there are plenty who aren't.

7 **Find four more examples of adverbs to express attitude in the web page and use them to complete the rule.**

RULE:
Words like *undoubtedly, hopefully, admittedly, obviously,* [1]_____, [2]_____, [3]_____ and [4]_____ are used to express how we feel about what we're saying.
We usually put them at the start of the clause or immediately after the initial verb.

8 **Change the underlined word into an adverb and use it to make one sentence.**

1 Your new haircut looks terrible. I'm being frank about this.
2 My brother might lend me his jacket. I live in hope.
3 I will not pass the test because I didn't study enough. This is inevitable.
4 I'm good at languages, but my sister is better than me at Maths. This is something I have to admit.
5 You're angry with me for being mean to my sister. I understand that.
6 I would never hurt my sister. I'm being honest about this.
7 My brother is jealous of me. It's obvious.
8 We'll be tired when we arrive. There's no doubt about this.

→ workbook page 11

VOCABULARY
Personal conflict

9 **Match the sentence halves. Use the web page to help you.**

1 My little sister really *gets on* ☐
2 Dad said he wants to *have a* ☐
3 Please don't say anything. You'll only *make* ☐
4 I'm really angry, but I don't want to *say something* ☐
5 I really can't *put up* ☐
6 My elder sister *made* ☐
7 Why don't you just *let* ☐
8 He's always *getting into* ☐

a *word* with me. What could it be?!
b *I might regret.*
c *my life miserable* when we were younger.
d *him be* and get on with your own life?
e *fights* with the other kids.
f *with* all that noise anymore!
g *my nerves* when she keeps taking my things.
h *things worse* for me.

10 **Choose the correct words to complete the expressions.**

1 Mrs Gibson is making my *time / life / days* miserable. She's always picking on me.
2 The teacher had a word *on / to / with* Angela about her attendance and punctuality.
3 Never reply to an angry email immediately in case you *say / reply / tell* something you might regret.
4 I hate the way he drums his fingers on the table. It really *goes / gets / puts* on my nerves.
5 That's the fourth time you've come in without knocking. I won't put *with / up with / up on* it anymore!
6 I was only trying to help, but judging by her reaction, I think I've just *done / made / caused* things worse.
7 If Jason wants to spend all day watching TV, just let him *alone / be / do*. It's his life, not yours.
8 He and his sister are always getting *into / in / with* fights with each other about who sits where at the table.

11 SPEAKING **Complete the questions with the missing words and then discuss them with a partner.**

1 What sort of things really get on your _____?
2 Have you ever said anything you later _____? What was it and what was the consequence?
3 Have you ever had to have a _____ with someone? Why? What happened next?
4 Can you think of a time when you tried to help someone but only made things _____? What happened?
5 What kind of behaviour do you find difficult to put _____ with?

→ workbook page 12

Activity idea Extension

Test how well students remember the collocations. Call out either the verb or the noun, and nominate a student to say the whole phrase. For example, you say either *gets on* or *my nerves*, students say the complete phrase: *gets on my nerves*. Alternatively, you could put students in pairs to take turns to test each other in the same way.

THINK more

Practice Extra
Unit 1 Practise it!

Workbook
Grammar p11, Ex.6–8
Vocabulary p12, Ex.4–5

Worksheets
Grammar Worksheets 1
Vocabulary Worksheets 1

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