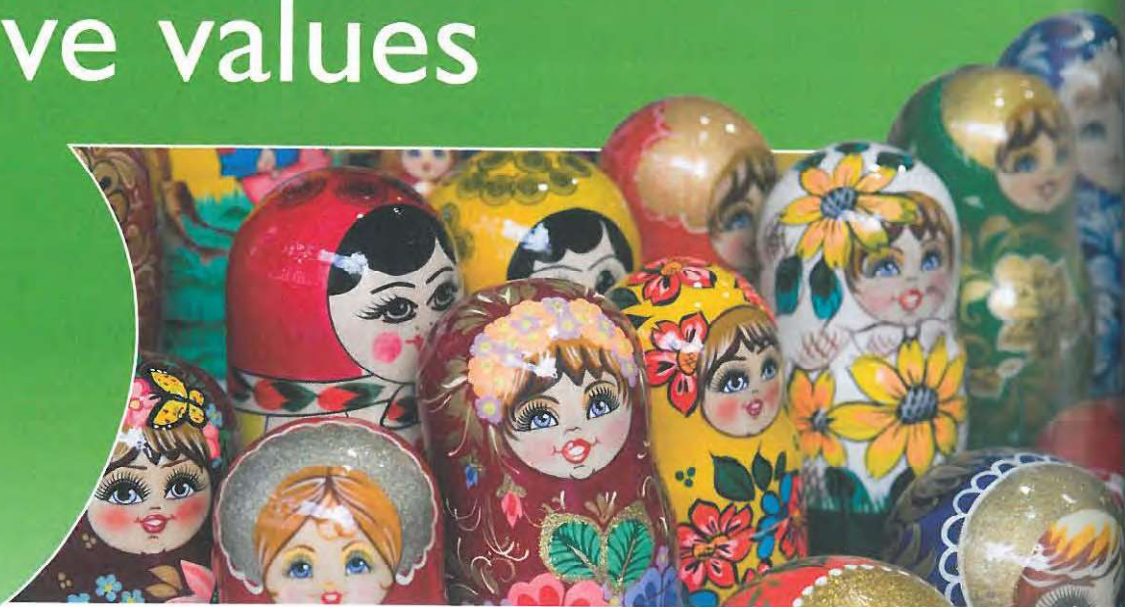


Relative values

2



Speaking

1 Discuss the questions.

- 1 How do you think your friends would describe your personality?
- 2 What personality characteristics do you share with other members of your family?

2 Do the personality quiz.

PERSONALITY QUIZ	How likely are you to ...	Very likely	Quite likely	Neither likely nor unlikely	Quite unlikely	Very unlikely
	1 start a conversation with a stranger?					
2 give advice to other people?						
3 use difficult words?						
4 change your mind about things?						
5 organise social events?						
6 worry about being late?						

3 Turn to page 157 to get your results. Then complete sentences 1–4 so they're true for you.

- 1 I'm (very/quite) (un)likely to ...
- 2 I tend to ...
- 3 I'm good at ... -ing.
- 4 I find it difficult to ...

4 Compare your sentences with a partner's and discuss the questions.


- 1 How much do you have in common?
- 2 What did you learn from your results?
- 3 Do you think this is an accurate test of personality?

Vocabulary

formation of adjectives

- 5** Copy and complete the table with the adjective forms of the nouns in the box.

caution	comfort	drama	emotion	generosity	harm	hope
love	meaning	person	pessimist	prediction	reliability	sympathy
-able	-ous	-ic	-al	-ful		
sociable	adventurous	realistic	practical	thoughtful		

- 6**  **06** Mark the stress on each adjective, then listen and check. Practise saying the words. Which ones stress different syllables from the noun form?

- 7** Which adjectives use the suffix *-less* or the prefix *un-* to form the negative?

Examples: *hopeless, uncomfortable*

Word formation (Part 3)

► **EXAM FOCUS** p.201

EXAM TIP

It's important to think about the meaning, not just the grammar. Sometimes you have to decide if an adjective is positive or negative.

- 8** Read the text quickly without worrying about the gaps. What problem with describing people's personalities is mentioned?

How well do you know yourself?

When trying to understand our own or other people's (0) *behaviour*, we tend to over-simplify things. We use one or two adjectives to sum each other up. We think of one friend as having a generally (1) and positive outlook, while another friend is considered (2) and negative. Of course, in (3), none of us is so easily defined.

The truth is that we are all made up of inconsistent and contradictory (4); we can be serious and reliable with our colleagues at work but in our personal relationships at home we are more (5) and emotional. With some friends we can be very cautious, while we are (6) thrill-seekers with other friends.

So can people be neatly divided into personality types? Or do we alter our personality according to the (7) in our changing moods and situations? Perhaps the idea of a fixed personality is just a (8) misconception. Maybe we can never truly understand ourselves or other people.

BEHAVE

HOPE

PESSIMIST

REAL

CHARACTER

PREDICT

ADVENTURE

DIFFERENT

MEANING

- 9** What part of speech goes in each gap? If it's a noun, is it singular or plural?
- 10** Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.



Multiple choice (Part 4)

► **EXAM FOCUS** p.205

1 Discuss the questions.

- 1 What do you think is the ideal number of children in a family? Why?
- 2 Are older children more or less independent than their younger siblings? Why?

2 You're going to listen to a radio interview with a psychologist called Max about birth order. Read the first question in Activity 4 and underline the key words in the statement and the options.

3 07 Listen to the first part of the interview.

- 1 Which key words, or words with a similar meaning to the statement and options, did you hear?
- 2 Which option correctly completes the statement?

4 08 Read through questions 1–7 and underline the key words. Then listen and choose the best answer, A, B or C.

EXAM TIP

The radio presenter's questions will help you to follow the discussion, so you know which question you should be listening for.

- 1 Max says that people mistakenly believe that oldest children
 - A are likely to do well in the future.
 - B will be happier than their siblings.
 - C are often very independent at a young age.

- 2 According to Max, what is the reason for oldest children's results in intelligence tests?
 - A Parents expect more from the oldest child.
 - B Oldest children spend more time alone.
 - C The oldest child benefits from teaching younger siblings.
- 3 What typical characteristic of oldest children does Max share?
 - A He is very competitive.
 - B He experienced jealousy of a sibling.
 - C He always wanted to please his parents.
- 4 Max says that youngest children can often be
 - A confident.
 - B creative.
 - C cautious.
- 5 What do some psychologists believe is likely to increase the 'birth order effect'?
 - A a large age gap between siblings
 - B families with three or more siblings
 - C having siblings of the same sex
- 6 Max suggests that the best combination for a successful marriage is between people who are both
 - A oldest children.
 - B middle children.
 - C third-born children.
- 7 According to Max, why should we be cautious about the 'birth order effect'?
 - A Personality can also be affected by other things.
 - B Personality can change when people are away from their families.
 - C Personality is too complicated to define simply.

5 Compare your answers with a partner. Then listen again to check.

Speaking

- 6 Work in pairs. How well do you get on with your siblings? What impact has the 'birth order effect' had on your family?

Adverbs

► GRAMMAR REFERENCE p. 161

1 Underline the adverbs in sentences A–D. Then answer the questions.

- A They will have to work very hard to make their marriage work.
- B It could be difficult for them to get on well.
- C They are allowed to grow up more slowly.
- D It can have hardly any impact on large families.

- 1 Which adverbs are irregular?
- 2 Which words can be both an adverb and an adjective?

2 Choose the correct adverb.

- 1 I *hardly/hard* know my brother because he's so much older than me.
- 2 I try *hard/hardly* to get on with my brothers and sisters.
- 3 He's been feeling depressed *late/lately*.
- 4 My mother had children *lately/late* in life.
- 5 My parents live *closely/close* to me.
- 6 We studied the results of the test *close/closely*.

Vocabulary

extreme adjectives

3 Match adjectives 1–6 with extreme versions A–F.

- 1 difficult
- 2 intelligent
- 3 angry
- 4 frightened
- 5 tired
- 6 big
- A enormous
- B terrified
- C exhausted
- D impossible
- E brilliant
- F furious

4 Which adverbs in the box give the sentence a similar meaning?

absolutely a bit completely fairly
very

- 1 He's *quite* intelligent.
- 2 He's *really* cautious.
- 3 She's *really* impossible to get on with.
- 4 She's a *really* good person.
- 5 He's a *really* amazing person.
- 6 He can be *quite* difficult.

5 Choose the correct adverb(s) to form the rules.

- 1 *Really/Very* can be used with any adjective in order to intensify meaning.
- 2 *Completely* and *absolutely/Really* and *very* are only used with extreme adjectives.
- 3 *Quite/A bit* is only used when making a criticism with adjectives with a negative meaning.

Speaking

6 Complete sentences 1–3 with phrases A–C to make statements you agree with. Discuss your sentences with a partner. Do you agree?

- 1 It's fairly easy ...
- 2 It's quite hard ...
- 3 It's absolutely impossible ...
- A ... to judge a person's character from their appearance.
- B ... to get on with everyone in your family.
- C ... for parents to treat all their children equally.



Colin Firth in *The King's Speech*

Speaking

- 1 How would you feel if you had a brother or sister who was gifted or famous?

Multiple matching (Part 7)

► EXAM FOCUS p.203

- 2 You are going to read an article in which four people talk about their relationship with their brother or sister. Read the text quickly and find out which person is

- 1 a twin.
- 2 the oldest.
- 3 a middle child.
- 4 the youngest of four.

- 3 Look at the underlined words in Activity 4, question 1. What information would you expect to find in the text? Check your answer in extract A.

EXAM TIP

Underline the key words in the options and then read through the texts quickly to find a similar word or expression which says the same thing in a different way.

- 4 For questions 2–10, choose from the people (A–D). The people may be chosen more than once.

Which person

- remembers having mixed feelings about the success of a sibling?
 used to try not to get involved when a sibling was badly behaved?
 once stopped doing something because of sibling rivalry?
 now finally appreciates the value of a sibling relationship?
 felt rather irritated on the birth of a sibling?
 could depend on a sibling for practical advice as a child?
 thinks people can get labelled too easily?
 noticed how a sibling was treated differently as a child?
 was too cautious to take up a much-wanted career?
 regards a sibling as the most efficient person in the family?

1	A
2	
3	
4	
5	
6	
7	
8	
9	
10	

- 5 Which sibling relationship in the article did you find most interesting? Why?

Vocabulary

phrasal verbs

- 6 Match the underlined phrasal verbs in the article with meanings 1–8.

- 1 organise something
- 2 escape
- 3 succeed
- 4 make (someone) leave
- 5 be determined
- 6 suddenly become successful
- 7 admire
- 8 arrive unexpectedly

- 7 Work in pairs and discuss the questions.

- 1 Who do you look up to?
- 2 Have you ever set your heart on something?
- 3 Do you sort out your possessions regularly and get rid of things you don't need?
- 4 Where would you like to get away to?

Friend or enemy?

Can siblings ever really be friends?

A Kate Firth, voice coach; sister to film star Colin

As the older brother, Colin was protective of me. As a teenager, I looked up to him because he was much more capable and confident than I was. I was jealous of his arty friends because I felt I had to be safe and conventional and go to university as our parents expected us to. Colin could have gone but he had set his heart on drama school. I desperately wanted to act too but never had his courage, although I did act for a while, as did my younger brother, Jonathan. Our parents didn't think that success as an actor was a real possibility but Colin and I shared a strong belief that one day we would make it. In my first year at university he did *Hamlet* and I sat there feeling terribly proud and jealous at the same time because he was doing exactly what I wanted to do. After that his career took off.

B Jonathan Self, journalist and author; brother to novelist and broadcaster Will

When Will was three, he packed a suitcase with toys and ran away from home. I think he only got about four kilometres down the road before he was found but I remember feeling delighted that we had finally got rid of him. I hadn't been at all pleased, at the age of two, when a new child turned up. Even so, we played a lot together as kids and I remember finding him very lovable. But I saw how he became the favourite as soon as my parents, who valued intellect enormously, discovered what an incredible brain he had. When I started working on my first book, I found out that he was doing the same. I felt very competitive and when I read his, I thought 'I'll never be as good as that' and gave up. Now I've established myself as a writer, I don't feel like that any more and I'm pleased with Will's success.

C Zoë Heller, author and journalist; sister to headhunter, Emily

Unlike me, Emily has always been grown up for her age. She's only three years older than me but she looked after me a lot when we were growing up. She taught me how to write a cheque and would rescue me when I got lost on the underground. And even today, if I or my two other older siblings need a document or a family photograph, she's the one you'll call. When she visits me, she still tidies my flat and sorts out my filing system. I've come to understand the importance of family rather late in life. During my twenties I just wanted to get away. I've lived in New York for years, yet now the first thing I do when I get back to London is have dinner with Emily.

D Will Young, singer-songwriter and actor; brother to Rupert, founder of a charity which helps people with depression

The problem with being twins is that you constantly get compared, and one twin can suffer. I remember when we went to school, it was decided that I was the clever one and Rupert was the sporty one. But we ended up getting more or less the same exam results – it's just that people put you in a certain box and it's difficult to get away from that. Rupert was more of a tearaway than me and I'd get annoyed by teachers who tried to make me responsible for him. As we got older, Rupert was more sociable. He'd get on the dance floor, whereas I was very self-conscious. It's funny that I'm now the performer. ■

Listening

1 Work in pairs and discuss the questions.

- 1 Do you have a lot of relations?
- 2 Which ones do you get on well/badly with?

2 09 Listen to five people talking about one of their relations. Match Speakers 1–5 with comments A–E.

- A We'd like him to move house.
- B It's a waste of time saying anything to him.
- C I once felt worried about being alone with him.
- D We enjoy doing the same things.
- E I've offered to teach him a sport.

Verb patterns: -ing/infinite

► GRAMMAR REFERENCE p.178

3 Match examples A–E in Activity 2 with rules 1–5.

Use -ing

- 1 after some verbs (.....)
- 2 after prepositions (.....)
- 3 after some expressions (.....)

Use infinitive

- 4 after some verbs (.....)
- 5 after some verbs + object (.....)

LANGUAGE TIP

Some verbs (e.g. *make*, *let*) are followed by object + infinitive without *to*: *I made her tidy up.*

Some verbs (e.g. *love*) can be followed by -ing or infinitive with little or no change in meaning:
I love riding/to ride.

To form a negative, use *not* before the verb:
I hate not going./He told me not to go.



verbs with -ing or infinitive with a change of meaning

4 For sentence pairs 1–5, choose the correct options and explain the difference in meaning between each pair.

- 1 A My mother stopped *making/to make* lunch because the phone rang.
B My mother stopped *making/to make* lunch because we were hungry.
- 2 A Dad tried *phoning/to phone* but nobody answered.
B Dad tried *phoning/to phone* but he couldn't remember the number, so he gave up.
- 3 A The kids remembered *buying/to buy* Grandma a present and write a card for her.
B The kids remembered *buying/to buy* Grandma a present but couldn't find it again later.
- 4 A My father went on *having/to have* children until he was in his sixties.
B My father went on *having/to have* children with my stepmother.
- 5 A I regret *telling/to tell* you that all train services have been cancelled.
B I regret *telling/to tell* you because now you're upset.

5 Read the article quickly. What did Ben like and dislike about having famous parents?

6 Complete the text with the -ing or the infinitive form of the verbs in brackets.

7 Work in pairs. Imagine you have become a celebrity. Talk about what you love, can afford, regret, don't mind, can't stand, etc.

Ben Taylor: My famous parents

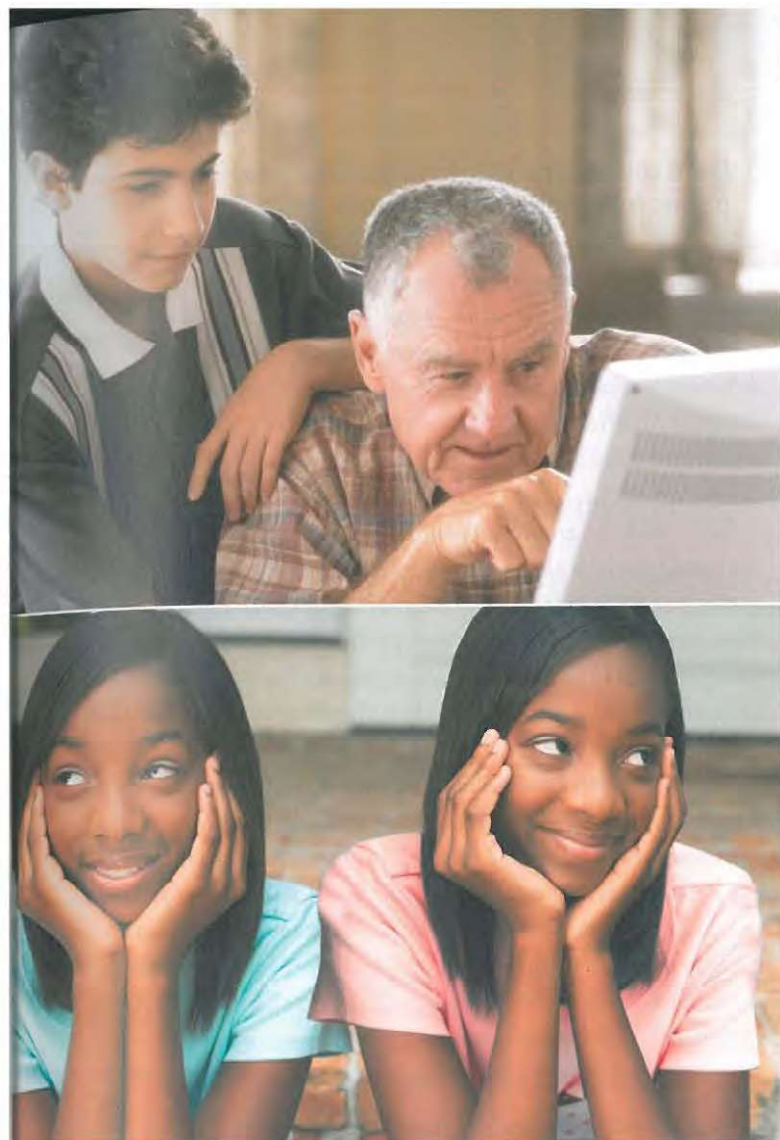
The son of singers James Taylor and Carly Simon talks about his childhood.

As a child, I remember (1) (go) on tour with my dad. It was awesome and I particularly loved (2) (sleep) on the tour bus. He encouraged me (3) (travel) with him on holiday too – we've been everywhere together.

I didn't mind my parents (4) (split up) because, although I lived with my mother, I still saw my dad a lot. I never regretted (5) (have) celebrity parents because there are lots of advantages too, although I didn't like people (6) (introduce) me as their son.

I started (7) (play) the guitar myself when I was about ten, just because I wanted (8) (know) if I could do it. I asked my father (9) (teach) me. If he thinks I'm keen on (10) (do) something, he's always very supportive.

Now I'm an adult, I still try (11) (go) on holiday with my dad whenever I can. Sometimes my sister comes with us but I prefer (12) (be) on my own with him. There's always been a lot of rivalry between us for my father's attention.

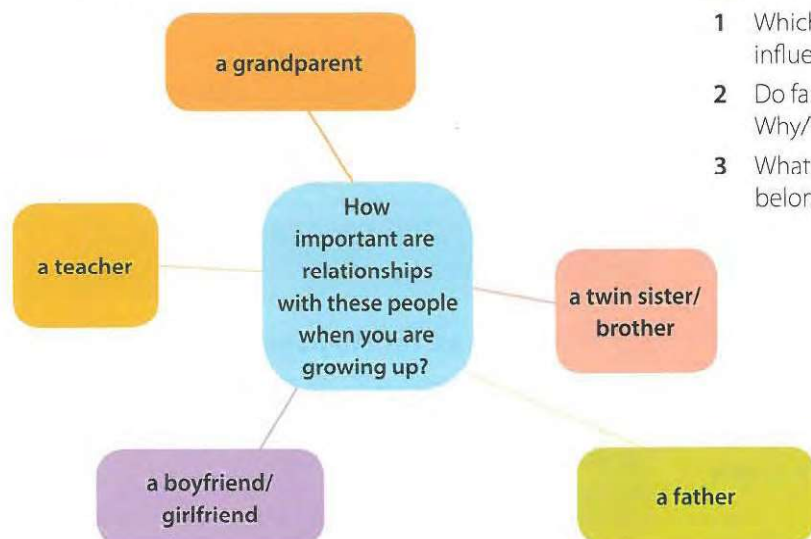


Collaborative task (Part 3)

agreeing and disagreeing

► EXAM FOCUS p.207

- 1** Look at the photos and the exam task and discuss the question.



- 2** **10** Listen to Alana and Federico. Which of the relationships do they discuss? Why do they think they're important?

- 3** Copy and complete the table with the phrases in the box. Which of the expressions of agreement are uncertain?

So do I./Neither do I. I'm not convinced.
 That's very true. Good point.
 I'm not sure about that.
 I see what you mean, but ... I suppose so
 OK, but ...
 What about you? What's your view on that?
 I hadn't thought of that. Exactly!
 Well, actually ...

Agreeing	Disagreeing politely	Asking opinions

- 4** Work in pairs and decide which person might have the most influence on a young person's life. You have a minute to do this.

EXAM TIP

Give your opinions but make sure you also listen to your partner. Ask about their opinions and respond to what they say.

- 5** Discuss the following questions.

- Which people do you think have had the most influence on different stages of your life?
- Do families sometimes get closer as they get older? Why/Why not?
- What are the advantages and disadvantages of belonging to a big family?