



behaviour 2



BBC

VLOGS

Q: What good habits do you have?

- 1 Watch the video. What habits do they talk about?
- 2 What good habits do you have? Talk about one or two of them.



Global
Scale of
English

LEARNING OBJECTIVES

- 2A READING** | Understand an article about how to change habits: making changes
Talk about ways of changing habits: present perfect continuous
Pronunciation: weak form of *been*
- 2B LISTENING** | Understand people talking about being a 'people pleaser': collocations: feeling and behaviour
Talk about ways of saying 'no': relative clauses
Pronunciation: chunking in relative clauses
Write emails to decline invitations
- 2C HOW TO ...** | talk about things that annoy you: pet hates
Pronunciation: stress and intonation to show annoyance
- 2D BBC PROGRAMME** | Understand a TV wildlife programme about an exciting escape
Discuss difficult situations
Write a story about a personal experience

2A Change of habit

GRAMMAR | present perfect continuous
VOCABULARY | making changes
PRONUNCIATION | weak form of *been*



VOCABULARY

making changes

1 A Work in pairs. Which bad habits (1–6) are in the photos (A–C)?

- 1 'I spend over three hours on social media every day.'
- 2 'I leave the tap running when I clean my teeth.'
- 3 'I sometimes binge-watch TV series for hours at a time.'
- 4 'I often leave the lights on when I go out of a room.'
- 5 'I throw away quite a lot of food.'
- 6 'I never stop work for lunch.'

B Work in pairs and discuss. Do you do any of the things in Ex 1A?

2 A Work in pairs and look at the statements (1–6). Which are true for you?

- 1 I **make an effort** to walk away from my screen every hour, but I don't always succeed.
- 2 I often **put off** important jobs if they're difficult and do easy tasks instead or just check my messages.
- 3 I've tried to stop biting my nails, but I **keep on** doing it.
- 4 I **can't resist** coffee. I drink about eight cups a day. I want to **give up** drinking coffee, but I can't.
- 5 Every time I **take up** a sport, for example swimming, or something like that, I only **manage** to do it for a few weeks.
- 6 I'm good at **setting goals** for changing my habits, but I'm not very good at **sticking to** them, so I rarely **achieve** my **goals**.

B Complete the sentences (1–10) with the correct form of the phrases in bold in Ex 2A.

- 1 I decided what I want to do – I **set** a **goal**.
- 2 She's talking and talking and talking – she just **keeps on** talking.
- 3 I can't say no to it, I **can't resist** it.
- 4 I wanted to stop doing it, so I tried to **give up** it.
- 5 I've started something new – badminton. I **took up** it last month.
- 6 I practise the guitar every day. If I don't **keep on** it, I'll never get better at it.
- 7 He tried to finish it on time, but it was too difficult so he didn't **manage** to do it.
- 8 I don't want to do it now, but I should. I'll do it later. I'm **putting off** it.
- 9 I've done many things in my life, but I still haven't **achieved** my **goal** of becoming a lawyer.
- 10 I'm trying, I'm trying – I'm **making an effort** to do it.

C Work in pairs. Look at Ex 2A and 2B and answer the questions.

- 1 Which phrases are followed by *to* + infinitive?
- 2 Which phrases are followed by verb + *-ing*?
- 3 Which phrases are phrasal verbs?

READING

3 A Work in pairs. Discuss the questions.

- 1 Have you ever tried to stop a bad habit or build a new positive habit? What happened?
- 2 Why is it difficult to break bad habits, do you think?

B Read the article and choose the best summary (1–3).

- 1 If you understand how habits work, you'll be better able to change them.
- 2 Changing bad habits and forming good habits are more or less the same thing.
- 3 Everyday mistakes are the reason why people often fail to break a habit.

C Read the article again and answer the questions.

- 1 What three reasons does the writer give for being qualified to write on this topic?
- 2 What are the four main tips?
- 3 What are two types of triggers?
- 4 Which words best describe the style of this article: factual, formal, helpful, humorous, informal, scientific?

4 A Read the Future Skills box and do the task.

FUTURE SKILLS

Critical thinking

Writers use many different techniques to connect with and influence their readers. It is useful and important while you are reading to notice these techniques and reflect on the writer's purpose in using them. One technique is the use of quotes.

Complete Exercise 4B to find out the writer's purpose in using these quotes.

B Look at the article. What is the writer's purpose for using the quotes (1–5) in bold? Choose at least two purposes (a–e) for each quote.

- a to create a connection with the reader – the reader can imagine saying or thinking this
- b to make the passage more interesting, the way dialogue does in a story
- c to give the reader an idea of what to do in the situation
- d to give an example of the suggestion that was just made, to make it clearer
- e to help show how the tip might work in practice

5 Work in pairs and discuss the questions.

- 1 Which of the tips in the article do you think are the most and least useful? Why?
- 2 What other advice would you give someone who is trying to break a bad habit?

Make or Break: the habits we'd like to change

I've been a life coach for the past seven years, and before this I worked as a psychologist for over ten years. I've been helping people to change their habits since the start of my career, and yes, I've been trying to change my own habits recently, so I know how hard it is. Time and time again, people have asked me questions like **'I want to stop looking at my phone all the time. Why is it so difficult?'** and **'I've been working seven days a week since I was twenty-two. Can I really change that?'**

To answer these questions, let's look at an example. Suppose you want to give up coffee and you currently drink eight cups a day. All that coffee makes you feel nervous and you know it's bad for you. So, you decide to drink water instead of coffee. Everything's fine for the first four days and you manage to follow your plan. But then on the fifth day you come home late and tired – that tiredness is one of your 'triggers' – and you head straight for the coffee. You tell yourself, **'Just this one time. I'm definitely going to stick to my plan after this.'** But that one cup turns into two and then before you know it, you're back to eight cups a day.

So, what's happening here? Well, you've given yourself an impossible task. You can't go from eight cups to zero overnight. You've probably been drinking coffee for a long time and you didn't go from zero cups to eight overnight either! So, tip number one: give yourself mini-goals that you can achieve on a daily basis. Going from eight cups to seven, then six and so on brings you the satisfaction of achieving a new goal almost every day.

Another mistake you've made is that you haven't prepared for the triggers – the things that make you want to 'do' the bad habit, which can be a feeling (e.g. tiredness) or something external (e.g. the smell of coffee). When changing a habit, you need to be ready for these moments, which brings us to tip number two: when a trigger makes your brain scream for coffee (or whatever), just stop and focus on that feeling. Tell yourself **'Yes, I knew there would be moments like this.'** Then pour yourself a glass of water.

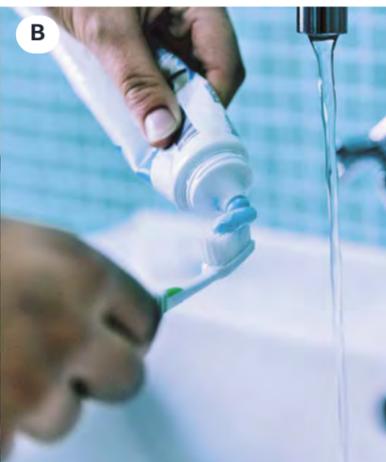
And that leads to the next point: just do it! Your brain says coffee and you have a water. Skip the argument (with yourself), just do it, just pour yourself that glass of water. Do you keep putting off a difficult task that is actually important, and take the easy way instead? Tell yourself, **'I have one task, one goal. Just do it.'** Do you look at your phone too much at night? Well, turn it off, put it in another room and go to bed. Just do it.

Finally, from time to time it's important to remind yourself of why you're doing this. Remember, all that coffee makes you feel nervous and you know it's bad for you; your goal is to be a healthier person. Say it to yourself, out loud. You'll be surprised how much motivation you'll feel.

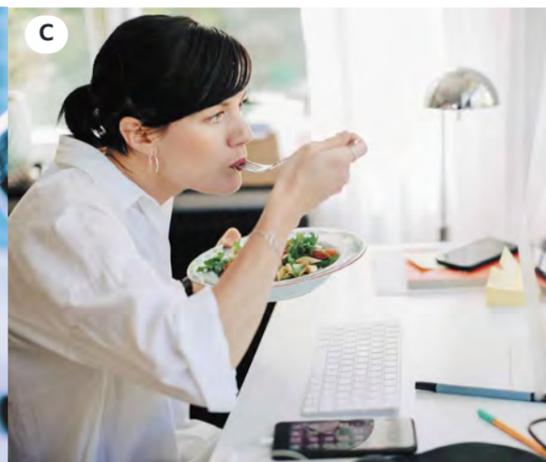
A



B



C



GRAMMAR

present perfect continuous

6A Find the time phrases at the end of the sentences (1–5).

- Before this I worked as a psychologist for over ten years.
- I've been helping people to change their habits since the start of my career.
- I've been trying to change my own habits recently.
- I've been working seven days a week since I was twenty-two.
- You've probably been drinking coffee for a long time.

B Work in pairs. Choose the correct words to complete the rules. Use the sentences in Ex 6A to help.

- We use the past simple for actions or situations that are **finished** / **unfinished**.
- We use the present perfect continuous for actions or situations that are **finished** / **unfinished**.
- We form the present perfect continuous with *have + been + -ing form* / **past participle**.
- We use *since* to talk about a **period of** / **point in time**.
- We use *for* to talk about a **period of** / **point in time**.

C Learn and practise. Go to the Grammar Bank.

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PRONUNCIATION

7A 2.01 | weak form of *been* | Listen to the sentences (1–4). Underline the main stresses in each sentence. How do we pronounce *been*?

- How long have you been studying English?
- I've been studying since I was ten.
- Have you been living in the same place for a long time?
- I've been living there for five years.

B 2.02 | Listen and repeat.



SPEAKING

8A Make a list of three to five lifestyle habits you want to change, and how long you've had each habit. Include bad habits that you want to stop and good habits that you want to start. Use the pictures for ideas.



B Next to each item on your list, make notes about the steps you can take to change or start the habit.

C Work in pairs. Talk about each habit, what you've been doing to change it and what you're going to do to change or start it. Give each other advice on steps to take.

I've been ... for years. Now I'd like to ...

I've been trying to stop/start ... and now it's time to ...

I haven't been making an effort to ...

I'd like to take up ...

I've set myself a goal of ... and I'm going to try to stick at it for ...

D Talk to other students. Find goals that you have in common. Tell each other your ideas for those goals.

9 At home, choose one habit from your list in Ex 8A. Do research about how to change that habit, or how to start it if it's a good habit. Make notes of the new ideas you find and prepare to tell other students in the next lesson.

2B People pleaser

GRAMMAR | relative clauses

VOCABULARY | collocations: feelings and behaviour

PRONUNCIATION | chunking in relative clauses



VOCABULARY

collocations: feelings and behaviour

1A Work in pairs. What do you think a 'people pleaser' is? How much of a 'people pleaser' are you? Give examples.

B Do the quiz and read the key. Discuss your results.

2A Choose the correct option (a or b). Use the quiz to help.

- When you **make a comment** about something,
 - you say something negative about it.
 - you say something positive or negative about it.
- When you **get upset** about something,
 - you become unhappy, hurt or angry.
 - you become very worried and scared.
- When you **avoid an argument**,
 - you try not to disagree with people.
 - you don't join in any discussions.
- When you **do a favour** for someone,
 - you do something that they ask you to do.
 - you ask them to do something for you.
- When you're **in a bad mood**,
 - you feel unhappy or angry all the time.
 - you feel unhappy or angry, usually for a limited period.
- When you **feel guilty** about something,
 - you are understanding about someone's problem.
 - you feel bad because you think you have done something wrong.
- When something **is your fault**,
 - you are the person who is responsible for the problem.
 - you feel there is something wrong with you.
- When you **feel comfortable** being or doing something,
 - you strongly want to be or do it.
 - you feel calm and relaxed about it.
- When you **feel like doing** something,
 - you enjoy doing it.
 - you want to do it.
- When you're **happy to do** something,
 - you don't mind doing it.
 - it makes you feel very positive and good.

B 2.03 | Work in pairs and listen. Say what's happening in each situation. Use the correct form of the phrases in bold in Ex 2A.

- He's happy to help.

Are you a people pleaser?

Read each sentence. Put two ticks (✓✓) if it's completely true for you, one tick (✓) if it's partially true and a cross (x) if it's not true.

- When I get dressed, I think about the comments that people will make about my clothes.
- When I post something on social media and it doesn't get many 'likes', I get upset.
- I avoid arguments. When I'm with a group and I disagree with everyone, I keep quiet.
- I hardly ever say no if a colleague or friend asks me to do them a favour, for example, to give them a lift somewhere or lend them money for lunch.
- If someone is in a bad mood, for example, angry or sad, I feel guilty about it even if it's not my fault!
- For me, it's better to be a host than a guest. I feel more comfortable.
- A positive comment from a stranger feels better than one from a close friend.
- If I don't feel like doing something but my friend really wants to, I'm happy to do it.

KEY

Count the ticks, and find out if you're a people pleaser.

12 or more ticks: You're a true people pleaser. Maybe you need to think more about yourself and less about other people.

8–11 ticks: Sometimes it's a bit too important what people think about you, but you seem to take care of yourself.

7 or fewer ticks: You're not a people pleaser. You don't let other people's expectations and feelings direct your actions.

LISTENING

3A **2.04** | Listen to the podcast. Are all three speakers, Greta, Colin and Anna, 'people pleasers'?

B Work in pairs and look at the examples the speakers give in the podcast. How is each one connected to the idea of 'people pleasing'?

- 1 working late
- 2 a new dress
- 3 pizza or sushi
- 4 a film
- 5 a negative comment on social media
- 6 a terrible idea at a meeting

C **2.04** | Listen again and check your ideas in Ex 3B.

4A Look at audioscript 2.04 on page 158. What phrases do the speakers use to introduce the examples in Ex 3B?

B Work in pairs and discuss. How would you behave in the situations in the podcast? Give examples of any similar situations you have experienced.

GRAMMAR

relative clauses

5A Choose two correct alternatives for each sentence.

- 1 I think people **which / who / that** care too much about other people's opinions are wasting their time.
- 2 I don't pay attention to comments **which / who / that** are negative.
- 3 We were talking about a film **which / who / that** we'd just seen.
- 4 And it's even better if I don't know the person **who says / says / saying** it.
- 5 He isn't the first person **who has told / tells / to tell** me that.

B Work in pairs and answer the questions about the sentences in Ex 5A.

- 1 In each sentence what do the words and phrases in bold refer to?
- 2 In which sentence can you leave out the relative pronoun: *who, which* or *that*? Why?
- 3 In sentences 4 and 5, what can we use instead of a relative pronoun + verb?

C Learn and practise. Go to the Grammar Bank.

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PRONUNCIATION

6A | chunking in relative clauses | Work in pairs and look at the sentence below. Find a relative clause and the noun it refers to.
I try to avoid people who lie.

B **2.05** | Listen to two different ways of pronouncing the sentence. Which one is correct?

7A **2.06** | Listen and write the sentences.

B Work in pairs. Find the relative clauses and the nouns they go with.

C **2.06** | Listen and say the sentences at the same time as the speaker. Pay attention to chunking the noun and relative clause.

8A Change the sentences in Ex 7A so they are true for you.

B Work in pairs and tell each other your ideas. Ask one question for each sentence. Remember to say the nouns and relative clauses without pausing between them.

A: I try to avoid people who have very strong opinions.

B: Why do you do that?

SPEAKING

9A Look at the list of ways to say no. Tick the ones that you think are good ideas.



People pleaser no more! Tips for saying NO!

The party you want to avoid ... The overtime work you don't want to do ... The lunch invitation from an old friend you don't want to see ... You **can** say no!

- 1 Prepare in advance. Practise what you're going to say.
- 2 Say something nice first. A positive comment first makes it easier to hear and accept the no.
- 3 Don't delay. Don't be the one to say yes because you took too long to say no.
- 4 Give a reason, but don't explain in detail.
- 5 Suggest an alternative, e.g. think of another time to meet.
- 6 Understand the tricks people use to turn your no into a yes.
- 7 Be gentle but firm. A message making it clear how you feel is easier to understand.
- 8 If the person doesn't take no for an answer, **don't** say yes. Say nothing.

B Work in pairs and discuss the questions (1–3).

- 1 Which of the things in Ex 9A do you normally do?
- 2 Which ones don't you do?
- 3 Which ideas would or wouldn't work for you? Why/Why not?

A: I think preparing in advance would work because it would give you time to think about what to say.

B: I don't think it would work for me. I'd forget what I'd planned to say!

WRITING

emails to decline invitations

10A Work in pairs. Look at the events in the box and answer the questions.

concert conference meal out meeting
party sports event wedding work trip other

- 1 Do you often get invitations to these events?
- 2 Do you usually accept or decline them?

B Read the email and answer the questions.

- 1 What event is the invitation for?
- 2 What will happen there?

To: Sandy King
cc: Greg Kaminski
Subject: Guest speaker planning meeting

Sandy, we need to meet to discuss arrangements for our guest speaker programme this year. We're planning to choose the speakers and to suggest topics for the lectures. We also want to decide on the dates. I'm attaching the provisional agenda. Could we meet on Thursday morning? Let me know if that works for you.
Regards,
Pat

C Read two answers from Sandy. Which one is more suitable for a work situation? How do you know?

1

To: Pat Summers
cc:
Subject: Re: Guest speaker planning meeting

Dear Pat,
Thursday is no good for me. I'm very busy! 😞 Do we really need to meet? If we do, let's meet next week some time.
Sandy

2

To: Pat Summers
cc: Greg Kaminski
Subject: Re: Guest speaker planning meeting

Pat, I'm sorry, but I can't make Thursday. There's another meeting which I have to go to. Would you mind if we put the meeting off until the following week? I'm free most mornings except Wednesday.
Best wishes,
Sandy

D Number the items (a–d) in the correct order. Use the second email in Ex 10C to help you.

- a Sign off politely.
- b Make a suggestion for an alternative.
- c Give a reason.
- d Use a subject line that is the same as the invitation.

11A Look at the sentences from emails (1–8). Are they saying no (N), giving a reason (R) or giving an alternative suggestion (A)?

- 1 I'm out of the office all day. R
- 2 I'm afraid that Thursday isn't convenient for me.
- 3 Afraid I can't. Will get back to you with another time.
- 4 I'm sorry, I can't make Wednesday evening.
- 5 I'm in classes all afternoon.
- 6 Sorry, I'm doing something else then.
- 7 I wonder if we could arrange it for Monday instead?
- 8 I have something else on.

B Work in pairs and look at the sentences in Ex 11A. Find two which are very formal and two which are very informal.

12A Read the invitations. Write an email to decline each one. Follow the order in Ex 10D and use the sentences in Ex 11A for ideas. Think about whether each reply should be formal or informal.

To:
cc:
Subject: Invitation to post-talk session

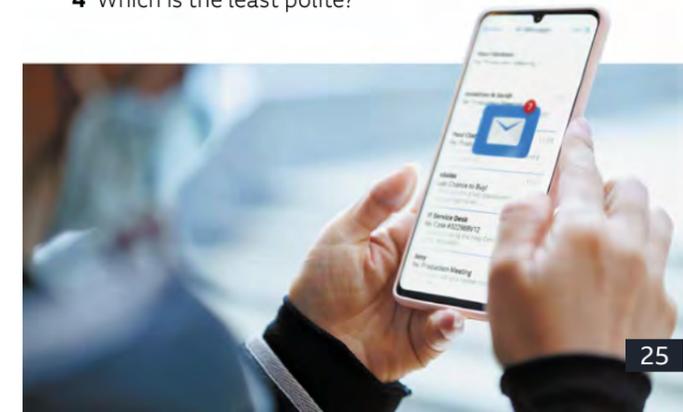
Dear Student,
We are pleased to announce that our guest speaker on Friday evening will be Professor Hendricks. His topic is prehistoric cave paintings. We would like to invite you to a post-talk coffee and question session. Please reply by Monday 7th.
Regards,
Cathy Shepherd, PA

To: Ilsa
cc:
Subject: Marketing campaign

Hi Ilsa,
Are you free any time tomorrow? I'd like to have a quick chat with you about the new marketing campaign. I'm sorry it's such short notice, but we need to talk. Can you get back to me as soon as possible?
BW
Mikael

B Work in pairs. Read each other's emails and answer the questions.

- 1 Do they follow the order in Ex 10D?
- 2 Decide if each email is formal or informal enough.
- 3 Which is the most polite?
- 4 Which is the least polite?



2C That's annoying!

HOW TO ... | talk about things that annoy you
VOCABULARY | pet hates
PRONUNCIATION | stress and intonation to show annoyance

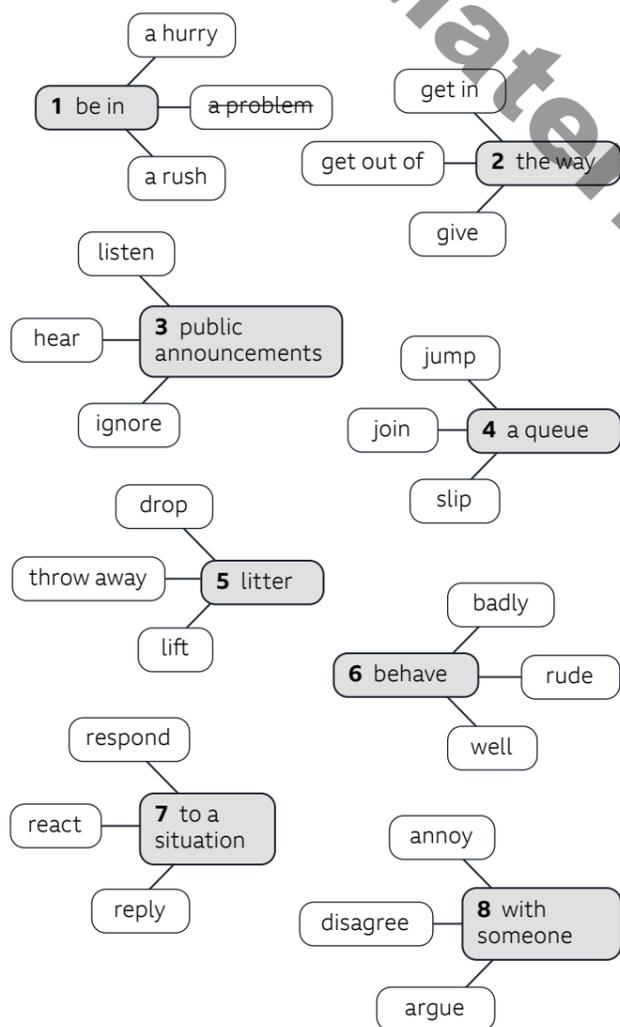
VOCABULARY

pet hates

1 A Read the article. Work in pairs and discuss the questions.

- How do you feel about each of the pet hates in the article?
- What are your pet hates?

B Look at the word webs and find the collocation that does NOT belong. Use the article in Ex 1A to help.



C Work in pairs. Tell your partner about something that annoys you on the street. Use the collocations in Ex 1B.

- A: I hate it when I can see someone who needs help and no one else reacts to the situation.
 B: Yes, I hate that, too. They just ignore the person and pretend they don't see or they're too busy.



How to ... talk about things that annoy you

2 A Work in pairs and discuss. What things annoy you about people's behaviour on public transport? Make a list.

B **2.07** | Listen to the conversation. What things do they talk about that are on your list?

3 A Work in pairs and complete the sentences with two or three words.

- B: Were there a lot of people on the train?
A: No, not many, but it's just the way some people behave. I it.
- A: First I had to queue to buy a ticket because the ticket machines were broken.
B: I hate happens.
- B: People doing that on trains! I expect it smelled bad.
A: Yeah, the smell was terrible! It really nerves.
- B: I know what you mean, without asking anyone?
A: Yeah, it me when they do that.
- B: You're so upset about things. And you're here now.
A: But that sort of behaviour me.

B **2.08** | Listen and check.

C Learn and practise. Go to the Grammar Bank.

▶ page 110 **GRAMMAR BANK**

PRONUNCIATION

4 A | **stress and intonation to show annoyance** | Work in pairs and read the sentences (1–6). What place are the people talking about?

- I can't stand it when people take a long time to pay.
- It annoys me when they try to sell me something I don't want.
- It drives me crazy when people eat food while shopping.
- I hate it when I can't reach something on the top shelf.
- I can't bear it when food is packaged in too much plastic.
- People are always jumping the queue.

B **2.09** | Listen to the sentences in Ex 4A and underline the word with the most stress in each sentence. Is the speaker's voice higher or lower on the key stressed word?

C Work in pairs. Student A: Say one of the sentences in Ex 4A. Pay attention to stress. Student B: Say how you feel using one of the responses below.

Yes, that annoys me, too. Yes, I hate that, too.

Yes, that gets on my nerves, too.

That doesn't bother me. I don't mind that.

SPEAKING

5 A Work in pairs. Choose three of the situations. Think of three or more things that annoy you in each situation. Say why they annoy you. Use the phrases in Ex 3A.

- on social media
- in a cinema
- with neighbours
- with a flatmate or roommate
- on an online video call
- on a plane
- in a restaurant

B Work with other students. Choose one of the situations. Tell each other what annoys you and why. Listen to other students and say how you feel.

C Tell the whole class which situations came up the most in your discussions.

MEDIATION SKILLS summarising skills

summarise an article

▶ page 146 **MEDIATION BANK**



2D BBC Documentary

Planet Earth II: Jungles

SPEAKING | discuss difficult situations

WRITING | a personal experience

PREVIEW

1 A Work in pairs and answer the questions.

- 1 What wildlife programmes are popular in your country?
- 2 Why do you think people enjoy these kinds of programmes?
- 3 In what ways do they affect our attitudes to the natural world?

B Read the programme information and answer the questions.

- 1 What is the animal in the photo on page 29?
- 2 What does it want to do?
- 3 How do you think it can escape?
- 4 What 'extraordinary ability' do you think it has?



Planet Earth II: Jungles

David Attenborough celebrates the amazing variety of the natural world in this epic documentary series, filmed over four years across sixty-four different countries. This episode takes us to the jungles of Malaysia, inhabited by creatures with extraordinary abilities, such as the Draco lizard. Watch as a Draco lizard faces danger and has to choose between fighting to make his home in a tree or finding a way to escape. Will he survive?

VIEW

2 A Watch the BBC video clip. Check your ideas in Ex 1B.

B Work in pairs. What does the speaker say? Choose the correct words. Then watch again and check.

- 1 He's only the size of a **pen** / **pencil** and he eats ants.
- 2 This one tree could provide him with all he will ever **need** / **eat**, a conveyor belt of food.
- 3 The owner's not only intimidating, he's prepared to **fight** / **battle**.
- 4 Now he must choose – fight or **flee** / **run away**.
- 5 Only in the jungle do you find lizards that can **soar** / **fly** like dragons.
- 6 Maybe this new tree will have food and no **present** / **resident** owner.

C Work in pairs and discuss the questions.

- 1 What do these animals do to escape from danger?

bird chameleon deer mouse
skunk spider wasp

- 2 What do you think the 'fight, flight or freeze responses' to danger mean?

SPEAKING

difficult situations

3 A Work in pairs and discuss. What response would you have in these situations: fight, flight or freeze?

- 1 You see a snake in your bedroom.
- 2 You're alone at a friend's house and it's winter. Someone knocks on the door. It's ten o'clock at night.
- 3 You're walking along a street and a big dog is coming towards you. It's growling. You can see the owner in the distance.
- 4 You're on a train and the person opposite you drops their empty drink can on the floor.

B 2.10 | Listen to the conversation and answer the questions.

- 1 Which situations in Ex 3A do they talk about?
- 2 What does the woman say she would do in the situations?

C 2.10 | Listen again and tick the phrases you hear.

KEY PHRASES

And then what?
How do you mean?
That's a tricky one.
I'd like to say that I'd ...
I don't quite get what you mean.
Could you say more about that?
I think that in real life I'd hesitate.
Why's that?
Do you mean that ... ?
Oh, no question in my mind. I would definitely ...

D Which of the Key phrases ask someone to give more detail about what they have just said?

- 4 Work in pairs. Look at the situations on page 140. Use the Key phrases to say what you would do in each situation or to ask your partner to give more detail.

WRITING

a personal experience

5 A Read the story. What would you do in the same situation?

Not what it seemed to be

A few years ago, I was living in New York City and I took the subway to work every day. One morning I was on a crowded train, ¹..... sitting and reading when I heard some shouting near me. Two women were having an argument. They stood up and started really yelling at each other. A couple of people near the two women moved away ²..... All the other people were looking at the women.

At that point I noticed a third woman trying to take a wallet out of a man's pocket without him knowing and I realised that the argument was fake. Everyone was listening and not paying attention to their own belongings, so they were easy targets for the pickpocket. I shouted loudly, 'Watch out, the fight's a trick, hang on to your wallets!' Well, the two women stopped right away and the third woman walked ³..... over to me and kicked me in the knee. She got off at the next stop, along with the two other women. ⁴..... The next station was my stop, too, but I decided to wait a few more stops before I got off!

B Look at the words and phrases (a–d) about people's feelings. Find the place in the story (1–4) where each one fits.

- | | |
|-------------------------|--------------------------|
| a nervously | c angrily |
| b We all felt relieved. | d feeling quite relaxed, |

6 A Choose one of the situations on page 140 and make notes for a story about what happened – either a true story or one you make up. Use these questions to help.

- Where and when did it happen?
- What was the situation?
- What were the main events?
- How did people feel at different points in the story?
- How did it end?

B Write your story. Use your notes from Ex 6A to help.

C Work in pairs. Read each other's stories. Would you do the same as your partner in the situation they describe?

GRAMMAR

present perfect continuous

1 A Complete the sentences with the present perfect continuous form of the verbs in brackets.

- I (try) some new ideas for recipes.
- We (practise) the violin. We have a concert next week.
- She (research) a story about how the government lost the election. She has a deadline tomorrow.
- They (talk) with some new clients. They're interested in buying our products.
- I (mark) exam papers, which I need to give back to my students this week.

B Think of a job to go with each sentence in Ex 1A.

Write two or three sentences that this person could say at the end of a busy day. Use the present perfect continuous.

I've been interviewing politicians. I've been reading through reports.

C Work in pairs. Take turns to say your sentences. Can your partner guess the job?

relative clauses

2 A Complete the phrases with the words in the box. Put – if it's possible to leave the gap blank. More than one answer might be possible.

that to when where which who whose

- the last book you read
- a time of day you feel the most relaxed
- someone you'd like to meet
- the best places eat lunch near you
- a person songs you love
- a film almost made you cry
- the first person teach you English
- an ability you wish you had
- a nearby café they make great coffee
- a person makes you laugh

B Work with other students and take turns. Choose one of the topics in Ex 2A and ask the other students to talk about it for one minute.

VOCABULARY

3 A Add vowels to complete the phrases (1–12).

- | | |
|--------------------------|------------------------------|
| 1 _ch_ _v_ goals | 7 _gn_ _r_ someone |
| 2 _rg_ _ _ with someone | 8 k_ _p on doing |
| 3 _v_ _d arguments | 9 make a c_ _mm_ _nt |
| 4 be someone's f_ _lt | 10 m_ _n_ _g_ _ to do |
| 5 do someone a f_ _v_ _r | 11 set g_ _ls |
| 6 feel g_ _lty | 12 t_ _k_ _ up something new |

B Work in pairs. Choose one of the topics (1–3) and talk about it. Use at least three of the phrases in Ex 3A.

- a change you've made in your life that was difficult to make
- things that bother you when you're trying to sleep
- a time that someone was angry with you, or you were angry with them

4 A Choose the correct options (A–C) to complete the text.

Taking the pain out of the wait

Waiting in a queue ¹ most people crazy, and that's bad for business. So businesses ² a lot of effort to solve this. When high-rise buildings became common, waiting for the lift was frustrating for anyone who was in a ³, and there were lots of complaints. So mirrors were put next to the lifts and complaints dropped because it gave people something to look at while waiting. An airport was ⁴ getting complaints about the long wait for baggage. When they moved the arrival gates further away, complaints about waiting stopped, and no one got ⁵ about the longer walk. When a new electronic product comes out, there can be long queues, and people ⁶ outside a shop can be a real problem. Danish researchers found a solution: serve the last people ⁷ first. That way there's no reason to show up early. As far as we know, no other countries are ⁸ to try out the Danish solution – we can guess how people might ⁹ to it. Most people would probably stick to their belief that first-come, first-served is fair, and anyone ¹⁰ the queue is just behaving rudely.

- | | | |
|----------------|-----------|-------------|
| 1 A causes | B gets | C drives |
| 2 A make | B do | C have |
| 3 A way | B hurry | C speed |
| 4 A constantly | B ever | C continual |
| 5 A far | B tired | C upset |
| 6 A camping | B camp | C who |
| 7 A arrived | B who | C to arrive |
| 8 A thinking | B intends | C planning |
| 9 A answer | B react | C argue |
| 10 A jump | B jumping | C jumps |

B  R2.01 | Listen and check your answers.