

## VOCABULARY Relationships



In this unit, the topic vocabulary is related to relationships. Remind students to use the *Outlook 2 Interactive Student (IS)* to prepare for this lesson at home. Alternatively, you may want to use the *Outlook 2 Interactive Classroom (IC)* material to present the vocabulary in class or to test your students' familiarity with the vocabulary.

Remind students that there is a full glossary at the back of the Student's Book on pages 108-116.

- 1 Tell students that they are going to read how some teenagers answered questions about friendship and love. Tell them to read their answers, paying attention to the words in colour. Ask them if there are any statements that they disagree with.

### ANSWERS

Accept all logical and grammatically correct answers.



### LOOKING AT LANGUAGE

Read through the information and the example sentences in the box and point out that the meaning of the expression *a couple of* is similar to the meaning of the expression *a few*.

- 2 Tell students to read the sentences and choose the correct answer to show that they understand the meaning of the words in bold.

### ANSWERS

- |             |                     |
|-------------|---------------------|
| 1 no longer | 4 it's your destiny |
| 2 wanted    | 5 stop              |
| 3 very hard | 6 get married       |

3 Tell students to read the sentences and decide if they are true or false. Remind them to pay attention to the words in bold.

ANSWERS

- 1 True
- 2 False
- 3 True
- 4 False
- 5 False

4 Tell students to find a word or expression in bold that describes each one of the situations listed.

ANSWERS

- 1 envious
- 2 couple
- 3 row
- 4 left out
- 5 cheer up

5 Ask students what other words they know connected to relationships. Tell them to think of different types of relationships and adjectives describing healthy and unhealthy relationships.

POSSIBLE ANSWERS

acquaintance, caring, close friend, devoted, distant relative, colleague, father / mother figure, jealous, possessive

**OPTIONAL ACTIVITY: VOCABULARY**

For further practice, you can ask students the following questions for class discussion:

- 1 Has anybody ever spread rumours about you? Did it have any negative consequences? What happened?
- 2 What do you often do when you want to cheer up a friend?
- 3 Has a friend ever broken your trust? What happened?

[ ] Workbook: page 32

**TECHNO TASK**

Tell students to go online and find out who Harry Truman was [Harry S. Truman (1884–1972) was the 33rd president of the United States, serving from 1945 to 1953].

In light of this information, ask students to explain Truman’s quote about friendship and why they think he said that.

**LISTENING** An Interview

In this section, students will listen to an interview about gossip.

6 As a lead-in to this listening activity, ask students if they ever gossip and if they think that it is wrong to gossip. Encourage students to give reasons for their answers.



7 Tell students that they are going to hear an interview about gossip. Then, tell them to listen to the first part of the interview (Class CD 2, Track 1) and decide if the given sentences are true or false. Tell them to correct the false sentences. Check students’ understanding of *devoted* (sentence 1) and *survival technique* (sentence 3).

ANSWERS

- 1 True
- 2 False – Men gossip just as much as women.
- 3 True
- 4 False – Gossip promotes cooperation among people.



8 Tell students to listen to the second part of the interview (Class CD 2, Track 2) and choose the correct answer. Check students’ understanding of *rejected* (question 1c) and *points out* (question 4b).

ANSWERS

- 1 c
- 2 b
- 3 a
- 4 b

See Listening Script on page T172.

For Optional Listening Activity: Vocabulary, see page T48.

**SPEAKING** Discussing Similarities and Differences

In this section, students will discuss similarities and differences.

9 Tell students to work in pairs and tell their partner how they and their friend/s are the same or different. Encourage students to discuss the issues listed and tell their partner about them.

You may want to read through the speech bubbles and the expressions in *Useful Language* with the class and check students’ understanding of these expressions. Encourage students to use the expressions provided in *Useful Language*.