



APEX ENGLISH

Your voice. Global.

B1 · GENERAL ENGLISH

UNIT 7 · B1-7A

The people we choose

Theme · Relationships

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The people we choose

Theme: Relationships

B1 · General English



Learning objectives

- Describe people and their qualities honestly.
- Use defining relative clauses (who, that, which, where) to describe them.
- Talk about friendship, dating and the people who really matter.

Ask the teacher — notes to bring to class



Class Book

Warm-up · The friend you'd call at 3 a.m.

Think of ONE person you'd call in the middle of the night if something went wrong. Describe them in 3 sentences: who they are, why them, and the last time you actually spoke.

What's their role in your life?

One thing they do that no one else does?

When did you last talk?

Lead-in · What would you say?

Read each situation. Pick the reply YOU would actually give. Then reveal a possible ideal answer.

1. A close friend cancels on you for the third time in a row. a) 'No problem.' b) 'Honestly, I'm starting to feel it — can we talk?' c) 'Cool, forget it.' d) Silence, and never suggest anything again.
2. A new colleague you barely know invites you to their wedding. a) 'Yes, of course!' (and go) b) 'That's so kind, but I'd feel a bit lost — can I take you to lunch instead?' c) Say yes, then cancel later. d) Ignore the message.
3. Your mother asks (again) when you're going to 'settle down'. a) 'When YOU stop asking.' b) 'When I meet the right person, Mum.' c) 'Never.' d) Change the subject with a joke.

followUp: Which of these situations happens most in YOUR life? Which reply would you actually give?

Reading · The 5-a.m. list

Ask yourself a simple question: which five people would you call at 5 a.m. if something serious happened? Most adults, if they're honest, struggle to name three. That's the list that matters — not your Instagram followers, not the WhatsApp group with 40 muted people, not the birthday-card list your mother maintains.

The 5-a.m. list is small on purpose. It's the people who would say yes without asking why. They're the people who show up when it's inconvenient. They're the friends who tell you the truth even when it's easier to lie.

The strange thing is, you rarely see these people every week. Some of them live in different countries. Some you last saw six months ago. But when you call at 5 a.m., they pick up. And you'd do the same for them, without hesitation. That's the whole definition.

1. What is the 'list that matters', according to the writer?
 - (A) Instagram followers
 - (B) 5 people you'd call at 5 a.m.
 - (C) Your family only

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2. How often do you see people on this list?
 - (A) Every day
 - (B) Every week
 - (C) Rarely, but they still pick up
3. What is the writer's definition of a real friend?
 - (A) Someone you see all the time
 - (B) Someone who says yes without asking why
 - (C) Someone who lives close

Vocabulary in context

Match the phrase to its meaning.

show up — arrive, be physically there for someone

inconvenient — at a bad time; difficult

without hesitation — immediately, no doubts

muted (chat) — silenced (no notifications)

True / False / Not Given

Based only on the text.

1. The writer says most adults have more than 10 real friends.
 - (A) True
 - (B) False
 - (C) Not Given
2. The people on the 5-a.m. list live in your city.
 - (A) True
 - (B) False
 - (C) Not Given
3. Real friends will pick up at 5 a.m. even if you haven't spoken for months.
 - (A) True
 - (B) False
 - (C) Not Given
4. The writer has 5 people on his own list.
 - (A) True
 - (B) False
 - (C) Not Given

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React to the text

Answer in 2–3 sentences.

1. How many people would honestly be on YOUR 5-a.m. list?

2. Is a 'real friend' about frequency, or about something else?

Scan for meaning

Find the word or phrase from the text.

1. arrive, be there for someone

2. immediately, no doubts

3. silenced (no notifications)

Vocabulary · People & relationships

confidant — someone you trust deeply

acquaintance — someone you know a little

colleague — someone you work with

partner — your romantic other half

flatmate — someone you share a flat with

in-laws — your partner's family

get on (well) with — have a good relationship with

fall out with — argue and stop talking

make up (with) — reconcile after a fight

trust someone — believe they'll behave well

disappoint someone — disappoint them

be there for someone — support them when needed

practice

Complete each sentence with ONE word or phrase from the lists.

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1. I really ____ ____ ____ my sister — we can talk for hours.

2. He's not a confidant, more of an ____.

3. They ____ ____ two years ago and haven't spoken since.

4. I know I can ____ her — she never gossips.

5. Sorry I forgot your birthday — I really ____ you ____.

6. Whatever happens, I'll ____ ____ ____ you.

Collocations · with people & feelings

Match each verb with its noun.

have — an argument / a laugh / a chat

make — friends / an effort / a joke

keep — a secret / in touch / a promise

break — a promise / someone's heart / the ice

hold — a grudge / hands / a conversation

Odd one out

Choose the word that does NOT belong.

1. close · trusted · loyal · frozen

(A) close

(B) trusted

(C) loyal

(D) frozen

2. argue · fight · make up · sneeze

(A) argue

(B) fight

(C) make up

(D) sneeze

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3. partner · husband · wife · toaster

- (A) partner
- (B) husband
- (C) wife
- (D) toaster

Word building · verb ↔ noun

Complete each pair.

utility:

1. to trust → I have full ____

2. to argue → we had a big ____

3. to love → she's the ____ of my life

4. to friend → we've been ____ for years



Grammar · Defining relative clauses

1. Why we use relative clauses — To describe WHICH person/thing/place — essential information. • She's the friend WHO always tells me the truth. • That's the café WHERE we first met. • This is the book THAT changed my life.

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2. WHO / THAT / WHICH / WHERE / WHOSE — • WHO = people. (also THAT for people) • WHICH = things. (also THAT for things) • THAT = people OR things (informal, very common). • WHERE = places. • WHOSE = possession (of a person).

3. When can you leave OUT the pronoun? — You CAN drop who/that/which when it is the OBJECT of the clause. • The friend (who) I called yesterday lives in Porto. ■ (I called her — object → can drop) • The friend WHO called me yesterday lives in Porto. ■ (she called me — subject → keep)

4. No comma! — Defining clauses = no commas. The information is essential. • The man WHO cleans our office is called João. (defining — no comma) • Compare next lesson (7B): non-defining, with commas.

Exercise A — Choose the right pronoun

Complete with WHO, WHICH, WHERE, or WHOSE.

1. She's the colleague ____ helped me with my presentation.

2. This is the app ____ my sister recommended.

3. That's the restaurant ____ we had our first date.

4. He's the friend ____ car broke down yesterday.

5. I hate podcasts ____ interviewers talk more than the guest.

Exercise B — Combine into ONE sentence

Join each pair with a relative clause.

1. She's the friend. She always tells me the truth.

2. This is the book. It changed my life.

3. That's the café. We first met there.

4. He's the man. His son plays football with mine.

Exercise C — Can you leave out the pronoun?

Write YES if the pronoun can be dropped, NO if it must stay.

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1. The friend WHO called me is Portuguese.

2. The friend WHO I called last week is Portuguese.

3. The book THAT changed my life.

4. The book THAT I read last month.

Exercise D — Find and fix the mistake

Each sentence has ONE mistake.

1. She's the friend which lives in Porto.

2. The restaurant who we went to was closed.

3. He's the man whose he lost his keys.

4. The book that changed my life it is on the table.

Exercise E — About you

Complete each sentence truthfully.

1. The person who ____ me the most is ____

2. The place where I feel most myself is ____

3. The friend whose opinion I trust most is ____

Exercise F — Complete the mini-story

Complete each gap with the correct relative pronoun.

1. I met a woman ____ speaks six languages, in a café ____ they only sell chocolate. She recommended a book ____ I've been reading ever since.

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2. That's the neighbour ____ dog barks every morning at 6, and the flat ____ they always play piano at midnight.

Listening · Two friends catching up after two years

Two old friends bump into each other by chance after two years. Notice how they use relative clauses to explain who and what.

pre

When was the LAST time you bumped into someone unexpectedly? Who?

Do you find it easier or harder to reconnect with an old friend?

gist

1. Where do the two friends meet?

2. Why haven't they spoken for two years?

3. What do they arrange at the end?

detail

1. What is Voice A's new job?

2. Who else do they mention that they've lost touch with?

3. What news does Voice B share about his life?

Third listen — read between the lines

Answer from what is IMPLIED.

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1. Are they genuinely happy to see each other?

2. Will the Thursday dinner actually happen, or is it polite noise?

Useful language from the audio

Match each phrase to what it does.

"The agency that I work for now..." — defining relative clause with THAT

"Marta, who introduced us..." — relative clause identifying a person

"The place where I live now is tiny." — relative clause with WHERE

"Whose flat is twice as big." — relative clause with WHOSE (possession)

"Let's just do it — Thursday." — closing a plan concretely

Voice A: No way! Is that you? Standing outside a bakery in the middle of Tuesday?

Voice B: Standing outside a bakery is 40% of my personality now. How ARE you?

Voice A: Good — busy. I moved to Lisbon eighteen months ago. The agency that I work for now designs interiors for small restaurants.

Voice B: Wait — you left Coimbra? I had no idea.

Voice A: I know. Life just took over. Marta, who introduced us at uni — I haven't spoken to her either. Terrible.

Voice B: She had a baby last year. In Braga now.

Voice A: Of COURSE she did. And you — anything new?

Voice B: I moved in with Ana. Her flat, whose kitchen is twice the size of my old one, changed my life. And half as messy.

Voice A: Please tell me you're the messy one.

Voice B: Confirmed. Listen — let's just do it. Thursday. My place, 8?

Voice A: Yes. I'll bring wine. Send me the address — the place where you live now.

Voice B: Sending now.

Fourth listen — fill the gaps

Listen again and complete the exact phrases.

1. The agency ____ I work for now designs interiors for small restaurants.

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2. Marta, ____ introduced us at uni...

3. Her flat, ____ kitchen is twice the size of my old one, changed my life.

4. Send me the address — the place ____ you live now.

Speaking · The 5-a.m. people

In pairs, describe THREE people from your 5-a.m. list. Use a defining relative clause each time. Answer follow-up questions from your partner.

Scene: Person #1 — someone from childhood

A: You: describing your oldest friend.

B: You: ask 3 curious follow-up questions.

Scene: Person #2 — someone from adult life

A: You: describing a friend you made after 25.

B: You: ask 3 curious follow-up questions.

Scene: Person #3 — a family member

A: You: describing a family member you'd call.

B: You: ask 3 curious follow-up questions.

Discussion · relationships

Choose 2 questions and speak for 30–45 seconds each.

Is it possible to be truly close friends with someone you rarely see?

What's more important — new friends or old ones? Why?

Have you ever ended a friendship on purpose? What happened?

Is 'family' who you're born with, or who you choose?

Role-play · The friend you've drifted from

Read your role, prepare, then run the conversation for 2 minutes.

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Scene: You bump into an old friend you haven't messaged in a year

A: You: guilty about the silence, want to reconnect properly.

B: You: hurt by the silence but you miss them too. Be honest but kind.

Mini-presentation · 60-second portrait of one person

Deliver a 60-second portrait of ONE person on your 5-a.m. list. Use at least three relative clauses.

Beat 1 (10s) — Name and role in your life.

Beat 2 (15s) — How you met (a relative clause with WHERE or WHEN).

Beat 3 (20s) — One specific story that shows who they are.

Beat 4 (15s) — Why they're on the 5-a.m. list.

sample: Her name is Ines and she's my best friend. We met at university, in a Portuguese literature class where I fell asleep in the front row and she woke me up with a chocolate. Two years later, when my grandmother died, she drove four hours in the middle of the night just to sit with me. That's why she's on the 5-a.m. list — she shows up before I ask.

Writing · A short portrait

Write 80–100 words about ONE person from your 5-a.m. list. Use at least 3 defining relative clauses.

bonus: Bonus — Send it to them.

Wrap-up · What did we cover?

Defining relative clauses: who / which / that / where / whose.

Drop the pronoun ONLY when it is the OBJECT of the clause.

No commas in defining clauses (compare 7B, which uses commas).

Your real 5-a.m. list is usually small — and worth investing in.

Quiz

1. "She's the friend ____ always tells me the truth."

- (A) which
- (B) who
- (C) where

2. "That's the café ____ we first met."

- (A) which
- (B) who
- (C) where

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3. "He's the man ____ dog barks all night."
(A) who
(B) whose
(C) which
4. In which sentence can you DROP the pronoun?
(A) The book THAT changed my life
(B) The book THAT I read yesterday
(C) The friend WHO called me
5. 'To let someone down' means...
(A) to trust them
(B) to disappoint them
(C) to help them



Workbook — home practice



1. Vocabulary recall

Complete each sentence with the best word from the class-book lesson.

1. Write ONE new word from the lesson and its meaning in your own words.

2. Write ONE collocation from the lesson and use it in a sentence about your life.

3. Write ONE phrase you'd use in real conversation this week.

2. Grammar practice · Defining relative clauses

Rewrite each sentence using the target grammar of this lesson.

1. Sentence 1 → rewrite it correctly with the target grammar.

2. Sentence 2 → rewrite it correctly with the target grammar.

Ask the teacher — notes to bring to class



3. Sentence 3 → find and fix ONE mistake.

4. Sentence 4 → complete the gap with the correct form.

5. Sentence 5 → write your own example, true about you.

3. Reading recall

Look back at the class-book reading. Answer briefly in your own words.

1. What was the main idea in ONE sentence?

2. What is ONE opinion of the writer you agree with?

3. What is ONE opinion you disagree with, and why?

4. Listening · a follow-up dialogue

Two voices talk about relationships for about a minute. Notice the target grammar in use.

1. What is the main topic of the conversation?

2. Who sounds more confident and why?

3. Which target-grammar phrase appears TWICE in the audio?

Voice A: So — tell me about your relationships this week. Anything different?

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Voice B: Honestly, yes. I've been trying something new — and it's changed how I feel completely.

Voice A: Give me one specific example — I want the small detail, not the big story.

Voice B: OK: I stopped checking my phone before bed. Just that. And I already sleep better.

5. Writing · a short reflection

Write 70–100 words about the theme of this lesson. Use at least 2 examples of the target grammar and 3 words from the vocabulary list.

6. Reflection

Look back at your notes from class. Answer briefly.

1. What is ONE thing from this lesson you already use naturally?

2. What is ONE thing you'd like to practise more this week? How exactly?

Ask the teacher — notes to bring to class



Answer key — Class Book

Lead-in · What would you say?

1. Model (b) — direct but not aggressive. 'No problem' three times becomes silent resentment; option (b) protects the friendship.
2. Model (b) — kind AND honest. Option (c) is the worst: it hurts them AND you.
3. Model (b) or (d) — depends on your family. (a) is honest but usually starts a fight.

Reading · The 5-a.m. list

1. (B) 5 people you'd call at 5 a.m.
2. (C) Rarely, but they still pick up
3. (B) Someone who says yes without asking why
1. (B) False
2. (B) False
3. (A) True
4. (C) Not Given
1. Model: three. And two of them live in different countries — but I know they'd pick up.
2. Model: definitely not frequency. It's about trust and speed of showing up when things are hard.
1. show up
2. without hesitation
3. muted

Vocabulary · People & relationships

1. get on with
2. acquaintance
3. fell out
4. trust
5. let / down
6. be there for
1. (D) frozen
2. (D) sneeze
3. (D) toaster
1. trust
2. argument
3. love
4. friends (plural noun)

Grammar · Defining relative clauses

1. who / that
2. which / that
3. where
4. whose
5. where (or in which)
1. She's the friend who always tells me the truth.
2. This is the book that / which changed my life.
3. That's the café where we first met.
4. He's the man whose son plays football with mine.
1. NO — 'who' is the subject.
2. YES — 'who' is the object; 'The friend I called last week...' ■
3. NO — 'that' is the subject.
4. YES — 'that' is the object; 'The book I read last month...' ■
1. She's the friend WHO / THAT lives in Porto.
2. The restaurant WHERE / THAT we went to was closed.
3. He's the man WHO lost his keys. / He's the man WHOSE keys got lost.
4. The book that changed my life is on the table. (no double subject)
1. Model: The person who has influenced me the most is my grandmother.

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2. Model: The place where I feel most myself is my grandparents' kitchen.
3. Model: The friend whose opinion I trust most is Sofia, my oldest school friend.
1. who / where / that (or which)
2. whose / where

Listening · Two friends catching up after two years

1. In front of a bakery near the metro — completely by chance.
2. Voice A moved to Lisbon for work and 'life just took over'.
3. Dinner next Thursday at Voice B's flat — Voice B insists on cooking.
1. Working at a design agency that specialises in small restaurants.
2. Marta — the friend who introduced them at university 10 years ago.
3. He's moved in with his partner, whose flat is 'twice as big and half as messy'.
1. Yes — no small-talk politeness; they laugh in the first sentence and immediately share real news.
2. Likely yes — they set a specific day, agree who cooks, and share addresses on the spot.
1. that / which
2. who
3. whose
4. where

Quiz

1. (B) who
2. (C) where
3. (B) whose
4. (B) The book THAT I read yesterday
5. (B) to disappoint them

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Answer key — Workbook

1. Vocabulary recall

1. Open answer — check with your teacher.
2. Open answer.
3. Open answer.

2. Grammar practice · Defining relative clauses

1. Model answer — see class notes.
2. Model answer — see class notes.
3. Model answer — see class notes.
4. Model answer — see class notes.
5. Open answer.

3. Reading recall

1. Open answer — around 15 words.
2. Open answer.
3. Open answer — 2 sentences.

4. Listening · a follow-up dialogue

1. Model: both speakers compare their own experience of relationships.
2. Open answer — look for specific detail and full sentences.
3. Open answer — see transcript.

6. Reflection

1. Open answer.
2. Open answer — be specific: what, when, how often.

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