



# FOCUS 5

SECOND EDITION

**B2+/C1**

TEACHER'S BOOK

 **Pearson**

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## VOCABULARY



Personality and relationships • personality adjectives • collocations • common phrases

I can talk about relationships and personality.

### SHOW WHAT YOU KNOW

1 In pairs, find phrasal verbs you can use to talk about life and relationships and decide which verb does NOT go with the particle(s).

1 look / put / take after

2 put / take / fall up with

3 grow / miss / split up

4 depend / live / look up to

5 get / depend / find on

6 put / go / fall out with

2 In your notebook, write two true sentences and one false about yourself. Can your partner guess which one is false?

As I was growing up, my sister often looked after me.

3 Read the blog entry below and answer the questions.

Why does Ruth's grandmother make Ruth feel:

1 flattered? 2 proud? 3 touched? 4 thankful?

### Exercise 3

1 Her friends think she is similar to her grandmother.

2 Her grandmother wanted to learn how to use the Internet despite her age.

3 Her grandmother is so thoughtful and always gets Ruth the ideal gift.

4 She shares some of the DNA with her grandmother.

## The ties that bind

*Friendship is certainly the finest balm for the pangs of disappointed love.*

Jane Austen, Northanger Abbey

### ASK YOURSELF, ASK AROUND



How do you usually show your loved ones that you care about them?

Projects page 137

### VIDEO

#### Documentary

Remarkable relationships 1

4

## What My Grandmother Means to Me



Today is my dear grandmother's eightieth birthday, so I thought it was a perfect day to **conjure up memories** of my time spent with her, and everything I love and admire about her.

The first thing people notice about her is her **diminutive stature**! She's tiny and getting smaller. Apparently she once reached the **dizzy heights** of 1.5 metres and I remember shooting past her at the age of twelve. She may be short, but she's always possessed an **iron will**. If she doesn't want to do something, she simply **puts her foot down** and refuses. I'm sure this is where I get my **obstinate** nature from.

I am always flattered when her friends tell me that I remind them of her and I hope I will be as **unprejudiced** as she is when I reach **the ripe old age** of eighty. Not many people of her generation would have reacted as she did when I told her I was taking a year out of my studies to backpack around the world. She did **not bat an eyelid** but **nodded in approval** and told me she thought I'd have a wonderful time.

Even though my grandmother is in her eighties, mentally she's still very **sharp**. I was so proud of her when she learnt to use the Internet so that she could keep in touch with me when I was travelling abroad.

I've always been touched by the fantastic presents she buys me. She's **considerate** and kind and always finds the ideal gift.

She's **suffered** many **hardships** over the years, **more than her fair share** – a lost baby, the death of a brother in the war, Grandad's long illness. She doesn't have a bad word to say about anybody. Mind you, she can be wonderfully **irreverent** at times, especially on the subject of politics. I've often thought that the world would be a better place with somebody as **down-to-earth** as she is in charge.

### REFERENCES

Culture notes p. 226

Videoscript p. 255

Using videos in the classroom p. T12

How to teach with projects p. T12

### EXTRA ACTIVITIES

• Documentary video. Video worksheet 1.8 in the WB, pp. 14–15.

• Photocopiable resource 1 *Family legend has it my grandma was a daredevil* (15 min.) pp. 263, 276–277

• Extra digital activities: Vocabulary Checkpoint

### WORKBOOK

pp. 4–5, including *Show What You've Learnt*

## FOCUS ON WORDS | Personality adjectives

- 4 **1.2** In your notebook, match the adjectives in red from the blog with their synonyms below. Then listen and check.

- 1 tolerant = unprejudiced    5 thoughtful = considerate  
 2 stubborn = obstinate    6 practical = down-to-earth  
 3 quick-witted = sharp    7 loyal = faithful  
 4 disrespectful = irreverent

- 5 In your notebook, write the correct adjective in red for each gap.

- 1 My grandma accepts all people. She is completely unprejudiced.  
 2 My friend is very considerate. She always puts other people first.  
 3 Even though he is ninety, my grandfather is still sharp enough to do crosswords and sudoku puzzles.  
 4 I think that dogs are more faithful pets than cats.  
 5 My brother is very obstinate – he never compromises.  
 6 She is down-to-earth and realistic, whereas I am idealistic and impractical.  
 7 He is irreverent, especially towards people in authority.



- 30 I love her colourfully cluttered home, which always smells of the latest home-baked treats. When I go round now, I still expect to hear the cheerful sound of her faithful little dog scuttling to the door. When he passed away suddenly a few  
 35 years ago, she must have been heartbroken, but as always, she put on a brave face and got on with it. I love her unassuming manner and the way she always sees the best in people. I'm thankful for the miracle of DNA which means I've inherited  
 40 some of the traits of my beloved grandmother, a small lady with an enormous heart.

## FOCUS ON WORDS | Collocations

- 6 Look at the underlined collocations in the text. In pairs, discuss what they mean.  
 7 **1.3** In your notebook, rewrite the sentences replacing the words underlined below with the correct forms of the collocations underlined in the text. Listen and check. Which statements do you agree with? Why?

- 1 To reach the top position of an Olympic athlete, you need to make sacrifices.  
*To reach the dizzy heights of an Olympic athlete, you need to make sacrifices.*  
 2 No one should have to experience difficulties in this day and age. suffer hardships  
 3 People with a(n) modest presence can't influence others. unassuming manner  
 4 Home-made goodies are always better than bought ones. Home-baked treats  
 5 Certain smells can bring back images of childhood holidays. conjure up memories  
 6 You need strength and determination if you want to lead. an iron will  
 7 A(n) lack of height is an advantage if you're travelling by plane. diminutive stature  
 8 Few parents would show their acceptance if their teenager had a tattoo done. nod in approval

## FOCUS ON WORDS | EXTRA Collocations

- 8 **1.4** In your notebook, match the words from boxes A and B to make more collocations. Listen and check. Then write an example sentence for each collocation.

- A ( 1 birthday 2 blot out 3 face 4 forthright 5 free )  
 ( 6 imposing 7 lofty 8 require )  
 B ( approval hardships heights manner memories )  
 ( stature treat will )

- 1 *Her boyfriend took her to a fancy restaurant as a birthday treat.*

## FOCUS ON WORDS | Common phrases

- 9 **1.5** In your notebook, match the phrases highlighted in the blog with the definitions below. Then listen and check.

- 1 remain calm/not show any shock = not bat an eyelid  
 2 finds the good things about sb = sees the best in sb  
 3 a disproportionate amount = more than her fair share  
 4 asserts sth strongly = puts her foot down  
 5 carried on as normal = got on with it  
 6 behaved as if sth did not worry her = put on a brave face  
 7 a very old age = the ripe old age

- 10 In your notebook, complete the sentences with an expression from Exercise 9 in the correct form. Are any true for you? Why?/Why not?

- 1 If I decided to leave school and get a job, my parents would not bat an eyelid.  
 2 I've had \_\_\_\_\_ of bad luck recently.  
 3 Nobody in my family has ever lived to \_\_\_\_\_ of a hundred.  
 4 I can't talk right now – I have to \_\_\_\_\_ my homework.  
 5 Last Saturday, my mum \_\_\_\_\_ and wouldn't let me go out.  
 6 My best friend is a kind person and always \_\_\_\_\_ others.  
 7 If my pet died, I'd find it hard to \_\_\_\_\_ – I'd be too upset.

- 11 **SPEAKING** Describe your oldest relative to a partner. Use as many words from this lesson as possible. Who has the oldest relative in class?

5

## Exercise 8

- 2 blot out memories  
 3 face hardships  
 4 forthright manner  
 5 free will  
 6 imposing stature  
 7 lofty heights  
 8 require approval

## Exercise 10

- 2 more than my fair share  
 3 the ripe old age  
 4 get on with  
 5 put her foot down  
 6 sees the best in  
 7 put on a brave face

## NEXT CLASS

Ask students to prepare for a 15–20-minute vocabulary quiz: Testing Programme, Unit 1.1, Vocabulary.

- 1 **SPEAKING** Read the results from a survey into male and female attitudes about friendship. Do you agree with the statements below? Why?/Why not? Discuss with a partner.

**MALES are likely:**


- to say they have a lot of close friends or no close friends.
- to be part of a group of close friends.
- to avoid confiding their problems to their friends.
- to have weaker relationships with friends.

**FEMALES are likely:**

- to have fewer close friends.
- to make close connections with individuals rather than groups.
- to confide in their friends.
- to take friendships very seriously and invest a lot in them.

- 2 **SPEAKING** Look quickly through the article on friendships in literature. Discuss which of the stories you would most like to read.

**READING FOCUS Matching**

- 3  Read the article. In your notebook, match questions 1–10 with sections A–F. The sections may be chosen more than once.

Which section of the article mentions ...

- 1 a desire to act to correct an injustice? **C**
- 2 one person's resistance to change? **D**
- 3 a character's trait which positively influences their companions? **B**
- 4 an opinion on the function of a true friend when faced with a friend's bad behaviour? **E**
- 5 friendship within the family? **D**
- 6 a difference in social status between two people who are closely connected? **C**
- 7 a story related by one friend about the other? **E**
- 8 a friendship which endures despite contradictory feelings among the individuals concerned? **F**
- 9 a friendship that develops despite parents' wishes? **A**
- 10 the writer's view on the type of friendships that last longest? **C**

6

# Being Friends

Friendships provide some of the most captivating narratives in literature. Each of the stories on this list points to a different facet of friendship and offers insight into what it means to be a good and loyal friend.

**A Huck and Tom**

in *The Adventures of Tom Sawyer* by Mark Twain

It is only in chapter six of *The Adventures of Tom Sawyer* that we are introduced to Huckleberry Finn. Homeless and carefree, his father a vagabond, the teenage boy is idolised by the local children and detested by their parents. Bad influence or not, Huck strikes up a friendship with Tom and the boys become inseparable. That's the beauty of a firm and long-lasting friendship – you associate with someone and sing their praises in spite of their shortcomings.

**B Sheila and Margaux**

in *How Should a Person Be?* by Sheila Heti

The protagonist, Sheila, is a divorcee in her twenties writing a play. When she realises she is stuck in a rut, she meets a gifted painter, Margaux. The woman turns out to be a godsend as she becomes a source of inspiration for Sheila. Both characters in the novel are based on real people: the writer herself and her friend, whose relationship **shifts** and **evolves** as deep friendships do. It **sustains** itself although it has its ups and downs. On the one hand, the women sometimes quarrel about insignificant things like a dress. On the other hand, however, as she underlines in the prologue, the author appreciates that Margaux is such a laid-back person and that her easy-going attitude to life infects her circle of friends.

**C Amir and Hassan**

in *The Kite Runner* by Khaled Hosseini

True friends never part and the friends we make when we're very young stay with us forever. Two boys grow up together in Afghanistan. One, Amir, comes from a wealthy, privileged background, the other, Hassan, is poverty-stricken, his caste shunned by all others. But this division can't prevent the bonds of friendship from developing and the boys are inseparable. When he's needed, Amir returns to his homeland to redress past wrongs done to his truest companion.

**REFERENCES**

Culture notes p. 226

**WORKBOOK**

pp. 6–7

**NEXT CLASS**

Ask students to do *Show What You Know* in the WB, p. 8.



**D Meg, Jo, Beth and Amy**  
in *Little Women* by Louisa May Alcott

*Little Women* proves that your blood relations, however different they are from you, can establish an **unbreakable** tie with you and become your most intimate friends. The novel is the story of a nuclear family consisting of four sisters, aged from twelve to sixteen, and their mother. This is a rough time for both the family and the country – the father is away serving as chaplain in the US Civil War. The second oldest, Jo, doesn't condone the idea of any of them ever getting married because she feels this would destroy the emotional bond between them. But as they pass from girlhood to womanhood, Meg, Jo, Beth and Amy remain **devoted** friends and **back** one another **unconditionally** against all the odds.

**E Horatio and Hamlet**  
in *Hamlet* by William Shakespeare

Best friends stand by you through thick and thin and Prince Hamlet is in dire need of succour. King Hamlet was assassinated by his brother, Claudius, who married the protagonist's mother shortly after the murder to ascend the throne of Denmark. King Hamlet's ghost pleads with his son to avenge his tragic death and the young prince decides to feign madness in order to confuse his enemies. Horatio, Prince Hamlet's faithful friend, is the only person that can be trusted with his morally controversial plans. Hamlet's attempt on Claudius's life fails and (SPOILER ALERT! But is there anyone who doesn't know this classic story?) after a series of bloody murders Horatio is the only survivor to recount the protagonist's story. Had Hamlet lived, he would definitely have **appreciated** his loyal friend's love and unwavering support that proved to be stronger than life.

**F Jules, Ethan, Jonah, Cathy, Goodman and Ash**  
in *The Interestings* by Meg Wolitzer

Six artistically gifted teenagers, Jules, Ethan, Jonah, Cathy, Goodman and Ash, meet at a summer camp in 1974. They form a group called 'The Interestings', which is the starting point for a lifelong **bond**. This compelling story tracks the characters' lives over a period of several decades. Their friendship is a **complex** one and Wolitzer manages to show a full range of emotions in a very accurate portrayal of the multiple relationships they develop within the group. Love and **resentment**, equanimity and jealousy are all involved. At the end of the day, being **envious** of a friend is just as natural as being happy for them. The reader sees the characters growing up and slowly aging as the sequence of events unfolds over time. It is incredibly interesting to observe how their friendship adapts to the ever-changing conditions of life.

**4 In your notebook, write the correct forms of the words in blue in the article for each gap.**

You make a lifelong **1bond** with a friend. It's a tie that is **2unbreakable**. Of course, as you get older, the relationship develops and it **3shifts** and **4evolves**. If that doesn't happen, then you can't **5sustain** the friendship and you stop being friends. A **6devoted** friend will always **7back** and **8appreciate** you no matter what your **9shortcomings** are. They will accept you **10unconditionally**. It's true that friendships are **11complex** and that makes them difficult to describe. I don't believe a good friend ever feels **12resentment** or is **13envious** of what you have. A true friend will always be happy for you.

**FOCUS ON WORDS | Word pairs**

**5 1.7 In your notebook, match the words from boxes A and B. Listen and check. Then write an example sentence for each pair of words.**

- |   |                 |                |                |
|---|-----------------|----------------|----------------|
| A | 1 a captivating | 4 a compelling | 7 a privileged |
|   | 2 an accurate   | 5 to condone   | 8 spoiler      |
|   | 3 to offer      | 6 to sing      | 9 poverty-     |

- |   |                        |                 |           |
|---|------------------------|-----------------|-----------|
| B | alert background       | an idea insight | narrative |
|   | portrayal sb's praises | story stricken  |           |

1 a captivating narrative  
2 an accurate portrayal 3 to offer insight  
4 a compelling story 5 to condone an idea  
6 to sing sb's praises 7 a privileged background  
8 spoiler alert 9 poverty-stricken

**6 In your notebook, write the appropriate word from the box for each gap.**

- |   |           |         |           |         |         |
|---|-----------|---------|-----------|---------|---------|
| ( | associate | bond    | count     | envious | faceted |
| ) | facet     | insight | portrayal | stand   | trust   |

The article helps us to understand how complex friendships can be and gives us some light-hearted **1insight into** the different ways that they can work. Each section reveals a different **2facet of** friendship. The article gives a **3portrayal of** the relationship and of the **4bond between** different kinds of people. It shows how people sometimes **5associate with** people from different backgrounds and how friendship is often a mixture of good and bad feelings: **6faced with** difficulties, friends can be **7envious of** each other as well as willing to **8stand by** and support each other. In the end, though, friends **9trust** each other **with** all their secrets because they know a true friend will always be loyal. You just know you can **10count on** them to sing your praises!

**7 SPEAKING In pairs, discuss one of the topics below using words from Exercises 4, 5 and 6.**

- A relationship with a childhood friend that has evolved over the years.
- A difficult relationship with a sibling.
- A film about friendship that you have seen.



- SPEAKING** Look at the photo in Exercise 2. Discuss why the man and the dog are such good friends.
- Read the article and discuss the questions in pairs.
  - How did the friends meet? *They met during an adventure race in Ecuador.*
  - Why do you think the story was so popular?

## Arthur the Racing Dog

A team of Swedish athletes **were taking part** in a gruelling adventure race in Ecuador when they came across Arthur (as he is now known). This homeless dog **had been wandering** around their camp, looking for food. No one knew where he **had come** from, but one meatball was enough to buy his undying friendship. From then on, he stuck with the team through mud and cold water and, 430 miles later, Arthur crossed the finishing line with his new friends. The story caught the imagination of the world's press and Arthur **has become** a celebrity. His reputation **is growing** and he **has been working** hard for a new charity, the Arthur Foundation, which collects money to look after other homeless dogs in Ecuador. But Arthur's racing days are over. He cheers his teammates on from the comfort of his new home in Sweden. One day the team will hopefully bring home first prize. They **won't have forgotten** Arthur who **will have been waiting** patiently to congratulate them. And you can be sure he **will be looking forward** to taking an active part in the celebrations!



Man's best friend

- Read the GRAMMAR FOCUS and find an example of each tense in the text in Exercise 2. Explain why each aspect is used.

### GRAMMAR FOCUS

#### Aspect

- You use the **continuous aspect** to describe an action in progress at a point in time and/or an action that continues over a period of time. You then use the **Present Continuous, Past Continuous** and **Future Continuous**.
- You use the **perfect aspect** to show a link between two time periods (e.g. two actions). You then use the **Present Perfect, Past Perfect** and **Future Perfect**.
- The two aspects can be combined. The **perfect continuous aspect** shows that an action has been, was or will be in progress before a point in time. You then use the **Present Perfect Continuous, Past Perfect Continuous** and **Future Perfect Continuous**.

- In your notebook, write the verb forms that complete the story correctly.

Noble, an old sheepdog, <sup>1</sup>*had lost* / *(had been losing)* his sight for years until he went completely blind. He was confined to the kitchen, but then help came in an unexpected form. Tiger, a young cat, <sup>2</sup>*was adopting* / *(had adopted)* the farm as his home. He was bullied by other cats, so he decided to befriend the old dog. When the other cats <sup>3</sup>*were bullying* / *had bullied* him, Tiger would run to Noble. Since then, the friendship between the animals <sup>4</sup>*has grown* / *was growing*. They sleep together in Noble's bed and eat out of the same dish. But the most amazing thing is that the cat <sup>5</sup>*was becoming* / *(has become)* Noble's guide. Tiger <sup>6</sup>*has opened* / *was opening* new doors for him, literally and figuratively. At the end of this month, Tiger <sup>7</sup>*will have been living* / *has been living* at the farm for just over a year and the change to both of their lives has been amazing.

- In your notebook, write the correct forms of the verbs in brackets for each gap in the story.

I <sup>1</sup>*had been wanting* (want) a dog and I was happy when Dad brought home a puppy. Dad <sup>2</sup>*had discovered* (discover) him on the street on his way home from work. As of yesterday, our dog <sup>3</sup>*has been living* (live) with us for over twelve years. He <sup>4</sup>*has had* (have) a very happy life, but now he's very old. He <sup>5</sup>*is finding* (find) it difficult to walk and he's almost deaf. By this time next week, he <sup>6</sup>*will have had* (have) an operation on his hip. If the operation goes well, he <sup>7</sup>*will be playing* (play) in the garden in a few weeks.

- SPEAKING** Think of a story to go with the photo. Discuss with a partner and make notes about what:

- happened before the animals met,
- happened the first time they met,
- is happening in the present,
- will happen in the future.



- SPEAKING** Change pairs and tell each other your version of the story. Use as many verb forms as possible. Are your versions very different?

Grammar pages 116–117

### EXTRA ACTIVITIES

Extra digital activities: Grammar Checkpoint

### WORKBOOK

p. 8, including *Show What You've Learnt*

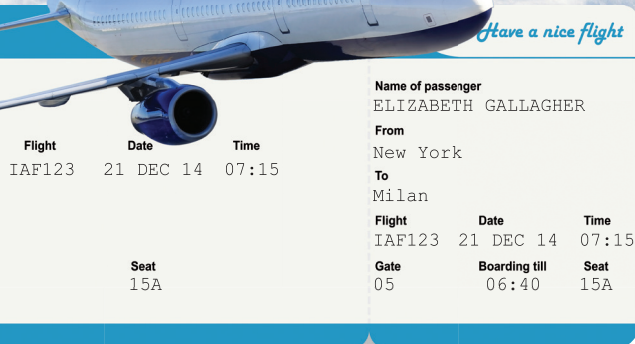
### NEXT CLASS

Ask students to prepare for a 15–20-minute grammar quiz: Testing Programme, Unit 1.3, Grammar.

Future in the past

I can use a range of tenses and expressions to talk about plans made in the past.

- 1 **SPEAKING** Look at the post. Discuss why this person is giving away a free airline ticket.



**Air Company** *Have a nice flight*

Name of passenger ELIZABETH GALLAGHER				Name of passenger ELIZABETH GALLAGHER			
From New York	Flight IAF123	Date 21 DEC 14	Time 07:15	From New York	Flight IAF123	Date 21 DEC 14	Time 07:15
To Milan				To Milan			
Gate 05	Boarding till 06:40	Seat 15A		Gate 05	Boarding till 06:40	Seat 15A	

Is your name Elizabeth Gallagher? Are you from Canada? Contact me to get a free round-the-world ticket!

Submitted 1 day ago • by Jordan

- 2 **1.8 SPEAKING** Listen to a short news story about the post in Exercise 1. Discuss the questions in pairs.

- Was your guess correct?
- Would you give a ticket to a complete stranger? Why?/Why not?
- Would you go on the trip? Why?/Why not?

- 3 **1.8** Listen again. In your notebook, write the words you hear.

- They were on the verge of taking / about to take a romantic trip.
- They were going to / planning to travel around the world.
- They would have / spend Christmas Day in Vienna.
- They were visiting / seeing eight countries.
- It was to / going to be the trip of a lifetime.
- But shortly before the trip was supposed to / due to take place, the couple split up.
- He wasn't planning on missing out / about to miss out on the trip as well.
- He also wanted to share the ticket with someone who would not otherwise go on / be able to afford the trip.

- 4 Read the LANGUAGE FOCUS and find another example in Exercise 3 for each future in the past form.

### LANGUAGE FOCUS

#### Future in the past

- You can use a number of verb forms to talk about an event or plan that was in the future at a point in the past.

#### Past Continuous

They **were visiting** eight countries.

was/were going to

They **were going to** travel around the world.

would/wouldn't

They **would spend** Christmas Day in Vienna.

- You can also use phrases with **be** to talk about intentions you had in the past.

They **were on the verge of** taking a romantic trip.

Other phrases: **be about to** (go), **be supposed to** (fly), **be on the point of** (starting)

- You can also use **plan + to + infinitive** or **plan on + -ing**:  
We **were planning to leave/on leaving** early.

- 5 In your notebook, write one word from the box for each gap in the text.

(about going point was wasn't would)

When I was about fifteen, I went through a rebellious phase. I'd decided that school wasn't for me and I was <sup>1</sup>about to leave. I <sup>2</sup>wasn't intending to take any exams and I didn't have any clear ideas about what I <sup>3</sup>would do once I left. Then, just as I was on the <sup>4</sup>point of leaving, a new Maths teacher took over our classes. Little did I know that he <sup>5</sup>was going to be the person who changed everything for me. He was funny and clever and he wasn't <sup>6</sup>going to let me leave school without a clear plan. He introduced me to coding and opened a door to my future as a software developer.

- 6 **USE OF ENGLISH** In your notebook, rewrite the sentences so that the meaning is the same. Use the words in capitals. Do not change the word given.

- He was about to start a new course that week. **BEGINNING**
- I was seriously considering selling my guitar. **VERGE**
- I was sure the exam results were going to decide my future career. **WOULD**
- I knew exactly what I was going to do for the next six months. **DOING**
- We had to be home at eleven o'clock. **SUPPOSED**

- 7 In pairs, discuss how to match the plans from Exercise 6 with what actually happened.

- But that felt very restricting, so I did something impetuous. **4**
- But I was wrong! I went on to do a completely different job. **3**
- But it was cancelled at the last minute. **1**
- However, my grandmother persuaded me not to. **2**
- But time slipped by and it was three a.m. when we eventually got home! **5**

- 8 **SPEAKING** Think of a time when you had to change your plans. Discuss what happened. Use as many of the forms from the LANGUAGE FOCUS as possible.

Use of English pages 118–119

### Exercise 4

It was going to be the trip of a lifetime.

He wasn't planning on missing out on the trip as well.

He also wanted to share the ticket with someone who would not otherwise be able to afford the trip.

### Exercise 6

- He was beginning a new course that week.
- I was on the verge of selling my guitar.
- I was sure the exam results would decide my future career.
- I knew exactly what I was doing for the next six months.
- We were supposed to be home at eleven o'clock.

### REFERENCES

Audioscript p. 235

### EXTRA ACTIVITIES

Photocopiable resource 2 *Would you have done the same?* (15 min.) pp. 263, 278–279

### WORKBOOK

p. 9, including *Show What You've Learnt*

### NEXT CLASS

Ask students to prepare for a 10–15-minute Use of English quiz: Testing Programme, Unit 1.4, Use of English.

# 1.5

## LISTENING

Gap fill

*I can understand specific details and identify a chronological sequence in an extended description.*



**A** Don't judge a book by its cover.

**B** It takes seven seconds to make a first impression.

**C** You never get a second chance to make a first impression.

**D** First impressions last forever.

**1 SPEAKING** Read the sayings. In pairs, discuss what they tell us about first impressions. Which one best reflects your experience? Why?

**2** **1.9** Listen to Jen talking about an experiment which explores how we form first impressions. Answer the questions in your notebook.

- 1 What did she have to do? *She had to look at some photos of people, read short info about them and remember the faces. Three days later, she had to look at them again for less than a second and categorise them as trustworthy or untrustworthy.*
- 2 Did her friend's group have to do the same? *They had to do the same, but were given much more time to complete the experiment.*
- 3 What did the experiment show? *The experiment showed that when we have very little time we judge people by appearances but when we have more time, we judge them by other facts/information.*

### Exercise 6

- 2 criminal record
- 3 gut reaction
- 4 minor crime
- 5 split second
- 6 upstanding citizen

### LISTENING FOCUS Gap fill

**3** **1.9** Listen again. In your notebook, write a word or short phrase for each gap in sentences 1–7.

- 1 Jen volunteered for the experiment and signed up for it because she was writing an assignment about the same topic.
- 2 During the experiment, Jen learnt that some of the people in the photos often did charity work.
- 3 Jen thought that the next part of the experiment would test (participants'/their) memory/be a memory test.
- 4 Jen's friend had a different experience in the second part.
- 5 Her friend was given a longer amount of time to form an impression.
- 6 It came as a surprise to Jen that the researchers had made up/invented information about each person in the photo.
- 7 Jen thought the fact that our first impressions are based on what people look like was quite worrying.

**4** In pairs, put the stages of the experiment in order.

- a The volunteers were divided into two groups. **3**
- b They looked at the faces again and categorised them as trustworthy or untrustworthy. **4**
- c The researchers chose some photos of various people and added some info about each person. **1**
- d They had volunteers study the faces and the descriptions and try to remember as much as possible. **2**
- e The team explained the background to the test. **5**

**5 SPEAKING** Discuss the questions.

- 1 Would you like to participate in such a study?
- 2 Were you surprised by the results? Why?/Why not?
- 3 If you were a scientist, would you carry out this experiment in the same way?

### FOCUS ON WORDS | Collocations

**6** **1.10** In your notebook, match the words from boxes A and B to make collocations from the recording. The listen and check.

- A { 1 charity 2 criminal 3 gut 4 minor }  
 { 5 split 6 upstanding }
- B { citizen crime reaction record second work }

**1** charity work

**7** In your notebook, write one collocation from Exercise 6 for each gap.

- 1 He often volunteers for various kinds of charity work.
- 2 He got into trouble with the police and ended up with a(n) criminal record.
- 3 My aunt's life changed in a(n) split second when she met her future husband: it was love at first sight!
- 4 I thought of her as a(n) upstanding citizen and was shocked when she was arrested.
- 5 She was arrested for the minor crime of shoplifting.
- 6 I had no reason to distrust him but I just did. It was a(n) gut reaction.

**8 SPEAKING** Think of characters or real people who match the descriptions in Exercise 7. Tell your partner.

**9** **1.11** Look at the words from the recording and add the missing forms in your notebook. Then listen and check.

NOUN	VERB	ADJECTIVE
1 <u>coincidence</u>	<u>coincide</u>	<u>coincidental</u>
2 <u>contradiction</u>	<u>contradict</u>	<u>contradictory</u>
3 <u>impression</u>	<u>impress</u>	<u>impressive/impressionable</u>
4 <u>length</u>	<u>lengthen/elongate</u>	<u>long</u>
5 <u>volunteer</u>	<u>volunteer</u>	<u>voluntary</u>

**10 SPEAKING** Think of the last new person you met and discuss the questions in pairs.

- 1 Where did you meet?
- 2 What was your first impression? Why did you think this?
- 3 Has your opinion of this person changed since you met? Why?/Why not?

# 1.6

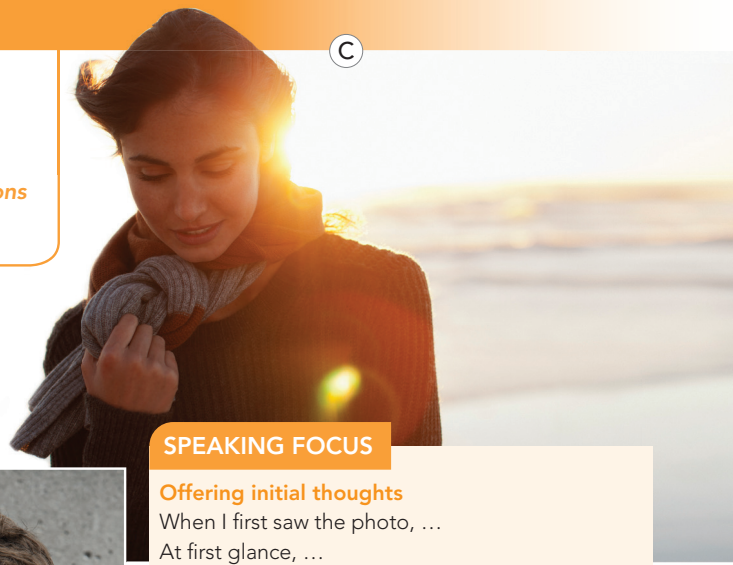
## SPEAKING

Speculating about appearance

*I can introduce and justify my speculations about a person's appearance.*

1 Look at the photos and descriptions. Which person best fits each description? What other words or phrases would you use to describe the people?

- free and easy
- pensive and melancholic
- takes himself/herself too seriously
- aloof and distant
- introspective and thoughtful
- has got all the time in the world
- uptight and anxious
- fun-loving and content



2 **SPEAKING** Compare your answers in Exercise 1 with a partner. Were they similar? Give reasons for your answers if they were different.

3 **1.12** Listen to Chris and Jess talking about one of the photos. Which one is Jess describing? Which phrases does she use from Exercise 1? **Photo C**; Phrases used: *pensive and melancholic, aloof and distant, introspective and thoughtful, has got all the time in the world*

4 **1.12** Read the **SPEAKING FOCUS**. In your notebook, write one word for each gap in the description. Then listen to Jess again and check.

Well, she <sup>1</sup>*looks* a bit of a mystery. I mean, kind of aloof and distant, not really the free and easy type. I can't really see much of her because of the low light, but I can just make out her facial expression. At first <sup>2</sup> *glance* , I thought she looked a bit pensive and melancholic or even as if she might be angry or upset. But, on closer <sup>3</sup> *inspection* , I'd say, although she looks introspective and thoughtful at the same time she seems happy ... or maybe content is the right word. <sup>4</sup> *Judging* by the sunset, I'd say she's at the end of a long, relaxing walk on the beach. It's not really her facial expression that makes me think she's content, it's <sup>5</sup> *something* to do with the setting and the way she seems to be lost in herself, like she's got all the time in the world and is deep in thought ...

But <sup>6</sup> *then* again, I could be wrong about all of that. I mean, it isn't a very natural shot. It's <sup>7</sup> *hard* to say, but, it almost seems a bit staged. I mean she's posing, isn't she? And there's <sup>8</sup> *something* about the angle, as if the photographer wanted to get the lighting just right ...

### SPEAKING FOCUS

#### Offering initial thoughts

When I first saw the photo, ...

At first glance, ...

She/He looks quite + *adjective*/a bit of a + *noun*.

It looks to me as if ...

My initial impression was ...

#### Justifying your speculations

I'm assuming he's/she's ... because ...

It's more than just his/her ...

It's something to do with ...

There's something about the ...

Judging by the way he's/she's ...

#### Rethinking your ideas

On closer inspection, I'd say ...

Having said that, he/she may be ...

Mind you/Then again, I could be wrong.

#### Hedging

It's hard to say, but ...

I can't be certain, but ...

I'm only guessing, but ...

Going purely on appearance, I'd say he/she ...

I could be wrong, but my gut feeling is that ...

5 **SPEAKING** In pairs, look again at **Photo A** and choose the options that you think best describe the person. Justify your speculations with details from the photo.

- 1 She is an actress / a student / an artist.
- 2 She's distant / fun-loving / content and generally pretty uptight / sociable / chatty.
- 3 She enjoys spending time with friends / reading / discussing current affairs.
- 4 She also likes spending time in the countryside / at a spa / at a trendy café and doing yoga / working out / cooking.

6 **SPEAKING** In pairs, answer the questions. Use phrases from the **SPEAKING FOCUS** to help you.

- 1 How do you think the man in Photo B is feeling? What makes you think so?
- 2 When do you find it difficult to hide your emotions?
- 3 Tell me about the last time something made you feel quite anxious.

## REFERENCES

Audioscript p. 236

## WORKBOOK

p. 11

A formal email/letter

*I can write a formal email/letter of invitation with appropriate register and conventions.*

**1 SPEAKING** Look at the photos on the poster and discuss the questions.

- 1 What are the people doing in each of the photos?
- 2 How important is it for families to spend free time together? Why?
- 3 What places, events and activities are popular with families wanting to spend time together in Poland?

**2 SPEAKING** Look at the poster again and read the information. Discuss the questions.

If you were to organise such an event at your school,

- when and where would you hold it?
- what kind of entertainment would you opt for? Why?
- who would you contact to ask for help?

**3** Read the email written by Julia, one of the students involved in organising Family Day, and answer the questions in your notebook.

- 1 Why is Julia writing?
- 2 Who is Mrs Lund?
- 3 What does Julia want her to do?
- 4 How might Mrs Lund benefit?

**4 SPEAKING** Discuss how the sections in purple could be changed to make the email sound more formal.

*1 The writer should use full forms rather than contractions.*

**Exercise 3**

- 1 She's writing to invite Mrs Lund to participate in a charity event organised by the school.
- 2 Mrs Lund is a local MP and the chairperson of the charity Families First.
- 3 Julia would like Mrs Lund to be the guest of honour on the day, to give a short talk during the opening ceremony and to spend the day at the event with her family and enjoy the fun.
- 4 All the proceeds would be donated to Families First.

# FAMILY DAY

Join us for Family Day and have fun while supporting the work of organisations that assist disadvantaged families in our region. Profits from the day will be used to help further their efforts. The event has been proudly conceived and organised by our enterprising final year students and their teachers.

**Brownswood Secondary School**  
**Saturday 21st May**  
**10 a.m. – 4 p.m.**

**Entry**  
**£2 per adult.**  
**Kids under 12**  
**free!**



**To:** Mrs Lund

**Subject:** Family Day

Dear Mrs Lund,

My name is Julia Spritely and <sup>1</sup>I'm a student at Brownswood Secondary School, in Lancaster. I am <sup>2</sup>getting in touch on behalf of my classmates and our teachers to inform you that we are <sup>3</sup>putting together a charity event at the school and to ask if <sup>4</sup>you'd like to help us with our plans.

We want to <sup>5</sup>sort of provide a fun day out for local families and at the same time to tell people more about the troubles of the disadvantaged living in the city, and of the charitable work undertaken by organisations such as the one you represent.

<sup>6</sup>We've got our fingers crossed that Family Day will attract <sup>7</sup>loads of visitors and that the money raised will be used to help families in need deal with problems caused by low income, illness and disability.

<sup>8</sup>Anyway, as you are a local MP and the chairperson of the charity Families First, we would be happy if you would think about being our guest of honour on the day. <sup>9</sup>Do you want to help us? We would appreciate it if you could give a short talk during our opening ceremony. <sup>10</sup>Actually, we would also like you to be there throughout the day and would like to invite you to come with your own family and enjoy the fun.

If you are willing to be involved in the day, <sup>11</sup>that would be awesome and we would happily donate all our proceeds to Families First. <sup>12</sup>It sounds like a good deal, doesn't it?

Yours sincerely,

Julia Spritely

## REFERENCES

Culture notes p. 226

## EXTRA ACTIVITIES

Photocopiable resource 3 *Dear Mrs Lund* (15 min.) pp. 263–264, 280

## WORKBOOK

pp. 12–13, including *Show What You've Learnt* and *Show That You've Checked*

## NEXT CLASS

Ask students to revise for Focus Review 1 (lessons 1.1–1.7, Word list on pp. 14–15)

- Family entertainment: waterslide, races and competitions, DJ, face-painting
- Food and drinks stalls
- Summer market
- Concert and special guests
- Educational exhibitions



- 5 Read the **WRITING FOCUS** and compare the rules with your ideas from Exercise 4.

### WRITING FOCUS

#### Formal style

- Use full forms rather than contractions.  
*I am* NOT *I'm*  
*you would* NOT *you'd*
- Choose single verbs rather than phrasal verbs or colloquial phrases.  
*writing* NOT *getting in touch*  
*organising* NOT *putting together*
- Avoid colloquial phrases and question tags.  
*It is hoped that ...* NOT *We've got our fingers crossed that ...*  
*We would be greatly honoured ...* NOT *that would be awesome*  
*I think both your charity and our community will benefit from your participation.* NOT *It sounds like a good deal, doesn't it?*
- Use formal quantifiers and qualifiers.  
*numerous/a significant number of* NOT *lots of/loads of*  
*partially/in part* NOT *sort of*
- Avoid spoken discourse markers.  
*well/anyway/actually*
- Address the reader less directly.  
*Should you agree to help us ...* NOT *Do you want to help us?*

- 6 **USE OF ENGLISH** In your notebook, complete the second sentence so it has a similar meaning to the first sentence but is more formal. Use the **WRITING FOCUS** to help you. Write no more than six words, including the word in capitals.

- 1 There are lots of charitable ventures which have become major annual events. **NUMBER**  
There is a significant number of charitable ventures which have become major annual events.
- 2 I'm writing to ask if you'd like to join our 'Clean the Earth' event. **WILLING**  
I am writing to ask if you would be willing to participate in our 'Clean the Earth' event.
- 3 We can't wait to see you on the day. **FORWARD**  
We look forward to seeing you on the day.
- 4 We want to raise money for the local orphanage. **AIM**  
The aim of the event is to raise money for the local orphanage.
- 5 We'll be so grateful if you agree to help us. **SHOULD**  
Should you agree to help us, we would be extremely grateful.

- 7 In your notebook, complete the **LANGUAGE FOCUS** with the less formal underlined words and phrases in Julia's email.

### LANGUAGE FOCUS

#### Formal vocabulary

- 1 fellow students – classmates
- 2 deliver a speech – give a talk
- 3 value your presence – like you to be there
- 4 the aim of the event is to – We want to
- 5 contend with – deal with
- 6 raise awareness of – tell people more about
- 7 attend – come
- 8 be willing to collaborate with –  
like to help (us) with our plans
- 9 extremely grateful – happy
- 10 plight – troubles
- 11 consider – think about
- 12 in this venture – with our plans

- 8 In your notebook, rewrite Julia's email to make it more formal. Use the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you.

### SHOW WHAT YOU'VE LEARNT

- 9 **Do the writing task in your notebook. Use the **WRITING FOCUS** and the **LANGUAGE FOCUS** to help you.**

Jesteś wolontariuszem/wolontariuszką w ośrodku, który organizuje zajęcia i wydarzenia dla nastolatków. Poproszono cię o zorganizowanie cyklu spotkań z osobami, które wykonują interesujący lub niezwykły zawód. Napisz **list** do osoby, która twoim zdaniem powinna być pierwszym gościem. W liście:

- przedstaw powody organizacji cyklu spotkań,
- wyjaśnij, dlaczego zdecydowałaś/zdecydowałeś się zaprosić właśnie tę osobę,
- przekazaj szczegóły dotyczące przebiegu wydarzenia.

**Write a composition following the conventions of the genre indicated in the topic. Use between 300 and 350 words.**

## 1.1 Vocabulary 4.1

**be realistic** /,bi riə'lɪstɪk/ być realistą

**birthday treat** /,bɜːθdeɪ 'tri:t/ niespodzianka urodzinowa

**blot out memories** /,blɒt aʊt 'meməriz/ wymazywać z pamięci wspomnienia

**cluttered** /'klʌtəd/ zagracony

**compromise** /'kɒmprəmaɪz/ iść na kompromis

**conjure up memories** /,kɒndʒər ʌp 'meməriz/ przywołać wspomnienia

**considerate** /kən'sɪdərət/ uprzejmy, liczący się z innymi

**diminutive stature** /dɪ,mɪnjətɪv 'stætʃə/ drobna postura

**down-to-earth** /,daʊn tu 'z:θ/ twardo stąpający po ziemi, praktyczny

**faithful** /'feɪθfəl/ wierny, lojalny

**flatter** /'flætə/ pochlebiać; *I'm flattered when ...* – pochlebia mi, gdy...

**forthright manner** /,fɔːθraɪt 'mænə/ prostolinijność

**free will** /,friː 'wɪl/ wolna wola

**home-baked treat** /,həʊm beɪkt 'tri:t/ smakołyk domowego wypieku

**idealistic** /aɪ,dɪə'lɪstɪk/ idealistyczny

**imposing stature** /ɪm,pəʊzɪŋ 'stætʃə/ okazała postura

**impractical** /ɪm'præktɪkəl/ pozbawiony zmysłu praktycznego

**iron will** /,aɪən 'wɪl/ żelazna wola

**irreverent** /ɪ'revərənt/ prześmiewczy, lekceważący, zuchwały

**lofty heights** /,lɒftɪ 'haɪts/ imponująca wysokość

**modest presence** /,mɒdəst 'prezəns/ skromny, powściągliwy sposób bycia

**more than one's fair share** /,mɔː ðən wʌnz ,feə 'feə/ wyjątkowo dużo czegoś (np. trudności, problemów)

**nod in approval** /,nɒd ɪn ə'pruːvəl/ skinąć głową z aprobatą

**not bat an eyelid** /nɒt ,bæt ən 'aɪlɪd/ nawet nie mrugnąć okiem

**not have a bad word to say about sb** /nɒt ,hæv ə bæd ,wɜːd tə 'seɪ ə,baut ,sʌmbɒdi/ nie powiedzieć na kogoś złego słowa

**obstinate** /'ɒbstənət/ uparty

**possess** /pə'zes/ posiadać

**put on a brave face** /,pʊt ɒn ə ,breɪv 'feɪs/ robić dobrą minę do złej gry

**put one's foot down** /,pʊt wʌnz 'fʊt daʊn/ postawić na swoim

**reach the dizzy heights** /,ri:tʃ ðə ,dɪzi 'haɪts/ wspiąć się na zawrotną wysokość, osiągnąć najwyższy poziom

**require approval** /rɪ,kwaɪə ə'pruːvəl/ potrzebować aprobaty

**ripe old age** /,raɪp əʊld ,eɪdʒ/ podeszły wiek

**see the best in people** /,siː ðə 'best ɪn ,piːpəl/ dostrzegać w ludziach dobro

**sharp** /ʃɑːp/ bystry, błyskotliwy

**suffer/face hardships** /,sʌfə ,feɪs 'hɑːdʃɪps/ mieć ciężko, doznawać trudności; *she suffered many hardships* – los ją ciężko doświadczał

**thankful** /'θæŋkfəl/ wdzięczny

**touched** /tʌtʃt/ wzruszony

**unassuming manner** /,ʌnə,sjuːmɪŋ 'mænə/ skromny, powściągliwy sposób bycia

**unprejudiced** /,ʌn'predʒʊdɪst/ bezstronny

## 1.2 Reading 4.2

**accurate portrayal** /,ækjərət pɔː'treɪəl/ wierny obraz

**appreciate** /ə'priːʃieɪt/ wysoko sobie cenić

**ascend the throne** /ə,send ðə 'θrəʊn/ wstąpić na tron

**associate with sb** /ə'səʊʃieɪt wɪð ,sʌmbɒdi/ zadawać się z kimś, przestawać z kimś

**avenge** /ə'vendʒ/ pomścić

**back each other** /'bæk ɪtʃ ,ʌðə/ wspierać się nawzajem

**be in dire need of sth** /bi ɪn ,daɪə 'niːd əv ,sʌmbɒtɪŋ/ pilnie czegoś potrzebować

**be stuck in a rut** /bi ,stʌk ɪn ə 'rʌt/ popaść w rutynę

**bond (with/between sb)** /'bɒnd wɪð/ bɪ,twiːn ,sʌmbɒdi/ więź (z/pomiędzy kimś)

**captivating narrative** /,kæptəveɪtɪŋ 'nærətɪv/ wciągająca opowieść

**carefree** /'keə,friː/ bez troski

**caste** /kɑːst/ kasta

**compelling story** /kəm,pelɪŋ 'stɔːri/ fascynująca historia

**complex** /'kɒmpleks/ złożony

**condone an idea** /kən,dəʊn ən aɪ'dɪə/ zaakceptować pomysł

**confide in sb/one's problems to sb** /kən'faɪd ɪn ,sʌmbɒdi/wʌnz 'prɒbləmz tə ,sʌmbɒdi/ zwierzać się komuś / powierzać komuś swoje problemy

**count on sb** /'kaʊnt ɒn ,sʌmbɒdi/ liczyć na kogoś

**devoted** /dɪ'veʊtəd/ oddany

**endure** /ɪn'dʒʊə/ trwać

**envious of sb/sth** /'enviəs əv ,sʌmbɒdi/ ,sʌmbɒtɪŋ/ zazdrosny o kogoś/coś

**equanimity** /,ekwə'nɪməti/ spokój wewnętrzny

**evolve** /ɪ'vɒlv/ ewoluować

**facet** /'fæsət/ aspekt

**feign** /feɪn/ udawać, symulować

**grow up** /,grəʊ 'ʌp/ dorastać

**influence** /ɪnfluəns/ wpływać

**inseparable** /ɪn'sepərəbəl/ nierozłączny

**lifelong bond** /,laɪflɒŋ 'bɒnd/ więź na całe życie

**nuclear family** /,njuːkliə 'fæməli/ rodzina dwupokoleniowa (rodzice i dzieci)

**offer insight into sth** /,ɒfər 'ɪnsaɪt ,ɪntə ,sʌmbɒtɪŋ/ dawać w coś wgląd

**part** /pɑːt/ rozstać się

**plead with sb to do sth** /,pliːd wɪð ,sʌmbɒdi tə 'duː ,sʌmbɒtɪŋ/ błagać kogoś, by coś zrobił

**poverty-stricken** /'pɒvəti ,strɪkən/ dotknięty ubóstwem

**privileged background** /,prɪvələdʒd 'bækgraʊnd/ warstwy dobrze sytuowane

**protagonist** /prəʊ'tæɡənɪst/ główny bohater / główna bohaterka

**redress** /rɪ'dres/ naprawić, zadośćuczynić

**resentment** /rɪ'zentmənt/ niechęć, uraza

**resistance to sth** /rɪ'zɪstəns tə ,sʌmbɒtɪŋ/ opór przed czymś

**shift** /ʃɪft/ przesuwac się

**shortcoming** /'ʃɔːt,kʌmɪŋ/ wada

**sing sb's praises** /,sɪŋ ,sʌmbɒdɪz 'preɪzɪz/ wychwalać kogoś

**spoiler alert** /'spɔɪlə ə,lɜːt/ ostrzeżenie, że w dalszej części tekstu znajduje się informacja o szczegółach zakończenia filmu lub książki

**stand by sb** /'stænd baɪ ,sʌmbɒdi/ trwać przy kimś

**succour** /'sʌkə/ pomoc, wsparcie

**sustain** /sə'steɪn/ utrzymać

**through thick and thin** /θruː ,θɪk ən 'θɪn/ na dobre i na złe

**trait** /treɪt/ cecha (np. charakteru)

**trust sb with sth** /'trʌst ,sʌmbɒdi wɪð ,sʌmbɒtɪŋ/ powierzyć coś komuś

**unbreakable** /ʌn'breɪkəbəl/ niezniszczalny

**unconditionally** /,ʌnkən'dɪʃənəli/ bezwarunkowo

**unfold** /ʌn'fəʊld/ rozwijać się (o narracji)

**unwavering** /ʌn'weɪvərɪŋ/ niezachwiany

**vagabond** /'væɡəbɒnd/ włóczęga

## 1.3 Grammar 4.3

**befriend sb** /bɪ'frend ,sʌmbɒdi/  
zaprzyjaźnić się z kimś

**blind** /blaɪnd/ niewidomy

**catch sb's imagination** /,kætʃ ,sʌmbɒdiz  
ɪ,mædʒə'neɪʃən/ pobudzać czyjąś  
wyobraźnię

**come across sb/sth** /,kʌm ə'krɒs  
,sʌmbɒdi/,sʌmθɪŋ/ natknąć się  
na kogoś/coś

**deaf** /def/ głuchy

**gruelling** /'gru:əlɪŋ/ wyczerpujący

**look after sb** /,lʊk 'ɑ:ftə ,sʌmbɒdi/  
opiekować się kimś

**lose one's sight** /,lu:z wʌnz 'saɪt/ stracić  
wzrok

**undying friendship** /ʌn,dɑ:ɪ-ɪŋ 'frendʃɪp/  
dozgonna przyjaźń

## 1.4 Use of English 4.4

**be about to do sth/be on the point of  
doing sth** /bi ə,baut tə 'du: ,sʌmθɪŋ/  
,bi ɒn ðə ,pɔɪnt əv 'du:ɪŋ ,sʌmθɪŋ/ mieć  
właśnie coś zrobić

**be on the verge of doing sth** /bi ɒn ðə  
,vɜ:ɪdʒ əv 'du:ɪŋ ,sʌmθɪŋ/ być bliskim  
zrobienia czegoś

**be supposed to do sth** /bi sə,pəʊzd tə  
'du: ,sʌmθɪŋ/ mieć coś zrobić

**go through a rebellious phase** /,gəʊ θru:  
ə rɪ,beljəs 'feɪz/ przechodzić przez etap  
buntu

**impetuous** /ɪm'petʃuəs/ pochopny,  
impulsywny

**miss out** /,mɪs 'aʊt/ stracić okazję,  
przeoczyć coś

**slip by** /,slɪp 'baɪ/ szybko mijać, upływać  
(o czasie)

**split up** /,splɪt 'ʌp/ zerwać ze sobą,  
rozstać się

## 1.5 Listening 4.5

**charity work** /'tʃærəti ,wɜ:k/ praca  
charytatywna

**coincide** /,kəʊəp'saɪd/ pokrywać się

**coincidence** /kəʊ'ɪnsədəns/ zbieg  
okoliczności

**coincidental** /kəʊ,ɪnsə'dentl/  
przypadkowy

**contradict sth** /,kɒntrə'dɪkt ,sʌmθɪŋ/  
zaprzeczać czemuś, stać w sprzeczności  
z czymś

**contradiction** /,kɒntrə'dɪkʃən/  
sprzeczność

**contradictory** /,kɒntrə'dɪktəri/ sprzeczny

**distrust** /dɪs'trʌst/ nie ufać

**elongate** /'i:lŋgeɪt/ wydłużyć

**gut reaction** /,gʌt rɪ'ækʃən/ instynktowna  
reakcja

**have a criminal record** /hæv ə ,krɪmɪnəl  
'rekɔ:d/ być karanym sądownie

**impress sb** /ɪm'pres ,sʌmbɒdi/ zrobić na  
kimś wrażenie

**impressionable** /ɪm'preʃənəbəl/ podatny  
na wpływy

**impressive** /ɪm'presɪv/ imponujący

**length** /leŋθ/ długość

**lengthen** /'leŋθən/ wydłużyć

**minor crime** /,maɪnə 'kraɪm/ drobne  
przestępstwo

**split second** /,splɪt 'sekənd/ ułamek  
sekundy

**trustworthy/untrustworthy** /'trʌst,wɜ:ði/  
ʌn'trʌst,wɜ:ði/ godny/niegodny  
zaufania

**upstanding citizen** /ʌp,stændɪŋ  
'sɪtəzən/ prawy obywatel

**voluntary** /'vɒləntəri/ dobrowolny

**volunteer** /,vɒlən'tɪə/ wolontariusz/  
wolontariuszka; zgłosić się na ochotnika

## 1.6 Speaking 4.6

**aloof** /ə'lʊ:f/ powściągliwy, zachowujący  
dystans

**anxious** /'æŋkʃəs/ zatroskany,  
zaniepokojony

**at first glance** /ət ,fɜ:st 'glɑ:ns/  
na pierwszy rzut oka

**chatty** /'tʃæti/ gadatliwy

**content** /kən'tent/ zadowolony

**deep in thought** /,di:p ɪn 'θɔ:t/ głęboko  
zamyślony

**distant** /'dɪstənt/ nieprzyjazny, chłodny

**facial expression** /,feɪʃəl ɪk'spreʃən/  
wyraz twarzy

**free and easy** /,fri: ənd 'i:zi/ swobodny

**fun-loving** /'fʌn ,lʌvɪŋ/ lubiący zabawę

**have all the time in the world** /hæv ,ɔ:l  
ðə ,taɪm ɪn ðə 'wɜ:ld/ mieć mnóstwo  
czasu

**introspective** /,ɪntrə'spektɪv/  
introspektywny, rozmyślający nad sobą

**melancholic** /,melən'kɒlɪk/ melancholijny

**on closer inspection** /ɒn ,kləʊsər  
ɪn'spekʃən/ po bliższym przyjrzeniu się

**pensive** /'pensɪv/ zamyślony

**staged** /steɪdʒd/ zainscenizowany

**take oneself too seriously** /,teɪk  
wʌn ,self ,tu: 'sɪəriəsli/ traktować siebie  
zbyt poważnie

**upset** /,ʌp'set/ zmartwiony

**uptight** /'ʌptaɪt/ spięty, skryty

## 1.7 Writing 4.7

**charitable** /'tʃærətəbəl/ charytatywny

**conceive** /kən'si:v/ wymyślić, stworzyć

**disadvantaged** /,dɪsəd'vɑ:ntɪdʒd/ w złej  
sytuacji, pokrzywdzony przez los

**enterprising** /'entəpraɪzɪŋ/  
przedsiębiorczy

**honoured** /'hɒnəd/ zaszczycony

**proceeds** /'prəʊsi:dz/ wpływy, zysk

**put sth together** /,put ,sʌmθɪŋ tə'geðə/  
zorganizować coś



## VOCABULARY

### Exercise 1

- 1 take after
- 2 never had a bad word to say about
- 3 batting an eyelid
- 4 put his foot down
- 5 conjures up memories
- 6 ripe old
- 7 looked up to

- 1 In your notebook, replace the underlined words with synonymous phrases including the words in brackets.

They say I <sup>1</sup>bear a resemblance to (take) my grandfather both in looks and personality. He was a very kind and tolerant person who <sup>2</sup>was never critical of (word) anybody. He was also very generous. I remember he would often take me and my siblings out for dinner and pay the huge restaurant bill without <sup>3</sup>showing any surprise or concern (batting). On the other hand, he <sup>4</sup>was very firm (foot) if any of his grandchildren were badly behaved.

Looking at old photographs of family gatherings always <sup>5</sup>reminds me (conjures) of the fun we had together. I do miss him. He lived to the <sup>6</sup>advanced (ripe) age of ninety and when I think back to my grandfather I'm reminded that old people should be <sup>7</sup>honoured and respected (looked) because they have gained a lot more experience and wisdom than us.

- 2 In your notebook, write the words that complete the sentences correctly.

- 1 The police have decided to get tougher on minor citizens / crimes / records in the future.
- 2 In this job, you sometimes have to make decisions in a split / fair / dizzy second.
- 3 Having a criminal praise / record / insight can seriously jeopardise your future prospects.
- 4 Be careful dealing with Matt. He's had more than his fair share / shift / second of trouble with the law.
- 5 Paula must be a good role model – Jon's always singing her stature / praises / manner.
- 6 My gut / split / alert reaction was to run. What can I say? I'm a coward.
- 7 Everybody should aspire to be a(n) compelling / captivating / upstanding citizen – the world would be a better place.

- 3 In your notebook, write one word from the box for each gap. You can use the words more than once.

( in into of on with )

- 1 Williams's portrayal offers us a fascinating insight into the world of a single mother.
- 2 I'll be there on time, I promise. Don't worry, you can count on me!
- 3 Did you know that twins are often envious of each other?
- 4 We should encourage children to associate with people from other backgrounds.
- 5 I know Jake's on my side – he was nodding in approval the whole time I was speaking.
- 6 Honesty and respect are the two major facets of a good friendship.
- 7 The poverty-stricken are often faced with problems that we can't even begin to imagine.

## GRAMMAR

- 4 In your notebook, write the verb forms that complete the text correctly.

Sam and I <sup>1</sup>have known / have been knowing each other since we were at primary school. We <sup>2</sup>met / were meeting at a friend's birthday party and immediately <sup>3</sup>had discovered / discovered we had a lot in common. In fact, we <sup>4</sup>were talking / had been talking for so long that it was difficult to get us home. I remember that for weeks before the party my mother <sup>5</sup>had told / had been telling me to be more sociable, so she got her wish! Anyway, from that time on we <sup>6</sup>are spending / have been spending most of our free time together. By this time next month, we <sup>7</sup>will have been going / will be gone around together for six years. I hope that in six years from now we <sup>8</sup>will still be doing / will still have done that.

- 5 In your notebook, write the correct forms of the verbs from the box for each gap.

( attend finish play see speak )  
( study walk want )

- 1 We had been seeing each other for over a month when she called it off.
- 2 We have been playing together in the same band for a year now. We'll be bigger than The Beatles one day!
- 3 It's the first time we have spoken actually. He's really nice, isn't he?
- 4 Let's start heading home. Hopefully, the match will have finished by the time we get back. I can't stand football.
- 5 I had wanted to be in the choir for years. So when I finally got accepted, I was over the moon!
- 6 The test is tomorrow morning and I've got so much to revise. At this rate, I will be studying till midnight.
- 7 When I last saw Sarah, she was walking down the High Street arm in arm with Jake.
- 8 This time next Friday, we will have been attending this chess club regularly for exactly two years.

## USE OF ENGLISH


### Multiple choice cloze; sentence transformation

- 6 In your notebook, write one word for each gap. The first letter of each word is given.

- 1 They said they were going to be here early, but it's already 9.30!
- 2 I was supposed to referee the match, but it was cancelled.
- 3 Did you expect that they would make up and become friends again?
- 4 He was nervous as the concert was starting in a few minutes. It was his first ever gig.
- 5 We weren't able to finish our conversation. We had to take our seats as the plane was about to take off.
- 6 Sorry, some friends called just as I was on the verge of leaving. That's why I'm late.

## EXTRA ACTIVITIES

Photocopiable resource 4 Dear Editor  
(10 min.) pp. 264, 281

- 7  Choose the correct answer (A–D) and write it in your notebook.


*My best friend is called Zach. We attended the same primary school and we've grown up together. What can I tell you about him? He comes from a rather privileged <sup>1</sup> \_\_\_\_\_, his manner is gentle and <sup>2</sup> \_\_\_\_\_ and he always sees the best in people. He's very open-minded and is one of the most <sup>3</sup> \_\_\_\_\_ people I know when it comes to dealing with others.*

*Another reason why we get on with each other so well is that we have a lot in common. He often comes over to my house and we spend hours just hanging out and talking.*

*There's definitely a strong <sup>4</sup> \_\_\_\_\_ between us and I know I can depend on him. If I'm having a hard time, I usually try to <sup>5</sup> \_\_\_\_\_ on a brave face and pretend nothing is wrong. But he knows when I'm hiding something and encourages me to talk about it.*

*Even if we go our separate ways after college, I know we will always <sup>6</sup> \_\_\_\_\_ in touch with each other. I really do believe there's a(n) <sup>7</sup> \_\_\_\_\_ tie between us.*

- |   |   |  |  |
|---|---|--|--|
| 1 A history                               | <input checked="" type="radio"/> B background | C upbringing                                   | D house  |
| 2 A unconfident                           | <input checked="" type="radio"/> B unassuming | C insecure                                     | D unworried                                    |
| 3 A acceptable                            | B irreverent                                  | C thankful                                     | <input checked="" type="radio"/> D considerate |
| 4 A link                                  | B chain                                       | <input checked="" type="radio"/> C bond        | D knot   |
| 5 A place                                 | <input checked="" type="radio"/> B put        | C pose   | D set  |
| 6 <input checked="" type="radio"/> A keep | B continue                                    | C get  | D carry on                                     |
| 7 A devoted                               | B unconditional                               | <input checked="" type="radio"/> C unbreakable | D obstinate                                    |

- 8  In your notebook, complete the second sentence so that it means the same as the first. Use between three and six words including the word in capitals. Do not change the word given.

- 1 The plan was that we should be at the station at four, but we didn't get there in time.

**DUE**

We were due to be at the station at four, but we didn't get there in time.

- 2 Next September, it will be four years since my family came to live here.

**BEEN**

By next September, my family will have been living here for/ will have been here for four years.

- 3 It was well known that they were rivals and it had been years since they'd agreed about anything.

**DISAGREEING**

It was well known that they were rivals and that they had been disagreeing (about everything) for years.

- 4 My grandmother was going to come over in a taxi, but in the end she walked.

**PLANNING**

My grandmother had been planning on coming over/been planning to come over in a taxi, but in the end she walked here.

- 5 It's two weeks since Maria and her cousin quarrelled and they're still not speaking.


**FELL**

Maria and her cousin fell out two weeks ago and they haven't spoken since then.

Focus Review 1 EXTRA page 138

## LISTENING

### Gap fill

- 9  1.13 Listen to a talk about arguing. In your notebook, write a word or short phrase for each gap in sentences 1–8.

- Arguments-as-proof are meant to prove or disprove a (scientific) theory.
- Arguments-as-presentation need a(n) (captive) audience.
- The speaker considers arguing to be a(n) (inevitable) outcome of interacting with some of the people we meet.
- People who argue with friends or family are often (more) considerate towards other people.
- One of the benefits of arguing is that people have longer life expectancy.
- People who do not express their feelings can be compared to a(n) (ticking) time bomb.
- The speaker suggests that an argument is equivalent to communication.
- As long as you avoid personal attacks, a good argument can actually create stronger bonds between people.

## WRITING

### Formal e-mail/letter

- 10 Do the task in your notebook.

W anglojęzycznym czasopiśmie pojawiło się ogłoszenie, którego autorzy zachęcają czytelników do podzielenia się przemyśleniami na temat przyjaźni. Autorzy chcieliby się dowiedzieć, dlaczego przyjaźń jest ważna w życiu czytelników, jak o nią dbają oraz jak ich przyjaźnie zmieniają się z biegiem czasu. Napisz **list formalny** do redakcji czasopisma, w którym odniesiesz się do tych trzech kwestii.

Write a composition following the conventions of the genre indicated in the topic. Use between 300 and 350 words



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## REFERENCES

Audioscript p. 236

## EXTRA ACTIVITIES

- Extra digital activities: Listening and Use of English Checkpoints
- Class debate: Family background determines whether a person achieves success in life or not. (For instructions, see p. 234)

## NEXT CLASS

- Ask students to do Self-check 1.9 in the WB, pp. 16–17.
- Ask students to prepare for Unit test 1: Testing Programme, Unit 1.