

# 1 one

## The ties that bind

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

Jane Austen,  
Northanger Abbey

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – phrasal verbs
- personality and relationships
- adjectives
- collocations
- common phrases

#### Reading:

- an article about friendships in literature
- multiple matching

#### Grammar:

- perfect and continuous aspect

#### Language in Focus:

- future in the past

#### Listening:

- a talk about first impressions
- sentence completion

#### Speaking:

- speculating about appearance

#### Writing:

- a formal email/letter

### FOCUS REFERENCE

- Grammar and Language in Focus Reference and Practice pp. 112–115

## 1.1 Vocabulary

Personality and relationships • adjectives • collocations • phrases

*I can talk about relationships and describe people*

### 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 / <del>put</del> / take after | 4 depend / live / look up to |
| 2 put / take / fall up with          | 5 depend / get / find on     |
| 3 grow / miss / split up             | 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 on page 5 and discuss the question in pairs.

Why does Ruth's grandmother make Ruth feel:

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

### WORD STORE 1A | 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 <b>unprejudiced</b> | 4 disrespectful | 7 loyal |
| 2 stubborn                     | 5 thoughtful    |         |
| 3 quick-witted                 | 6 practical     |         |

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 **?**. She always puts other people first.
- 3 Even though he is ninety, my grandfather is still **?** enough to do crosswords and sudoku puzzles.
- 4 I think that dogs are more **?** pets than cats.
- 5 My brother is very **?** – he never compromises.
- 6 She is **?** and realistic whereas I am idealistic and impractical.
- 7 He is **?**, especially towards people in authority.



### WORD STORE 1B | 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.
- 3 People with a(n) modest presence can't influence others.
- 4 Home-made goodies are always better than bought ones.
- 5 Certain smells can bring back images of childhood holidays.
- 6 You need strength and determination if you want to lead.
- 7 A(n) lack of height is an advantage if you're travelling by plane.
- 8 Few parents would show their acceptance if their teenager had a tattoo done.

## WORD STORE 1C | 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	memories	stature	heights	will
	approval	hardships	<del>treat</del>	manner

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

## WORD STORE 1D | Common phrases

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

- remain calm/not show any shock  
*not bat an eyelid*
- finds the good things about sb
- a disproportionate amount
- asserts sth strongly
- carried on as normal
- behaved as if sth did not worry her
- a very old age

- 10 In your notebook, rewrite the sentences with the correct forms of the highlighted phrases from the blog. Are any true for you? Why?/Why not?

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

- 11 Describe your oldest relative to a partner. Use the points and your own ideas. Who has the oldest relative in the class?

- name
- age
- where he/she lives
- relationship to you
- traits you have/haven't inherited
- last time you saw him/her

# 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 meters 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.

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 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 some of the traits of my beloved grandmother, a small lady with an enormous heart.




# 1.2 Reading

## Multiple matching

I can understand an article about the complexities of friendship

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



**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 Look quickly through the article on friendships in literature. In pairs, discuss which of the stories you would most like to read.

### READING FOCUS Multiple matching

- 3 Read the article again. 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?
- 2 one person's resistance to change?
- 3 a character's trait which positively influences their companions?
- 4 an opinion on the function of a true friend when faced with a friend's bad behaviour?
- 5 friendship within the family?
- 6 a difference in social status between two people who are closely connected?
- 7 a story related by one friend about the other?
- 8 a friendship which endures despite contradictory feelings among the individuals concerned?
- 9 a friendship that develops despite opposition?
- 10 the writer's view on the type of friendships that last longest?

# 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 and a drunk, 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.





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

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

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

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

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

1 a captivating narrative

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

- |              |                  |                  |              |                |
|--------------|------------------|------------------|--------------|----------------|
| <u>count</u> | <u>associate</u> | <u>faced</u>     | <u>bond</u>  | <u>envious</u> |
| <u>facet</u> | <u>insight</u>   | <u>portrayal</u> | <u>stand</u> | <u>trust</u>   |

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

**7** 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.



# 1.3 Grammar

## Perfect and continuous aspect

I can use perfect and continuous aspect

- 1 Look at the photo in Exercise 2. In pairs, discuss why the man and the dog are such good friends.
- 2 Read the article and discuss the questions in pairs.
  - 1 How did the friends meet?
  - 2 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!



- 4 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.

- 5 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>  (discover) him on the street on his way home from work. As of yesterday, our dog <sup>3</sup>  (live) with us for over twelve years. He <sup>4</sup>  (have) a very happy life but now he's very old. He <sup>5</sup>  (find) it difficult to walk and he's almost deaf. By this time next week, he <sup>6</sup>  (have) an operation on his hip. If the operation goes well, he <sup>7</sup>  (play) in the garden in a few weeks.

- 6 In pairs, think of a story to go with the photo. In your notebook, 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.



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

Grammar & Language in Focus pages 112–113

### 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.

1 Present Continuous

3 Future Continuous

2 Past Continuous

• You use the **perfect aspect** to show a link between two time periods (e.g. two actions)

4 Present Perfect

6 Future Perfect

5 Past 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.

7 Present Perfect Continuous

9 Future Perfect Continuous

8 Past Perfect Continuous

# 1.4 Language in Focus

## Future in the past

I can talk about plans made in the past and changes to those plans

- 1 Look at the post. In pairs, discuss why this person is giving away a free airline ticket.



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

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				
To Milan				To Milan				
Gate 05	Boarding till 06:40	Seat 15A		Flight IAF123	Date 21 DEC 14	Time 07:15	Gate 05	Boarding till 06:40

- 2 1.7 Listen to a short news story about the post in Exercise 1. Discuss the questions in pairs.

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

- 3 1.7 Listen again. In your notebook, write the words you hear.

- 1 They were *on the verge of taking* / *about to take* a romantic trip.
- 2 They were *going to* / *planning to* travel around the world.
- 3 They would *have* / *spend* Christmas Day in Vienna.
- 4 They were *visiting* / *seeing* eight countries.
- 5 It was *to* / *going to* be the trip of a lifetime.
- 6 But shortly before the trip was *supposed to* / *due to* take place, the couple split up.
- 7 He wasn't *planning on missing out* / *about to miss out* on the trip as well.
- 8 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 from 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.

1 **Past Continuous**

They **were visiting** eight countries.

2 **was/were going to**

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

3 **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)

- 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 1 about to leave. I <sup>2</sup>  intending on taking any exams and I didn't have any clear ideas about what I <sup>3</sup>  do once I left. Then, just as I was on the <sup>4</sup>  of leaving, a new Maths teacher took over our classes. Little did I know that he <sup>5</sup>  going to be the person who changed everything for me. He was funny and clever and he wasn't <sup>6</sup>  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.

- 1 He was about to start a new course that week.

**BEGINNING**

*He was beginning a new course that week.*

- 2 I was seriously considering selling my guitar. **VERGE**

- 3 I was sure the exam results were going to decide my future career. **WOULD**

- 4 I knew exactly what I was going to do for the next six months. **DOING**

- 5 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.

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

- 8 Think of a time when you had to change your plans. In pairs, discuss what happened. Use as many of the forms from the LANGUAGE FOCUS as possible.



# 1.5 Listening

## Sentence completion

I can understand a detailed description of a scientific experiment

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

2 1.8 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?
- 2 Did her friend's group have to do the same?
- 3 What did the experiment show?

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.*

### LISTENING FOCUS Sentence completion

3 1.8 Listen again. In your notebook, write a word or short phrase for each gap in sentences 1–8.

- 1 Jen was interested in the experiment because she was writing an  about the same topic that semester.
- 2 During the experiment, Jen learnt that some of the people often did .
- 3 Jen thought that a  might be part of the next step in the experiment.
- 4 Jen found the second part of the experiment very  as she had so little time to make judgments.
- 5 Her friend had a different  in the second part.
- 6 Jen's friend was given a  time to get her impression.
- 7 Jen felt  when she found out that some of the information was false.
- 8 Jen thought the fact that our first impressions are based on physical appearance alone was quite .

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

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

5 Discuss the questions in pairs:

- 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?

6 1.9 **COLLOCATIONS** 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**

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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) .
- 3 Her life changed in a(n)  when she met him: it was love at first sight!
- 4 I thought of her as a(n)  and was shocked when she was arrested.
- 5 She was arrested for the  of shoplifting.
- 6 I had no reason to distrust him but I just did. It was a(n) .

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

9 1.10 **WORD FORMATION** 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>	coincide	<input type="text"/>
2 <input type="text"/>	contradict	<input type="text"/>
3 impression	<input type="text"/>	<input type="text"/>
4 <input type="text"/>	<input type="text"/>	long
5 volunteer	<input type="text"/>	<input type="text"/>

10 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?

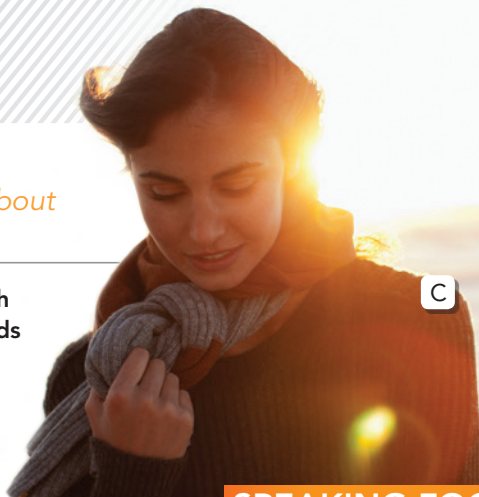
# 1.6 Speaking

## Speculating about appearance

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

1 In pairs, 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 Compare your answers in Exercise 1 with a partner. Were they similar? Justify your choice if they were different.

3 1.11 Listen to Chris and Jess talking about one of the photos. Which one is Jess describing? Which phrases does she use from Exercise 1?

4 1.11 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>?, 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>?, 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>? 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>? 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>? again, I could be wrong about all of that. I mean, it isn't a very natural shot. It's <sup>7</sup>? to say but it almost seems a bit staged. I mean she's posing, isn't she? And there's <sup>8</sup>? 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 + adj/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 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 actor / student / 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 In pairs, talk about the person in Photo B. Use phrases from the SPEAKING FOCUS and the questions to help you.

- 1 What do you think he does for a living? Why?
- 2 What kind of personality does he have? Why?
- 3 What does he enjoy doing? What makes you think that?
- 4 Would you like to meet him? Why?/Why not?



## 1.7 Writing

### A formal email/letter

*I can write an email/a letter describing an event and inviting someone to participate in it*

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

- 1 What are the families 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 your country?

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

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 In pairs, discuss how the underlined sections could be changed to make the email sound more formal.**

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

# Brownswood Secondary School Family Day

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

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

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 chairwoman 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

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.



- 5 Read the **WRITING FOCUS** and compare the rules in it 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, write the second sentence so that it means the same as the first but is more formal. Use the word in capitals and the **WRITING FOCUS** to help you.

- 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 in. **PARTICIPATE**
- 3 We can't wait to see you on the day. **FORWARD**
- 4 We want to raise money for the local orphanage. **AIM**
- 5 We'll be so grateful if you help us. **SHOULD**

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

## LANGUAGE FOCUS

### Formal vocabulary I

- 1 fellow students – *classmates*
- 2 deliver a speech – ?
- 3 value your presence – ?
- 4 the aim of the event is to – ?
- 5 contend with – ?
- 6 raise awareness of – ?
- 7 attend – ?
- 8 be willing to collaborate with – ?
- 9 extremely grateful – ?
- 10 plight – ?
- 11 consider – ?
- 12 in this venture – ?

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

You are a volunteer at a local youth centre that organises events and activities for teenagers aged fourteen–sixteen during the school holidays. You have been asked to invite some guest speakers with interesting or unusual jobs to come to the centre and talk to the teenagers. Write a letter to someone you feel would be suitable. You should explain:

- the reasons for organising a series of speakers,
- why you think teenagers would be interested in this person,
- the details of the event.

Write a letter of 220–260 words.



# FOCUS REVIEW 1

## VOCABULARY

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

## GRAMMAR

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

finish walk see want speak play  
attend study

- 1 We  each other for over a month when she called it off.
- 2 We  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  actually. He's really nice, isn't he?
- 4 Let's start heading home. Hopefully, the match  by the time we get back. I can't stand football.
- 5 I  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  till midnight.
- 7 When I last saw Sarah she  down the High Street arm in arm with Jake.
- 8 This time next Friday we  this chess club regularly for exactly two years.

## LANGUAGE IN FOCUS

- 6 In your notebook, write one word for each gap.

- 1 They said they were g  to be here early but it's already 9.30!
- 2 I was s  to referee the match but it was cancelled.
- 3 Did you expect that they w  make up and become friends again?
- 4 He was nervous as the concert was s  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 a  to take off.
- 6 Sorry, some friends called just as I was on the v  of leaving. That's why I'm late.

## USE OF ENGLISH

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 <sup>4</sup>  out and talking.

There's definitely a strong <sup>5</sup>  between us and I know I can depend on him. If I'm having a hard time, I usually try to <sup>6</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>7</sup>  in touch with each other. I really do believe there's a(n)

<sup>8</sup>  tie between us.

- |                 |                 |               |               |
|-----------------|-----------------|---------------|---------------|
| 1 A history     | B background    | C upbringing  | D house       |
| 2 A unconfident | B unassuming    | C insecure    | D unworried   |
| 3 A acceptable  | B irreverent    | C thankful    | D considerate |
| 4 A hanging     | B going         | C walking     | D staying     |
| 5 A link        | B chain         | C bond        | D knot        |
| 6 A place       | B put           | C pose        | D set         |
| 7 A keep        | B continue      | C get         | D carry on    |
| 8 A devoted     | B unconditional | C unbreakable | D obstinate   |

8 In your notebook, write 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.

We  at the station at four but we didn't get there in time.

**DUE**

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

By next September my family  four years. **BEEN**

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

It was well known that they were rivals and that they  for years. **DISAGREEING**



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

My grandmother had  in a taxi but in the end she walked here. **PLANNING**

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

Maria and her cousin  ago and they haven't spoken since then. **FELL**

## LISTENING

9  1.12  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 .
- Arguments-as-presentation need a/an .
- The speaker considers arguing to be a/an  outcome of interacting with some of the people we meet.
- People who argue with friends or family are often  towards other people.
- One of the benefits of arguing is that people have longer .
- People who do not express their feelings can be compared to a .
- The speaker suggests that an argument is equivalent to .
- As long as you avoid , a good argument can actually create stronger bonds between people.

## WRITING

10 Do the task in your notebook.

You see the following advertisement in a magazine.

One of the most important and yet least understood areas of psychology concerns the role of friends in our lives. To help us with our research into friendship, we invite readers to write and tell us why their close friends are important to them, how they maintain their friendships and if the nature of their friendship has changed over time.

Write a **formal letter** of 220–260 words in an appropriate style.

