

FOCUS 5

SECOND EDITION

B2+/C1

STUDENT'S BOOK

| | VOCABULARY | READING | GRAMMAR |
|--|--|---|--|
| 1 The ties that bind | pp. 4–5 Focus on Words: Personality adjectives; collocations; common phrases Reading: A blog post about a grandmother pp. 14–15 Word list | pp. 6–7 An article about friendships in literature ✔ Reading Focus: Matching Focus on Words: Word pairs Vocabulary: Collocations; prepositions | p. 8 Perfect and continuous aspect |
| 2 Learning for life | pp. 18–19 Focus on Words: Exaggerated synonyms; phrasal verbs; phrases – relaxed/stressed Reading: An article about exam preparation techniques pp. 28–29 Word list | pp. 20–21 An article about studying abroad ✔ Reading Focus: Gapped text Focus on Words: Collocations Vocabulary: Adjectives and adverbs; phrases | p. 22 Speculating |
| 3 The new thing | pp. 32–33 Focus on Words: Compounds; phrases – success and failure; forming nouns from adjectives Reading: An infographic of the history of recorded music pp. 42–43 Word list | pp. 48–49 Four short articles about technology in sport ✔ Reading Focus: Matching Focus on Words: Collocations Vocabulary: Words and phrases; word families | p. 36 Infinitives |
| 4 All in a day's work | pp. 46–47 Focus on Words: Phrasal verbs – work; colloquial phrases; collocations – work and money Reading: An article about interns' experiences pp. 56–57 Word list | pp. 48–49 An article about young entrepreneurs ✔ Reading Focus: Matching Focus on Words: Collocations Vocabulary: Word building | p. 50 -ing forms |
| 5 Journeys | pp. 60–61 Focus on Words: Phrasal verbs; suffixes – forming adjectives; colloquial phrases Reading: An article about travelling for the first time pp. 70–71 Word list | pp. 62–63 An article about a train journey in the Namib Desert ✔ Reading Focus: Gapped text Focus on Words: Descriptive verbs/ adjectives Vocabulary: Verbs of movement; words and phrases | p. 64 Advanced comparative structures |
| 6 Express yourself | pp. 74–75 Focus on Words: Exaggerated synonyms; theatre words; compound adjectives Reading: A review of a musical pp. 84–85 Word list | pp. 76–77 An article about the poet Kate Tempest ✔ Reading Focus: Multiple choice Focus on Words: Collocations Vocabulary: Word families | p. 78 Advanced conditionals |
| 7 Text me! | pp. 88–89 Focus on Words: Prefixes; verb–noun collocations; phrases with <i>mind</i> Reading: An interview with the author of <i>The Organized Mind</i> pp. 98–99 Word list | pp. 90–91 An article about a fitness mobile game ✔ Reading Focus: Multiple choice Focus on Words: Phrases Vocabulary: Synonyms | p. 92 Reporting verb patterns |
| 8 Future generations | pp. 102–103 Focus on Words: Synonyms; environmental problems; animal idioms Reading: An article about meat consumption and global warming pp. 112–113 Word list | pp. 104–105 An article about UN celebrity ambassadors ✔ Reading Focus: Gapped text; gap fill Focus on Words: Collocations Vocabulary: Phrases; prefixes | p. 106 Inversion after adverbials |

| USE OF ENGLISH | LISTENING | SPEAKING | WRITING | FOCUS REVIEW |
|--|---|--|---|---|
| p. 9 Future in the past | p. 10 A talk about first impressions ✔ Listening Focus: Gap fill Focus on Words: Collocations Vocabulary: Word families | p. 11 ✔ Speculating about appearance | pp. 12–13 ✔ A formal email/letter Language Focus: Formal vocabulary | pp. 16–17 Vocabulary Grammar ✔ Use of English ✔ Listening ✔ Writing |
| p. 23 Accuracy with articles | p. 24 Dialogues about different types of informal learning ✔ Listening Focus: Multiple choice Focus on Words: Phrases | p. 25 ✔ Giving supporting examples | pp. 26–27 ✔ An article | pp. 30–31 Vocabulary Grammar ✔ Use of English ✔ Listening ✔ Speaking |
| p. 37 Sentence modifiers | p. 38 Dialogues about technology ✔ Listening Focus: Multiple choice Focus on Words: Verbs | p. 39 ✔ Agreeing and disagreeing | pp. 40–41 ✔ A review of a product Language Focus: Clauses of purpose | pp. 44–45 Vocabulary Grammar ✔ Use of English ✔ Listening ✔ Speaking |
| p. 51 Prepositional phrases | p. 52 A radio programme about job interviews ✔ Listening Focus: Multiple choice Focus on Words: Word building | p. 53 Buying time | pp. 54–55 ✔ An essay Language Focus: Writing cohesive texts | pp. 58–59 Vocabulary Grammar ✔ Use of English ✔ Listening ✔ Writing |
| p. 65 Words and phrases with <i>ever</i> | p. 66 Monologues about different travel experiences ✔ Listening Focus: Matching Focs on Words: Phrases | p. 67 Comparing photos | pp. 68–69 A report Language Focus: Vocabulary used in reports | pp. 72–73 Vocabulary Grammar ✔ Use of English ✔ Listening ✔ Speaking |
| p. 79 Phrases with <i>if</i> | p. 80 Dialogues about the redevelopment of a skatepark ✔ Listening Focus: Multiple choice Focus on Words: Collocations | p. 81 ✔ Discussing advantages and disadvantages | pp. 82–84 ✔ A review of a book/film Language Focus: Intensifying adverbs | pp. 86–87 Vocabulary Grammar ✔ Use of English ✔ Listening ✔ Writing |
| p. 93 Passive reporting structures | p. 94 A radio programme about amateur journalists ✔ Listening Focus: Multiple choice Focus on Words: Collocations | p. 95 ✔ Adding emphasis | pp. 96–97 ✔ A formal email/letter Language Focus: Formal vocabulary | pp. 100–101 Vocabulary Grammar ✔ Use of English ✔ Listening ✔ Speaking |
| p. 107 Extra <i>it</i> | p. 108 A talk about an environmental project ✔ Listening Focus: Gap fill Focus on Words: Verbs | p. 109 ✔ Speculating about photos | pp. 110–111 ✔ Essay introductions Language Focus: Linkers: review | pp. 114–115 Vocabulary Grammar ✔ Use of English ✔ Listening ✔ Speaking |

1

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

VOCABULARY

1.1

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?

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



5 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.

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 = <u>unprejudiced</u> | 5 thoughtful = ? |
| 2 stubborn = ? | 6 practical = ? |
| 3 quick-witted = ? | 7 loyal = ? |
| 4 disrespectful = ? | |

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

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



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?

- 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.
- No one should have to experience difficulties in this day and age.
- People with a(n) modest presence can't influence others.
- Home-made goodies are always better than bought ones.
- Certain smells can bring back images of childhood holidays.
- You need strength and determination if you want to lead.
- A(n) lack of height is an advantage if you're travelling by plane.
- Few parents would show their acceptance if their teenager had a tattoo done.

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.

- 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, complete the sentences with an expression from Exercise 9 in the correct form. 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 **SPEAKING** Describe your oldest relative to a partner. Use as many words from this lesson as possible. Who has the oldest relative in class?

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 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

Matching

I can understand specific details in an article.

- 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?
- 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 parents' wishes?
- 10 the writer's view on the type of friendships that last longest?

1.6

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.



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

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

- associate bond count envious faced
facet insight portrayal stand trust

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

1.3

GRAMMAR

Perfect and continuous aspect

I can use perfect and continuous aspect.

1 **SPEAKING** Look at the photo in Exercise 2. Discuss why the man and the dog are such good friends.

2 Read the article and discuss the questions in pairs.

- How did the friends meet?
- Why do you think the story was so popular?

Arthur the Racing Dog



Man's best friend

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, ¹*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, ²*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 ³*were bullying / had bullied* him, Tiger would run to Noble. Since then, the friendship between the animals ⁴*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 ⁵*was becoming / has become* Noble's guide. Tiger ⁶*has opened / was opening* new doors for him, literally and figuratively. At the end of this month, Tiger ⁷*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 ¹*had been wanting* (want) a dog and I was happy when Dad brought home a puppy. Dad ² ? (discover) him on the street on his way home from work. As of yesterday, our dog ³ ? (live) with us for over twelve years. He ⁴ ? (have) a very happy life, but now he's very old. He ⁵ ? (find) it difficult to walk and he's almost deaf. By this time next week, he ⁶ ? (have) an operation on his hip. If the operation goes well, he ⁷ ? (play) in the garden in a few weeks.

6 **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.



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

3 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**.

Grammar pages 116–117

1.4

USE OF ENGLISH

Future in the past

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



| Air Company | | | | Have a nice flight | | |
|--|---------------|-----------|-------|--|---------------|-------|
| Name of passenger ELIZABETH GALLAGHER | | | | Name of passenger ELIZABETH GALLAGHER | | |
| From | Flight | Date | Time | From | | |
| New York | IAF123 | 21 DEC 14 | 07:15 | New York | | |
| To | | | | To | | |
| Milan | | | | Milan | | |
| Gate | Boarding till | Seat | | Flight | Date | Time |
| 05 | 06:40 | 15A | | IAF123 | 21 DEC 14 | 07:15 |
| | | | | Gate | Boarding till | Seat |
| | | | | 05 | 06:40 | 15A |

- 1 **SPEAKING** Look at the post. 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

- 2 **1.8 SPEAKING** 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 **1.8** 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 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** the following day.

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

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

1.5

LISTENING

Gap fill

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



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

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

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

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

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

D *First impressions last forever.*

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

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 [?] 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 [?].
- 3 Jen thought that the next part of the experiment would [?].
- 4 Jen's friend had a different [?] in the second part.
- 5 Her friend was given a [?] amount of time to form an impression.
- 6 It came as a surprise to Jen that the researchers had [?] information about each person in the photo.
- 7 Jen thought the fact that our first impressions are based on what people [?] was quite worrying.

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 **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) [?].
- 3 My aunt's life changed in a(n) [?] when she met her future husband: 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 **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 <i>coincidence</i> | <i>coincide</i> | [?] |
| 2 [?] | <i>contradict</i> | [?] |
| 3 <i>impression</i> | [?] | [?] [?] |
| 4 [?] | [?] [?] | <i>long</i> |
| 5 <i>volunteer</i> | [?] | [?] |

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.



C

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

B



A



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 ...

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?

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 ¹looks 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 ²?, I thought she looked a bit pensive and melancholic or even as if she might be angry or upset. But, on closer ³?, I'd say, although she looks introspective and thoughtful at the same time she seems happy ... or maybe content is the right word. ⁴? 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 ⁵? 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 ⁶? again, I could be wrong about all of that. I mean, it isn't a very natural shot. It's ⁷? to say, but, it almost seems a bit staged. I mean she's posing, isn't she? And there's ⁸? about the angle, as if the photographer wanted to get the lighting just right ...

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 **1.12** **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.

1.7

WRITING

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.*

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

We want to ⁵sort 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.

⁶We've got our fingers crossed that Family Day will attract ⁷loads 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.

⁸Anyway, 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. ⁹Do you want to help us? We would appreciate it if you could give a short talk during our opening ceremony. ¹⁰Actually, 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, ¹¹that would be awesome and we would happily donate all our proceeds to Families First. ¹²It sounds like a good deal, doesn't it?

Yours sincerely,

Julia Spritely

- 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 #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 like to participate in our 'Clean the Earth' event.
- 3 We can't wait to see you on the day. **FORWARD**
We are looking forward to 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**
We would be extremely grateful if you would 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 speech
- 3 value your presence – appreciate your presence
- 4 the aim of the event is to – the purpose of the event is to
- 5 contend with – deal with
- 6 raise awareness of – bring attention to
- 7 attend – take part in
- 8 be willing to collaborate with – work with
- 9 extremely grateful – thankful
- 10 plight – situation
- 11 consider – think about
- 12 in this venture – in this project

- 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 zapraszasz właśnie tę osobę,
- przekaż 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 'memərɪz/ wymazywać z pamięci wspomnienia

cluttered /'klʌtəd/ zagracony

compromise /'kɒmprəmaɪz/ iść na kompromis

conjure up memories /'kɒndʒər ʌp 'memərɪz/ przywołać wspomnienia

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

diminutive stature /dɪ'mɪnɪtɪv 'stætʃə/ drobna postura

down-to-earth /daʊn tu 'zɪθ/ 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 /'fri: 'wɪl/ wolna wola

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

idealistic /aɪ'diə'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 /'lɒfti 'haɪts/ imponująca wysokość

modest presence /mɒdɪst 'prezəns skromny, powściągliwy sposób bycia

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

nod in approval /'nɒd ɪn ə'pru:vəl/ 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 ,sʌmbɒdɪ/ 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'pru:vəl/ potrzebować aprobaty

ripe old age /raɪp əʊld ,eɪdʒ/ podeszły wiek

see the best in people /'si: ðə 'best ɪn ,pi:pəl/ dostrzegać w ludziach dobro

sharp /ʃɑ:p/ 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,sju:mɪŋ 'mænə/ skromny, powściągliwy sposób bycia

unprejudiced /'ʌn'predʒudɪst/ bezstronny

1.2 Reading 4.2

accurate portrayal /'ækjərət pɔ:'treɪəl/ wierny obraz

appreciate /ə'pri:ʃeɪt/ wysoko sobie cenić

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

associate with sb /ə'səʊʃeɪt wɪð ,sʌmbɒdɪ/ zadawać się z kimś, przestawać z kimś

avenge /ə'vendʒ/ pomścić

back each other /'bæk i:tʃ ,ʌðə/ wspierać się nawzajem

be in dire need of sth /bi ɪn ,daɪə 'ni:d əv ,sʌmθɪŋ/ pilnie czegoś potrzebować

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

bond (with/between sb) /'bɒnd wɪð/ ,bi,twi:n ,sʌmbɒdɪ/ więź (z/pomiędzy kimś)

captivating narrative /'kæptəveɪtɪŋ 'nærətɪv/ wciągająca opowieść

carefree /'keə,fri:z/ bez troski

caste /kɑ:st/ kasta

compelling story /kəm,pelɪŋ 'stɔ:ri/ fascynująca historia

complex /'kɒmpleks/ złożony

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

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

count on sb /'kaʊnt ɒn ,sʌmbɒdɪ/ liczyć na kogoś

devoted /dɪ'vəʊtəd/ oddany

emotion /ɪ'məʊʃən/ emocja

endure /ɪn'djuə/ trwać

envious of sb/sth /'enviəs əv ,sʌmbɒdɪ/

,sʌmθɪŋ/ 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 /'nju:kliə 'fæməli/ rodzina dwupokoleniowa (rodzice i dzieci)

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

part /pɑ:t/ rozstać się

plead with sb to do sth /'pli:d wɪð ,sʌmbɒdɪ tə 'du: ,sʌmθɪŋ/ błagać kogoś, by coś zrobił

poverty-stricken /'pɒvəti ,strɪkən/ dotknięty ubóstwem

privileged background /'prɪvəlɪdʒd 'bækgraʊnd/ warstwy dobrze sytuowane

protagonist /prəʊ'tægənɪst/ główny bohater / główna bohaterka

redress /rɪ'dres/ naprawić, zadośćuczynić

resentment /rɪ'zentmənt/ niechęć, uraza

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

shift /ʃɪft/ przesuwac się

shortcoming /'ʃɔ:t,kʌmɪŋ/ wada

sing sb's praises /,sɪŋ ,sʌmbɒdɪz 'preɪzɪz/ chwalić kogoś

spoiler alert /'spɔɪlər ə,lɜ:t/ ostrzeżenie, że w dalszej części tekstu znajduje się informacja o szczegółach zakończenia filmu lub książki

stand by sb /'stænd baɪ ,sʌmbɒdɪ/ trwać przy kimś

succour /'sʌkə/ pomoc, wsparcie

sustain /sə'steɪn/ utrzymać

through thick and thin /θru: ,θɪk ən 'θɪn/ na dobre i na złe

trait /treɪt/ cecha (np. charakteru)

trust sb with sth /'trʌst ,sʌmbɒdɪ wɪð ,sʌmθɪŋ/ powierzyć coś komuś

unbreakable /'ʌn'breɪkəbəl/ niezniszczalny

unconditionally /'ʌnkən'dɪʃənəli/ bezwarunkowo

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

unwavering /'ʌn'weɪvərɪŋ/ niezachwiany

vagabond /'vægəbɒnd/ włóczęga

1.3 Grammar 4.3

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

blind /blaɪnd/ niewidomy

catch sb's imagination /,kætʃ ,sʌmbɒdɪz
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,dɑɪ-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:dʒ 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 /,kəʊɪn'saɪd/ pokrywać się

coincidence /kəʊ'ɪnsə'dəns/ 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:lɒŋeɪt/ wydłużyć

gut reaction /,gʌt rɪ'ækʃən/ instynktowna
reakcja

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

impress /ɪm'pres/ zrobić 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'lu: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 /'ʌptʌɪt/ spięty, skryty

1.7 Writing 1.7

charitable /'tʃærətəbəl/ charytatywny

conceive /kən'si:v/ wymyślić, stworzyć

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

enterprising /'entəpraɪzɪŋ/
przedsiębiorczy

honoured /'ɒnəd/ zaszczycony

proceeds /'prəʊsi:dz/ wpływy, zysk

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

VOCABULARY

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

They say I ¹bear a resemblance to (take) my grandfather both in looks and personality. He was a very kind and tolerant person who ²was 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 ³showing any surprise or concern (bating). On the other hand, he ⁴was very firm (foot) if any of his grandchildren were badly behaved.

Looking at old photographs of family gatherings always ⁵reminds me (conjures) of the fun we had together. I do miss him. He lived to the ⁶advanced (ripe) age of ninety and when I think back to my grandfather I'm reminded that old people should be ⁷honoured 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.

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

- Williams's portrayal offers us a fascinating insight the world of a single mother.
- I'll be there on time, I promise. Don't worry, you can count me!
- Did you know that twins are often envious each other?
- We should encourage children to associate people from other backgrounds.
- I know Jake's on my side – he was nodding approval the whole time I was speaking.
- Honesty and respect are the two major facets a good friendship.
- 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 text correctly.

Sam and I ¹*have known / have been knowing* each other since we were at primary school. We ²*met / were meeting* at a friend's birthday party and immediately ³*had discovered / discovered* we had a lot in common. In fact, we ⁴*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 ⁵*had told / had been telling* me to be more sociable, so she got her wish! Anyway, from that time on we ⁶*are spending / have been spending* most of our free time together. By this time next month, we ⁷*will have been going / will be gone* around together for six years. I hope that in six years from now we ⁸*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)

- We each other for over a month when she called it off.
- We together in the same band for a year now. We'll be bigger than The Beatles one day!
- It's the first time we actually. He's really nice, isn't he?
- Let's start heading home. Hopefully, the match by the time we get back. I can't stand football.
- I to be in the choir for years. So when I finally got accepted, I was over the moon!
- The test is tomorrow morning and I've got so much to revise. At this rate, I till midnight.
- When I last saw Sarah, she down the High Street arm in arm with Jake.
- This time next Friday, we 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.

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

- 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 ¹ ? , his manner is gentle and ² ? and he always sees the best in people. He's very open-minded and is one of the most ³ ? 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 ⁴ ? between us and I know I can depend on him. If I'm having a hard time, I usually try to ⁵ ? 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 ⁶ ? in touch with each other. I really do believe there's a(n) ⁷ ? 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 link | B chain | C bond | D knot |
| 5 A place | B put | C pose | D set |
| 6 A keep | B continue | C get | D carry on |
| 7 A devoted | B unconditional | 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 ? 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 ? 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 ? for years.
- 4 My grandmother was going to come over in a taxi, but in the end she walked.
PLANNING
My grandmother had ? 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 ? ago and they haven't spoken since then.

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 ? .
 - Arguments-as-presentation need a(n) ? .
 - The speaker considers arguing to be a(n) ? 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(n) ? .
 - 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



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



Tense and aspect

Tense refers to the time when an action or event takes place: present, past and future.

Aspect refers to how we regard the duration of the action or event being described – whether it is in progress or complete. We have two aspects: the continuous (also known as ‘progressive’) and the perfect (also known as ‘perfective’). There is no simple aspect. Each tense (or time) can be expressed in the continuous and the perfect aspect. The tense forms in each different aspect share common characteristics.

Continuous aspect

Present Continuous, Past Continuous and Future Continuous

The continuous aspect shows that actions or events are in progress during a particular period of time. The actions are temporary and/or of limited duration and occur in present time, past time or future time. The actions are not necessarily completed.

Perfect aspect

Present Perfect, Past Perfect and Future Perfect

The perfect aspect creates a link between two time periods. It shows:

- the connection between an action happening in one time and an action happening in another time.
- the connection between an action happening in one time and another point in time.

The continuous and perfect aspects combine to show that an action has been, was or will be in progress before a point in time (Present Perfect Continuous, Past Perfect Continuous and Future Perfect Continuous).

Simple tense forms

Present Simple and Past Simple

These tenses perform similar functions when referring to present time (Present Simple) and past time (Past Simple). Both these tenses are used to talk about:

- routines and habits:
Present Simple: *They walk to college every day.*
Past Simple: *They walked to college every day.*
- states and permanent situations:
Present Simple: *He feels angry.*
Past Simple: *He felt angry.*
Present Simple: *They live in the USA.*
Past Simple: *They lived in the USA.*

Note:

The Present Simple is always used when we refer to general truths.
The Earth travels round the Sun.

Future forms

The future is not expressed by a single tense. Depending on what exactly we want to express about the future we can use:

- the Present Continuous (for agreed arrangements):
I'm seeing Jo and Tony at the café later.

- *be going to* + verb (for intentions and predictions for which there is present evidence):

He says he's going to travel for a year before going to university.

Look at their expressions! It's obvious they're not going to be friends!

- *will* + verb (for future facts, sudden decisions and general predictions):

He'll be eighteen next year.

OK. I'll tell him!

I'm sure they'll get on with each other in the end. Just give them time!

- the Present Simple (for timetabled events; after certain time adverbials when describing a future event):

The party starts at eight.

I'll call you as soon as they arrive.

Continuous tense forms

Present Continuous, Past Continuous and Future Continuous

The continuous forms are used to talk about:

- Actions in progress at the time of speaking in the present (NOT repeated actions):

Present Continuous: *I'm watching the film right now.*

- Actions in progress at a particular time in the past:

Past Continuous: *I was watching the film then.*

- Actions in progress in the future:

Future Continuous: *This time tomorrow I'll be flying to Paris!*

- Temporary actions or situations:

Present Continuous: *He's working for his dad for the time being.*

Past Continuous: *He was working for his dad when I met him.*

Future Continuous: *He'll be working for his dad for a while.*

Note:

The Present and Past Continuous tenses can be used with repeated actions and an adverb of frequency to show annoyance at the repeated action:

He is/was always forgetting to lock the door!

Stative and dynamic verbs

Verbs expressing emotions (e.g. *hate, like, love*), states of mind (e.g. *believe, know, need, prefer, remember, seem, think, understand, want*) or senses (e.g. *feel, hear, see*) are called **stative** or **state** verbs and are not usually used in any continuous tense (unlike **dynamic** or **action** verbs).

Some verbs can be both stative and dynamic, for example:

- *think*

I think you're wrong. (= believe, have an opinion – stative verb)

I'm thinking about the situation. (= consider, be involved in the process of thought – dynamic verb)

- *have*

She has three dogs. (= own, possess – stative verb)

She's having lunch now. (= eat – dynamic verb)

- see
I see what you mean. (= understand – stative verb)
I'm seeing the director tomorrow. (= meet – dynamic verb)
- be
Tom is a very critical person. (= permanent quality – stative verb)
Tom is being very critical of everything today. (= temporary behaviour – dynamic verb)

We sometimes use stative verbs in continuous forms while talking about things/events which last for a short period of time:

- I like my job a lot.* (= permanent state – simple form)
- How are you liking your new job?* (= short time – continuous form)
- I love rock concerts.* (= permanent state – simple form)
- I'm loving this concert.* (= short time – continuous form)

Some stative verbs can be used in continuous forms only in certain tenses. For example, *need*, *want* and *mean* can have future or present perfect progressive uses:

- Will you be needing your laptop tomorrow?*
- He's been wanting a new phone for a while now.*
- I've been meaning to tell you about it since Monday.*

Perfect tense forms

The perfect forms are used to link one time to another time:

- Past → Present
- Past ← Past
- Present → Future

Present Perfect, Past Perfect and Future Perfect

The Present Perfect is used to link an action in the past to the present time, or to refer to the present result of that past action:

- We haven't finished the book yet.* (We started it in the past and we're still reading it.)
- I've lost my keys* (past action), *so I can't get into the house.* (present result)

The Past Perfect is used to link an action in the past to a previous action in the past:

- They had left by the time we arrived.* (We arrived. Previous to our arrival, they left.)

The Future Perfect is used to link a present situation to an action that will be completed in the future:

- Let's start now and we'll have finished by next Tuesday.*

Perfect simple forms also indicate:

- that an action is complete:
Present Perfect: *They have already said that.*
Past Perfect: *They had already told them.*
Future Perfect: *They will have done that before we arrive.*
- that an action is repeated:
Present Perfect: *I have told you not to do that at least five times!*
Past Perfect: *It was only after we had phoned several times that someone answered.*
Future Perfect: *My granddad will have told Mum and Dad the story at least five times by the time we get there.*

- that a situation may be regarded as permanent:
Present Perfect: *Fran and Doug have lived in a small town since they married.*
Past Perfect: *People had become so dependent on computer friendships that they found it difficult to relate to each other on a face-to-face basis.*
Future Perfect: *By the end of next year, we will have lived here for ten years.*

Perfect continuous forms

Present Perfect Continuous, Past Perfect Continuous and Future Perfect Continuous

Perfect continuous forms link one time to another in the same way as the simple forms.

We choose to use a perfect continuous form if we want to emphasise that a situation/action is temporary/in progress at a particular period of time.

Present Perfect Continuous: *They've been playing video games all day today! Tell them to stop.*

Past Perfect Continuous: *I had been waiting for two hours before he finally arrived!*

Future Perfect Continuous: *They'll have been sitting there and chatting all morning by the time I get there.*

Note:

Since the emphasis is on the duration of the activity we do not specify how many times an action happened:

I've been trying to write my blog all day.

NOT ~~*I've been trying to write my blog three times.*~~

1 Complete the sentences with the correct form of the verbs in brackets. Use extra words where necessary.

- As children (grow up), they tend to lose their dependence on their parents.
- Jack (always/fall out) with us over petty things. It's so annoying!
- Supporting friends while they (have) a run of bad luck is part of what friendship is.
- Before we got our pet dog, we (not realise) what a strong bond you can form with an animal.
- While we (help) Rose pack, her grandmother was collecting some food for her to take with her.
- At that time, people (live) in small communities and everyone knew each other.
- Don't worry, by the time you get back, we (solve) the problem.
- Mick's irreverent attitude meant he (laugh) at people in authority for years.
- I grew up with the kids in the neighbourhood; by the time I leave for university next year, I (hang out) with them for nearly sixteen years!
- I'm so excited! The plane lands at 5 p.m. and all my friends (wait) at the airport to welcome me back home!
- When I reached the ship's rails, the dolphins (already/disappear). I was so disappointed!

Future in the past

The future in the past (or 'the future seen from the past') can be expressed by putting any of the forms used to talk about the future into the equivalent past form. The exception is the Present Simple for future.

| Future form | Function | Future in the past |
|--|---|---|
| Present Continuous | arrangements | Past Continuous |
| <i>am/is/are going to</i> | intentions/plans/predictions based on observed fact | <i>was/were going to</i> |
| <i>will (+ infinitive/ have + past participle/be + -ing)</i> | predictions/promises | <i>would (+ infinitive/ have + past participle/be + -ing)</i> |

Past Continuous

- To talk about arrangements in the future, we use the Present Continuous:
We are meeting our friends for lunch tomorrow.
- To talk about an arrangement made in the past for what was then the future, we use the Past Continuous:
We were meeting our friends for lunch the following day.
- If the verb *be* is emphasised in the Past Continuous, this can imply that the arrangement was made, but did not happen:
We were meeting our friends for lunch. (Something came up and they couldn't make it.)

Was/were going to

- To talk about plans/intentions in the future, we use *am/is/are going to*:
We're going to spend a year travelling around the world. I'm going to tell you your marks in the next lesson.
- To talk about plans/intentions/decisions made in the past for what was then the future, we use *was/were going to*. This use usually indicates that the event did not happen:
We were going to spend a year travelling around the world, but we changed our minds. I was going to tell you your marks this lesson, but I'm not ready yet.
However, it is possible to use *was/were going to* when the intention was actually fulfilled:
'Thanks for mailing the package.' 'That's fine. I was going to mail my letters anyway.'

Would

- To make predictions or promises in the future, we usually use *will*:
It will be a wonderful opportunity to meet the artist in person. We know they will be working when we arrive. By next week, they will have bought all the books they need.

- To talk about predictions or promises made in the past for what was then the future, we use *would*:
It would be a wonderful opportunity to meet the artist in person. We knew they would be working when we arrived. By the following week, they would have bought all the books they needed.

Other ways of expressing the future in the past

- Verbs used to express plans
These verbs are often used to express plans made for the future at a point in the past. We don't necessarily know whether or not the action happened:
plan + to + infinitive/plan on + -ing
We planned/were planning to leave/on leaving the following day.
intend to
Rosie intended/was intending to meet us in Italy.
- was/were to*
This structure is often used to talk about official arrangements or things destined to happen:
The meeting was to take place in two days' time. (We don't know if it happened or not.)
BUT
The meeting was to have taken place. (But it didn't.)
- was/were due to*
This structure is often used to talk about plans that were part of a timetable, or things that were expected to happen at a certain time:
Our friends were due to arrive at ten that night. (We don't know if it happened or not.)
BUT
Our friends were due to have arrived at ten that night. (But they didn't.)
- was/were supposed to*
This structure is often used to talk about things that were arranged, but didn't happen:
You were supposed to give that to me.
- was/were about to + infinitive and on the point/verge of + -ing*
These structures are often used to talk about things that were to happen very soon:
Oh, what a coincidence! I was just about to call you. I was on the point/verge of leaving when he phoned me.

1 Complete the sentences with the correct form of the words in brackets.

- 1 We (plan/go) on a trip round the harbour, but the weather was too bad to go out.
- 2 I (going/finish) my project tonight, but Fran called and we started talking!
- 3 They told me I (not be/tell) him about the surprise party when I saw him.
- 4 Just as I (point/phone) her, Gran called me!
- 5 The students (supposed/meet) outside the town hall yesterday.
- 6 A year later, the situation (will/be) quite different, so it came as no surprise when they accepted the offer.
- 7 I (do) my Spanish oral exam later that afternoon, so I couldn't go to the beach.
- 8 We (not going/wake) you, but the dog started barking and you got up.
- 9 They (due/have) the exam interview at 10:30, but they didn't get there in time.
- 10 Susie (intend/apply) for a university abroad, but in the end she applied locally.
- 11 We didn't have time to waste because the coach (about/leave) any minute.

2 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and six words in each gap.

- 1 Was he flying to Madrid that week? **INTEND**
Did he to Madrid that week?
- 2 The doctor was going to see the patient last night, but got stuck in surgery. **HAVE**
The doctor the patient last night, but got stuck in surgery.
- 3 They were buying their air tickets tonight. **GOING**
They their air tickets tonight.
- 4 Did you know beforehand the party was going to be a huge success? **WOULD**
Did you know beforehand the party a huge success?
- 5 It was her intention to study medicine. **ON**
She medicine.
- 6 I was expecting your call. **SUPPOSED**
You me.
- 7 He was about to make an important decision that day. **VERGE**
He an important decision that day.
- 8 They were planning on opening the new restaurant last month. **DUE**
They the new restaurant last month.

Speculating

We use modal verbs to show if we believe something is almost certain/highly likely, probable or possible (or not) in the present, past or future.

Speculating about the present

- We use *must* + infinitive to show we are sure something is true and we have present evidence for our belief:
*You've had a long journey. You **must be** tired.*
- We use *must* + *be* + *-ing* to show we are sure something is now in progress:
*He's got a very good job. He **must be earning** a lot of money.*
- We use *will* + infinitive to say that we think something is highly probable or true in the present:
*Oh, there's the doorbell. That **'ll be** John – he said he was coming at eight.*
*The thieves **will be** out of the country by now.*
- We use *may/might/could* + infinitive or *may/might/could* + *be* + *-ing* to show something is possible in the present, but not certain. *Might* and *could* indicate a lesser degree of likelihood than *may*:
*What you say **may be** true.*
*He **may win** the tournament.*
*Mary **might be working** at home today. (Perhaps she is working at home, I'm not sure.)*
*You **could be** right, I'm not sure. (It's possible.)*
- We use *may/might well* + infinitive to strengthen the possibility expressed:
*What you say **may well be** true.*
- We use *may/might not* + infinitive (NOT *could not*) in negative sentences:
*The situation **may/might not be** as bad as it looks.*
- We use *can* + infinitive to make general statements about things that are theoretically possible and sometimes happen:
*Temperatures in winter **can reach** –40 degrees. (Sometimes temperatures reach –40 degrees in winter, but not always.)*
- We use *can't* + infinitive (NOT *mustn't*) to show something is impossible:
*That **can't be** John – he's too tall!*

Speculating about the past

- We use *must* + *have* + past participle to make logical deductions about the past and *must* + *have been* + *-ing* to make logical deductions about an activity in progress in the past:
*He passed the exam with flying colours. He **must have had** a good teacher. He **must have been revising** for weeks.*
- We use *will* + *have* + past participle to express presumptions about the past:
*As you **will have noticed**, the report contains some factual mistakes. (You have probably noticed./I'm sure you have noticed.)*