

1

THE TIES THAT BIND

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

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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 EXTRA

- Grammar and Language in Focus Reference and Practice pp. 112–115
- WORD STORE booklet pp. 2–3
- Workbook pp. 4–15 or MyEnglishLab

4

1.1 Vocabulary

Personality and relationships • adjectives • collocations • phrases

I can talk about relationships and personality.

SHOW WHAT YOU KNOW

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

1 look / put / 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
- Write two true sentences and one false about yourself using the phrasal verbs in Exercise 1. Can your partner guess which one is false?
As I was growing up, my sister often looked after me.

myblog.com

What My Grandmother Means to Me

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



The first thing people notice about her is her diminutive stature! She's tiny and getting smaller. Apparently she once reached the dizzy heights of 1.5 metres and I remember shooting past her at the age of twelve.

She may be short but she's always possessed an iron will. If she doesn't want to do something, she simply puts her foot down and refuses. I'm sure this is where I get my obstinate nature from.

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

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

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

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

REFERENCES

CULTURE NOTES >>> p. 163

EXTRA ACTIVITIES

Photocopiable resource 1 (personality – 15 min.) pp. 210, 219–220

WORKBOOK

pp. 4–5, including Show what you've learnt

3 Read the blog entry below and answer the questions.

Why does Ruth's grandmother make Ruth feel:

- 1 flattered? *Her friends think she is similar to her grandmother.*
- 2 proud? *Her grandmother learnt to use the Internet despite her age.*
- 3 touched? *Her grandmother always gets Ruth the ideal gift.*
- 4 thankful? *She shares some of the same DNA as her grandmother.*

4 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



I love her colourfully cluttered home, which
 30 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
 35 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
 40 with an enormous heart.

WORD STORE 1A

5 **1.2** Complete WORD STORE 1A with the adjectives in red from the blog entry. Then listen and check.

6 Complete the sentences with the adjectives you have added in WORD STORE 1A.

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

WORD STORE 1B

7 **1.3** Complete WORD STORE 1B with the correct forms of the collocations underlined in the blog entry. Then listen and check.

8 Complete the sentences with the collocations you have added in WORD STORE 1B.

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

WORD STORE 1C

9 **1.4** Complete WORD STORE 1C. Match words from boxes A and B to make collocations. Then listen and check. Write example sentences.

WORD STORE 1D

10 **1.5** Complete WORD STORE 1D with the phrases highlighted in the blog entry. Then listen and check.

11 Complete the sentences with the correct forms of the phrases you have added in WORD STORE 1D.

- 1 If I decided to leave school and get a job, my parents would not bat an eyelid.
- 2 I've had more than my fair share of bad luck recently.
- 3 Nobody in my family has ever lived to the ripe old age of a hundred.
- 4 I can't talk right now – I have to get on with my homework.
- 5 Last Saturday, my mum put her foot down and wouldn't let me go out.
- 6 My best friend is a kind person and always sees the best in others.
- 7 If my pet died, I'd find it hard to put on a brave face – I'd be too upset.


12 Are the sentences in Exercise 11 true for you? Why?/Why not? Discuss in pairs.

1.2 Reading

Multiple matching

I can understand specific details in an article.

- 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. For questions 1–10, choose from 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? | <input type="checkbox"/> C |
| 2 one person's resistance to change? | <input type="checkbox"/> D |
| 3 a character's trait which positively influences their companions? | <input type="checkbox"/> B |
| 4 an opinion on the function of a true friend when faced with a friend's bad behaviour? | <input type="checkbox"/> E |
| 5 friendship within the family? | <input type="checkbox"/> D |
| 6 a difference in social status between two people who are closely connected? | <input type="checkbox"/> C |
| 7 a story related by one friend about the other? | <input type="checkbox"/> E |
| 8 a friendship which endures despite contradictory feelings among the individuals concerned? | <input type="checkbox"/> F |
| 9 a friendship that develops despite opposition? | <input type="checkbox"/> A |
| 10 the writer's view on the type of friendships that last longest? | <input type="checkbox"/> C |

6

Being Friends

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

A Huck and Tom

in *The Adventures of Tom Sawyer* by Mark Twain

It is only in chapter six of *The Adventures of Tom Sawyer* that we are introduced to Huckleberry Finn. Homeless and carefree, his father a vagabond 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.

REFERENCES

CULTURE NOTES >>> p. 163
INTELLIGENT KEY >>> p. 195

WORKBOOK

pp. 6–7

NEXT CLASS

Ask students to do Show what you know 1.3 in the WB, p. 8.



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

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

E Horatio and Hamlet
in *Hamlet* by William Shakespeare

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

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

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

4 COLLOCATIONS Complete the text with the correct forms of the words underlined in the article.

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

WORD STORE 1E

5 WORD PAIRS Go to WORD STORE 1E on page 3 of the booklet. Match the words from boxes A and B to make word pairs. Refer to the article for help if necessary. Then write example sentences.

6 PREPOSITIONS Complete the text with one word in the box in 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 facet of friendship. The article gives a 3 portrayal of the relationship and of the 4 bond between different kinds of people. It shows how people sometimes 5 associate with people from different backgrounds and how friendship is often a mixture of good and bad feelings: 6 faced with difficulties friends can be 7 envious of each other as well as willing to 8 stand by and support each other. In the end, though, friends 9 trust each other with all their secrets because they know a true friend will always be loyal. You just know you can 10 count 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 answer the questions.
 - 1 How did the friends meet? *during an adventure race in Ecuador*
 - 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!



Exercise 3

- 1 is growing – in progress now
- 2 were taking part – in progress in the past
- 3 will be looking forward – in progress in the future
- 4 has become – happened before the present moment
- 5 had come – happened before a moment in the past
- 6 won't have forgotten – won't have happened before a moment in the future
- 7 has been working – in progress before the current moment (and continuing into the present)
- 8 had been wandering – in progress before a moment in the past
- 9 will have been waiting – in progress before a moment in the future

- 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.
 - 1 Present Continuous
 - 2 Past Continuous
 - 3 Future Continuous
- You use the **perfect aspect** to show a link between two time periods (e.g. two actions)
 - 4 Present Perfect
 - 5 Past Perfect
 - 6 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.
 - 7 Present Perfect Continuous
 - 8 Past Perfect Continuous
 - 9 Future Perfect Continuous

8

- 4 Choose the correct verb forms.

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 Complete the story with the correct forms of the verbs in brackets.

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

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

WORKBOOK

p. 8, including Show what you've learnt

1.4 Language in Focus

Future in the past

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

- 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

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

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

- 3 1.7 Listen again and choose the options you hear.

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

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

LANGUAGE FOCUS

Future in the past

- You can use a number of verb forms to talk about an event or plan that was in the future at a point in the past.
 - Past Continuous** He wasn't planning on missing out. They were visiting eight countries.
 - was/were going to** It was going to be the trip of a lifetime. They were going to travel around the world.
 - would/wouldn't** ... someone who would not otherwise be able to afford the trip. They would spend Christmas Day in Vienna.
- You can also use phrases with **be** to talk about intentions you had in the past. But shortly before the trip was due to take place, the couple split up. 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 Complete the text with the words in the box.

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 about to leave. I wasn't intending to take any exams and I didn't have any clear ideas about what I would do once I left. Then, just as I was on the point of leaving, a new Maths teacher took over our classes. Little did I know that he was going to be the person who changed everything for me. He was funny and clever and he wasn't going to let me leave school without a clear plan. He introduced me to coding and opened a door to my future as a software developer.

- 6 **USE OF ENGLISH** Rewrite the sentences using the words in capitals.

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

- 7 Match the plans in Exercise 6 with what actually happened.

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

- 8 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.

Exercise 6

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

Grammar & Language in Focus pages 114–115

REFERENCES

AUDIO SCRIPT >>> p. 176

EXTRA ACTIVITIES

Photocopiable resource 2 (future in the past – 15 min.) pp. 210, 221–222

WORKBOOK

p. 9, including Show what you've learnt

1.5 Listening

Sentence completion

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



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

A Don't judge a book by its cover.

B It takes seven seconds to make a first impression.

D First impressions last forever.

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

Exercise 2
1 She had to look at photos of people, read short info about them and remember the faces. Three days later, she had to look at them again for less than a second and categorise them as trustworthy or untrustworthy.
2 No.
3 When we have very little time we judge people by appearances but when we have more time, we judge them by other facts/information.

2 Listen to Jen talking about an experiment which explores how we form first impressions and answer the questions.

- 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 Sentence completion

3 Listen again. For questions 1–8, complete the sentences with a word or short phrase.

- 1 Jen was interested in the experiment because she was writing an assignment about the same topic that semester.
- 2 During the experiment, Jen learnt that some of the people often did charity work.
- 3 Jen thought that a memory test might be part of the next step in the experiment.
- 4 Jen found the second part of the experiment very challenging as she had so little time to make judgments.
- 5 Her friend had a different experience in the second part.
- 6 Jen's friend was given a longer time to get her impression.
- 7 Jen felt surprised 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 worrying.

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

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

5 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?

10

WORD STORE 1F

6 COLLOCATIONS Go to WORD STORE 1F on page 3 of the booklet. Match the words from boxes A and B to make collocations. Then listen and check.

7 Complete the sentences with the collocations from WORD STORE 1F.

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

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

9 WORD FORMATION Complete the table with the missing forms of the words from the recording. Then listen and check.

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

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?

REFERENCES

AUDIO SCRIPT >>> p. 176
INTELLIGENT KEY >>> p. 195

WORKBOOK

p. 10

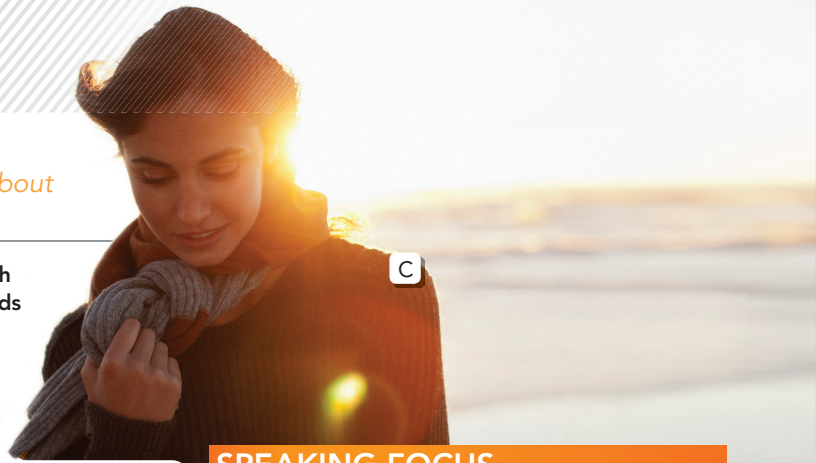
1.6 Speaking

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



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 ...

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? *Photo C*

4 1.11 Read the SPEAKING FOCUS and complete the text with one word in each gap. 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 ²glance, I thought she looked a bit pensive and melancholic or even as if she might be angry or upset. But, on closer ³inspection, I'd say, although she looks introspective and thoughtful at the same time she seems happy ... or maybe content is the right word. ⁴Judging 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 ⁵something 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 ⁶then again, I could be wrong about all of that. I mean, it isn't a very natural shot. It's ⁷hard to say but it almost seems a bit staged. I mean she's posing, isn't she? And there's ⁸something about the angle, as if the photographer wanted to get the lighting just right ...

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 a formal email/letter of invitation with appropriate register and conventions.

- 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?

Exercise 3

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

- 3 Read the email written by Julia, one of the students involved in organising 'Family Day', and answer the questions.
 - 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 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 ⁴'you'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

REFERENCES

CULTURE NOTES >>> p. 163

WORKBOOK

pp. 12–13, including Show what you've learnt and Show that you've checked

NEXT CLASS

Ask students to revise for Focus review 1 (lessons 1.1–1.7, Word list on pp. 138–139 in the SB).

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** Write the second sentence so that it has a similar meaning to 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 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 – *give a talk*
- 3 value your presence – *like you to be there*
- 4 the aim of the event is to – *we want to*
- 5 contend with – *deal with*
- 6 raise awareness of – *tell people more about*
- 7 attend – *come*
- 8 be willing to collaborate with – *like to help*
- 9 extremely grateful – *happy*
- 10 plight – *troubles*
- 11 consider – *think about*
- 12 in this venture – *with our plans*

8 Rewrite Julia's email to make it more formal. Use the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you.

9 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.

Exercise 6

2 I am writing to ask if you would be willing to participate.

3 We look forward to seeing you on the day.

4 The aim of the event is to raise money for the local orphanage.

5 Should you agree to help us, we would be extremely grateful.

FOCUS REVIEW 1

VOCABULARY

1 Replace the underlined words with synonymous phrases including the words in brackets.

They say I ^{take after} bear a resemblance to (take) my grandfather both in looks and personality. He was a very kind and tolerant person who ^{never had a bad word to say about} 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 ^{battering an eyelid} showing any surprise or concern (battering). On the other hand, he ^{put his foot down} was very firm (foot) if any of his grandchildren were badly behaved.

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

2 Choose the correct options.

- 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 Mat. 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 Complete the sentences with the prepositions in the box. You can use the prepositions more than once.

[in into of on with]

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

GRAMMAR

4 Choose the correct verb forms.

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

5 Complete the sentences with the correct forms of the verbs in the box.

[attend finish play see speak
study walk want]

- We had been seeing each other for over a month when she called it off.
- We have been playing together in the same band for a year now. We'll be bigger than The Beatles one day!
- It's the first time we have spoken actually. He's really nice, isn't he?
- Let's start heading home. Hopefully, the match will have finished by the time we get back. I can't stand football.
- I had wanted 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 will be studying till midnight.
- When I last saw Sarah she was walking down the High Street arm in arm with Jake.
- This time next Friday we will have been attending this chess club regularly for exactly two years.

LANGUAGE IN FOCUS

6 Complete the words in the sentences. The first letter of each word is given.

- They said they were going to be here early but it's already 9.30!
- I was supposed to referee the match but it was cancelled.
- Did you expect that they would make up and become friends again?
- He was nervous as the concert was starting 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 about to take off.
- Sorry, some friends called just as I was on the verge of leaving. That's why I'm late.

REFERENCES

AUDIO SCRIPT >>> p. 177
INTELLIGENT KEY >>> p. 195

EXTRA ACTIVITIES

• Photocopiable resource 3 (Writing – 10 min.) pp. 210, 223

• Class debate: Family background determines whether a person achieves success in life or not. (For instructions see p. 175)

USE OF ENGLISH

7 Choose the correct answer, A, B, C or D.

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 ⁴ _____ out and talking.

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



⁸ _____ tie between us.

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

8 Complete the second sentence so that it has a similar meaning to the first. Use between three and six words including the word in capitals. Do not change the word given.

- The plan was that we should be at the station at four but we didn't get there in time.
We were due to be at the station at four but we didn't get there in time. **DUE**
- Next September, it will be four years since my family came to live here.
By next September my family will have been (living) here for four years. **BEEN**
- 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 had been disagreeing (about everything) for years. **DISAGREEING**
- My grandmother was going to come over in a taxi but in the end she walked.
My grandmother had been planning on coming over/to come over in a taxi but in the end she walked here. **PLANNING**
- It's two weeks since Maria and her cousin quarrelled and they're still not speaking.
Maria and her cousin fell out two weeks ago and they haven't spoken since then. **FELL**

LISTENING

9  1.12  Listen to a talk about arguing. For questions 1–8, complete the sentences with a word or short phrase.

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

WRITING

10 Read the advertisement from a website. Write a reply email of 220–260 words in an appropriate style.

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.



NEXT CLASS

- Ask students to do Self-check 1.8 in the WB, pp. 14–15.
- Ask students to prepare for Unit 1 test (Focus Assessment Package).