

# 1

## Who we know

### VOCABULARY character, feelings and emotions • ethical problems in relationships

#### Character, feelings and emotions

- 1> When meeting someone for the first time, what cues do you use to decide what sort of person they are?
- 2> Read the posts. Match headings a–c with paragraphs 1–3. Write the answers in your notebook.
 

a Deceptive appearances <b>2</b>	b Waltzing out of isolation <b>3</b>	c Old dog ... new tricks <b>1</b>
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#### DISCOVER THE UNEXPECTED ...



My great-uncle Frederic is in his nineties, so a lot of people assume he's an **irascible** old man, impatient with change, and **out of touch with** modern life. Actually, he's a devotee of the latest tech devices, but one thing that he had a real aversion to was social media. As he put it, 'Why do I want a lot of strangers **meddling in my private business**?' But one day, I was **taken aback** when he asked me to help him set up a Facebook account. I did that and he was just **blown away** to see so many contacts there! Now he's glued to the site all the time. I really hope I'm as open-minded and adaptable at his age.



Adele came to my school as an exchange student from Australia this year. At first, people found her a bit intimidating and hard to approach due to Adele's reserved, slightly **off-putting** manner. To some, she seemed **stuck-up**, but I could see that she **felt out of place** in her new surroundings, so I struck up a conversation with her. It turned out she's a fantastic, **quick-witted**, and affectionate girl. She has an amazing ability to mimic others that keeps us in stitches.



My brother has always been a genius with numbers, but his social skills were not really **up to the mark**. To strangers, he came across as well-behaved but not exactly **affable**. For years, even I assumed he was a self-reliant person who didn't need the company of others. Then one day, he came with me to my dance class and took to it immediately. He's the best dancer now, and a much more **high-spirited** and self-confident boy as well. I'm sorry I misread him for so long, but am so glad to see him **come out of his shell**.

- 3> Read the posts again and answer the questions.

Which of the writers ...?

- a interpreted a person's behaviour differently to others **2**
- b looks to the person they have described as an example **1**
- c feels some regret after witnessing a change **3**

- 4> In your notebook, match the words and phrases in bold from the posts in exercise 2 with the definitions below.

- 1 unattractive or repellent **off-putting**
- 2 clever and amusing **quick-witted**
- 3 having an air of superiority **stuck-up**
- 4 friendly and easy to talk to **affable**
- 5 cheerful and fun-loving **high-spirited**
- 6 easily becoming impatient or angry **irascible**
- 7 not keeping up with current events or trends **out of touch with**

#### ! Watch out!

As a rule, we hyphenate compound adjectives, e.g. **up-to-date tastes**. When a compound adjective follows a noun, a hyphen is usually not necessary, e.g. *His tastes are surprisingly up to date.*

Some established compound adjectives, however, are always hyphenated, e.g. *good-looking, fair-haired, bad-tempered.*

- 5> In your notebook, complete the email with the correct form of the highlighted phrases from the posts in exercise 2.

Hi Kayla,  
Since you're new, I just wanted to see how you're getting on. I don't like to **meddle in other people's private business**, but I noticed that you were a bit uncomfortable at the last school committee meeting and I wondered if you **felt out of place** or unwelcome for some reason. I know some people are **taken aback** by the amount of information and everyone is not really **up to the mark** at first until they've had time to catch up. It took me ages to **come out of my shell** and speak up in the meetings. Anyhow, don't worry about not fitting in. We've already been **blown away** by your knowledge! Glad to have you on the committee.  
**Josh**

- 6> **CD 1.01** Listen to three young people. In your notebook, match questions a–c with speakers 1–3.

Which speaker explains ...?

- a how an older person's actions affect their own personality **3**
- b why it is easier to get on with one generation than another **1**
- c why someone is different to how they appear **2**

- 7> **CD 1.01** Listen again and answer the questions.

- 1 Why does speaker 1 consider herself lucky?  
*She gets on with the different generations in her family.*
- 2 Why does speaker 2 feel a special bond with Ms Warner?  
*Because they share an interest in writing, and Ms Warner has been very supportive of him.*
- 3 What does speaker 3 admire about her mother? How does she explain the tension between them?  
*That she keeps an open mind and a fresh perspective despite her responsibilities. Their relationship is a little tense because the speaker's mother has lots of responsibilities and duties, which makes her absent-minded and distracted at times.*

#### Vocabulary challenge!

- 8> Complete the sentences with the word pairs below in your notebook.

**mates / peers    uninterested / disinterested    reserved / timid    confident / pushy    critical / outspoken    deceptive / deceitful**

- 1 Jim is very **timid** in large groups of strangers, but once he gets to know you he's not at all **reserved**.
- 2 Teenagers feel their parents are **uninterested** in their personal issues, telling them to work it out themselves. I believe they are only trying to remain **disinterested**.
- 3 I'm considered very **outspoken** as I always state my opinions for all to hear, but I try not to be **critical** of others' ideas.
- 4 Greg is a **confident** person who knows what he wants, but people see him as a bit **pushy** too – always pressurising others.
- 5 We're all **peers** in my class, but we're not all best **mates**.
- 6 Appearances can be **deceptive**. I thought she was honest, but she was **deceitful** and cheated on me.




9> In your notebook, complete the sentences with the correct form of the words given.

- I'm sick of Dan's **pushiness**! He's throwing his weight around, but when it comes to acting he's plain lazy. (**push**)
- Diana's natural **timidity** becomes evident among strangers, but with peers her **confidence** comes to the fore. (**timid, confident**)
- Ted's **outspokenness** may cause him trouble. He just stood up in class and was **critical** of our teacher. (**outspoken, criticise**)

10> Work in pairs. Take turns to describe the person you both know without giving their name for your partner to guess.


## Ethical problems in relationships

1> Explain in your own words what DNA means. What purposes can DNA testing and analysis be used for? (Suggested answer) DNA stands for deoxyribonucleic acid, a self-replicating material present in all living organisms as the main constituent of chromosomes. It is the carrier of genetic information. For example, DNA testing can be used by doctors to diagnose genetic conditions or help the police reveal the identity of a criminal. It can also be used to decide whether people are related or not.

2>  **CD 1.02** Listen to four speakers talking about their interest in DNA testing. Match statements a–e with speakers 1–4. There is one extra statement.

This speaker

- |   |   |
|---|---|
| a | wanted to improve their personal life. <b>2</b>       |
| b | was curious about their background. <b>1</b>          |
| c | was concerned about future health problems. <b>4</b>  |
| d | had a desire to help others. <b>3</b>                 |
| e | was diagnosed with life-threatening illness. <b>X</b> |

3>  **CD 1.02** Listen again. Are the statements true (T) or false (F)? Write the answers in your notebook.

- Speaker 1 already knew where her ancestors were from. **F**
- Speaker 2 had little interest in finding a partner. **F**
- The difficult situation of a friend made speaker 3 act. **T**
- Her poor health prompted speaker 4 to get tested. **F**
- Speaker 4 was doubtful about getting tested. **T**

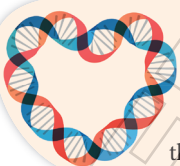
4> Work in pairs and discuss the questions.

- What do you know about your predecessors?
- Is there a predisposition in your family to any particular health problems?

5> Read the texts below and answer the questions in your notebook.

- What does the writer of Text 1 think about gene testing for dating purposes? *The writer seems doubtful, but thinks it might have possibilities.*
- What is the aim of Text 2? What arguments are used? *The text aims to encourage people to become stem cells/bone marrow donors. It tries to persuade people to do that by emphasising that it is a simple and painless procedure which can be a life-changing experience.*

### Text 1



A number of companies have come along recently which offer genetic testing to determine how **compatible** possible romantic partners are. They use genetic information to facilitate biological matches. Doubters claim this is just another way to separate lonely people from their hard-earned cash, and it is true that human relationships are so **complex** that it seems unlikely that scientists will come up with all the answers to your dating problems. Up to this point, the data on genetic attraction have been so **inconsistent**, that it is almost impossible to draw any **definitive** conclusions yet. Still, if you've tried other types of matching services and have come up empty, the genetic approach may be a **plausible** path to follow.

6> In your notebook, complete the text with the adjectives in bold from the texts in exercise 5.

We are so <sup>1</sup>**complex**, with many needs and influences, that deciding what makes two people <sup>2</sup>**compatible** is very difficult. There are many <sup>3</sup>**specialised** websites which aim at getting a fairly clear and <sup>4</sup>**accurate** picture of who you are, yet attractions between people are often <sup>5</sup>**inconsistent** with their personality traits. Up to now, dating websites have created a somewhat <sup>6</sup>**plausible** way to meet others, but they don't offer the <sup>7</sup>**definitive** answer to what makes relationships <sup>8</sup>**durable**, irrespective of the flow of time.

7> Complete the sentences with the opposites of some of the words in bold from the texts in exercise 5. Write the answers in your notebook.

- We were totally **incompatible**. We had nothing at all in common!
- This theory of human attraction is pretty **implausible**. Is it really based entirely on genetics?
- The conclusions of your research are **inaccurate** as it takes a larger group to form an exact picture of a trend.
- Our research results are **consistent** with our theory. In fact, data confirms our gut feeling.

8> In your notebook, rewrite the underlined parts of the sentences, using the phrasal verbs below. Make any necessary changes.




**come along** 2 **come up with** 6 **come up empty** 5  
**come forward** 3 **come together with** 7 **come down with** 4  
**come down on** 8 **come round** 1

- We knew she'd become convinced in the end.
- Every year, new cancer treatments become available.
- We need people to offer help as volunteers.
- Every winter I become ill with flu.
- I've tried to find a friend, but so far I've found none.
- I wonder how he invented this excuse.
- Young people meet and mix with their peers here.
- She strongly criticised me for the mess.

9> **RESEARCH AND REPORT** Find out how most Polish couples meet. What percentage have used a dating website, been set up on a blind date, or met in the course of daily life? Do the people you know reflect these statistics?


### Text 2

The need for donations of blood, stem cells and bone marrow is increasing. More and more cutting-edge treatments rely on these. Here are some facts if you are considering coming forward as a donor.

-  **GENETIC TESTING** This is a simple and painless procedure and will ensure the match to a recipient is **accurate**.
-  **STEM CELL COLLECTION** Blood stem cells are harvested by circulating your blood through **specialised** equipment. It takes four to six hours and is relatively painless.
-  **BONE MARROW COLLECTION** A surgical process which lasts one to two hours, performed under general anaesthesia. Only needed in about 10% of cases.

Consider being a donor! You may never come together with the person whose life you saved, but you will always feel a **durable** connection with them.



- 1> Describe the pictures (1–3). Do any of them reflect your own experiences?
- 2> Work in pairs and answer the questions.
  - 1 How do you feel about online friendships?
  - 2 Do you think phones interfere with your social life?
  - 3 How do your parents feel about your phone use?
- 3>  **CD 1.03** Listen to six speakers. Note down what aspect of phone and internet use each one of them is talking about. Which speakers do you agree with?
- 4> Read the statistics. Do any of them surprise you? Why? / Why not?

Nearly 60% of teenagers have met a new friend online.

Nearly 70% of teens have experienced drama amongst friends on social media. More than half have been hurt by not being invited to an event that other friends went to.

About one in four teens have had a row with a friend over something that was said or shown on social media.

- 5> Read the text and answer the questions.

- 1 Does the writer try to justify using phones in social situations? *She explains when it might or might not be appropriate, and how she herself reacts, but she doesn't attempt to justify their use.*
- 2 How does she deal with online bullies? *She ignores, blocks, or unfriends them. If it's really a serious problem, she reports them to an adult.*
- 3 What does her phone represent to her? *Her device represents freedom and privacy to her. It gives her a place to be herself.*



## IN MY OPINION

by Rayna Nowak



1  
Parents always fear for their children's safety and well-being, and they often focus their fears on things that, to a teenager, seem perfectly **benign**. Which, in turn, makes these fears seem totally unfounded to the teenager. In the 1920s, parents warned their children about the **evils** of flapper dresses and jazz music. In the 1950s, it was fast cars and rock'n'roll, whereas in the 1960s long hair and torn clothes became the main topic of controversy in many households. Nowadays, one of the main **bones of contention** is digital connectedness. According to many parents, we are wasting our time, ruining our eyes, **alienating** our families, destroying our friendships, and putting our identities at risk by spending so much time on our phones.

*virtual friendships*

2  
Let me say up front that I do see where the parents' concerns are coming from, and that I don't entirely disagree with some of the arguments. But there are facts to speak in favour of our device-centric lives too. After **boning up** on the statistics and talking to many of my school mates, I'd like to hear what you think as well. *rudeness of using devices around others*

home add a comment contact



### FACE-TO-FACE TIME

When I pick up my phone at the family dinner table, my parents go ballistic. When they see me with my friends and we're all focused on our phones, they wonder out loud why we even bother to get together. I don't really have a **cogent** argument to defend this kind of behaviour. My peers and I have all grown up multitasking, and our screens are where a good **portion** of our lives takes place. We still feel close, and we still enjoy each other's company, even when the phones pop up in the midst of our exchanges. I admit that I can get annoyed when I'm trying to have a conversation with a friend and she keeps checking her phone. On the other hand, I feel closer to my real friends because our online connections let us share our favourite things.

*normalcy of using devices around friends*

4

### BULLYING AND FEELING INFERIOR

All right, bullying can be worse in the virtual space than in real life. Social media is **rife with** unhappy, aggressive people who only have negative things to say about others, and who **make no bones** about expressing their least worthy opinions for all to see. Yes, it's a problem, and I'm not sure what the solution is. My personal approach is to block or unfriend those who bully me or my friends. If the insults are really serious, I'll talk to an adult about it, because I don't think we should just shrug and let it happen. Another risk with social media is feeling inferior because your life isn't as exciting, busy, or glamorous as your friends'. I say, don't fret. There's no point comparing our lives. Also, take what you see on social media with a pinch of salt.

*dangers of being online*



- 6> In your notebook, match the paragraphs (1–6) in exercise 5 with the questions below. There is one extra question.

In which paragraph does the author ...?

- a suggest more than one possible solution to the problem 4
- b show that a type of disagreement has always existed 1
- c admit it's impossible to have a close virtual relationship X
- d point to the usefulness of devices to maturing teens 6
- e express her purpose in writing the piece 2
- f give advice on how to shield oneself from possible harm 5
- g point out a fundamental difference in habits between the generations 3

### Reading challenge!

- 7> In your notebook, complete the summary of the text in exercise 5 using appropriate words.

Rayna believes that parents and children have always <sup>1</sup>*disagreed/argued* about what presents a <sup>2</sup>*threat/danger* to the children's safety, and she does <sup>3</sup>*sympathise* with the parents' fears to a certain extent. But after doing some <sup>4</sup>*research* into the matter, she presents her arguments in <sup>5</sup>*favour/defence* of devices. First of all, she says that she can't really <sup>6</sup>*support/justify* the use of devices in social settings, but that it's a matter of being in the <sup>7</sup>*habit* of using them all the time for young people, and that it doesn't really <sup>8</sup>*interfere* with their social lives. About bullying, she says that it can be <sup>9</sup>*worse* online than in person, and that if it seems threatening, she will <sup>10</sup>*tell/inform* an adult about it. She also recommends that you not <sup>11</sup>*compare* yourself to others because everyone's life is unique.

- 8> Work in pairs and discuss what you think about Rayna's article. In your notebook, write a short response which could be posted on her site.

5

### SAFETY

This is an area which shows how **vulnerable** we are to people with bad intentions. Remember to choose your friends carefully, don't post pictures you wouldn't want your parents to see, and do not *ever* meet someone in real life unless you're absolutely sure they are who they claim to be. I have a few friends I've never met in real life, but I always make sure someone I do know has actually met them. (And I never text while driving, but that goes without saying.) *helping shy people develop relationships*



6

### PRIVACY

We need a safe and private place to be, and that's what our screens represent. As people who are nearing adulthood, we need a feeling of autonomy and selfhood that is apart from our families. We crave for a space where we are recognised as the individuals we are becoming. So I will try my best to be considerate, sensible and safe, but I will continue to spend time in the place where I feel myself.

What are your thoughts? Post your reactions here.

*need of very young children for human interactions*

Like it! • Share  22  6

## Vocabulary development

- 9> In your notebook, match the words in bold from the text in exercise 5 with the definitions below.

- 1 part or section of a whole **portion**
- 2 logical, based on reason **cogent**
- 3 not harmful **benign**
- 4 negative or destructive things **evils**
- 5 causing someone to feel isolated or alone **alienating**
- 6 easily hurt or harmed **vulnerable**
- 7 full of, a lot of **rife with**

- 10> Read the sentences below and explain the highlighted expressions. Then translate the expressions into Polish.

- 1 If I have strong feelings about a person, I **say it up front**. *to say sth very directly and honestly = powiedzieć coś wprost, bez ogródek*
- 2 When Kyle is upset, he tends to **go ballistic**, shouting and even throwing things around the room. *to become extremely angry = dostać szału, wściec się*
- 3 Whatever Kelly tells you, **take it with a pinch of salt**. *to question if something is actually true or entirely true = odnosić się do czegoś z rezerwą*
- 4 If you have a blazing row with a friend, **don't fret**. Thinking about it endlessly won't get you anywhere. *not to worry or get upset = nie martwić się/nie gryźć się czymś*
- 5 **It goes without saying** that all relationships have their ups and downs. *it is not necessary to state because it is so obvious = to się rozumie samo przez się*

- 11> The parts of the collocations in the sentences below have been mismatched. Match up the correct parts of the phrases in bold. Write the answers in your notebook.

- 1 We tend to think our parents have many **bad fears**. *unfounded fears*
- 2 Some teenagers feel that their **personal connectedness** is more important than meeting friends in real life. *digital connectedness*
- 3 There's no **online argument** for smoking! *cogent argument*
- 4 Their **cogent connections**, such as social media friends, are very important to young people. *online connections*
- 5 My **digital approach** is to put my phone away when I'm with people who are bothered by my looking at it. *personal approach*
- 6 How to steer clear of people with **unfounded intentions?** *bad intentions*

### Vocabulary challenge!

- 12> Complete the sentences with the phrases below. Three of them have been used and underlined in the text in exercise 5.

**be a bone of contention** **bone up on sth** **be bone idle**  
**feel sth in your bones** **cut to the bone**  
**make no bones about sth** **have a bone to pick with sb**

- 1 I just know there's going to be trouble at the party this evening. I can feel it in my bones.
- 2 Carla makes no bones about her opinion of our plans. She says she thinks we need to start all over from the beginning.
- 3 Texting during meals is a real bone of contention between us. I say it's impolite, and my friends say I'm ridiculous.
- 4 Ben is bone idle, he never lifts a finger to help!
- 5 I need to bone up on facts before the debate.
- 6 I have a bone to pick with Lydia. She's been criticising me to my friends.
- 7 It cut me to the bone when Stella called me a liar. I still feel hurt.

- 13> **WHAT DO YOU THINK?** Work in pairs and discuss the questions.

What sorts of things do you and your parents disagree on? Can you understand their point of view? Are there any topics which are simply not worth arguing about?



## Perfect and continuous aspect

1> Look at the pictures. What assumptions would you make about these people based on their appearance?

2> **LANGUAGE IN CONTEXT** Read the posts. In what ways are these teens different to their images (1–2 in exercise 1)? (Possible answer)

1 The boy looks like and actually is a science nerd, which doesn't stop him from being sociable and having diverse hobbies such as football and acting.

2 Even though sometimes she is mistaken for a silly blonde because of her girly looks, she is an intellectual and participates in debates.



1 When people see me, they assume I'm a typical science nerd or computer geek. It's true that I've always been fascinated by science, but I resent being dismissed as someone who has poor social skills and isn't any good at sports. When I started at a new school, it was obvious that many students had decided what I was like before they had even spoken to me. I had been struggling with this at my previous school, so I was determined to make it clear that I wasn't 'only' what I appeared to be. I'm good at football, martial arts and acting, so I've found something in common with almost everyone. I'll have been playing on the school football team for a year next month, and I'll be directing a play in December. It took some effort, but I'm not just 'Joey the nerd' any longer.

2 People have always made assumptions about me because of the way I choose to look. I enjoy wearing feminine clothes, and I've never considered changing my style because it doesn't fit in with what's 'cool'. I assume that some people see me as a silly blonde, but that's far from the truth, so now I'm making an effort to prove it. I've been getting a lot of friends through the debate club, the track team and the choir. I'll be representing the school in the regional track and field meet in the spring, and I'll have taken part in five city-wide debates by the end of the year. I'm glad people are beginning to see me as a valuable part of the school, and not just as the silly blonde girl. But I still won't be changing my style any time soon as it expresses a big part of who I am!

3> **ANALYSE** Read the texts in exercise 2 again. Find examples of each of the aspects listed below. Write the answers in your notebook.

- We use **continuous aspect** for actions that continue over a period of time or are in progress at a point in time. The tenses used are: present continuous, past continuous and future continuous. *I'll be directing ... (arranged future action at a specific time); I'm making ... (continuous action at the present time); are beginning (continuous action at the present time)*
- We use **perfect aspect** to indicate a connection between two periods of time. The tenses used are: present perfect, past perfect and future perfect. *I've always been ... (state beginning at an unstated time in the past); had decided (past action before another past action); had even spoken (past action before another past action); I've found (perfect action at an unstated time in the past); have always made (action continuing from an unstated time in the past); have never considered (non)action at an unstated time in the past)*
- We use **perfect continuous aspect** to indicate an action that has been, was, or will be in progress by or before a point in time. The tenses used are: present perfect continuous, past perfect continuous and future perfect continuous. *I had been struggling (continuous action at a previous period); I'll have been playing (continuous action up to a future point in time); I've been getting to know (continuous action from an unspecified past to now)*

## ! Watch out!

Stative verbs which describe feelings, senses, abstract thinking, communication and states are not normally used in continuous aspects. However, some of them may be used in the continuous aspect to change the meaning, e.g. *Carlos is in his room. He is being very stubborn and won't come out.* (=behaving in an uncharacteristic way)

4> **PRACTISE** Choose the correct option to complete the text. Write the answers in your notebook.

Teddy lives in New York, and comes from a well-to-do family. He is now in his last year of high school, and he <sup>1</sup>has been thinking / has thought hard about where to go to university for some time now. His parents <sup>2</sup>had attended / have been attending a prestigious Ivy League university before continuing with their professional studies, and they <sup>3</sup>will have assumed / are assuming that he will follow the same path. Teddy <sup>4</sup>will have applied / will be applying to most of the Ivy League schools by the time he finishes his applications, but what he <sup>5</sup>is being / has been reluctant to tell his parents up to now is that he would prefer to go to a public university. He <sup>6</sup>will be sitting / will have sat down with his parents at the end of the week, and he still <sup>7</sup>isn't deciding / hasn't decided exactly how to convince them that his choice is the right one. He knows that they will probably understand him, but right now he almost wishes he <sup>8</sup>hasn't decided / hadn't decided to go against the family tradition.

5> **NOW YOU DO IT** Work in pairs. Look at the picture and tell the story. Think about: what had happened prior to the scene, what has happened up to now, and what will happen later.





# Narrative tenses and structures: past simple, past continuous, past perfect continuous; future in the past: *would/was to, was going/planning/hoping to*

1

1> Think of someone you knew in the past but have lost touch with. Why might you want to see them again? How would you go about tracking them down?

2>  **CD 1.04 LANGUAGE IN CONTEXT** Read the story. Choose the correct option to complete it. Then listen and check your answers.



*Encounters between enemies during battle do not often end in friendship, but an encounter between two pilots – one German and one American – is a notable exception.*

Lieutenant Charlie Brown was a bomber pilot during World War II, and at the time of this incident <sup>1</sup>had been working / was working as a pilot for only a short time. He had no idea that this flight <sup>2</sup>was to become / was becoming an unforgettable part of his life. His plane <sup>3</sup>was / was being severely damaged during a mission, and because he wasn't able to keep up with the rest of the formation, the lone plane was repeatedly hit by German fire. The engines <sup>4</sup>had sustained / had been sustaining a lot of damage, and the crew <sup>5</sup>were flying / flew almost literally 'on a wing and a prayer'. Franz Stigler, a more experienced German pilot, <sup>6</sup>was spotting / spotted the plane from the ground and flew up to try to get the pilot to surrender. When they saw Stigler gesturing, Brown and his crew couldn't understand what Stigler <sup>7</sup>was trying / tried to communicate, so they flew on. Stigler, who felt it would be unfair to shoot down such a severely disabled plane, actually <sup>8</sup>escorted / had escorted it to open water. Inexplicably, a German fighter pilot <sup>9</sup>has made / had made it possible for an American plane to return to the British coast. Evidently, both men <sup>10</sup>would continue / will continue to think about this encounter, and in 1986 – after he <sup>11</sup>had described / described the event to a group of military veterans – Brown <sup>12</sup>made / was making a decision. He <sup>13</sup>was going to track down / was tracking down the mysterious German pilot. Four years and many public appeals later, he received a letter from a man named Stigler in Canada. 'I was the one,' it said. The men met and became close friends until their deaths.



3> Work in pairs. Think of alternative ways in which the encounter in the air could have ended. How might this have altered the course of the two men's lives?

4> **ANALYSE** Find examples of the following in the text in exercise 2. What tense is used in each case?

- a one-time action in the past: Brown made a decision (simple past)
- an ongoing action at a point in the past: was trying (past continuous)
- an action/situation before another past action/situation: had sustained (past perfect)
- an ongoing action/situation before another past action/situation: had been working (past perfect continuous)
- a future action/situation in the past: would, was going to, would continue to think about, was going to track down

5> In your notebook, complete the dialogue with the correct form of the words in brackets.

- Kate How <sup>1</sup>did you and Mei become (you and Mei / become) friends?
- Julian Well, we <sup>2</sup>were both staying (both / stay) at a summer science camp in Oxford. She <sup>3</sup>had never been (never be) to a residential camp before, and I <sup>4</sup>could see (can see) that she <sup>5</sup>felt/was feeling (feel) pretty out of place. She <sup>6</sup>had been struggling (struggle) a bit because her English <sup>7</sup>was not (not be) that good, so one evening, I <sup>8</sup>struck up (strike up) a conversation with her.
- Kate <sup>9</sup>Had she ever been (she / ever be) to the UK before?
- Julian No, she <sup>10</sup>had never been (never / be) outside of China before. She <sup>11</sup>had been saving up (save up) for a couple of years in order to pay for the trip. She knew beforehand that it <sup>12</sup>would not be/wasn't going to be (not be) easy for her to adjust, but she also knew she <sup>13</sup>would be able/was going to be able (be able) to challenge herself if she came here.
- Kate I can understand that. You know, last year I <sup>14</sup>was planning (plan) to go to a camp in Paris, and I knew it <sup>15</sup>would be/was going to be (be) a great experience, but in the end I <sup>16</sup>was not (not be) brave enough to go on my own! I admire her coming all the way from China.
- Julian Yes, me too. Before she came here, she <sup>17</sup>had been planning (plan) to go to university in Shanghai, but now, well, maybe we'll end up at the same university!

6> Translate the Polish parts of the sentences into English. Write the answers in your notebook.

- Miriam had been trying to find her old friend for years (próbowała od lat odnaleźć swojego dawnego przyjaciela) when she received an email from him.
- When they arrived at the cabin, it was snowing heavily and the wind was blowing (mocno padał śnieg i wiało).
- James turned out the lights, locked the door (wyłączył światło, zamknął drzwi na klucz) and left his old life behind forever.
- Lisa and Candice were going to travel/were planning to travel (zamierzały podróżować) all over Europe before going to university, but then something happened to prevent it.
- Laura had been hearing rumours for weeks (od tygodni słyszała pogłoski) about the strange boy before she finally met him.
- Clement knew he was to be the first in his family (miał być pierwszym w rodzinie) to study abroad, and he was very proud of this.

?

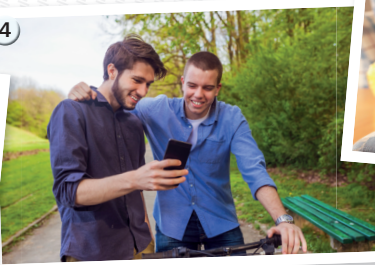
## What's right?

- Though she was worrying about it for ages, on the day she had met Paul she felt strangely calm.
- Though she worried about it for ages, on the day she was meeting Paul she felt strangely calm.
- Though she had been worrying about it for ages, on the day she was to meet Paul she felt strangely calm.

7> **NOW YOU DO IT** In pairs, discuss the following topics. Then write a short narrative based on one of them.

- The story of an act of bravery or a sacrifice by a family member or someone else you know.
- The story of an act of mercy or forgiveness which is as praiseworthy as any act of physical bravery.





1) Work in pairs and describe the pictures (1–5). Have you had similar experiences? How did you feel?

2) **CD 1.05** Before you listen to five speakers discussing friendships, predict what you might hear about each of the topics below. Then listen to the recording and match the topics (a–e) with speakers (1–5). Write the answers in your notebook.

- a being dishonestly treated by a friend **2**
- b explaining differences between male and female friendships **3**
- c being concerned about a friend **1**
- d trying to be part of the crowd **5**
- e dealing with family demands **4**

3) **CD 1.05** Listen again. In your notebook, match statements (a–f) with speakers (1–5). There is one extra statement.

This speaker

- a explains the reason for ending a friendship. **2**
- b has realised their behaviour was misguided. **5**
- c wishes they had learnt something sooner. **X**
- d felt helpless in the face of a serious problem. **1**
- e attributes a special intimacy to the length of a relationship. **3**
- f expresses feelings about a situation. **4**

4) Read the expressions below. What are their informal equivalents? Go to the transcript on page 130 and find them in the text. Write the answers in your notebook.

- 1 annoy someone **get on somebody's nerves**
- 2 become extremely concerned **get freaked out**
- 3 end a relationship (2 expressions) **cut somebody off/break it off**
- 4 someone you expect sympathy from **a shoulder to cry on**
- 5 immediately and without reason **out of hand**
- 6 an arrangement with equal benefits **a two-way street**
- 7 freely discuss intimate concerns **spill one's guts**
- 8 scold someone about something **get on somebody's case**
- 9 fulfill a duty **do one's bit**
- 10 realise that something is not as previously believed **wake up to the fact**
- 11 help someone succeed **give somebody a leg up**

5) **CD 1.06** Copy and complete the table with the missing parts of speech. Leave a blank where a form doesn't exist. Listen and check your answers.

	verb	noun / personal noun	adjective
1	<b>X</b>	addiction / addict	<b>addictive / addicted</b>
2	collect	<b>collection / collector</b>	<b>collective</b>
3	counsel	<b>counselling / counsel / counsellor</b>	<b>X</b>
4	<b>confront</b>	<b>confrontation</b>	confrontational
5	dismiss	<b>dismissal</b>	<b>dismissive</b>
6	<b>differ</b>	<b>difference</b>	<b>different</b>
7	occupy	<b>occupation / preoccupation / occupier</b>	<b>occupational</b>
8	<b>compliment</b>	compliment	<b>complimentary</b>
9	<b>popularise</b>	<b>popularity</b>	popular

6) In your notebook, complete the paragraph below, using the correct forms of some of the words from exercise 5.

When we talk about addictions, many people are quite <sup>1</sup>**dismissive**, saying that it could never happen to them, as they don't have an <sup>2</sup>**addictive** sort of personality. But take a look at your phone use before <sup>3</sup>**dismissing** out of hand the possibility of your getting hooked on something. In a casual experiment, a group of friends were deprived of their phones for several days. This not only led to angry <sup>4</sup>**confrontations** between them, some of them even showed symptoms of extreme anxiety and inability to sleep that led them to look for psychological <sup>5</sup>**counselling**. You may not have an irrational fondness for sweets, or a <sup>6</sup>**collection** of shoes, but that doesn't mean you aren't addicted to something!

7) Think of a relationship issue that is taking place between celebrities. Describe the problem and give advice that might lead to a resolution. Compare and discuss your ideas in class.

8) **CD 1.07** Listen to four people talking about the role of friendships in their lives. In your notebook, match statements (a–e) with speakers (1–4). There is one extra statement.

This speaker

- a feels that separation is changing a friendship. **3**
- b is optimistic that a close friendship will not change. **1**
- c made a deliberate effort to make more friends. **4**
- d feels that distance has ended several friendships. **X**
- e explains how a living situation limited their friendships. **2**

9) **WHAT DO YOU THINK?** Work in pairs and discuss the questions.

- 1 Who do you normally hang out with? Do you make friends easily, or do you have to make an effort?
- 2 Who is your longest-standing friend? How did you meet? Do you think that changing circumstances could affect the friendship?



- 1> Read the definitions. Work in pairs and paraphrase the definitions, using your own words. In what situations may the two types of intelligence be useful? (Suggested answer)  
**Emotional intelligence:** making new friends; delivering speeches, making conscious decisions  
**Social intelligence:** making new friends; choosing a career path (psychologist, doctor, nurse, or teacher); running marketing campaigns; convincing people to your ideas, delivering speeches

**Emotional intelligence** is the ability to identify and manage your own emotions, and apply them appropriately to different situations in life.

**Social intelligence** refers to the ability to read other people's feelings and to navigate social situations and foster relationships with others.

- 2> Read the list of the so-called 'people skills' often associated with the emotional and social intelligence. Work in pairs and use them to make questions, using the expressions in the Phrase Bank. Use the questions to interview another person in your class.

**concern for others   knowing how you come across  
 ability to read body language   effective listening skills  
 adaptability in social situations   non-judgmental attitude**

### Phrase Bank

#### ► Discussing your strengths and weaknesses

Do you consider yourself ...? | Do you tend to ...?  
 How capable / aware of ... are you?  
 Is ... your strong point? | Do you come across as ...?  
 Would you call yourself ...?

- 3> Work in pairs. Decide why social and emotional intelligence may be important in the contexts given below. Use the expressions from the Phrase Bank below.

Relationship between:

- classmates
- teachers and students
- business people
- doctors and patients
- parents and children
- politicians and voters

### Phrase Bank

#### ► Expressing importance

Social intelligence is a key factor / of paramount importance when it comes to ...  
 It seems essential / crucial / indispensable / fundamental in the case of ...  
 It comes in handy / is of great use when we deal with ...  
 It decides on / determines the way people ...  
 It turns out to be central / particularly relevant to ...

- 4> Look at the quotes and headlines below. Work in pairs and answer the questions, using the sentence beginnings given.

*Emotional intelligence accounts for 80% of career success.*  
 Daniel Goleman, psychologist

*There is something I call social intelligence. You can do a lot in life on your own and you can do all kinds of stuff, but if you're really aggressive and push people away ... You're not going to get anywhere.*  
 Robert Greene, author

## Companies in pursuit of more than just high IQ

### STEER CLEAR OF PEOPLE WITH LOW SI. DE-TOXIFY YOUR RELATIONSHIPS.

A new study has found that women outperform men on almost all emotional intelligence measures. Who's better suited for top management positions?

- 1 What aspects of social and emotional intelligence are presented in the material above?  
 The material draws our attention to ...
- 2 Do you know someone who is particularly strong on social or emotional intelligence? How does this manifest?  
 A person who springs to mind is ...
- 3 Can these two types of intelligence be taught or are you born with them? What makes you say that?  
 As far as I'm concerned, ... /  
 By way of illustration, let me tell you about ...
- 5> Use the Internet to find out about people with low levels of social intelligence who we often call 'toxic'. In pairs, prepare a short (10 to 15 minutes) presentation about them. Include the information below.
  - types of toxic people
  - ways to deal with people of low social intelligence
  - ways of helping them overcome their problems
- 6> Deliver your presentation. Use the phrases below to connect with your audience.
 

*As I'm sure many of you already know, ...*  
*I'd imagine I'm not alone in thinking that ...*  
*I'm more than certain that all of you in this room ...*  
*I bet some of you must have had a similar experience ...*  
*Hands up if you're also of the opinion that ...*

#### Remember to:

- begin in a buzzworthy way (a joke, a short story, a cartoon connected to the topic of your presentation)
- avoid putting too much text or too many bullet points (three are enough) on one slide
- make your presentation more attractive by using visuals (not too many on one slide)
- find an interesting quotation related to the topic of your presentation to ask the audience if they agree
- illustrate the topic with examples from your own life



## 1&gt; Work in pairs and discuss the questions.

- 1 What sort of people do you get drawn to? Why?
- 2 What sort of people do you stay away from? What puts you off people? Why?
- 3 What do you make of the following quotations? How far do you agree/disagree with them? Why?

## 2&gt; In your notebook, complete the excerpt from a blog. Choose the correct option from each pair. The expressions are not given in the same order as they appear in the text.

mine / my means / is meant pursuing / pursuit  
 had been bubbling / were bubbling dependable / dependent  
 had overheard / overheard desiring / desirable  
 have arranged / had arranged

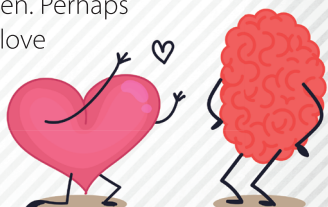


The other day, I <sup>1</sup>overheard a fascinating conversation. I was sitting in a bistro when two young women walked in and sat at a table next to <sup>2</sup>mine. They <sup>3</sup>were bubbling over with excitement, talking about a new dating app. It <sup>4</sup>is meant to help you find a true match based on what you represent intellectually rather than just on mutual physical attraction or being <sup>5</sup>dependent on character. I didn't get to hear the rest as I <sup>6</sup>had arranged to see a friend, and had to rush. However, once I got home, I went in <sup>7</sup>pursuit of my own answers to see if we do fall in love with other people's brains. It turned out that some of us, indeed, find intelligence the most <sup>8</sup>desirable trait in the opposite sex, more appealing than anything else. Interested? Read on ...

## 3&gt; Read the remaining part of the blog entry and complete the text with the correct form of the words below. There are two extra words.

know wise connect fall regard able skill resist

Well, there are people who consider intelligence to be the most <sup>1</sup>irresistible quality in the opposite sex. Research has confirmed that we get drawn to those who have an inquisitive mind and are <sup>2</sup>capable of holding animated philosophical discussions. These individuals are stimulated by someone else's vast <sup>3</sup>knowledge as well as by the mere fact that such relationships allow them to develop intellectually. Psychologists call such personal <sup>4</sup>connectedness between people the intellectual synergy. By way of illustration, let me remind you of Socrates, the ancient Greek philosopher, who <sup>5</sup>regardless of his poverty, lack of high social status, and good looks, had a huge following, also among women. Perhaps in your life you <sup>6</sup>have fallen in love with someone's mind ... Let me know. Already looking forward to reading your comments.



People should fall in love with their eyes closed.

Andy Warhol

Nothing compares to a beautiful conversation with a beautiful mind.

Anonymous

## 4&gt; Read the verbs. Decide which of them can be used in continuous tenses, and how it changes their meaning.

believe belong appreciate own appear desire suit  
 dislike doubt envy know fear owe realise consist  
 suppose understand hate seem love mind hear  
 matter prefer trust wish want sound recognise  
 contain resemble cost possess fit include involve

verbs which generally do not appear in continuous tenses: believe, doubt, understand, know, realise (verbs connected with thinking); dislike, envy, desire, hate, prefer, trust, wish, want, love, appreciate, fear, suppose (verbs connected with emotions);

seem, hear, recognise, resemble, sound (verbs connected with perception); belong, own, owe, consist, contain, include, involve, suit, possess (verbs connected with possession and relationships between things); matter (other);

verbs which may appear in a continuous tense with a change in meaning: appear, when it means to act, e.g. in a theatre mind, when it means to look after, e.g. a child cost, when it means to evaluate or calculate sth fit, when it means to put something in place, e.g. a piece of furniture or a window

verbs which may appear in a continuous tense when they describe action rather than a state: belong, hear, include, trust

## ! Watch out!

- Remember that some stative verbs may be used in continuous tenses, but then they change their meaning:  
*I expect that there will be some problems with the new student.* (have an opinion)  
*I'm expecting Ann any time now.* (wait for)  
*Helen is expecting a baby.* (be pregnant)
- Note that in spoken English people use verbs such as *like, love, hate, want, hear* in continuous tenses.

## 5&gt; Read the sentence pairs below. Work in pairs and say how the meaning of the verbs differs depending on whether they are used in simple or in continuous tenses.

- 1 I see now why you cut him off. (*understand*)  
 I'm seeing my boyfriend tonight. (*meet*)
- 2 My mood depends on the weather. (*is dependent on*)  
 I'm depending on you for help in this project. (*rely*)
- 3 Tom appears to be a well-behaved boy. (*seems*)  
 Rita is appearing in a new play at the Grand Theatre tonight. (*play*)
- 4 What do you mean by that? (*have in mind*)  
 I've been meaning to text you, but I forgot. (*intend*)
- 5 This soup smells divine (*have a smell*).  
 Why are you smelling this blouse? (*use your nose to check the smell*)
- 6 We consider Karen to be truly high-spirited. (*regard*)  
 We were considering leaving the party earlier, but we stayed on. (*think of*)
- 7 What does this dish taste of? (*have a taste*)  
 I'm tasting the soup to see if it's spicy enough. (*use your tongue to check the taste*)
- 8 I think that relationships should be built on trust. (*have the opinion*)  
 They are thinking of getting married. (*plan*)
- 9 What type of people appeal to you? (*attract*)  
 The police are appealing for witnesses. (*look for*)
- 10 I weigh 60 kg and measure 1.65 m. (*have the weight and height*)  
 Why are you weighing and measuring yourself? (*checking the weight and height*)



6> In your notebook, translate the Polish parts of the sentences into English. Use the verbs from exercise 4.

- 1 Right now, **I feel** (*czuję*) that the task is too demanding for us and that we should ask someone else for help.
- 2 We **have belonged** (*należymy do*) this club for at least six years, and we intend to renew our membership.
- 3 Why **are you smelling** (*wąchasz*) this cheese? Has it gone off?
- 4 Now our team **consists of** (*składa się z*) five members.
- 5 **I'm seeing** (*Widzę się z / Mam umówioną wizytę u*) my doctor tomorrow.
- 6 **I was considering** (*Rozważałem*) leaving the country when I was at university, but decided against it.
- 7 When I look at you now, **you resemble** (*przypominasz*) your sister, especially when it comes to your gestures.
- 8 **I had been meaning** (*miałem zamiar*) to ring my grandfather for ages, so when he called me himself I was embarrassed.

7> Complete the sentences using the correct form of the verbs in brackets. Then say what these sentences express or where they come from, and what tense we usually use in such situations.

- 1 First you **cook** (*cook*) some pasta, then you **make** (*make*) the sauce. (*series of actions, completed one after another, e.g. in recipes or instructions; Present simple*)
- 2 Why **are you constantly borrowing** (*constantly / borrow*) my bag without asking?! (*talking about annoying habits and criticising them; Present continuous*)
- 3 Young woman **gets** (*get*) injured in head-on collision. (*newspaper headlines; Present simple*)
- 4 What time **does the plane take** (*plane / take*) off? (*timetables; Present simple*)
- 5 Keith **was becoming** (*become*) more and more upset, so I decided to end our conversation in order not to make things worse. (*describing a process; Past continuous*)
- 6 **I was thinking** (*think*) of going to Spain, but I haven't made up my mind yet. (*considering an option/idea/possibility; Past continuous*)
- 7 We **were wondering** (*wonder*) if you could help us solve this conflict. (*making a polite question or request; Past continuous*)
- 8 Wendy **has always dreamt** (*always / dream*) of meeting her Prince Charming. Maybe one day her dream will come true. (*an action or state continuing up till present; Present perfect*)
- 9 When I read this article, it was the first time I **had come** (*come*) across the term 'social intelligence'. (*tense shift: present perfect tense for 'first time ever' shifted to past perfect due to the past form of the introductory verb 'read'*)

8> In your notebook, complete the second sentence so that it means the same as the first, using the word given. Write no more than five words. Do not change the word given.

- 1 We are going to celebrate our third anniversary at the end of this year. **WILL**  
By the end of this year, I **will have been going out** out with Tim for three years.
- 2 Christina has always wanted to tell you the truth, but she's been afraid to do so. **MEANING**  
Christina **has been meaning to tell** you the truth, but she's been afraid to do so.
- 3 When was the last time you heard from Joanna? **SINCE**  
How **long has it been since** you heard from Joanna?
- 4 No one likes it when people use them. **TAKEN**  
No one likes **being taken advantage of** by other people.
- 5 We were not getting on any more, so I stopped seeing her. **BROKE**  
We were not getting on any more, so I **broke off with her**.
- 6 I feel I'm not up-to-date with dating apps. **TOUCH**  
I **am out of touch with** dating apps.
- 7 When we saw Amanda and Ken together again, we couldn't believe our eyes. **ABACK**  
We **were taken aback** when we saw Amanda and Ken together again.
- 8 This psychologist was the first one to invent the name for this trend. **COME**  
This psychologist **had come up with** the name for this trend before everyone else.

9> In your notebook, complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than five words.

- 1 Ted's behaviour **had been getting on my** (*get*) nerves for ages before I eventually told him to stop being so stuck-up.
- 2 We **were thinking of splitting up** (*think / split*), but we've decided to work on our relationship.
- 3 I **have felt out of place** (*feel / place*) at this party ever since I got here, so I think I'm going to go home.
- 4 Tony's very shy, but he's beginning to **come out of his shell** (*come / shell*).
- 5 If you want to see this actress in action, she **is appearing in** (*appear*) a play at the Odeon theatre next week.
- 6 At the moment, I **consider her to be** (*consider / her / be*) my best friend.
- 7 At this very moment in time, I **am depending on** (*depend*) you, so please don't let me down.

### Challenge!

10> In your notebook, rewrite the sentences, using the idiomatic expressions with the word 'bone'.

- 1 All the shops reduce their prices during the January sales.  
**All the shops cut their prices to the bone during the January sales.**
- 2 I tried to learn as much as possible about genetics before my biology test. **I tried to bone up on genetics as much as possible before my biology test.**
- 3 Money was what we mainly disagreed on.  
**Money was the bone of contention for us.**
- 4 Tom said he wanted to talk to me about something annoying I'd done. **Tom said he had a bone to pick with me.**
- 5 My aunt is never ashamed to express her views freely.  
**My aunt makes no bones about her views.**
- 6 It's high time you stopped being so lazy!  
**It's high time you stopped being so bone idle!**

11> Add the correct suffixes to the words or word parts below in order to create personality adjectives. Then work in pairs and tell each other about a person you regard as:

- confrontational
- dismissive
- quick-witted
- high-spirited
- pushy
- reserved





1> Work in pairs. Look at the pictures. Who are the people? What story do you think is behind each situation?

2> Read the story and answer the questions.

As the child of a military family, Steven had always had a hard time forming lasting friendships. As soon as he had really got to know his peers, it was time to move on. By the time he was in high school he had attended seven different schools in five countries, and had just about given up on the idea of ever making any real friends.

But while he was in his first week of school in Hawaii, he got to talking to one of his classmates during lunch break. It seemed to be a case of 'opposites attract', since Steven was quiet, studious and not much into sports, while Kellen was tall, extremely athletic and one of the most popular boys in the school. For reasons neither of them could explain, they really hit it off. Kellen, who had lived in the same house his entire life, was fascinated by the idea of travel and adventure. Steven was intrigued to meet someone so outwardly successful who was really a deep thinker.


They became close friends, and they managed to stay in touch when Steven's family moved to Italy. Even before Hawaii, they had decided that they were going to attend the same university, and they kept their word. Their friendship seemed unbreakable.

After taking their degrees, they decided to spend six months travelling the world together. They saved up enough cash to pay for their trip, and set off for India. But something changed. They had been on the road for only three weeks when they had a terrible disagreement and decided to go their separate ways. Fifteen years of total silence followed. But that was not the end of the story.

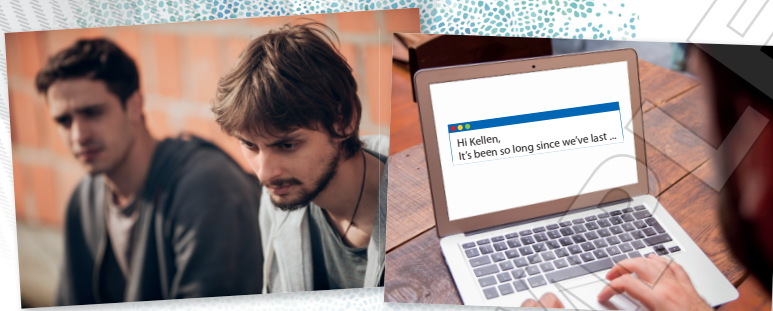
- 1 What had Steven's social life been like before meeting Kellen? Why? *He had had a hard time forming lasting friendships because his family had moved a lot.*
- 2 In what ways were Steven and Kellen different? *Steven was quiet, studious, and not much into sports and Kellen was athletic and popular at school.*
- 3 What plan had they made before Steven left Hawaii? What became of the plan? *They had decided to go to the same university. They kept their word.*
- 4 What happened during their trip? *They had a terrible disagreement and decided to go their separate ways.*
- 5 How do you think the story might continue? *Student's own answers*

3> Look back at the story. Find time words or phrases which express the following. Note the tenses or forms which go with them.

- 1 something continuing unchanged in the past *always*
- 2 immediately or shortly after *as soon as*
- 3 from the past up to a stated time *by the time*
- 4 in the midst of a period of time *during*
- 5 including an entire period of time *while*
- 6 following a certain point in time *after*

4>  **CD 1.08** Listen to the next part of Steven's story and answer the questions below in your notebook.

- 1 How had Steven felt about reconnecting with Kellen? *He was relieved, but also apprehensive.*
- 2 What prompted Steven to try and contact his friend? *An email about a class reunion.*
- 3 What did Steven say in his email to Kellen? *He apologised for his behaviour on their last trip and suggested they should meet.*



4 When and how did Kellen eventually get in touch with Steven? *On a Sunday evening of the third week after Steven sent an email, Kellen called him.*

5> Read the first part of the story in exercise 2 and the transcript of its second part on page 131. Find six time expressions and complete the Phrase Bank below in your notebook.

#### Phrase Bank

##### ► Time expressions for cohesion and coherence in a narrative

As soon as ... | By the time ... |

While ... | Several weeks passed ... |

On the Sunday of the third week | Immediately

<sup>1</sup>During ... <sup>2</sup>Even before ... <sup>3</sup>After ... <sup>4</sup>Only when ... <sup>5</sup>Over the years ...

<sup>6</sup>It was only when ... that

6> The following sentences are too simple for a good story. In your notebook, rewrite the sentences using the prompts in brackets. (Possible answers)

- 1 Evan entered the room where there was a party with a lot of people. (How did he feel? What was the room like? What were the people like?) *Sick with nerves, Evan entered the hot, crowded room, suddenly surrounded by noisy parties.*
- 2 He almost left, but he looked around and decided to stay. (What was his first reaction? What changed his mind? What feeling led to his decision?) *His first instinct was to turn around and flee, but on seeing how much the people were enjoying themselves, he decided to give it a chance.*
- 3 He went to the buffet and got a drink, crossed the dance floor and met Janis. (How did he move? What drink did he choose? Who is Janis and how did he react to seeing her?) *He pushed his way across the room to the buffet, where he picked up a plastic cup of coke and then, spotting Janis on the other side of the room, he wove his way through the dancers towards his friend's welcome and familiar face.*
- 4 Janis looked at him and said that she didn't want to talk to him. (How did Janis look? What exactly did she say? How did Evan react or respond?) *As he approached her, Janis gave him a look of contempt and spat out, 'Do you really think I'd even speak to you?' ... words which immediately shocked and wounded him.*
- 5 Janis turned and walked away. He felt bad. He decided to leave, but someone stopped him. (What was Janis' action like? How exactly did he feel? Who stopped him and what was his reaction?) *Janis spun around and stalked away, leaving him crushed, bewildered, and determined to leave, but before he could make his escape, Todd came over and took his arm in a painful grip, filling Evan with fear.*

7> Read the ending to Steven and Kellen's story. It is lacking some elements of good writing. Rewrite it using connecting phrases, time phrases, vivid verbs and adjectives, and direct speech.

*Suggested answer: p144*

*Steven ordered a latte, because they were meeting in a coffee shop. Steven was nervous. Kellen wasn't there yet. It made Steven nervous, so he didn't drink his coffee. He saw Kellen after that. Kellen looked the same. It was nice that he wasn't different. Then they shook hands. Kellen said it was nice to see Steven, and Steven said it was too. They were nervous. It was pretty uncomfortable. So Steven said, wasn't their argument about money? He said that was probably right. They were like old friends again.*

8> Write a story of 200–250 words. Start with the beginning provided below.

*When they met, neither of them knew their lives were about to change forever.*



Complete all the exercises on this page in your notebook.

## 1> Answer the questions.

When someone ..., what do they do?

- 1 keeps you in stitches *They make you laugh a lot.*
- 2 goes ballistic *They become very angry.*
- 3 freaks out *They panic.*
- 4 gives someone a leg up *They help/support them.*

—/4

## 2> Rewrite the sentences, using the words given.

- 1 Rita is behind the times with technology. **TOUCH**  
*Rita is out of touch with technology.*
- 2 He has rather too poor social skills to run a business. **MARK**  
*His social skills are not really up to the mark to run a business.*
- 3 There are a lot of frustrated people on social media. **RIFE**  
*Social media are rife with frustrated people.*
- 4 When I'm sad, I need someone to show me sympathy. **SHOULDER**  
*When I'm sad, I need a shoulder to cry on.*
- 5 It's obvious that trust is crucial to friendship. **GOES**  
*It goes without saying that trust is crucial to friendship.*
- 6 Our search has shown no results. **EMPTY**  
*Our search has come up empty.*
- 7 By the time you suggested counselling, we had already considered that option. **COME**  
*By the time you came up with counselling, we had already considered that option. / By the time you suggested counselling, we had already come up with that option.*

—/7

## 3> Complete the sentences with the correct form of the word in brackets.

- 1 I thought you were unsociable, but in fact you are just a bit reserved, I'm sorry I *have misread* (read) you for so long.
- 2 I always try to avoid people who come across as *confrontational* (confront) and *dismissive* (dismiss).
- 3 Parents worry a lot about their children, but their fears are often *unfounded* (found). This can be very irritating, though they always have good *intentions* (intend).
- 4 Our boss was very *complimentary* (compliment) about Tom's work and wanted to *popularise* (popular) his ideas among the staff.
- 5 It's hard to believe your story. It sounds *implausible* (plausible) and *inconsistent* (consistent) when it comes to the details.

—/9

## Vocabulary challenge!

### 4> Choose the correct option.

- 1 Mark isn't really my good friend. He's just *a mate* / *an acquaintance*, but from what I know, he's appreciated for being *pushy* / *confident*.
- 2 Judges should be *disinterested* / *uninterested* at work.
- 3 She's *an outspoken* / *a critical* lady who *makes* / *does* no bones about expressing her views.
- 4 My psychology test was coming up, so I had to bone *down* / *up* on some theories.
- 5 Jerry is *cut to the bone* / *bone idle* as he never seems to lift a finger to help his parents.
- 6 I have *a bone* / *bones* to pick with you. Why did you call me *timid* / *reserved* and lacking in courage?

—/9

### 5> Choose the correct option. Sometimes both options are correct.

- 1 I hope that people *will have been talking* / *will still be talking* face-to-face in the future.
- 2 My brother *had been using* / *had used* this app around the clock till he realised his every move was being tracked.
- 3 This actor *is appearing* / *appears* in a new play this weekend at the Grand Theatre.

- 4 Mary realised she *had forgotten* / *forgot* her umbrella when it *began* / *had begun* to rain.
- 5 Hello, *do you recognise* / *are you recognising* me? We *went* / *were going* to the same school.
- 6 When I was young, I *would* / *used to* prefer playing with boys rather than girls.

—/8

### 6> Correct nine verb forms in the text.

It was the summer of 2015. It was the first time I *have had* been abroad and *have had* been looking forward to visiting new places. They *were forecasting* *forecast/had forecasted* good weather, so I was really *hoping* to make the most of my time off. Every day, I *would* get up early to go for a walk round the town where I *was staying* *stayed*, then I *would* hop on a bus and travel to another town to explore as much as possible. I *had been having* *was having* a whale of a time! I *had met* *met* lots of new people, ate wonderful food and got to know *lots of* local customs, which I *was appreciating* *appreciated* a great deal. I *m-supposing* *suppose* this *has been* my best holiday so far!

—/9

### 7> Read the story and make all the necessary changes to make it more interesting and cohesive. Replace the simple vocabulary and past simple tense with more varied vocabulary and tenses.

I was lonely. I wanted to find a soulmate. I had enough of spending the weekends on my own. I saw a notice on the school notice board. It said 'Come to my party if you are a lonely heart'. I felt that going there would be good for me. I got to the place. The house looked dark. I waited before I rang the bell. The person who opened was a boy from my school. I ignored him all the time. We got talking. Our relationship started there and then.

—/10

### 8> Complete the sentences with appropriate words. Put one word in each space.

- 1 First impressions often decide *on* the way people view each other and turn out to be central *to* determining who we want to befriend.
- 2 Kindness goes a long *way* in relationships, and it seems indispensable when it *comes* to making new friends.
- 3 Social skills come in *handy* in all kinds of situations. For example, they are *of* great use when we deal with vulnerable people.
- 4 Emotional intelligence is of paramount *importance* for a number of professions. It *turns* out to be particularly relevant to jobs like a teacher or a doctor.

—/8

### 9> Work in pairs. Work in pairs and test each other.

Student A: go to page 105.

Student B: go to page 112.