

Unit 1: People

Key Vocabulary

Personal details

Персональні дані

citizenship громадянство

ethnic origin етнічне походження

first name ім'я

gender стать

surname прізвище

male / female чоловіча стать/жіноча
стать

marital status: single / married / separated /

divorced / widowed сімейний стан:
неодружений, незаміжня/ одружений,
заміжня/у шлюбі, але проживаю
окремо/ розлучений(-на)/ вдівець,
вдова

nationality національність

next of kin найближчий родич

nickname прізвисько

permanent / temporary address адреса
постійна/тимчасова

place of residence місце проживання

pseudonym псевдонім

spouse чоловік/дружина

Appearance Зовнішність

a beautiful / pretty / good-looking /

attractive / ordinary-looking

woman прекрасна/гарна/красива/
приваблива/звичайна на вигляд жінка

a chubby / plump / overweight / obese

person круглощокий /повний/ з
надмірною вагою/ огрядна людина

a fair / dark / pale / tanned

complexion світле/темне/бліде/
засмагле обличчя

a handsome / well-built man гарний,

вродливий чоловік/чоловік із

гарною статурою

a skinny / thin person худорлява/худа
людина

a slim / slender woman струнка жінка

a woman of average / medium

height жінка середнього зросту

have good looks гарно виглядати

How much does he / she weigh? Скільки
він/вона важить?

What does he / she look like? Як він/
вона виглядає?

younger / older than he

looks молодший/старший, ніж
виглядає

age вік

newborn baby / infant / toddler /
adolescent / teenager / adult / middle-

aged / elderly новонароджений/
немовля/малюк/юнак/підліток/
дорослий/людина середнього віку/
літня людина

in his/her 20s/30s у віці від 20 до 30

build статура

athletic / broad-shouldered / muscular /
lanky / stocky міцної, спортивної

статури/широкоплечий/мускулистий/
довгов'язий/кремезний

birthmark родимка

scar рубець

eyes очі

brown / blue / green / hazel /

bright коричневі/блакитні/зелені/
карі/світлі

face обличчя

round / oval / long / thin кругле/
овальне/витягнуте/худорляве

beard / moustache борода/вуса

dimples / forehead / cheeks / chin /

eyebrows ямочки/чоло/щоки/
підборіддя/брови

freckled / wrinkled вкритий

ластовинням/зморшками

pimples / spots / acne вугрі/акне

broad / tight-lipped smile широка/
стримана посмішка

hair волосся

blonde / dark / fair / red / grey /
dyed біляве/темне/світле/руде/сиве/
фарбоване волосся

short / long / straight / curly / wavy /

spiky / cropped / shoulder-length /

medium-length коротке/довге/пряме/
кучеряве/хвилясте/неслухняне/
підстрижене/до плечей/середньої
довжини

fringe / ponytail / centre-parting / side-

parting / bald / wig чубчик/хвіст/проділ

посередині/проділ збоку/лисий/
перука

nose ніс

big / small / long / snub /
pointed великий/маленький/довгий/
кирпатий/загострений

Character traits and personality

Риси характеру

(dis)honest (не)чесний

(im)mature (не)зрілий

(im)patient (не)терплячий

(im)polite (не)ввічливий

(in)active (не)активний

(in)sincere (не)щирий

(ir)responsible (без)відповідальний

(un)predictable (не)передбачуваний

(un)reliable (не)надійний

absent-minded неуважний

adventurous сміливий, відчайдушний

aggressive агресивний

ambitious / driven амбітний/завзятий

boring / dull нудний/нецікавий

bossy владний

brave хоробрий

calm / relaxed спокійний/розслаблений

caring турботливий

charitable благодійний

cheerful веселий

childish по-дитячому, дитячий

clever розумний

committed відданий

compassionate милосердний

confident впевнений у собі

consistent послідовний

coward боягуз

creative творчий

determined рішучий

easy-going безтурботний,

життєрадісний

fearless безстрашний

flexible гнучкий

forgetful забудькуватий

generous щедрий

hard-working працьовитий

have a sense of humour з почуттям

гумору

helpful послужливий, люб'язний

hot-tempered запальний

humble скромний

indecisive нерішучий

independent незалежний

intelligent розумний

inventive винахідливий

irritable дратівливий

jealous ревнивий
 kind добрий
 lazy ледачий
 mean підлий
 messy безладний, неохайний
 miserable нещасний
 moody похмурий
 moral порядний
 narrow-minded / open-minded обмежений/із широким кругозором
 outgoing товариський
 perfectionist вимогливий
 proud гордий
 punctual пунктуальний
 reasonable розважливий
 rebellious непокірний
 reserved замкнений, стриманий
 rude грубий
 self-confident впевнений у собі
 selfish егоїстичний
 sensitive чутливий
 serious серйозний
 shy сором'язливий
 sociable товариський
 spoilt розбещений
 sporty спортивний
 strict суворий
 stubborn впертий
 talented талановитий
 talkative балакучий
 trustworthy надійний
 understanding чуйний, той, що ставиться з розумінням

Clothes Одяг

anorak куртка з капюшоном
 braces підтяжки, брекети
 collar комір
 contact lenses контактні лінзи
 flip-flops в'єтнамки
 gloves рукавички
 hooded sweatshirt светр із капюшоном
 overcoat пальто
 polo neck гольф
 pyjamas піжама
 sandals босоніжки
 scarf шарф
 slippers капці
 suit костюм
 swimming trunks плавки
 swimsuit купальник
 tie / bow tie краватка / метелик
 tights колготки
 tracksuit спортивний костюм
 trainers кросівки
 underwear білизна
 wellingtons гумові чоботи

zip застібка, блискавка

Describing clothes Опис одягу

appropriate for the occasion відповідний до нагоди, події
 baggy мішкуватий
 designer / expensive / second-hand дизайнерський/дорогий/вживаний
 faded вигорілий/вицвілий
 formal / smart / elegant офіційний/гарний, вишуканий/елегантний
 knitted в'язаний
 long-sleeved / short-sleeved / sleeveless з довгими/короткими рукавами/безрукавний
 ripped рваний, дірявий
 tight-fitting / loose-fitting тісний / вільний

Materials Матеріали

cotton бавовна
 denim джинсова тканина
 fur хутро
 lace мереживо
 leather шкіра
 linen льон
 nylon нейлон
 rubber гума
 silk шовк
 wool, woollen вовна, вовняний

Patterns Візерунки

checked картатий
 dotted поцяткований
 floral квітковий
 plain однотонний
 striped смугастий

Feelings, emotions and attitude Почуття та емоції

approving / disapproving схвальний/несхвальний
 admire милуватися, захоплюватися
 adore обожнювати
 angry / furious сердитий/розлючений
 annoyed роздратований
 anxious заклопотаний
 appalled приголомшений
 be a fan of / be fond of / be into / be keen on бути фанатом чогось/захоплюватися чимось/цікавитися чимось/дуже любити щось
 be ashamed of соромитись
 be attracted to sb вподобати когось
 be hopeless at бути безнадійним у чомусь
 be in the mood for / to бути в гуморі
 bored знуджений
 can't stand не витримувати, дуже не любити

confused розгублений
 delighted / pleased задоволений
 depressed пригнічений
 devastated спустошений
 disappointed розчарований
 embarrassed збентежений, зніяковілий
 excited схвилюваний
 exhausted виснажений
 fall in love закохатися
 fancy любити (щось), вподобати (щось)
 fed up with набридло (до несхочу)
 find common ground знайти спільну мову, порозумітися
 frightened / scared / terrified зляканий/переляканий
 frustrated розчарований, засмучений, роздратований
 get on well with добре ладнати з (кимось)
 grateful вдячний
 hate ненавидіти
 indifferent байдужий
 irritated роздратований
 lonely самотній
 long for sb / sth палко бажати, жадати
 look up to sb поважати когось
 lose one's temper розлютитися, втратити самовладання
 miserable нещасний
 moved розчулений
 nervous знервований
 overwhelmed сповнений (почуття), пригнічений (чимось)
 passionate пристрасний, палкий
 respect повага, поважати
 shocked приголомшений
 surprised / amazed здивований / вражений
 sympathy співчуття
 take an interest in цікавитися чимось
 take pride in гордитися, пишатися
 thrilled схвилюваний
 worried занепокоєний

Idioms Ідіоми

be on top of the world бути в піднесеному настрої
 be out of sorts почуватися недобре, бути в поганому настрої
 drive sb up the wall вивести когось із рівноваги
 feel blue бути в поганому настрої
 give sb a hard time додавати причин для хвилювання, критикувати
 have mixed feelings мати, переживати змішані почуття
 jumping for joy стрибати від радощів

A Label the pictures with the phrases in the box.

checked shirt cotton T-shirt denim jacket dotted top floral blouse fur coat lace dress leather jacket
 linen shirt nylon anorak plain T-shirt rubber wellingtons silk blouse
 striped T-shirt woollen jumper

Patterns



Materials



B Complete the text with the words in the box.

birthmark fair centre-parting muscular tanned handsome average smile talkative spots

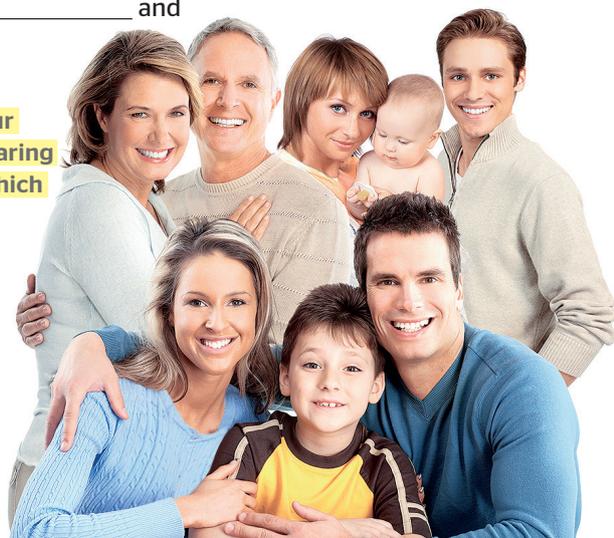
Appearances can be deceiving

I got talking to an incredibly (1) _____ man at last week's school reunion. He had short (2) _____ hair and his green eyes contrasted perfectly with his (3) _____ complexion. He was of (4) _____ height and had a (5) _____ body. He was very friendly and (6) _____ but when he told me his name was Norman, I couldn't remember him at all. That was until he turned around and I saw the (7) _____ on the back of his neck. It was Norman the nerd from the first row of mathematics! He used to have long hair with a(n) (8) _____ and his skin used to be covered in (9) _____. When he turned around again, I gave him my broadest (10) _____ and realised that I wished I had befriended him back at school.

C Talk in pairs. Choose one of the people in the picture without telling your partner. Describe the person's appearance and the clothes he/she is wearing in detail. Your partner has to guess which person you are describing. Which of these people would you like to talk to? Why?

Suggested expressions

The person I'm describing is (rather/quite)... / He/She has got... / He/She is wearing... / is dressed in... / is in his/her teens...
 I would like to talk to... because he/she seems to be...



D Are the following traits positive or negative? Write P for positive or N for negative. Then choose three traits that describe your character and give examples of how you display these traits.

- | | | | |
|------------------|--------------------------|----------------|--------------------------|
| 1. aggressive | <input type="checkbox"/> | 11. ambitious | <input type="checkbox"/> |
| 2. bossy | <input type="checkbox"/> | 12. boring | <input type="checkbox"/> |
| 3. brave | <input type="checkbox"/> | 13. confident | <input type="checkbox"/> |
| 4. jealous | <input type="checkbox"/> | 14. creative | <input type="checkbox"/> |
| 5. calm | <input type="checkbox"/> | 15. determined | <input type="checkbox"/> |
| 6. absent-minded | <input type="checkbox"/> | 16. easy-going | <input type="checkbox"/> |
| 7. adventurous | <input type="checkbox"/> | 17. fearless | <input type="checkbox"/> |
| 8. cheerful | <input type="checkbox"/> | 18. punctual | <input type="checkbox"/> |
| 9. childish | <input type="checkbox"/> | 19. generous | <input type="checkbox"/> |
| 10. stubborn | <input type="checkbox"/> | 20. moody | <input type="checkbox"/> |

E Add the prefixes *dis-*, *im-*, *in-*, *ir-*, and *un-* to form the opposites of the adjectives.

NEGATIVE PREFIXES

- | | |
|-------------------|----------------------|
| 1. ____ active | 8. ____ polite |
| 2. ____ decisive | 9. ____ predictable |
| 3. ____ dependent | 10. ____ reasonable |
| 4. ____ flexible | 11. ____ reliable |
| 5. ____ honest | 12. ____ responsible |
| 6. ____ mature | 13. ____ sincere |
| 7. ____ patient | 14. ____ sociable |

F Complete the sentences with the correct word *a, b, c* or *d*.

- Alan is such a ____ person. You can always depend on him.

a. lazy	c. selfish
b. reliable	d. reserved
- He was too ____ to talk to anyone at the party so he left early and went home.

a. creative	c. shy
b. caring	d. flexible
- It's difficult to be ____ when you are stuck in traffic.

a. honest	c. patient
b. unpredictable	d. stubborn
- Danny really loves making new friends. He's such a ____ child.

a. sociable	c. reserved
b. shy	d. punctual
- Young people today must be ____ if they want to get a good job. They need to be able to adapt to new situations.

a. lazy	c. rebellious
b. flexible	d. irresponsible
- When David turned twenty-five, he got a good job and became financially _____.

a. rebellious	c. caring
b. reserved	d. independent
- Tony isn't particularly ____, which is his biggest flaw. He finds it really hard to get anywhere on time.

a. punctual	c. easy-going
b. creative	d. honest
- You never know what Fiona is going to do. She is totally _____.

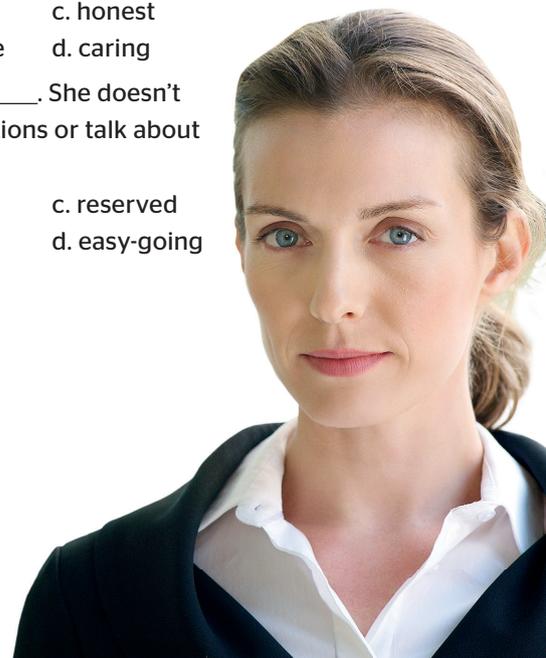
a. caring	c. sociable
b. reliable	d. unpredictable
- Harry is as ____ as a mule; although he knows he's wrong, he refuses to change his mind.

a. lazy	c. punctual
b. shy	d. stubborn
- Debbie, like most teenagers her age, is very _____. She doesn't listen to anybody and it is very hard to make her obey rules.

a. rebellious	c. caring
b. patient	d. punctual
- It was very ____ of the babysitter to sit inside watching TV while the children were outside playing in the swimming pool.

a. sensitive	c. honest
b. irresponsible	d. caring
- Rose is very _____. She doesn't show her emotions or talk about her problems.

a. flexible	c. reserved
b. creative	d. easy-going



G Guess the meaning of the idioms in bold. In what situations would you use these idioms? Form sentences to illustrate their use.

IDIOMS

1. I'm going to book an appointment to see the doctor because I've been feeling **out of sorts** all week.
2. After scoring the winning goal in the cup final, I was **on top of the world**.
3. My sister has had her friends around the house all day and they have been **driving me up the wall** with their screaming.
4. When I'm **feeling blue**, I try to think of all the good things I have in my life, and that cheers me up.
5. I know the exams are coming up, but I just wish my parents would chill out a little and stop **giving me a hard time**.
6. I **had mixed feelings** about being made class president. I was immensely proud, but also nervous about whether I would do a good job.
7. My mum **jumped for joy** when she heard that I had been offered a place at Manchester University.

Listening Comprehension Practice

POINTS FOR DISCUSSION

- Do you think that body language can communicate more than speech does?
- What body gestures or facial expressions do you know of that might mean different things in different cultures?

VOCABULARY BOOSTER

Read the sentences and guess what the phrasal verbs in bold mean.

PHRASAL VERBS

1. Don't lie to me; I know you **made up** that story so dad would give you the car.
2. We fight, as every brother and sister does, but at the end of the day we always **make up**.
3. It's amazing how they managed to **bring up** such kind and thoughtful children.
4. She probably won't like you mentioning her mistake, so don't **bring it up** when you talk to her on the phone.
5. Is it the kind of event where you have to **dress up** in a suit and tie?
6. We wanted to **dress up** as a famous showbiz couple for the costume party, but Dan thought it was ridiculous.
7. No, don't open the window. The wind will **mess up** my hair and it took me hours to get it right.
8. If he waits too long, he'll **mess up** his chances of securing the job.
9. I've been working in the garden all day, so I want to **clean up** before dinner.
10. I'm sick and tired of **cleaning up after** you, Jonathan. It's time you took responsibility for the mess you make.

A Listen to the text. For questions (1-5) choose the correct answer (A, B or C).



Exam tip

- Before you listen, read the instructions carefully.
- Then read the questions and options and underline the key words. This will help you focus on the more relevant parts of the recording.
- During the first listening, listen for the key words. This will help you choose the correct option.
- Check your answers during the second listening. Remember that you must pay attention to the general meaning of what is said, not just to individual words.

1. What does the speaker say about the members of the audience?
 - A. They all lie at some point in their life.
 - B. They don't want to admit they are liars.
 - C. Not everyone knows how to lie.
2. What's the main reason that people tell a white lie?
 - A. They want to fool others.
 - B. They don't want to upset someone.
 - C. They don't have a serious opinion.
3. What might the stress caused by being interviewed by the police make someone do?
 - A. tell a lie
 - B. avoid cooperation
 - C. feel embarrassed
4. Why may people appear guilty when they are questioned about a crime they didn't commit?
 - A. Because they have actually committed a different crime.
 - B. Because they have something else to hide.
 - C. Because they feel they have to lie.
5. How does body language indicate someone is lying?
 - A. Liars don't know how to control their facial expressions.
 - B. Liars' words and body movements don't agree.
 - C. Liars' body movements are not natural.

B Listen to the speakers. For questions (1-6) choose the correct answer (A, B or C).



Exam tip

- Read the questions and look at the three pictures/ options carefully before you hear each extract. This helps you to get a general idea of what you are going to hear.
- Listen carefully and focus on the question. All three pictures/options may be referred to in the dialogue. However, only one of them correctly answers the question.
- While listening, don't try to understand every single word or phrase; focus on the whole message.
- Choose the picture/option which best answers the question. Don't choose an option just because words or phrases included in the extract appear in it.

1. Who will the man bring to the party?



A



B



C

2. Which leather jacket will the man probably buy?



A

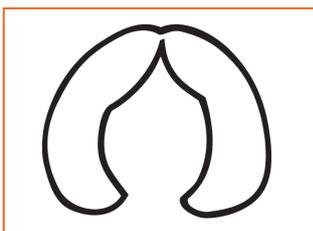


B

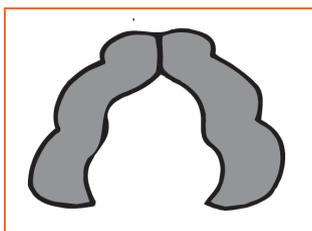


C

3. What does Bonny's hairstyle look like now?



A



B



C

4. What is the speaker's aim?

- A. to show how to be effective when giving orders
- B. to make the listeners realise the importance of obedience
- C. to show that we can choose how to respond

5. What do the girls decide to do?

- A. ask clothing companies to produce clothing lines based on ethical fashion
- B. wear clothes made from bamboo
- C. wear clothes which have been produced using environmentally friendly methods

6. How should the piece of news be headlined?

- A. PERSON WANTED
- B. MISSING PERSON
- C. PERSON IN NEED

POINTS FOR DISCUSSION

- Do you enjoy comedy sketches and stand-up comedians? What is it about their humour that you like?
- Do you think that bad experiences can make for good comedy? How?

A Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use.

Exam tip

- Read the instructions and the title of the text carefully. This will help you to predict the text's content.
- Read the text quickly, without paying attention to the gaps, so as to understand its meaning.
- Read the phrases A-H.
- Read the sentences in the text from which the phrases have been removed, and decide what the missing phrases could be about.
- Reread the phrases A-H and decide which of them fits into each gap.
- Note that two of the phrases A-H do not fit into any gap.
- After filling all the gaps, read the full text and decide whether it makes sense. Read the phrases that you haven't used and make sure that they do not fit anywhere.


 MAGAZINE

Have a laugh!

It's no secret that laughing is good for us. It gives our immune system a boost, reducing stress hormones and

(1) _____.

It relaxes our muscles and strengthens our heart. Then, of course, laughter releases feel-

good hormones that make us feel happier. Humour helps us ride the waves of life's ups and downs; it turns us into more **easy-going** people and breaks the ice with others.

However, (2) _____ or you just don't get other people's jokes? What if you are an intensely serious person who finds life more tragic than comic or who is more likely to be **hot-tempered** and **moody** when things go wrong than to slap your forehead and laugh? Can you learn to take life less seriously and lighten up?

According to some comedians, people can actually learn to be funny – perhaps not fall-off-your-chair funny, but at least able to admit that things are ridiculous rather than absolutely terrible. For those with a natural talent for being funny there are even stand-up comedy clinics (3) _____. Stand-up teachers turn the art of comedy into a science and design games, such as ones

in which students have to improvise, to get students to be more creative. Students are given the tools to write great jokes even when they are struggling to come up with ideas of their own.

However, if you don't have your sights set on entertaining an audience but would simply like to laugh more, there are some easy ways (4) _____. If you are feeling **dull** or irritated, getting together with friends to watch a comedy could be just the thing to liven you up. Additionally, make sure that if you have a tendency to see the **depressing** side of life, you include funny people in your circle of friends. Funny people can influence you to find humour in the simplest of things. Welsh comedian Rhod Gilbert, for example, manages (5) _____ in a supermarket into a **hilarious** sketch.

Watching comedies and telling jokes is not the only way to cheer us up and make us laugh. There are countless ways to lighten up a day, like playing games with friends or doing fun activities like going swimming, playing board games or music with friends or (6) _____. For those that are serious about wanting to laugh, there are even laughing yoga classes, which are based on the idea that laughter is catching.

- A. where you can learn to be a comedian
- B. playing with pets
- C. where he performed his jokes for the first time
- D. what if humour doesn't come naturally to you

- E. to turn trying to buy a single baked potato
- F. increasing disease-fighting antibodies
- G. what if you can't stop laughing when you see them
- H. to make every day more amusing

VOCABULARY BOOSTER

A1 Look at the highlighted adjectives in the text on page 12 and guess what they mean.

A2 Match the adjectives in column 2 with their synonyms in column 1 and antonyms/opposites in column 3.

SYNONYMS AND ANTONYMS

1

childish, immature
amusing, hilarious
mean, ill-mannered
boring, characterless
hot-tempered, moody

2

comic
dull
infantile
irritable
rude

3

calm, easy-going
kind, polite
creative, interesting
serious, adult
tragic, depressing

B Read the text below. For questions (1-5) choose the correct answer (A, B, C or D).

AGAINST ALL ODDS

When she was nineteen months old, Helen Keller **suffered from** a severe illness that eventually left her without the sense of sight or hearing. It also left her mute. This, however, did not **rob her of** the ability to love or be loved.

When she was six years old, Helen Keller's parents sought Alexander Graham Bell's advice regarding their daughter's education. As a result, Anne Mansfield Sullivan, a twenty-year-old teacher, arrived at the Kellers' home in Alabama. Sullivan herself had been both treated and educated at the Perkins Institute in Boston, where she had partially recovered her sight.

Helen Keller herself said that the most important day of her entire life was the one on which her teacher arrived. On their first morning together, her teacher gave her a doll and slowly fingerspelt the word 'doll' into the palm of her hand using the manual alphabet. Helen found this finger play very interesting and immediately tried to imitate it. It did not take her long to form the letters correctly. However, she had no idea that she was spelling words or that these words existed as representations of the objects that surrounded her.

It took her several weeks, often filled with frustration, to understand that everything has a name. One day, her teacher **persisted in** trying to teach her the difference between 'mug' and 'water'. Helen, unable to tell them apart, threw her doll in a rage and broke it into many pieces. Her teacher then took her to the well house in the garden and placed her hand into a cool stream. At the same time she

fingerspelt the word 'water' in Helen's other hand. At this moment, the mystery of language was revealed to her and it was the beginning of her familiarisation with the objects around her.

Another difficulty Helen had to overcome was the meaning of abstract words such as 'love'. Her teacher fingerspelt the word into her hand and Helen reacted by asking, 'What is love?' Anne replied by placing her hand over Helen's heart and said, 'It is here'. Helen became confused and started asking lots of questions in order to discover what 'love' actually was. Unfortunately, despite her teacher's responses, she could not understand and became very impatient.

A day or so later, when Helen was trying to string some beads of various sizes together, her teacher touched her forehead and fingerspelt the word 'think'. Helen instantly realised that this was the name of the abstract process that was going on in her head. In the same way, she tried to find the meaning of the word 'love'. When the sun came out from behind a cloud, Helen insisted, 'Is this not love?' Anne turned to her and replied that love is something like the clouds that were in the sky before the sun came out. 'You cannot touch the clouds, but you can feel the rain,' she told her. 'In the same way, you cannot touch love, but you can feel the sweetness that it pours into everything.' Helen immediately understood this beautiful truth and felt that her spirit was somehow connected to the spirit of her teacher and everyone around her.



- Why did Anne Mansfield Sullivan join the Keller household?
 - She was half-blind and could help Helen.
 - She was recommended by Alexander Graham Bell.
 - She was a graduate of the Perkins Institute.
 - She was to be employed as Helen's companion.
- What was it that impressed Helen most on the day her teacher arrived?
 - the doll she received
 - the manual alphabet
 - the finger play
 - the words she spelt
- When did Helen realise that everything around her had names?
 - when her teacher took her to the well house
 - when she broke her doll into many pieces
 - when her teacher taught her the meaning of 'mug'
 - when she learnt to fingerspell
- Why was the word 'love' difficult for Helen to understand?
 - She had never experienced it before.
 - She didn't know what a heart was.
 - She couldn't touch 'love'.
 - She couldn't fingerspell the word.
- When did Helen's teacher finally make her understand the meaning of the word 'love'?
 - when she made Helen feel the warmth of the sun
 - when she expressed her love to Helen
 - when she compared love to the clouds
 - when she explained the connection between her and Helen

Exam tip

- Read the whole text quite quickly for general understanding.
- Then read the questions and try to find the parts in the text that answer the questions or complete the sentences. You may underline these parts.
- Now read the options and choose the one that best matches the idea in the text.
- Look for the words and phrases with similar meanings in the options and the text.



POINTS FOR DISCUSSION

- What traits do you think made Miss Sullivan a good teacher for Helen Keller?
- What types of personalities are you attracted to the most? Why?

VOCABULARY BOOSTER

VERBS + PREPOSITIONS

- B1** Look at the highlighted verbs + prepositions in the text on page 13.
Can you think of any other verbs followed by the prepositions *from*, *of* and *in*?

- B2** Complete the sentences with the correct prepositions. Some prepositions may be used more than once.

about on at for from in of

- After three weeks I finally **recovered** _____ a terrible cold.
- How could you **mistake** George _____ his brother? They don't look anything like each other.
- Our family **consists** _____ six members.
- The media have repeatedly **praised** her _____ being active in the fight against child malnutrition.
- Before your first job interview, why don't you **invest** _____ a nice suit to wear?
- I **warned** you _____ Michael's laziness, but you wouldn't listen.
- Don't you think it's silly to **waste** money _____ something you will only be able to wear maybe once a year?
- I **apologise** _____ shouting at you earlier; I don't react so well under pressure.
- She's naturally shy, so you'll never catch her **boasting** _____ what she's achieved.
- Why are you **staring** _____ that girl? Is it the first time you've seen someone who's dyed their hair purple?

Read the texts below. For questions (1-10) choose the correct answer (A, B, C or D).

MAKING NEW FRIENDS?

Search

With the extensive use of social media, searching profiles of people we share (1) _____ characteristics with has become a popular way of making new acquaintances. The first thing we notice is the user's profile picture. Just as in a face-to-face encounter, looks are what lead us to (2) _____ an interest in someone and proceed with a virtual friendship. Once a person accepts our request for online friendship, we can begin sharing feelings, likes and dislikes and opinions. Emoticons are regularly used to show our virtual friends whether we are jumping for (3) _____ or feeling blue and whether we're fond (4) _____ something or we can't stand it, but we can never be sure those are actually the feelings the other person is (5) _____ at that moment, since we cannot see their body language. So, one has to wonder: how real can a friendship based on looks and emoticons be?

- | | | | |
|--------------------|--------------|------------|-------------|
| 1. A. same | B. usual | C. common | D. ordinary |
| 2. A. get | B. take | C. look | D. drive |
| 3. A. temper | B. love | C. mood | D. joy |
| 4. A. in | B. for | C. of | D. on |
| 5. A. experiencing | B. expecting | C. showing | D. sharing |



Say 'cheese'!

Did the need for seeing our own image in a public space start with reality TV and then move on to selfies on social media sites? Children are turned into selfie stars from an early age by parents posting their photos on social media sites and the trend (6) _____ into old age. After all, what's the harm in posting a picture of yourself drinking coffee, with the caption, 'It's 5 a.m. and I (7) _____ coffee while watching the sun come up'? Isn't it just a way to let your friends know what's going on in your life and to entertain them? And how about photobombing? Doesn't jumping into other people's photos show that you're media aware and (8) _____ a sense of humour?

Then there are the five-year-old selfie stars, living jet-set lives with their families just because they look cute. Adults who are fans of such young stars comment that their day is not complete without seeing their picture, and some say that they love them more than their own children. (9) _____ these young children growing up taking pride in their fame and appearance and ignoring what talents and skills they may have? Are the parents doing harm to them or (10) _____ them a way out of poverty and anonymity?

Exam tip

- Skim-read the text to get an idea of what it is about.
- Read the text again, one sentence at a time. Read the whole sentence, not just the words before and after the gap, as there may be clues that could help you.
- Try to guess what part of speech is missing and what the meaning of the missing word is.
- Do not look at the four choices or guess the answer until you've tried to understand what the sentence means.
- Do not always think of words as single isolated items, but as parts of a context.
- Read the options carefully and decide which one best fits the context, considering syntax and structure.
- If you aren't sure about the right answer, try to eliminate three of the four alternatives starting with the words that don't make sense.
- Check if the word you have selected forms an acceptable expression with the words before and/or after it.
- Read the text again including the words you used to fill in the gaps to see if it makes sense.

- | | | | |
|-----------------|-----------------|------------------|-----------------------|
| 6. A. continue | B. continues | C. is continuing | D. has continued |
| 7. A. drink | B. am drinking | C. have drunk | D. have been drinking |
| 8. A. have | B. are having | C. having | D. have had |
| 9. A. Have | B. Do | C. Are | D. Don't |
| 10. A. it gives | B. it is giving | C. has it given | D. does it give |

INFORMAL EMAIL/LETTER RESPONDING TO AN INVITATION

POINTS FOR DISCUSSION

- Have you ever sent an email or letter to a friend to turn down an invitation? If yes, what was the reason? If no, what reasons can you think of for turning down an invitation?
- What kind of information would you include in an email or letter accepting an invitation?

A Sally has received a wedding invitation from her friend, Alison. Read the email Sally sent to Alison and answer the question which follows.

Dear Alison,

Congratulations! That's fantastic news. I'm really happy for you both and thanks for inviting me to the wedding.

I wouldn't miss it for anything! Actually, it'll be great to see you after such a long time! And as your wedding falls during my summer holidays, it will be no problem for me to take time off work.

Just a few questions for you! Can you recommend a nice place close to the wedding location where I can stay? Something not very expensive – a B & B or a small hotel maybe? I imagine the venue itself will be booked out!

Also, how formal or casual is the wedding going to be? I was just wondering how I should dress for the wedding. I have a long yellow summer dress I am considering wearing.

Finally, do you have a wedding list for gifts or are you happy to take your chances with guests' choices?

Really looking forward to your big day!

Love,

Sally

Which of the following does Sally do in her email?

- | | |
|---------------------------------------------|-------------------------------------------------------------------------------------------|
| a. congratulate her friend | f. make enquiries about the dress code |
| b. express her delight | g. use contracted and short forms |
| c. accept an invitation | h. use the last paragraph to elaborate on the points mentioned in the previous paragraphs |
| d. mention what the purpose of her email is | |
| e. use informal language | |



PLAN

An email/letter to a friend replying to an invitation

GREETING

Greet the person you are writing to.

- Dear Bill, Hi Darin, Hello Mary, Dear Mum,

OPENING PARAGRAPH

Begin your email/letter and say why you are writing.

Use set phrases like:

- Thanks for your last email/letter.
- Sorry I didn't reply sooner, but...
- I'm writing to tell you about...

MAIN PART

Phrases for the main part of the email/letter:

Accepting an invitation:

- Thanks for inviting me...
- I'd love to come to...
- I wouldn't miss... for the world!
- Thanks for the invitation. I'd be delighted to...
- Yes, thanks. That would be great/wonderful.

Refusing an invitation:

- I'm afraid I can't come because...
- It was nice of you to invite me, but...
- I'm awfully/terribly sorry, but I have other plans...
- I'd really like to, but I'm already tied up.
- Thanks for asking, but I'm afraid I'm busy.

Giving the reason:

- You see...
- The truth/reason/problem is...
- The fact that I have to... means that...

Making a suggestion:

- What about...
- Instead of... why don't we...
- If you like, we could...
- What do you think about...
- How do you feel about...

CLOSING PARAGRAPH

- Waiting for your email/letter/reply.
- I'm looking forward to hearing from you.
- Write soon.

B Read the email below and write the correct letters in the boxes.

- If you can make it, let me know
- You see, I've practised really hard for the past month and I can't miss it
- Sorry I didn't reply sooner, but I've been very busy with tennis practice all week
- I'm looking forward to hearing from you
- It was really nice of you to invite me to your family camping trip this weekend but, unfortunately, I'm not free
- What about meeting next weekend

Dear Paul,

How are you? **1** . At last, I have some free time!

2 . The reason is that I'm taking part in a tennis tournament this Saturday. **3** . I'm jealous, though, because you know how much I enjoy camping and I'm sure it'll be a lot of fun.

4 ? My brother and two of his friends have arranged to go white-water rafting. If you like, we could go with them. We'll have a great time. **5** .

6 .

Bye for now,
Marcus

Exam tip

When writing an email/letter to a friend:

- use the appropriate layout.
- organise it into paragraphs as shown in the plan.
- use appropriate expressions/phrases to express your emotions, extend/accept/refuse an invitation, etc.
- use informal language and expressions (e.g. *well, of course, anyway, you know, by the way*).
- use standard grammar and spelling conventions. Don't use forms such as *wanna, CU L8R*, etc.
- use short forms (e.g. *I'm, don't*).

C Your friend Jason has sent you an invitation to a school reunion, but you are not able to attend.

Write an email to Jason in which you:

- thank him but turn down the invitation
- explain why you have to turn it down
- give him a message to pass on to your other friends.

Write an email of at least 150 words. Do not write your own name, any dates, addresses or other personal information. Start your email in an appropriate way.