

Unit 1: People

Key Vocabulary 02

Personal details

Személyes adatok

citizenship állampolgárság
 ethnic origin etnikai hovatartozás
 first name keresztnév
 gender neme
 surname vezetéknév
 male / female férfi / nő
 marital status: single / married / separated / divorced / widowed családi állapot: egyedülálló / házas / külön élő / elvált / özvegy
 nationality nemzetiség
 next of kin legközelebbi rokon
 nickname becenév
 permanent / temporary address állandó / ideiglenes lakcím
 place of residence lakóhely
 pseudonym álnév
 spouse házastárs

Appearance Külső tulajdonságok

a beautiful / pretty / good-looking / attractive / ordinary-looking
 woman gyönyörű / csinos / szemrevaló / vonzó / átlagos nő
 a chubby / plump / overweight / obese person duci / telt / túlsúlyos / elhízott személy
 a fair / dark / pale / tanned complexion világos / sötét / sápadt / barnás arcszín
 a handsome / well-built man jóképű / jóvágású férfi
 a skinny / thin person vézna / sovány személy
 a slim / slender woman vékony / karcsú nő
 a woman of average / medium height átlagos / középtermetű nő
 have good looks jól néz ki
 How much does he / she weigh? Mennyi a súlya? / Hány kiló?
 What does he / she look like? Hogy néz ki?
 younger / older than he looks fiatalabbnak / idősebbnek látszik a koránál

age életkor

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

aged / elderly újszülött / csecsemő / totyogó kisgyerek / kamasz / tizenéves / felnőtt / középkorú / idős
 in his/her 20s/30s a húszas / harmincas éveiben járó

build testalkat

athletic / broad-shouldered / muscular / lanky / stocky sportos / széles vállú / izmos / hórihorgas / zömök
 birthmark anyajegy
 scar sebhely, forradás

eyes szemek

brown / blue / green / hazel / bright barna / kék / zöld / mogyorószínű / ragyogó

face arcforma

round / oval / long / thin kerek / ovális / hosszúkás / keskeny
 beard / moustache szakáll / bajusz
 dimples / forehead / cheeks / chin / eyebrows gödröcskék / homlok / orca / áll / szemöldök
 freckled / wrinkled szeplős / ráncos
 pimples / spots / acne miteszser / foltok / pattanás
 broad / tight-lipped smile széles mosoly / összeszorított szájú mosoly

hair haj

blonde / dark / fair / red / grey / dyed szőke / sötét / világos szőke / vörös / ősz / festett
 short / long / straight / curly / wavy / spiky / cropped / shoulder-length / medium-length rövid / hosszú / egyenes / göndör / hullámos / tuskés / rövide nyírt / vállig érő / félhosszú
 fringe / ponytail / centre-parting / side-parting / bald / wig frufru / lófarok / közepén elválasztott / oldalt elválasztott / kopasz / paróka

nose orr

big / small / long / snub / pointed nagy / kicsi / hosszú / fitos / hegyes

Character traits and personality Belső tulajdonságok és személyiségjegyek

(dis)honest őszinte, becsületes / becstelen
 (im)mature érett / éretlen

(im)patient türelmes / türelmetlen
 (im)polite udvarias / udvariatlan
 (in)active aktív / tétlen
 (in)sincere őszinte, nyílt / őszintétlen
 (ir)responsible felelős / felelőtlen
 (un)predictable kiszámítható / kiszámíthatatlan
 (un)reliable megbízható / megbízhatatlan
 absent-minded szórakozott
 adventurous kalandvágyó, vállalkozó szellemű
 aggressive agresszív
 ambitious / driven becsvágyó / törekvő
 boring / dull unalmas / fárasztó
 bossy irányítgató, főnökösködő
 brave bátor
 calm / relaxed nyugodt / ellazult
 caring gondoskodó
 charitable jótékony
 cheerful vidám
 childish gyerekes
 clever okos
 committed elkötelezett
 compassionate könyörületes
 confident magabiztos, bizakodó
 consistent következetes
 coward gyáva
 creative kreatív, teremtő
 determined eltökélt
 easy-going kényelmes, nyugodt, laza
 fearless félelem nélküli, rettenthetetlen
 flexible rugalmas
 forgetful feledékeny
 generous nagylelkű
 hard-working dolgozó, szorgalmas
 have a sense of humour jó humorú, van humorérzéke
 helpful segítőkész
 hot-tempered indulatos, ingerlékeny
 humble alázatos
 indecisive tétova, tétovázó
 independent független
 intelligent intelligens, értelmes
 inventive találékony, leleményes
 irritable ingerlékeny
 jealous féltékeny
 kind kedves
 lazy lusta
 mean zsugori, hitvány

messy **rendetlen**
 miserable **boldogtalan, csalódott**
 moody **rosszkedvű**
 moral **erkölcsös**
 narrow-minded / open-minded
szűklátókörű / széles látókörű
 outgoing **társaságkedvelő**
 perfectionist **maximalista**
 proud **büszke**
 punctual **pontos**
 reasonable **ésszerű**
 rebellious **lábadó**
 reserved **tartózkodó**
 rude **goromba, udvariatlan**
 self-confident **magabiztos**
 selfish **önző**
 sensitive **érzékeny**
 serious **komoly**
 shy **szégyenlős**
 sociable **társaságkedvelő**
 spoilt **elkényeztetett**
 sporty **sportos**
 strict **szigorú**
 stubborn **makacs**
 talented **tehetséges**
 talkative **beszédés**
 trustworthy **megbízható**
 understanding **megértő**

Clothes **Öltözék**

anorak **anorák**
 braces **nadrágtartó**
 collar **gallér**
 contact lenses **kontaktlencse**
 flip-flops **strandpapucs**
 gloves **kesztyű**
 hooded sweatshirt **kapucnis pulóver**
 overcoat **nagykabát**
 polo neck **garbónyakú**
 pyjamas **pizsama**
 sandals **szandál**
 scarf **sál**
 slippers **papucs**
 suit **öltöny**
 swimming trunks **úszónadrág**
 swimsuit **fürdőruha**
 tie / bow tie **nyakkendő /
 csokornyakkendő**
 tights **harisnyanadrág**
 tracksuit **tréningruha**
 trainers **edzőcipő**
 underwear **alsónemű**
 wellingtons **gumicsizma**
 zip **cipzár**

Describing clothes **Öltözék leírása**

appropriate for the occasion **alkalomhoz
 illő viselet**
 baggy **buggyos**

designer / expensive / second-hand
márkás, felkapott / drága / használt
 faded **kifakult, koptatott**
 formal / smart / elegant **alkalmi / csinos /
 elegáns**
 knitted **kötött**
 long-sleeved / short-sleeved / sleeveless
hosszú ujjú / rövid ujjú / ujjatlan
 ripped **szakadt**
 tight-fitting / loose-fitting **testhezálló,
 feszes / bő szabású, laza**

Materials **Anyagok**

cotton **pamut**
 denim **farmeranyag**
 fur **szőrme**
 lace **csipke**
 leather **bőr**
 linen **vászon**
 nylon **nejlon**
 rubber **gumi**
 silk **selyem**
 wool, woollen **gyapjú, gyapjúsövet**

Patterns **Minták/ Mintázat**

checked **kockás**
 dotted **pöttyös**
 floral **virágos**
 plain **minta nélküli, egyszínű**
 striped **csíkos**

Feelings, emotions and attitude **Érzések, érzelmek és hozzáállás**

approving / disapproving **jóváhagyó /
 rosszálló, helytelenítő**
 admire **csodál**
 adore **imád, csodál**
 angry / furious **mérges / dühös**
 annoyed **boszsús**
 anxious **aggódó**
 appalled **elszörnyedt, elborzadt**
 be a fan of / be fond of / be into / be keen
 on **rajong vmiért / nagyon szeret vmit /
 odavan vmiért / lelkesedik vmiért**
 be ashamed of **szégyell vmit**
 be attracted to sb **vonzódik vkihez**
 be hopeless at **reménytelen vmiben, nem
 jó vmiben**
 be in the mood for / to **vmilyen
 hangulatban van**
 bored **unatkozik, unatkozó**
 can't stand **ki nem állhat**
 confused **zavarodott, összezavart**
 delighted / pleased **boldog / elégedett**
 depressed **levert**
 devastated **zaklatott, feldúlt**
 disappointed **csalódott**
 embarrassed **zavarban van, fészélyezett**
 excited **izgatott**

exhausted **kimerült**
 fall in love **szerelmes lesz**
 fancy **tetszik, kedvére van**
 fed up with **elege van, torkig van vmivel,
 vkivel**
 find common ground **közös nevezőt talál**
 frightened / scared / terrified **rémült /
 ijedt / megfélemlített**
 frustrated **frusztrált**
 get on well with **jól kijön vkivel**
 grateful **hálás**
 hate **gyűlöl**
 indifferent **közömbös**
 irritated **irritált, bosszankodó**
 lonely **magányos**
 long for sb / sth **vágyik, vágyódik vmire**
 look up to sb **tisztelettel felnéz vkire**
 lose one's temper **kijön a sodrából,
 elveszíti a türelmét**
 miserable **boldogtalan, csalódott**
 moved **meghatott**
 nervous **ideges, ingerült**
 overwhelmed **túlterhelt**
 passionate **szenvedélyes**
 respect **tisztel, respektál**
 shocked **megdöbben, sokkolt**
 surprised / amazed **meglepett /
 meghökkent**
 sympathy **rokonszenv, együttérzés**
 take an interest in **érdeklődik vmi iránt**
 take pride in **büszke vmire**
 thrilled **izgatott, lenyűgözött**
 worried **aggódó**

Idioms **Kifejezések**

be on top of the world **felspannolva**
 be out of sorts **kimerült, fáradt**
 drive sb up the wall **az idegeire megy
 vkinek, megőrjít vkit**
 feel blue **szomorkodik**
 give sb a hard time **nehéz helyzetbe hoz**
 have mixed feelings **vegyes érzelmei
 vannak**
 jumping for joy **ugrál örömeiben**

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



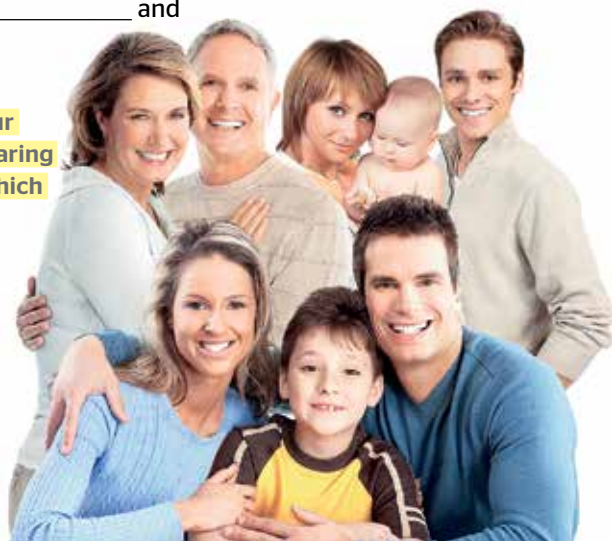
B Complete the text with the words in the box.

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



H 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.

Complete the gaps to make true sentences about yourself.

1. I am so excited about _____
2. What makes me depressed is _____
3. I'm really frightened of _____
4. I was extremely surprised to hear that _____
5. I was so embarrassed when _____
6. I'm really irritated by _____

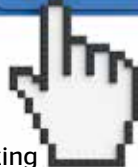
Use of English

Refer to Grammar Section Unit 1

A You are going to read an article about making new friends through social media. Some words are missing from the text. Use the words in brackets to form the words that fit in the gaps (1-10). Then write the appropriate form of these words on the lines in the text. There might be cases when you do not have to change the word in brackets. Use only one word for each gap. There is an example (0) at the beginning.

MAKING NEW FRIENDS?

Search



With the extensive use of social media on a (0) daily (**day**) basis, searching profiles of people we share common (1) _____ (**character**) with has become a popular way of making new acquaintances. The first thing we notice is the user's profile picture, one which will show them at their best. Just as in a face-to-face encounter, looks are what lead us to the (2) _____ (**decide**) of whether we will proceed with a virtual (3) _____ (**friend**), which in the process may develop into a real one. Once a person accepts our (4) _____ (**request**) for online friendship, we are allowed to enter a world of sharing (5) _____ (**feel**) and emotions, likes and (6) _____ (**like**) and opinions and (7) _____ (**believe**). Emoticons are regularly used to represent happiness and enjoyment or anger and (8) _____ (**annoy**), but without being able to see someone's body language, we can never be sure those are (9) _____ (**actual**) the feelings they are experiencing at that moment. So, one has to wonder: how real can a friendship be when it is based on looks and (10) _____ (**emotion**) that may or, more likely, may not be real?

Exam tip

- Skim-read the text to get an idea of what it is about.
- Read the text again, one sentence at a time.
- Decide what part of speech is needed to fill in the gap. The words to be formed will usually be nouns, verbs, adjectives or adverbs.
- Decide if the word to be formed has the same or the opposite meaning of the given word according to the meaning of the sentence.
- Remember that you usually need to add a prefix and/or a suffix to the given word to form a derivative. Sometimes you might also add an ending to the derivative (e.g. -s after a noun, -s, -ed, -ing after a verb, -er, -est after an adjective). Note, however, that you never need to make more than two changes to the given word.
- Make sure the new word and given word have a common root and that you have spelt the new word correctly.
- Read the text again including the words you used to fill in the gaps to see if it makes sense.

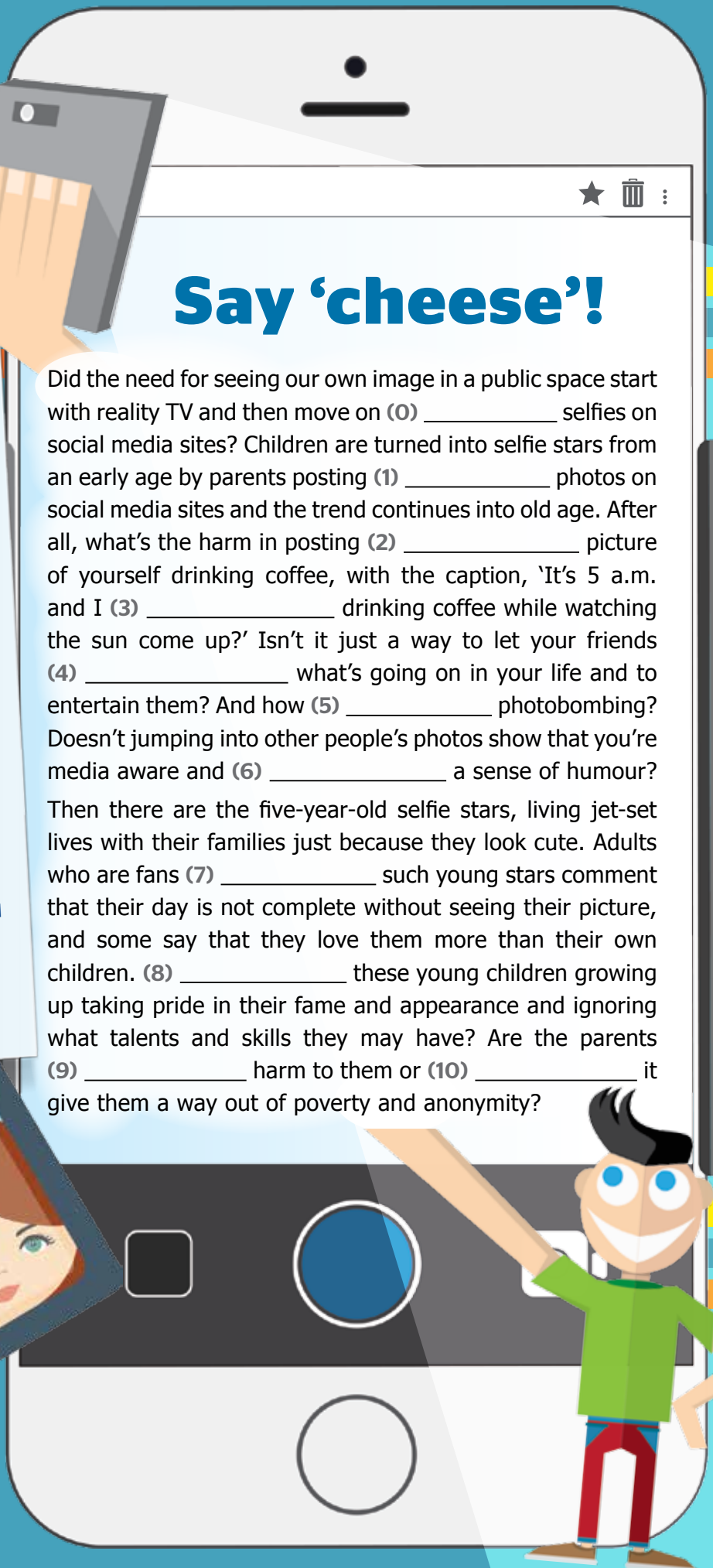
B You are going to read an article about selfies on social media sites. Some words are missing from the text. Your task is to write the missing words on the lines (1-10) in the text. Use only one word in each gap. There's an example (0) at the beginning.

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. Note that sometimes you may find clues in other sentences too.
- Try to guess what part of speech is missing and what the meaning of the missing word is. Remember most of the missing words will be grammatical words, prepositions, pronouns, auxiliary verbs, articles, linking words, etc. and not vocabulary items.
- Remember that there is only one missing word. If you think that two or more words are suitable, you will have to choose and write only one.
- Check for accuracy of grammar and spelling.
- Read the text again including the words you have used to fill in the gaps to see if it makes sense.

Say 'cheese'!

Did the need for seeing our own image in a public space start with reality TV and then move on (0) _____ selfies on social media sites? Children are turned into selfie stars from an early age by parents posting (1) _____ photos on social media sites and the trend continues into old age. After all, what's the harm in posting (2) _____ picture of yourself drinking coffee, with the caption, 'It's 5 a.m. and I (3) _____ drinking coffee while watching the sun come up?' Isn't it just a way to let your friends (4) _____ what's going on in your life and to entertain them? And how (5) _____ photobombing? Doesn't jumping into other people's photos show that you're media aware and (6) _____ 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 (7) _____ 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. (8) _____ these young children growing up taking pride in their fame and appearance and ignoring what talents and skills they may have? Are the parents (9) _____ harm to them or (10) _____ it give them a way out of poverty and anonymity?



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 You will hear part of a talk about lying. Write the letter of the correct answer in the boxes on the right as in the example (O).



Exam tip

- Before you listen, read the instructions carefully to learn what the text is going to be about.
- 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.



0. What does the speaker say about the members of the audience? A
- 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.
1. What's the main reason that people tell a white lie?
- A. To fool people.
 - B. So as not to upset someone.
 - C. They don't have a serious opinion.
2. The speaker says that
- A. liars tend to move their gaze away.
 - B. people who are making up a lie at that moment look upwards.
 - C. looking up means that a person is trying to remember something.
3. The stress caused by being interviewed by the police might make someone
- A. tell a lie.
 - B. avoid cooperation.
 - C. embarrassed.
4. When people are questioned about a crime they didn't commit, they may appear guilty because
- A. they have actually committed a different crime.
 - B. they have something else to hide.
 - C. they feel they have to lie.
5. A person is lying when they
- A. change the details of a story or offer too many details.
 - B. narrate a story with as few details as possible.
 - C. insist what they say is the real story.
6. 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

In this section, you are going to hear part of a radio programme about a social experiment. Circle the letter(s) of the correct answer(s) in the boxes on the right, as in the example. Please note that both answers may be correct. However, there is always at least one correct answer. This means that you might have to circle one or two letters. There is an example (O) at the beginning.



Exam tip

- First, read the instructions carefully to learn what the text is going to be about.
- Then, read the incomplete sentences and the options and underline the key words. This will help you focus on the 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.

0. Sherif carried out the Robbers Cave Experiment

A B

A. in 1954.

B. to see how people in a group relate to each other.

1. The two groups

A B

A. had to be balanced in the number of emotionally healthy boys.

B. contained eleven boys each.

2. At first,

A B

A. each boy was alone in a cabin.

B. the boys thought that there was only one group.

3. In the first week, the boys of each group were encouraged to

A B

A. work together.

B. swim and hike.

4. The two groups

A B

A. found out about each other by chance.

B. were displeased that they weren't the only ones on camp.

5. In the competitions

A B

A. the winning team was given a cup.

B. each member of the winning team was given a prize.

6. At the first meeting of the two groups,

A B

A. insulting songs were sung.

B. there was name-calling.

7. The Rattlers

A B

A. didn't want to eat with the Eagles.

B. took things from the Eagle's cabin.

8. The two groups became allies

A B

A. by sharing pleasurable experiences.

B. when faced with a shared difficulty that needed cooperation.



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 this article about laughter and then read the gapped sentences. Complete the sentences by filling the gaps (1-7) with one word only giving relevant information from the text. Write your answers on the lines as in the example (0).

Exam tip

- First read the whole text quickly for general understanding.
- Then read the sentences carefully to get a better idea of what kind of information is missing in each gap.
- Try to find the parts in the text that will help you complete the sentences. You may underline these parts.
- Make sure that you complete the sentences by filling the gaps with one word only, giving relevant information from the text. Some of the missing words will be exactly as in the text, while others will be rephrased.

GAZINE



Have a laugh!

It's no secret that laughing is good for us. It gives our immune system a boost, reducing stress hormones and increasing disease-fighting antibodies. 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, what if humour doesn't come naturally to you 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 where you can learn to be a comedian. Stand-up teachers turn the art of comedy into a science and

design games to get students to be more creative such as ones in which they have to improvise. Students are given the tools to write great jokes even when they have a complete blank.

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 to make every day more amusing. 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. Rhod Gilbert, a Welsh comedian, manages to turn trying to buy a single baked potato 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 playing with pets. 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.

0. Laughter affects the level of different hormones in our bodies.
1. Humour makes us feel more _____ with people when there's an awkward meeting.
 2. The writer wonders what someone can do if they don't understand someone's _____.
 3. It is possible to _____ how not to take things so seriously.
 4. You can practice how to _____ if you are a stand-up comedy student.
 5. People can learn how to be funny even if they don't want to become _____.
 6. Having _____ friends can make simple things humorous.
 7. The idea behind laughing yoga is that _____ someone laugh can make you laugh too.

VOCABULARY BOOSTER

A1 Look at the highlighted adjectives in the text on page 14 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 this article about Helen Keller and then read the sentences (1-7) following it. Mark a sentence A if it is true according to the article. Mark it B if it is false. Mark it C if there isn't enough information in the text to decide if the sentence is true or not. Write your answers in the white boxes next to the numbers as in the example (0).

A = TRUE B = FALSE C = THE TEXT DOES NOT SAY

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 finger-spelt 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 finger-spelt 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 finger-spelt 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 finger-spelt 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.



0. As a result of her illness, Helen Keller couldn't hear, see or talk. **0** **A**
1. Helen did not immediately understand what Miss Sullivan was trying to do with the finger-spelling. **1**
2. Miss Sullivan always managed to make lessons satisfying for Helen. **2**
3. Miss Sullivan felt bad when Helen got angry and broke her doll. **3**

4. The word 'love' was difficult for Helen to understand because she couldn't touch it. **4**
5. Helen's teacher finally made Helen understand the meaning of the word 'love' when she compared love to the clouds. **5**
6. Finger-spelling words taught Helen how to write. **6**
7. Helen's teacher can best be described as being insensitive. **7**



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?

Exam tip

- First read the whole text quickly for general understanding.
- Then read the statements and try to find the parts in the text that give the information included in the statements. You may underline these parts.
- Now try to decide which statements express the same meaning as the information you have found in the text and which do not. A statement is **TRUE** when it expresses the same meaning as the information in the text. A statement is **FALSE** when it expresses a different meaning from the meaning of the information in the text. A statement is **NOT MENTIONED** when you can't be sure if its meaning is true or false based on what you read.
- Read the underlined parts very carefully to make sure your choice is correct. Remember that the information and the statements are often phrased differently.

VOCABULARY BOOSTER

- B1** Look at the highlighted verbs + prepositions in the text on page 15.
Can you think of any other verbs followed by the prepositions *from, of* and *in*?

VERBS + PREPOSITIONS

- B2** Complete the sentences with the correct prepositions. Some prepositions may be used more than once.
(See Appendix 3)

about on at for from in of

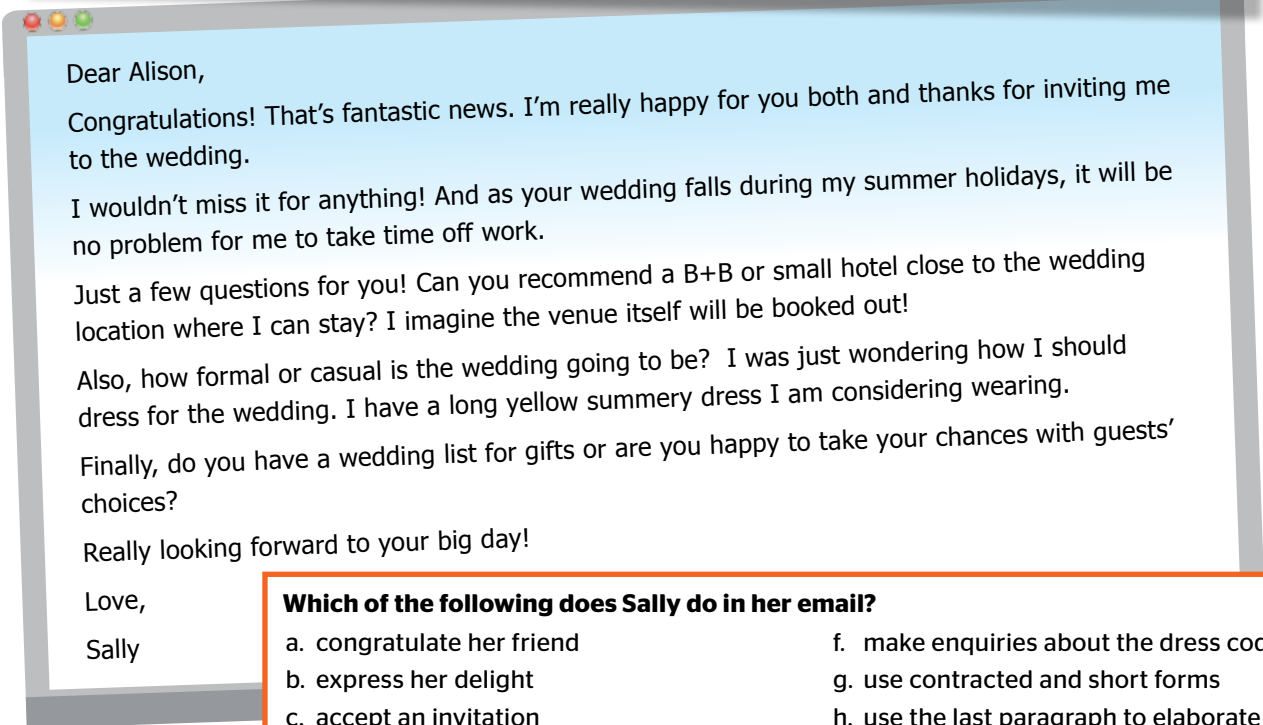
1. After three weeks I finally **recovered** _____ a terrible cold.
2. How could you **mistake** George _____ his brother? They don't look anything like each other.
3. Our family **consists** _____ six members.
4. The media have repeatedly **praised** her _____ being active in the fight against child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

INFORMAL EMAIL/LETTER RESPONDING TO AN INVITATION

POINTS FOR DISCUSSION

- Have you ever sent an email or letter to a friend to refuse 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 Read, the invitation and the email. Then answer the question which follows.



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**

We write an informal email/letter to people we know, usually a family member or friend. Apart from giving personal information about our lives, an informal email/letter can also express our emotions (happiness, joy, sadness, etc.) and can include an invitation, apology, request for advice, etc.

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're writing.

Use set phrases like:

- How have you been?
- Thanks for your last email/letter.
- I haven't heard from you for ages.
- Sorry I didn't reply sooner, but...
- I'm writing to tell you about...
- Guess what! I have some exciting news.

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...
- This will involve... which 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...

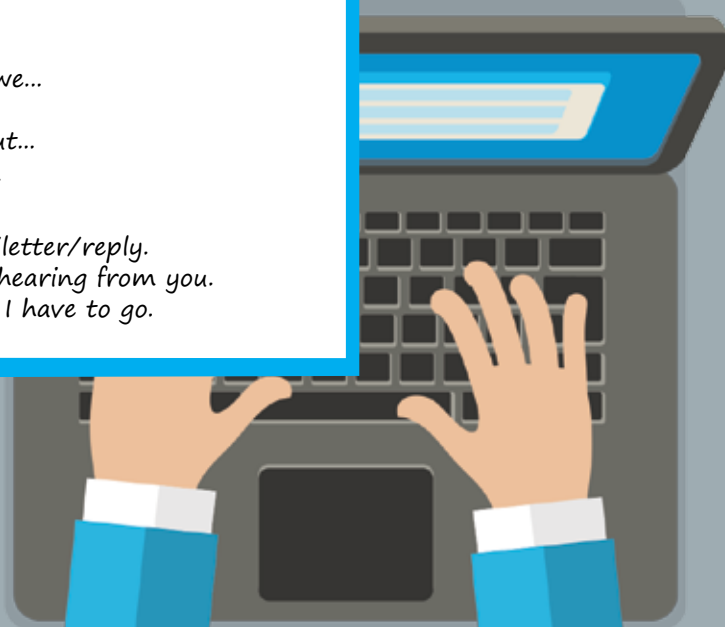
CLOSING PARAGRAPH

- Waiting for your email/letter/reply.
- I'm looking forward to hearing from you.
- Well, that's all for now. I have to go.
- Write soon.

**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, give news, 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).
- Use exclamations (e.g. Guess what!) and direct questions (e.g. What have you been up to?)





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

- | | |
|--|--|
| a. Are you going to be around | e. I'll bring it with me if I come to visit |
| b. Hopefully it will clear up for us to go camping | f. Have you ever stayed there |
| c. Are you still studying English literature | g. I've always wanted to visit the Lake District |
| d. Give my regards to your parents | h. We haven't chatted in ages |

New email

Dear Paul,

How are you? **1** . I've been really busy with exams. At last I've finished and I have some time free.

I was thinking of coming down to England next month. **2** ? It would be lovely to catch up. I could bring my tent if you have time to go camping for a few days. What do you think? **3** . I think there's a very good organised campsite there. **4** ?

Anyway, let me know as soon as possible if you are free so we can organise something. By the way, how are your studies going? **5** ? I read a fantastic book recently that I think you might like. It's about a man returning to the Lake District after ten years absence. It was surprisingly gripping. **6** . I've been reading a lot lately, especially as the weather hasn't been so good. **7** !

Waiting to hear back from you! **8** .

Take care,

Marcus

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



**You are invited to Harrogate School's reunion celebration
at Ratcliffe's, Highgate**

**on Saturday 12 November
8 p.m.-late**

Class of 1998

Hope to see you there!!

RSVP by 15 October to rsinger@klmail.com

Write an email of 120-150 words to Jason in which you:

- thank him and reject the invitation,
- explain why you have to reject it,
- give him a message to pass on to your other friends.

Begin your email like this:
Dear Jason,



Task 1 Interview

Answer the following questions about friendship.

1. What kind of friends do you like to have?
2. How easy is it for you to make friends?
3. What opportunities are there in the place where you live for people to make friends or spend time with them?
4. What do you think of friendships people have through social media?
5. Are there any reasons you would decide not to continue a friendship?



Task 2 Debating

'Being attractive is an advantage in life.'

Read the statement above and decide if you are for or against the proposition. Then debate in pairs. Take turns to give your opinion and argue for or against the proposition. React to the counter-arguments of your partner too. You have about half a minute to think your points over. You can use some of the following ideas.

FOR

- create a good impression
- boost self-esteem
- easier to get certain jobs
- easier to make friends

AGAINST

- other qualities overlooked
- neglect development of personality and skills
- suffer from envy
- beauty not enough

USEFUL EXPRESSIONS

- I think / reckon / believe (that) ...
As I see it ...
- Perhaps, but don't you think that ...
I'm sorry to disagree with you, but...
- Sorry to interrupt, but ...
May I, please, say that I think that ...

Task 3 Talk

These pictures show different activities that friends may do together. Compare and contrast the pictures and talk about what the friends are doing. Then answer the following questions. You can use some of the words/phrases in the box.

nature bonding sharing cooperation solving problems
fresh air exploring exercise joint goal enjoyment

1. Why is it good to spend time with friends?
2. What are the benefits of each activity?
3. Are there any drawbacks to any of the activities?
4. How do you spend time with your friends?
5. Is there an activity or outing you would like to organise with your friends?

