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1 Nearest and dearest

Speaking

1 Look at the photos. They show scenes from an extremely popular American TV programme, *Friends*.

1 Describe the situation in each picture. Which aspect of friendship do you think each picture shows?

- sharing problems
- sharing good times
- learning together
- learning to get on

2 Why do you think programmes like this are so popular? Do you think they give a realistic picture of friendship?

2 What do you think makes a good friend? Think of three qualities or characteristics that you value in a friend.



3 Discuss the following questions.

- 1 What are friends for?
- 2 Do different personalities and different beliefs make friendship impossible?
- 3 'The only way to have a friend is to be one.' (Ralph Waldo Emerson) How far do you agree?
- 4 How far do you think that developments such as e-mail and mobile phones are affecting personal relationships?
- 5 Do you think that the nature of friendship remains the same throughout a person's life?

► Paper 4, Part 3

1 You will hear a psychologist being interviewed about friendship. Before you listen, read through the incomplete statements and the options **A–D** below. Discuss which option best completes each statement and underline it.

- From 3 to 5 years old, children
 - are happy to play alone.
 - prefer to be with their family.
 - have rather selfish relationships.
 - have little idea of ownership.
- From age 5 to 8 or 10, children
 - change their friends more often.
 - decide who they want to be friends with.
 - admire people who don't keep to rules.
 - learn to be tolerant of their friends.
- According to Sarah Browne, adolescents
 - may be closer to their friends than to their parents.
 - develop an interest in friends of the opposite sex.
 - choose friends with similar personalities to themselves.
 - want friends who are dependable.
- Young married people
 - tend to focus on their children.
 - often lose touch with their friends.
 - make close friends less easily.
 - need fewer friends than single people.
- In middle or old age people generally prefer
 - to stay in touch with old friends.
 - to see younger friends more often.
 - to have friends who live nearby.
 - to spend more time with their friends.

2 Now listen and choose the answer (**A, B, C** or **D**) which fits best according to what you hear. How far did your ideas match those of the psychologist?

3 Vocabulary: phrasal verbs

1 Read the following summary of the Listening text. Replace the verbs in *italics* with phrasal verbs from the box. There is one you will not need to use.

build up	carry on	fall off	give up
keep to	keep up	take on	turn to

Between the ages of 3 and 5, a child is unlikely to (1) *sacrifice* anything for a friend. After the age of 5 children co-operate more but they expect their friends to (2) *follow* certain rules. This stage will usually (3) *continue* until the child is aged between 8 and 10.

In adolescence, friendships with the same sex (4) *acquire* great importance. Young adults may initially (5) *maintain* close relationships with their friends. Later on, the number of friendships begins to (6) *decline* and after middle age, people (7) *develop* new friendships less easily.

2 Are phrasal verbs more likely to be used in spoken or written English?

Study Tip

When you record new phrasal verbs in your vocabulary notebook, look up their equivalents in the dictionary and record those too. You should also record an example sentence or sentences to help you remember the phrasal verbs in context. A good dictionary will give examples of the most frequent uses. A good knowledge of phrasal verbs and their neutral or more formal one-word equivalents is important, as they may be tested in the Proficiency exam.

get together *phr v* 1 [I] if two or more people get together, they meet each other: *We must get together some time for a drink.* | [+ **with**] *It's ages since I got together with the gang from school.* 2 [I] if two people get together, they start a romantic or sexual relationship: *Those two should get together – they have a lot in common.* 3 **get yourself together** to begin to be in control of your life, your emotions etc: *She needs a bit of time to get herself together.*

(Longman Dictionary of Contemporary English)

For example:

get together = meet

We must get together some time for a drink.

It's ages since I got together with the gang from school.

Reading

► Paper 1, Part 2

In Paper 1, Part 2 you have to read four short extracts from different sources and answer two multiple-choice questions on each. The extracts will all be linked by a common theme. The questions may test your understanding of:

- the main ideas, detail and implication
- the writer's attitude, tone and purpose
- text organisation.

1 The following four extracts are all on the topic of friendship. Read the extracts quickly to get a general idea of the style and content. Then match them to the following sources:

- a novel or an autobiography
- a specialist journal or an academic reference book
- a popular magazine

2 Now read the extracts again and choose the answer (A, B, C or D) which you think fits best according to the text.

Ourselfs and our friends

Most of us have friends as close as family, who, at a pinch, we'd call at 3 am for consolation or congratulations because we know they won't resent us. They're almost part of us, and we regale them confidently with our troubles and triumphs. But while I love these *Pour Your Heart Out* friends, I also need the energy of my *Let's Party* friends. These friends care on a different level – less intense, less deep – but they still care.

And such friendships are important. 'With some friends, you want to be playful rather than deeply disclosing,' says psychotherapist Susie Orbach. 'It's not just a relief to them that you won't give chapter and verse, it's a relief to you. It's healthy to have lots of different friends at different levels of intimacy because not only is it impossible to be close to everyone, it's also undesirable. You need the full spectrum. This is the only way you can experiment with different parts of yourself.'

Of course, it's exasperating to feel stranded with friends who can't – or won't – allow you to open up when there's opening up to be done. But if we accept our 'lite' friends for what they do want to offer us – fun, laughter, full stop – then we enrich our lives immeasurably.

- 1 The writer feels her relationships with her 'lite' friends
 - A are valuable but not fully satisfying.
 - B can be relied on in difficult times.
 - C offer more than laughter and enjoyment.
 - D are often frustrating.
- 2 In this extract, the writer is
 - A opposing an argument.
 - B describing a problem.
 - C justifying an opinion.
 - D reporting on research.

Talking to Helena

'You know what you said to Neale about underestimating friendship?' I said.

'Yes?'

'I was just thinking I've never experienced it.'

'Now you're being silly again,' said Helena. 'I'm sure you have. I'm sure you're a very warm-hearted person.'

'No. I've been in love, or acquainted with people because I wanted to use them in some way.'

'I reckon you were impatient with people,' she said. 'You wanted them to give you something, always. Still, it's natural to be impatient when you're young.'

'I once told Neale I could stand anything but a status quo.'

'And now,' said Helena, 'one would give anything for a status quo. If only it would last. What were you and Neale really looking for?'

'A moment,' I said, 'that should be immortal. A moment to set up against those moments when you wake up in the night and realize – oh, that Venice will crumble into the sea one day, and that even before that you'll be dead yourself.'

Helena nodded. 'Oh, those moments in the night,' she said. 'When they come on me now, I just say to myself: Well, you know now. You're going to die. That's all there is to it.'

I looked at her, smiling. 'Oh Helena, I do like you.'

'That's a good thing.' She gathered herself robustly in her chair. 'Because I like you.'

- 3 What does Helena mean by saying 'If only it would last.?'
 - A She would like to have more power over her life.
 - B She would like her friendship with the narrator to survive.
 - C She would like her situation to remain unchanged.
 - D She would like to stay young forever.

The two main themes of their discussion are

friendship and

- A love.
- B patience.
- C death.
- D fear.

STUDYING FRIENDSHIP

ALTHOUGH friendship is a common term in modern cultures, it has not been studied much by social scientists. The word is loosely applied in Anglophone society, although there seems to be general agreement that it has a deeper meaning in Europe than in North America. Arguably, in non-Western cultures it has a more explicit meaning and is used as the basis of structured social relationships. The word 'friendship' is not used in any context to describe a family relationship, but it does imply some type of reciprocity and obligation between otherwise unrelated individuals, although this varies according to situation and context. Friendships can range from the relatively casual, depending on shared activity or setting (such as a sports club), to deep and enduring relationships of mutual support.

The systematic study of friendship has two main strands. The social-psychological study of the ways in which children develop friendships usually focuses on the correlation between type of friendship and chronological age in childhood. Studies of friendship among adults, however, concentrate on patterns of sociability and tend to focus on class differences. Graham Allen claims that working-class friendship choices are dominated by kin links, although neighbours and work-mates also feature. The middle classes, on the other hand, have a wider, more conscious choice of friends.

- 5 Compared with English-speaking countries, friendship in other parts of the world
 - A has a deeper meaning.
 - B is less vaguely defined.
 - C has been little studied.
 - D is more closely linked to family ties.
- 6 What are the two main strands in the study of friendship?
 - A social patterns and psychology
 - B patterns of friendship for children and adults
 - C working-class and middle-class friendships
 - D children's friendships and chronological age

In my own world

I spent a great deal of time inside myself, as if in my own world, screened off from everything else. But there was no world there inside me, only a kind of nothing layer, a neither-nor, a state of being hollow without being empty or filled without being full. It just was, inside myself. This emptiness wasn't tormenting in itself. I was inside the emptiness and the emptiness was inside me – no more than that. It was nothing but an extension of time – I was in that state and it just went on. But the sense of unreality and of always being wrong when I was out in the world, outside myself, was harder to bear.

I often sat in the garden, looking at something, absorbed in a flower or a leaf. Then I felt neither wrong nor right, I just was and that never stopped. I never suddenly wanted to do something else. Nothing was happening there inside me. I sat looking, observing.

I had no problem dealing with failing at something that I had decided to do on my own. I simply tried again until it worked. When I had set the goal myself, my patience was infinite. But when other people demanded something of me, I found it difficult that I failed so often. And every time it happened, I became even more sensitive and felt I was one great failure.

- 7 When she was apart from others and 'inside herself' the writer felt
 - A nothing at all.
 - B hopeless and lonely.
 - C at one with nature.
 - D cut off from the world.
- 8 The writer was demoralised when she
 - A was unable to achieve her objectives.
 - B felt unjustly condemned by other people.
 - C could not express her feelings about her situation.
 - D could not live up to the expectations of others.

3 Discuss the following questions.

- 1 What does the writer of the first extract mean by saying that friends help you to 'experiment with different parts of yourself'? Do you agree?
- 2 The author of the last extract is autistic – she has a medical condition which means that she finds it difficult to relate to other people and to develop social skills. An autistic person appears to live in his or her own world and may display the following symptoms:
 - severely limited physical abilities
 - difficulty in coping with new experiences
 - lack of outward response to people and actions
 - difficulty in forming relationships with others.

Underline evidence in the extract for one of these symptoms.

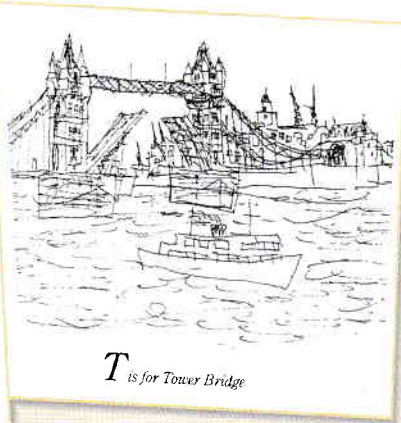
Language Focus: Grammar

Diagnostic review of verb forms and uses

In order to convey your meaning effectively in writing and speech in Papers 2 and 5, and also to complete the tasks in Paper 3, you need to be able to use a good range of grammar and vocabulary appropriately and accurately, and be aware of how they affect one another. The Language Focus sections in this book highlight specific areas of grammar and vocabulary to help you to do this.

1 Talking about the past

1 The writer of the extract 'In my own world' on page 11 managed to overcome her autism and write an account of how she did so. Some autistic people display great creative powers. The following text describes an interview with the teacher of an autistic child called Stephen Wiltshire, who was an exceptionally gifted artist. Read the text below and put the numbered verbs into the correct tense. There may be more than one possible answer.



Stephen's London Alphabet, drawn when he was 10.

When Chris Marris, a young teacher, (1) (*come*) to Queensmill in 1982, he was astonished by Stephen's drawings. Marris (2) (*teach*) disabled children for nine years, but nothing he (3) (*see*) (4) (*prepare*) him for Stephen.

'When I first (5) (*see*) him, Stephen (6) (*sit*) on his own in the corner of the room, drawing,' Chris told me. 'He was absolutely amazing. He (7) (*draw*) and draw and draw – the school (8) (*call*) him "the drawer". And he (9) (*produce*) these most unchildlike drawings, like St Paul's and Tower Bridge, in tremendous detail when other children his age (10) (*draw*) stick figures. It was the sophistication of his drawings, their mastery of line and perspective, that (11) (*amaze*) me – and these (12) (*be*) all there when he was seven.'

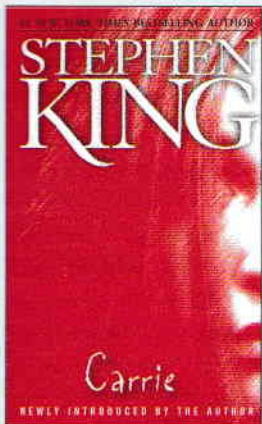
2 Which sentence:

- a) establishes the main topic and time frame of the text?
- b) sets the scene and describes an event supporting the main idea?
- c) describes a repeated activity that occurred over a period of time?
- d) gives information about events occurring before the time of the main event?
- e) describes two different activities, suggesting that they occurred at the same time?

▶ Grammar reference p. 210

3 Divide into two groups. Students from **Group A** should complete the text on page 234 by filling in the gaps with the correct past tense form of the verbs given. Students from **Group B** should complete the text on page 238.

Now get together with a student from the other group and tell your completed story from memory.



Stephen King (1) was writing horror stories since he was seven years old, but in his early years he had little success. Throughout his twenties he (2) has worked as an English teacher during the day and (3) spent his free time writing. One day, in despair at receiving

yet another publisher's rejection slip, he (4) was throwing away the manuscript of his latest novel. However, his wife (5) retrieved it from the rubbish and soon afterwards it (6) has been accepted for publication. The book was called 'Carrie'. It (7) since sold over 2.5 million copies and the film (8) terrified viewers ever since its release in 1970.

The undisputed king of literary and film horror, King (9) had made a fortune through his writing but (10) is still living simply today with his family in the small American town where many of his novels (11) are being set.

2 Relating the past to the present

1 The extract above is about the author Stephen King, a successful writer of horror stories, many of which have been made into films.

Work with a partner. Read the extract and decide if the numbered verbs are in an appropriate tense or not. If not, correct them. Discuss and justify your decisions.

2 Find an example of each of the following in the corrected text.

- a verb used for a completed event occurring in the past but relevant to the present
- a verb used for a repeated event which first happened in the past and is still happening now
- a verb used to talk about a novel or film
- a verb that could be either in the present simple or present continuous tenses, without changing the meaning

► Grammar reference p. 211

3 State and event verbs

1 Complete the following definitions with the correct terms, event verbs or state verbs.

- refer to activities and situations that may not have a definite beginning or end, e.g. *be*, *have*, *know*, and are not commonly used in the continuous form.
- refer to activities with a definite beginning and end, e.g. *ask*, *leave*, *offer*, and may be used in the simple or continuous form.

► Grammar reference p. 211

2 Read the following lines from the extract on page 8 and answer the questions.

'You know what you said to Neale about underestimating friendship?' I said.

'Yes?'

'I was just thinking I've never experienced it.'

'Now you're being silly again,' said Helena. 'I'm sure you have. I'm sure you're a very warm-hearted person.'

- Are the underlined verbs usually state verbs or event verbs?
- What is the difference between 'I was just thinking' and 'I just thought'?
- Why does Helena say 'you're being silly' but 'you're a very warm-hearted person'?

► Grammar reference p. 211

3 Both sentences in the following pairs are possible. For each pair, decide whether the verb has the same or a different meaning. If the meaning of the verb is the same, what is the effect of using simple or continuous forms?

- I have a lot of friends in Australia.
 - I'm having some friends round for dinner at the weekend.
- I'm feeling really hungry – let's stop and eat.
 - I feel it's important to do your very best.
- Did you want to see me?
 - Were you wanting to see the manager?
- Our tickets cost an arm and a leg.
 - The whole holiday was costing an arm and a leg.
- That food tastes a bit salty.
 - I'm just tasting the pudding to see if it needs more sugar.
- I imagine you must be tired.
 - Thank goodness you're safe – I've been imagining all sorts of terrible things.