

FOCUS 5

SECOND EDITION

STUDENT'S BOOK

SUE KAY / VAUGHAN JONES / MONICA BERLIS / HEATHER JONES / DANIEL BRAYSHAW
DEAN RUSSELL / AMANDA DAVIES



ISBN: 978-0-23-078102-4

	VOCABULARY	READING
1 The ties that bind DOCUMENTARY  1 p. 112 Remarkable relationships	pp. 4–5 Personality and relationships; personality adjectives; collocations; common phrases Reading: A blog post about a grandmother	pp. 6–7 An article about friendships in literature Vocabulary: Collocations; word pairs; prepositions Exam Focus: Matching
2 Learning for life DOCUMENTARY  2 p. 113 The cost of a good education	pp. 16–17 Studying and exams; exaggerated synonyms; phrasal verbs; phrases – relaxed/stressed Reading: An article about exam preparation techniques	pp. 18–19 An article about studying abroad Vocabulary: Adjectives and adverbs; phrases; collocations Exam Focus: Gapped text
3 Let's eat DOCUMENTARY  3 p. 114 The future of food	pp. 28–29 Cooking and eating; food; kitchen/dining sounds; collocations Reading: An article about top chefs' pet hates	pp. 30–31 An article about food and happiness Vocabulary: Collocations, psychological terms, word building Exam Focus: Multiple choice
4 The new thing DOCUMENTARY  4 p. 115 Helpful hackers	pp. 40–41 Music industry; compounds; phrases to describe success and failure; forming nouns from adjectives Reading: An infographic of the history of recorded music	pp. 42–43 Four short articles about technology in sport Vocabulary: Words and phrases; word families; collocations Exam Focus: Matching
5 All in a day's work DOCUMENTARY  5 p. 116 Big idea, big business	pp. 52–53 Employment and career; phrasal verbs – work; colloquial phrases; collocations to describe work and money Reading: An article about interns' experiences	pp. 54–55 An article about young entrepreneurs Vocabulary: Collocations; word building Exam Focus: Matching
6 Journeys DOCUMENTARY  6 p. 117 Ziferblat – a café with a difference	pp. 64–65 Travel and sightseeing; phrasal verbs, suffixes – forming adjectives, colloquial phrases Reading: An article about travelling for the first time	pp. 66–67 An article about a train journey in the Namib Desert Vocabulary: Verbs of movement; words and phrases; descriptive verbs/adjectives Exam Focus: Gapped text
7 Express yourself DOCUMENTARY  7 p. 118 Painting a better world	pp. 76–77 Theatre and musicals; exaggerated synonyms; theatre words; compound adjectives Reading: A review of a musical	pp. 78–79 An article about the poet Kate Tempest Vocabulary: Word families; collocations Exam Focus: Multiple choice
8 Text me! DOCUMENTARY  8 p. 119 The Big Data revolution	pp. 88–89 Information and the mind; prefixes; verb-noun collocations; phrases with <i>mind</i> Reading: An interview with the author of <i>The Organized Mind</i>	pp. 90–91 An article about a fitness mobile game Vocabulary: Phrases; synonyms Exam Focus: Multiple choice
9 Future generations DOCUMENTARY  9 p. 120 The real fashion victim	pp. 100–101 Global warming; synonyms; environmental problems; animal idioms Reading: An article about meat consumption and global warming	pp. 102–103 An article about UN celebrity ambassadors Vocabulary: Collocations; phrases; prefixes Exam Focus: Gapped text

pp. 112–120 Video worksheets

pp. 121–144 Grammar and Use of English reference and practice

WORD STORE BOOKLET

Word Stores 1–9, Use of English, Prepositional phrases, Word building, Phrasal verbs, Idioms

GRAMMAR	USE OF ENGLISH	LISTENING	SPEAKING	WRITING	FOCUS REVIEW
p. 8 Perfect and continuous aspect	p. 9 Future in the past	p. 10 A talk about first impressions Vocabulary: Collocations; word families Exam Focus: Note completion	p. 11 Speculating about appearance	pp. 12–13 A formal email/letter	pp. 14–15
p. 20 Speculating	p. 21 Accuracy with articles	p. 22 Dialogues about different types of informal learning Vocabulary: Phrases Exam Focus: Multiple choice	p. 23 Giving supporting examples	pp. 24–25 An article	pp. 26–27
p. 32 Transitive and intransitive phrasal verbs	p. 33 Particles in phrasal verbs	p. 34 Monologues about different food experiences Vocabulary: Adjectives Exam Focus: Matching	p. 35 Responding appropriately in conversation	pp. 36–37 A proposal	pp. 38–39
p. 44 Infinitives	p. 45 Sentence modifiers	p. 46 Dialogues about technology Vocabulary: Verbs Exam Focus: Multiple choice	p. 47 Agreeing and disagreeing	pp. 48–49 A review of a product	pp. 50–51
p. 56 -ing forms	p. 57 Prepositional phrases	p. 58 A radio programme about job interviews Vocabulary: Word formation Exam Focus: Multiple choice	p. 59 Buying time	pp. 60–61 An essay	pp. 62–63
p. 68 Advanced comparative structures	p. 69 Words and phrases with <i>ever</i>	p. 70 Monologues about different travel experiences Vocabulary: Phrases Exam Focus: Matching	p. 71 Comparing photos	pp. 72–73 A report	pp. 74–75
p. 80 Advanced conditionals	p. 81 Phrases with <i>if</i>	p. 82 Dialogues about the redevelopment of a skatepark Vocabulary: Collocations Exam Focus: Multiple choice	p. 83 Discussing advantages and disadvantages	pp. 84–85 A review of a book/film	pp. 86–87
p. 92 Reporting verb patterns	p. 93 Passive reporting structures	p. 94 A radio programme about amateur journalists Vocabulary: Collocations Exam Focus: Multiple choice	p. 95 Adding emphasis	pp. 96–97 A formal email/letter	pp. 98–99
p. 104 Inversion after adverbials	p. 105 Extra <i>it</i>	p. 106 A talk about an environmental project Vocabulary: Verbs Exam Focus: Note completion	p. 107 Speculating about photos	pp. 108–109 Essay introductions	pp. 110–111

The ties that bind


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

Jane Austen, Northanger Abbey

DOCUMENTARY VIDEO



REMARKABLE RELATIONSHIPS

 Watch the documentary video. For the worksheet, go to page 112.

1.1

VOCABULARY

Personality and relationships • personality adjectives • collocations • common phrases

I can talk about relationships and personality.

SHOW WHAT YOU KNOW

- 1 Find phrasal verbs you can use to talk about life and relationships and cross out the verb which does NOT go with the particle(s). Compare with a partner.

1 look / ~~put~~ / take after

2 put / take / fall up with

3 grow / miss / split up

4 depend / live / look up to

5 depend / get / find on

6 ~~put~~ / go / fall out with

- 2 Write two true sentences and a false one using the phrasal verbs in Exercise 1. Can your partner guess which sentence is false?

As I was growing up, my sister often looked after me.

myblog.com

What My Grandmother Means to Me

Today is my dear grandmother's eightieth birthday, so I thought it was a perfect day to conjure up memories of my time spent with

- 5 her, and everything I love and admire about her.



The first thing people notice about her is her diminutive stature! She's tiny and getting smaller. Apparently she once reached the dizzy heights of 1.5 metres and I remember shooting past her at the age of twelve. She may be short but she's always possessed an iron will. If she

10 doesn't want to do something, she simply puts her foot down and refuses. I'm sure this is where I get my **obstinate** nature from.

I am always flattered when her friends tell me that I remind them of her and I hope I will be as **unprejudiced** as she is when I reach the ripe old age of eighty. Not many people of her generation would have

15 reacted as she did when I told her I was taking a year out of my studies to backpack around the world. She did not bat an eyelid but nodded in approval and told me she thought I'd have a wonderful time.

Even though my grandmother is in her eighties, mentally she's still very **sharp**. I was so proud of her when she learnt to use the Internet

20 so that she could keep in touch with me when I was travelling abroad.

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

She's suffered many hardships over the years, more than her fair share – a lost baby, the death of a brother in the war, Grandad's long

25 illness. She doesn't have a bad word to say about anybody. Mind you, she can be wonderfully **irreverent** at times, especially on the subject of politics. I've often thought that the world would be a better place with somebody as **down-to-earth** as she is in charge.

3 Read the blog entry below and answer the questions.

Why does Ruth's grandmother make Ruth feel:

1 flattered?

2 proud?

3 touched?

4 thankful?

4 SPEAKING Describe your oldest relative to a partner. Use the points and your own ideas. Who has the oldest relative in the class?

- name
- age
- where he/she lives
- relationship to you
- traits you have/haven't inherited
- last time you saw him/her



I love her colourfully cluttered home, which
 30 always smells of the latest home-baked treats.
 When I go round now, I still expect to hear the
 cheerful sound of her **faithful** little dog scuttling
 to the door. When he passed away suddenly a few
 years ago, she must have been heartbroken, but
 35 as always, **she put on a brave face and got on**
with her unassuming manner and the way
 she always **sees the best** in people. I'm thankful
 for the miracle of DNA which means I've
 inherited some of the traits of my beloved
 40 grandmother, a small lady with an enormous
 heart.

WORD STORE 1A Personality adjectives

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

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

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

WORD STORE 1B Collocations

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

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

- 1 A(n) _____ is an advantage if you're travelling by plane.
- 2 People with a(n) _____ can't influence others.
- 3 To reach the _____ of an Olympic athlete, you need to make sacrifices.
- 4 Few parents would _____ if their teenager had a tattoo done.
- 5 You need a(n) _____ if you want to lead.
- 6 No one should have to _____ in this day and age.
- 7 _____ are always better than bought ones.
- 8 Certain smells can _____ of childhood holidays.

WORD STORE 1C EXTRA Collocations

9 1.4 Complete WORD STORE 1C with the words in the box. Then listen and check. Write example sentences.

WORD STORE 1D Common phrases

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

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

- 1 If I decided to leave school and get a job, my parents would _____.
- 2 I've had _____ of bad luck recently.
- 3 Nobody in my family has ever lived to _____ of a hundred.
- 4 I can't talk right now – I have to _____ my homework.
- 5 Last Saturday, my mum _____ and wouldn't let me go out.
- 6 My best friend is a kind person and always _____ others.
- 7 If my pet died, I'd find it hard to _____ – I'd be too upset.

12 SPEAKING Are the sentences in Exercise 11 true for you? Why?/Why not? Discuss with a partner.

1.2

READING

Matching

I can understand specific details in an article.

- 1 **SPEAKING** Read the results from a survey into male and female attitudes about friendship. Do you agree with the statements below? Why?/Why not? Discuss with a partner.



MALES are likely:

- to say they have a lot of close friends or no close friends.
- to be part of a group of close friends.
- to avoid confiding their problems to their friends.
- to have weaker relationships with friends.



FEMALES are likely:

- to have fewer close friends.
- to make close connections with individuals rather than groups.
- to confide in their friends.
- to take friendships very seriously and invest a lot in them.

- 2 **SPEAKING** Look quickly through the article on friendships in literature. Discuss which of the stories you would most like to read.

EXAM FOCUS Matching

- 3 Read the article again. Match texts A–F with statements 1–10. Some texts have more than one matching statement.

Which section of the article mentions:

- 1 a desire to act to correct an injustice? ☐
- 2 one person's resistance to change? ☐
- 3 a character's trait which positively influences their companions? ☐
- 4 an opinion on the function of a true friend when faced with a friend's bad behaviour? ☐
- 5 friendship within the family? ☐
- 6 a difference in social status between two people who are closely connected? ☐
- 7 a story related by one friend about the other? ☐
- 8 a friendship which endures despite contradictory feelings among the individuals concerned? ☐
- 9 a friendship that develops despite parents' wishes? ☐
- 10 the writer's view on the type of friendships that last longest? ☐

1.6

Being Friends

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

A Huck and Tom in *The Adventures of Tom Sawyer* by Mark Twain

It is only in chapter six of *The Adventures of Tom Sawyer* that we are introduced to Huckleberry Finn. Homeless and carefree, his father a vagabond, the teenage boy is idolised by the local children and detested by their parents. Bad influence or not, Huck strikes up a friendship with Tom and the boys become inseparable. That's the beauty of a firm and long-lasting friendship – you associate with someone and sing their praises in spite of their shortcomings.

B Sheila and Margaux in *How Should a Person Be?* by Sheila Heti

The protagonist, Sheila, is a divorcee in her twenties writing a play. When she realises she is stuck in a rut she meets a gifted painter, Margaux. The woman turns out to be a godsend as she becomes a source of inspiration for Sheila. Both characters in the novel are based on real people: the writer herself and her friend, whose relationship shifts and evolves as deep friendships do. It sustains itself although it has its ups and downs. On the one hand, the women sometimes quarrel about insignificant things like a dress. On the other hand, however, as she underlines in the prologue, the author appreciates that Margaux is such a laid-back person and that her easy-going attitude to life infects her circle of friends.

C Amir and Hassan in *The Kite Runner* by Khaled Hosseini

True friends never part and the friends we make when we're very young stay with us forever. Two boys grow up together in Afghanistan. One, Amir, comes from a wealthy, privileged background, the other, Hassan, is poverty-stricken, his caste shunned by all others. But this division can't prevent the bonds of friendship from developing and the boys are inseparable. When he's needed, Amir returns to his homeland to redress past wrongs done to his truest companion.



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

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

E Horatio and Hamlet
in *Hamlet* by William Shakespeare

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

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

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

4 Complete the text with the correct form of the words in blue in the article.

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

WORD STORE 1E **Word pairs**

5 Complete WORD STORE 1E with the words in the box. Use the article to help you if necessary. Then write example sentences.

6 Complete the text with the words in the box. Use the article to help you if necessary.

(**associate** **bond** **count** **envious** **faced**
facet **insight** **portrayal** **stand** **trust**)

The article helps us to understand how complex friendships can be and gives us some light-hearted ¹**insight** into the different ways that they can work. Each section reveals a different ²_____ **of** friendship. The article gives a ³_____ **of** the relationship and of the ⁴_____ **between** different kinds of people. It shows how people sometimes ⁵_____ **with** people from different backgrounds and how friendship is often a mixture of good and bad feelings: ⁶_____ **with** difficulties friends can be ⁷_____ **of** each other as well as willing to ⁸_____ **by** and support each other. In the end, though, friends ⁹_____ each other **with** all their secrets because they know a true friend will always be loyal. You just know you can ¹⁰_____ **on** them to sing your praises!

7 SPEAKING Discuss one of the topics below using words in WORD STORE 1E, Exercise 4 and 6.

- A relationship with a childhood friend that has evolved over the years.
- A difficult relationship with a sibling.
- A film about friendship that you have seen.

1 **SPEAKING** Look at the photo in Exercise 2. Discuss why the man and the dog are such good friends.

2 Read the article and answer the questions.

1 How did the friends meet?

2 Why do you think the story was so popular?

Arthur the Racing Dog

A team of Swedish athletes **were taking part** in a gruelling adventure race in Ecuador, when they came across Arthur (as he is now known). This homeless dog **had been wandering** around their camp, looking for food. No one knew where he **had come** from but one meatball was enough to buy his undying friendship. From then on, he stuck with the team through mud and cold water and, 430 miles later, Arthur crossed the finishing line with his new friends. The story caught the imagination of the world's press and Arthur **has become** a celebrity. His reputation **is growing** and he **has been working** hard for a new charity, the Arthur Foundation, which collects money to look after other homeless dogs in Ecuador. But Arthur's racing days are over. He cheers his teammates on from the comfort of his new home in Sweden. One day the team will hopefully bring home first prize. They **won't have forgotten** Arthur who **will have been waiting** patiently to congratulate them. And you can be sure he **will be looking forward** to taking an active part in the celebrations!



Man's best friend

3 Read the GRAMMAR FOCUS and find an example of each tense in the text in Exercise 2. Explain why each aspect is used.

GRAMMAR FOCUS

Aspect

- You use the **continuous aspect** to describe an action in progress at a point in time and/or an action that continues over a period of time. You then use the **Present Continuous**, **Past Continuous** and **Future Continuous**.
- You use the **perfect aspect** to show a link between two time periods (e.g. two actions). You then use the **Present Perfect**, **Past Perfect** and **Future Perfect**.
- The two aspects can be combined. The **perfect continuous aspect** shows that an action has been, was or will be in progress before a point in time. You then use the **Present Perfect Continuous**, **Past Perfect Continuous** and **Future Perfect Continuous**.

4 Choose the correct option.

Noble, an old sheepdog, ¹*had lost* *had been losing* his sight for years until he went completely blind. He was confined to the kitchen but then help came in an unexpected form. Tiger, a young cat, ²*was adopting / had adopted* the farm as his home. He was bullied by other cats so he decided to befriend the old dog. When the other cats ³*were bullying / had bullied* him, Tiger would run to Noble. Since then, the friendship between the animals ⁴*has grown / was growing*. They sleep together in Noble's bed and eat out of the same dish. But the most amazing thing is that the cat ⁵*was becoming / has become* Noble's guide. Tiger ⁶*has opened / was opening* new doors for him, literally and figuratively. At the end of this month, Tiger ⁷*will have been living / has been living* at the farm for just over a year and the change to both of their lives has been amazing.

5 Complete the story with the correct form of the verbs in brackets.

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

6 **SPEAKING** Think of a story to go with the photo. Discuss with a partner and make notes about what:

- happened before the animals met,
- happened the first time they met,
- is happening in the present,
- will happen in the future.



7 **SPEAKING** Change pairs and tell each other your version of the story. Use as many verb forms as possible. Are your versions very different?

1.4

USE OF ENGLISH

Future in the past

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

- 1 **SPEAKING** Look at the post. Discuss why this person is giving away a free airline ticket.



Is your name Elizabeth Gallagher? Are you from Canada? Contact me to get a free round-the-world ticket!

Submitted 1 day ago • by Jordan

Air Company			
Name of passenger: ELIZABETH GALLAGHER			
From	Flight	Date	Time
New York	IAF123	21 DEC 14	07:15
To			
Milan			
Gate	Boarding till	Seat	
05	06:40	15A	

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

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

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

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

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

LANGUAGE FOCUS

Future in the past

- You can use a number of verb forms to talk about an event or plan that was in the future at a point in the past.

Past Continuous

They **were visiting** eight countries.

was/were going to

They **were going to** travel around the world.

would/wouldn't

They **would spend** Christmas Day in Vienna.

- You can also use **phrases with be** to talk about intentions you had in the past.

They **were on the verge of** taking a romantic trip.

Other phrases: **be about to** (go), **be supposed to** (fly), **be on the point of** (starting)

- 5 Complete the text with the words in the box.

~~about~~ going point was wasn't would

When I was about fifteen, I went through a rebellious phase. I'd decided that school wasn't for me and I was ¹*about* to leave. I ² _____ intending to take any exams and I didn't have any clear ideas about what I ³ _____ do once I left. Then, just as I was on the ⁴ _____ of leaving, a new Maths teacher took over our classes. Little did I know that he ⁵ _____ going to be the person who changed everything for me. He was funny and clever and he wasn't ⁶ _____ to let me leave school without a clear plan. He introduced me to coding and opened a door to my future as a software developer.

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

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

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

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

- 8 **SPEAKING** Think of a time when you had to change your plans. Discuss what happened. Use as many of the forms from the LANGUAGE FOCUS as possible.

1.5

LISTENING

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



1 **SPEAKING** Read the sayings and discuss what they tell us about first impressions. Which one best reflects your experience? Why?

2 **1.8** Listen to Jen talking about an experiment which explores how we form first impressions and answer the questions.
1 What did she have to do?
2 Did her friend's group have to do the same?
3 What did the experiment show?

A *Don't judge a book by its cover.*

B *It takes seven seconds to make a first impression.*

D *First impressions last forever.*

EXAM FOCUS Note completion

3 **1.8** Listen again and complete sentences 1–8 with a word or a short phrase.
1 Jen was interested in the experiment because she was writing a(n) _____ about the same topic that semester.
2 During the experiment, Jen learnt that some of the people often did _____.
3 Jen thought that a _____ might be part of the next step in the experiment.
4 Jen found the second part of the experiment very _____ as she had so little time to make judgments.
5 Her friend had a different _____ in the second part.
6 Jen's friend was given a _____ time to get her impression.
7 Jen felt _____ when she found out that some of the information was false.
8 Jen thought the fact that our first impressions are based on physical appearance alone was quite _____.

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

5 **SPEAKING** Discuss the questions.
1 Would you like to participate in such a study?
2 Were you surprised by the results? Why?/Why not?
3 If you were a scientist, would you carry out this experiment in the same way?

WORD STORE 1F Collocations

6 **1.9** Complete WORD STORE 1F with the words in the box. Then listen and check.
7 Complete the sentences with the collocations in WORD STORE 1F.
1 He often volunteers for various kinds of _____.
2 He got into trouble with the police and ended up with a(n) _____.
3 My aunt's life changed in a(n) _____ when she met her future husband: it was love at first sight!
4 I thought of her as a(n) _____ and was shocked when she was arrested.
5 She was arrested for the _____ of shoplifting.
6 I had no reason to distrust him but I just did. It was a(n) _____.
8 Think of characters or real people who match the descriptions in Exercise 7. Tell your partner.
9 **1.10** Complete the table with the correct form of the words in the recording. Then listen and check.

NOUN	VERB	ADJECTIVE
1 <i>coincidence</i>	<i>coincide</i>	_____
2 _____	<i>contradict</i>	_____
3 <i>impression</i>	_____	_____
4 _____	_____	<i>long</i>
5 <i>volunteer</i>	_____	_____

10 **SPEAKING** Think of the last new person you met and discuss the questions.
1 Where did you meet?
2 What was your first impression? Why did you think this?
3 Has your opinion of this person changed since you met? Why?/Why not?

1.6

SPEAKING

Speculating about appearance

I can introduce and justify my speculations about a person's appearance.

- 1 Look at the photos and descriptions. Which person best fits each description? What other words or phrases would you use to describe the people?

- free and easy
- pensive and melancholic
- takes himself/herself too seriously
- aloof and distant
- introspective and thoughtful
- has got all the time in the world
- uptight and anxious
- fun-loving and content

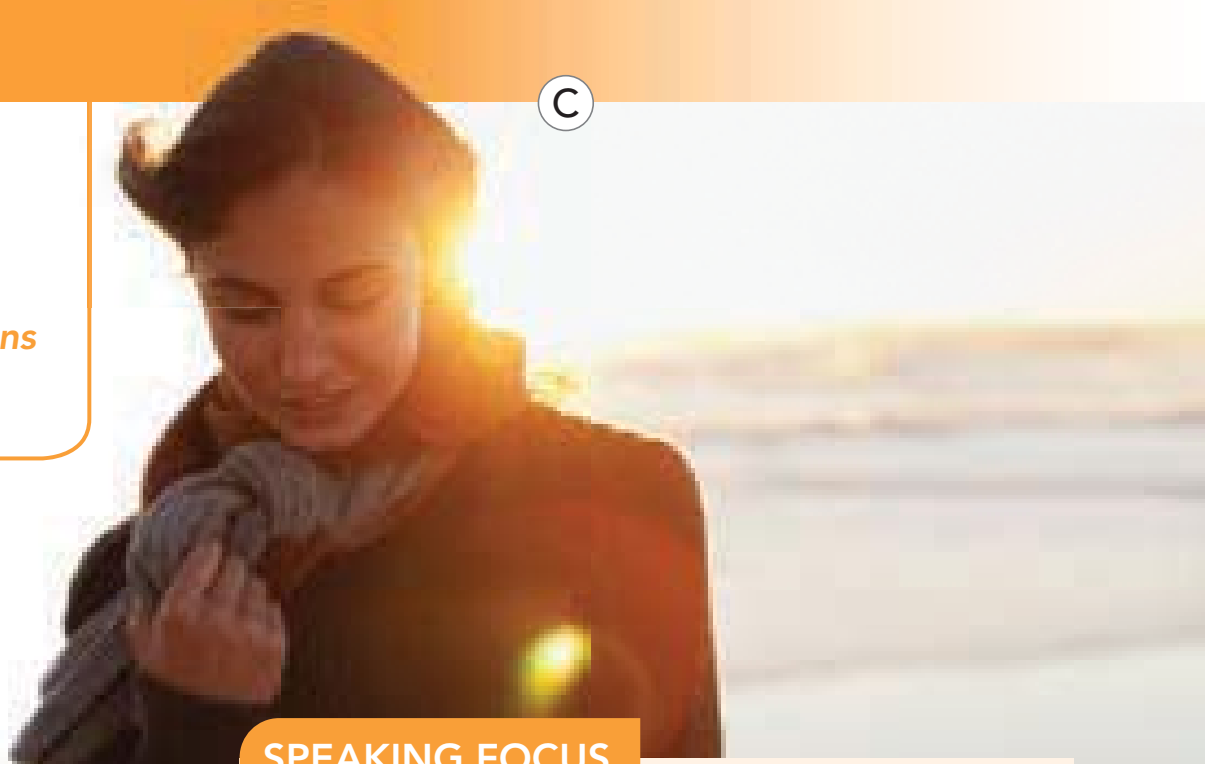
A



B



C



SPEAKING FOCUS

Offering initial thoughts

When I first saw the photo, ...

At first glance, ...

She/He looks quite + adj/a bit of a + noun

It looks to me as if ...

My initial impression was ...

Justifying your speculations

I'm assuming he's/she's ... because ...

It's more than just his/her ...

It's something to do with ...

There's something about the ...

Judging by the way he's/she's ...

Rethinking your ideas

On closer inspection, I'd say ...

Having said that, he/she may be ...

Mind you/Then again, I could be wrong.

Hedging

It's hard to say but ...

I can't be certain but ...

I'm only guessing but ...

Going purely on appearance, I'd say he/she ...

I could be wrong but my gut feeling is that ...

- 2 **SPEAKING** Compare your answers in Exercise 1 with a partner. Were they similar? Give reasons for your answers if they were different.
- 3 **1.11** Listen to Chris and Jess talking about one of the photos. Which one is Jess describing? Which phrases does she use from Exercise 1?
- 4 **1.11** Read the **SPEAKING FOCUS** and complete the text with one word in each gap. Then listen to Jess again and check.

Well, she ¹ _____ a bit of a mystery. I mean, kind of aloof and distant, not really the free and easy type. I can't really see much of her because of the low light but I can just make out her facial expression. At first ² _____, I thought she looked a bit pensive and melancholic or even as if she might be angry or upset. But, on closer ³ _____, I'd say, although she looks introspective and thoughtful at the same time she seems happy ... or maybe content is the right word. ⁴ _____ by the sunset, I'd say she's at the end of a long, relaxing walk on the beach. It's not really her facial expression that makes me think she's content, it's ⁵ _____ to do with the setting and the way she seems to be lost in herself, like she's got all the time in the world and is deep in thought ...

But ⁶ _____ again, I could be wrong about all of that. I mean, it isn't a very natural shot. It's ⁷ _____ to say but it almost seems a bit staged. I mean she's posing, isn't she? And there's ⁸ _____ about the angle, as if the photographer wanted to get the lighting just right ...

- 5 **SPEAKING** Look again at Photo A and with your partner choose the options that you think best describe the person. Give reasons for your answers using details from the photo.

- 1 She is a(n) actress / student / artist.
- 2 She's distant / fun-loving / content and generally pretty uptight / sociable / chatty.
- 3 She enjoys spending time with friends / reading / discussing current affairs.
- 4 She also likes spending time in the countryside / at a spa / at a trendy café and doing yoga / working out / cooking.

- 6 **SPEAKING** Talk about the person in Photo B. Use the **SPEAKING FOCUS** and the questions below to help you.

- 1 What do you think he does for a living? Why?
- 2 What kind of personality does he have? Why?
- 3 What does he enjoy doing? What makes you think that?
- 4 Would you like to meet him? Why?/Why not?



WRITING

A formal email/letter

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

- 1 **SPEAKING** Look at the photos on the poster and discuss the questions.
- 1 What are the people doing in each of the photos?

2 How important is it for families to spend free time together? Why?

3 What places, events and activities are popular with families wanting to spend time together in your country?
- 2 **SPEAKING** Look at the poster again and read the information. Discuss the questions.
- If you were to organise such an event at your school,

- when and where would you hold it?
 - what kind of entertainment would you opt for? Why?
 - who would you contact to ask for help?
- 3 Read the email written by Julia, one of the students involved in organising Family Day, and answer the questions.
- 1 Why is Julia writing?

2 Who is Mrs Lund?

3 What does Julia want her to do?

4 How might Mrs Lund benefit?
- 4 **SPEAKING** Discuss how the sections in purple could be changed to make the email sound more formal.
- 1 The writer should use full forms rather than contractions.

FAMILY DAY

Join us for Family Day and have fun while supporting the work of organisations that assist disadvantaged families in our region. Profits from the day will be used to help further their efforts. The event has been proudly conceived and organised by our enterprising final year students and their teachers.

Brownswood Secondary School
Saturday 21st May
10 a.m. – 4 p.m.

Entry
£2 per adult.
Kids under 12
free!



To: Mrs Lund

Subject: Family Day

Dear Mrs Lund,

My name is Julia Spritely and ¹*I'm* a student at Brownswood Secondary School, in Lancaster. I am ²*getting in touch* on behalf of my classmates and our teachers to inform you that we are ³*putting together* a charity event at the school and to ask if ⁴*you'd like to help us with our plans*.

We want to ⁵*sort of* provide a fun day out for local families and at the same time to tell people more about the troubles of the disadvantaged living in the city, and of the charitable work undertaken by organisations such as the one you represent. ⁶*We've got our fingers crossed* that Family Day will attract ⁷*loads of* visitors and that the money raised will be used to help families in need deal with problems caused by low income, illness and disability.

⁸*Anyway*, as you are a local MP and the chairperson of the charity Families First, we would be happy if you would think about being our guest of honour on the day. ⁹*Do you want to help us?* We would appreciate it if you could give a short talk during our opening ceremony. ¹⁰*Actually*, we would also like you to be there throughout the day and would like to invite you to come with your own family and enjoy the fun.

If you are willing to be involved in the day, ¹¹*that would be awesome* and we would happily donate all our proceeds to Families First. ¹²*It sounds like a good deal, doesn't it?*

Yours sincerely,

Julia Spritely

- **Family entertainment: waterslide, races and competitions, DJ, face-painting**
- **Food and drinks stalls**
- **Summer market**
- **Concert and special guests**
- **Educational exhibitions**



- 5 Read the **WRITING FOCUS** and compare the rules with your ideas from Exercise 4.

WRITING FOCUS

Formal style

- Use full forms rather than contractions.
I am NOT ~~I'm~~
you would NOT ~~you'd~~
- Choose single verbs rather than phrasal verbs or colloquial phrases.
writing NOT ~~getting in touch~~
organising NOT ~~putting together~~
- Avoid colloquial phrases and question tags.
It is hoped that ... NOT ~~We've got our fingers crossed that ...~~
We would be greatly honoured ... NOT ~~that would be awesome~~
I think both your charity and our community will benefit from your participation. NOT ~~It sounds like a good deal, doesn't it?~~
- Use formal quantifiers and qualifiers.
numerous/a significant number of NOT ~~lots of/loads of~~
partially/in part NOT ~~sort of~~
- Avoid spoken discourse markers.
well/anyway/actually
- Address the reader less directly.
Should you agree to help us ... NOT ~~Do you want to help us?~~

- 6 **USE OF ENGLISH** Rewrite the sentences so they are more formal. Use the words in capitals and the **WRITING FOCUS** to help you.
- 1 There are lots of charitable ventures which have become major annual events. **NUMBER**
 - 2 I'm writing to ask if you'd like to join in. **PARTICIPATE**
 - 3 We can't wait to see you on the day. **FORWARD**
 - 4 We want to raise money for the local orphanage. **AIM**
 - 5 We'll be so grateful if you help us. **SHOULD**
- 7 Complete the **LANGUAGE FOCUS** with the less formal underlined words and phrases in Julia's email.

LANGUAGE FOCUS

Formal vocabulary

- 1 fellow students – classmates
- 2 deliver a speech – _____
- 3 value your presence – _____
- 4 the aim of the event is to – _____
- 5 contend with – _____
- 6 raise awareness of – _____
- 7 attend – _____
- 8 be willing to collaborate with – _____
- 9 extremely grateful – _____
- 10 plight – _____
- 11 consider – _____
- 12 in this venture – _____

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

SHOW WHAT YOU'VE LEARNT

- 9 Complete the writing task. Use the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you.

You are a volunteer at a local youth centre that organises events and activities for teenagers aged from fourteen to sixteen during the school holidays. You have been asked to invite some guest speakers with interesting or unusual jobs to come to the centre and talk to the teenagers. Write a letter to someone you feel would be suitable. You should explain:

- the reasons for organising a series of speakers,
- why you think teenagers would be interested in this person,
- the details of the event.

VOCABULARY

1 Replace the underlined phrases with words with a similar meaning including the words in brackets.

They say I ¹bear a resemblance to (**take**) my grandfather both in looks and personality. He was a very kind and tolerant person who ²was never critical of (**word**) anybody. He was also very generous. I remember he would often take me and my siblings out for dinner and pay the huge restaurant bill without ³showing any surprise or concern (**batting**). On the other hand, he ⁴was very firm (**foot**) if any of his grandchildren were badly behaved. Looking at old photographs of family gatherings always ⁵reminds me (**conjures**) of the fun we had together. I do miss him. He lived to the ⁶advanced (**ripe**) age of ninety and when I think back to my grandfather I'm reminded that old people should be ⁷honoured and respected (**looked**) because they have gained a lot more experience and wisdom than us.

2 Choose the correct option.

- The police have decided to get tougher on minor citizens / crimes / records in the future.
- In this job you sometimes have to make decisions in a split / fair / dizzy second.
- Having a criminal praise / record / insight can seriously jeopardise your future prospects.
- Be careful dealing with Matt. He's had more than his fair share / shift / second of trouble with the law.
- Paula must be a good role model – Jon's always singing her stature / praises / manner.
- My gut / split / alert reaction was to run. What can I say? I'm a coward.
- Everybody should aspire to be a(n) compelling / captivating / upstanding citizen – the world would be a better place.

3 Complete the sentences with the prepositions in the box. Some prepositions can be used more than once.

(in into of on with)

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

GRAMMAR

4 Choose the correct option.

Sam and I ¹have known / have been knowing each other since we were at primary school. We ²met / were meeting at a friend's birthday party and immediately ³had discovered / discovered we had a lot in common. In fact, we ⁴were talking / had been talking for so long that it was difficult to get us home. I remember that for weeks before the party my mother ⁵had told / had been telling me to be more sociable so she got her wish! Anyway, from that time on we ⁶are spending / have been spending most of our free time together. By this time next month, we ⁷will have been going / will be gone around together for six years. I hope that in six years from now we ⁸will still be doing / will still have done that.

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

(attend finish play see speak
study walk want)

- We _____ each other for over a month when she called it off.
- We _____ together in the same band for a year now. We'll be bigger than The Beatles one day!
- It's the first time we _____ actually. He's really nice, isn't he?
- Let's start heading home. Hopefully, the match _____ by the time we get back. I can't stand football.
- I _____ to be in the choir for years. So when I finally got accepted I was over the moon!
- The test is tomorrow morning and I've got so much to revise. At this rate I _____ till midnight.
- When I last saw Sarah she _____ down the High Street arm in arm with Jake.
- This time next Friday we _____ this chess club regularly for exactly two years.

USE OF ENGLISH

6 Complete the sentences with one word in each gap. The first letter of each word is given.

- They said they were **g**_____ to be here early but it's already 9:30!
- I was **s**_____ to referee the match but it was cancelled.
- Did you expect that they **w**_____ make up and become friends again?
- He was nervous as the concert was **s**_____ in a few minutes. It was his first ever gig.
- We weren't able to finish our conversation. We had to take our seats as the plane was **a**_____ to take off.
- Sorry, some friends called just as I was on the **v**_____ of leaving. That's why I'm late.

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

My best friend is called Zach. We attended the same primary school and we've grown up together. What can I tell you about him? He comes from a rather privileged ¹ _____, his manner is gentle and ² _____ and he always sees the best in people. He's very open-minded and is one of the most ³ _____ people I know when it comes to dealing with others. Another reason why we get on with each other so well is that we have a lot in common. He often comes over to my house and we spend hours just ⁴ _____ out and talking. There's definitely a strong ⁵ _____ between us and I know I can depend on him. If I'm having a hard time, I usually try to ⁶ _____ on a brave face and pretend nothing is wrong. But he knows when I'm hiding something and encourages me to talk about it. Even if we go our separate ways after college, I know we will always ⁷ _____ in touch with each other. I really do believe there's a(n) ⁸ _____ tie between us.

- 1 A history

B background

C upbringing

D house
- 2 A unconfident

B unassuming

C insecure

D unworried
- 3 A acceptable

B irreverent

C thankful

D considerate
- 4 A hanging

B going

C walking

D staying
- 5 A link

B chain

C bond

D knot
- 6 A place

B put

C pose

D set
- 7 A keep

B continue

C get

D carry on
- 8 A devoted

B unconditional

C unbreakable

D obstinate
- 8 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and six words in each gap, but do not change the word in capitals.
- 1 The plan was that we should be at the station at four but we didn't get there in time.

We _____ at the station at four but we didn't get there in time. **DUE**
- 2 Next September, it will be four years since my family came to live here.


By next September my family will have been living here for/will been here for four years. **BEEN**
- 3 It was well known that they were rivals and it had been years since they'd agreed about anything.

It was well known that they were rivals and that they had been disagreeing (about everything) for years. **DISAGREEING**
- 4 My grandmother was going to come over in a taxi but in the end she walked.

My grandmother had been planning on coming over/been planning to come over in a taxi but in the end she walked here. **PLANNING**
- 5 It's two weeks since Maria and her cousin quarrelled and they're still not speaking.

Maria and her cousin fell out two weeks ago and they haven't n't spoken since then. **FELL**

LISTENING

- 9  1.12 Listen to a talk about arguing. Complete the notes with information from the talk. Use a word or a short phrase. You will hear the recording twice.
- 1 Arguments-as-proof are meant to prove or disprove a _____.

2 Arguments-as-presentation need a(n) _____.

3 The speaker considers arguing to be a(n) _____ outcome of interacting with some of the people we meet.

4 People who argue with friends or family are often _____ towards other people.

5 One of the benefits of arguing is that people have longer _____.

6 People who do not express their feelings can be compared to a/an _____.

7 The speaker suggests that an argument is equivalent to _____.

8 As long as you avoid _____, a good argument can actually create stronger bonds between people.

WRITING

- 10 Read the advertisement from a website. Write an email in reply.

One of the most important and yet least understood areas of psychology concerns the role of friends in our lives. To help us with our research into friendship, we invite readers to write and tell us why their close friends are important to them, how they maintain their friendships and if the nature of their friendship has changed over time.



2

Learning for life


I have never let my schooling interfere with my education.

Mark Twain

DOCUMENTARY VIDEO



THE COST OF A GOOD EDUCATION

 2 Watch the documentary video. For the worksheet, go to page 113.

2.1

VOCABULARY

Studying and exams • exaggerated synonyms • phrasal verbs • phrases to describe being relaxed/stressed

I can talk about studying and exams.

SHOW WHAT YOU KNOW

- 1 Write down the verb form of these nouns and adjectives. What do the verbs have in common?

familiar general memory organisation personal
plagiarism rational recognition revision summary visual

familiarise

- 2 **SPEAKING** Use the verbs you wrote in Exercise 1 to discuss useful skills when studying or taking exams.

Exams, exams

If you are revising for upcoming exams, you may well be surrounded by tons of paper and sticky notes. What techniques do you find work for you? And how are you feeling about your **looming** exams?

GCSEs – Daniel

- 5 I sit at my desk, faced with piles of revision files, **frazzled** and frustrated by my improvised timetable. A few moments ago, I was **swimming in** Spanish irregular
10 verbs. Later today, I will revise Geography, Maths and Chemistry. It's not necessarily the content that I find difficult but the range
15 of knowledge. We **flit** between subjects, and at times, it seems we are being tested on nothing but facts. My friends and I have found Google Docs useful for exchanging
20 notes, and mobile trivia game apps are a fun, if not particularly efficient, way of topping up our foreign vocab.

- 3 Read about the revision experiences of three students below. Whose experience do you most relate to? Why?
- 4 Read the text again and answer the questions.
 - 1 How does Daniel feel about his exams?
 - 2 What is Daniel so stressed about?
 - 3 Why are secondary school exams more challenging compared with primary school ones?
 - 4 What do Jacob's teachers keep telling him?
 - 5 Why does Layli reread her notes several times?
 - 6 What else does Layli do as the exams draw closer?
- 5 **SPEAKING** What are your revision techniques? Discuss in pairs.

A levels – Jacob

- Revising for end of secondary school exams is a different kind of **minefield** than in primary school. There's more content to learn for each exam and you're expected to **regurgitate** more in less time. That's why an entire wall of my room is **plastered** in scribbled notes.
- I do my revision in four stages. Firstly, I take notes from the textbook on huge A3 sheets, then I condense it on to miniflashcards, then I type it all up. Stage four, which will commence a week before the exams, consists of doing past papers.
- It's being **hammered** into us that you only deserve a place at a good university if you notch up a certain amount of marks. More than ever before, the pressure is on.

University finals – Layli

- At university, most tasks are reading- and discussion-based and so a coherent set of written up notes is hard to come by. At school, teachers organise revision sessions leading up to the exam; at university, you have to work out your own timetable.
- I find it difficult to retain the information from everything I read, and to set it out in clear notes. This leads to me reading and rereading in the hope that the knowledge will somehow become second nature.
- Revision time is **manic** and, as exams draw closer, anxiety starts to kick in. I now need to set my alarm, get to the library, make those notes I never made, read **all the** books **under the sun**, then organise my thoughts and prepare to argue persuasively on a given topic. At university, you just have to find some method in the madness and get on with it.

WORD STORE 2A Exaggerated synonyms

- 6 **1.13** Complete WORD STORE 2A with the correct forms of the words in red in the text. Then listen and check.
- 7 Complete Sarah's email with the correct forms of the words in WORD STORE 2A.

Dear Kim,

Choosing which university to attend is a ¹ _____. I am constantly ² _____ between different options and I am having a terrible time trying to narrow them down. I've read ³ _____ but apart from ⁴ _____ in how crucial it is to choose the right one, it hasn't really helped. I'm ⁵ _____ in course descriptions and application information and I could ⁶ _____ the advantages and disadvantages of each university in my sleep. My teachers are ⁷ _____ with end-of-year exams so they haven't been able to offer any guidance. I'm getting so ⁸ _____ that my face is ⁹ _____ in spots and the application deadlines are ¹⁰ _____. Help!

Sarah

WORD STORE 2B Phrasal verbs

- 8 **1.14** Complete WORD STORE 2B with the underlined phrasal verbs in the text. Then listen and check.
- 9 Add the correct form of a phrasal verb in WORD STORE 2B which collocates with two items in each set. Which item doesn't collocate in each set?
 - 1 _____ your drink / your dinner / your phone
 - 2 _____ a win / an exam / a score
 - 3 _____ help / tough decisions / bankruptcy
 - 4 _____ the war / graduation / the notes
 - 5 _____ an agenda / my diary / your conditions
 - 6 easy to / opposed to / impossible to _____
 - 7 contentment / panic / the medication _____

WORD STORE 2C EXTRA Phrasal verbs with up

- 10 **1.15** Listen to the conversation between Sarah and Ben and complete the sentences with the correct form of the words in the box.

(brush cook lap lighten pile summon)

 - 1 I've got to catch up on my work – it's starting to _____ up.
 - 2 I need to _____ up on my French.
 - 3 You need to _____ up a better excuse than that.
 - 4 Oh _____ up! It's Friday night.
 - 5 You love history – you _____ it up.
 - 6 I've _____ up the courage to ask you out.
- 11 **1.16** Complete WORD STORE 2C with the phrasal verbs in Exercise 10. Then listen and check.

WORD STORE 2D Relaxed/stressed

- 12 **1.17** Listen to Amy, Matt, Rob and Sally and find out who copes best/worst with exams.
- 13 **1.17** Listen again and complete WORD STORE 2D with the missing words.

2.2

READING

Gapped text

I can understand the structure of a text using contextual, grammatical and lexical clues.

- 1 **SPEAKING** Think of at least three reasons why somebody would want to study abroad.
- 2 Read quickly the main part of the article and find out why James wants to study abroad. Are his reasons similar to yours?

EXAM FOCUS Gapped text

- 3 Read the article again. Complete gaps 1–6 in the text with paragraphs A–G. There is one extra paragraph.
 - A Mairi Wightman, twenty, is a University College London Geography student spending a year abroad in Singapore. She stresses that it should not be underestimated how much a different climate can affect day-to-day life and that as much admin as possible should be taken care of before getting on the plane.
 - B However prepared you are, studying abroad is not for everyone and I am yet to discover whether or not it will suit me. I know plenty of people who regret not applying and almost nobody who has the same reservations about their decision to go.
 - C In the face of all this familiarity, I have made the slightly impulsive decision to spend a term of my final and most important year studying in Germany, despite speaking absolutely no words of the language.
 - D There is however a point to these ramblings, beyond giving you something to laugh at. I've travelled a fair amount, and as a result of this, I thought I was beyond prepared and that I would breeze through any culture shock and instantly acclimatise. As I discovered, this can be a risky attitude to take.
 - E From a financial standpoint the ERASMUS programme in particular is a very attractive opportunity, particularly for London students used to high living costs. In addition to the regular student loan, students get a grant, which varies according to the living costs of the country in question.
 - F But there are some administrative hurdles to get through first. Logistically speaking, it's very different to previous application processes that any student might have experienced. Universities have study abroad teams, host preparation talks and they tell you what you need to do but it requires a lot of independent effort.
 - G I'm sure that many students weigh up studying abroad as a series of pros and cons, or a question of whether the grass will be greener on the other side. I would argue that students should think less about whether heading abroad is going to be 'better' and simply view it as an unparalleled opportunity to step outside of their comfort zone.



1.18

Study Abroad: Take a Leap into the Unknown

There is no better way to break the monotony of everyday university life than choosing to study overseas; a little bit of impulse can go a long way, says James Connington.

- 5 University so far has been a bit of a challenge but one that has become familiar with repetition. Heading into my third year, I am used to life in London, used to what is expected of me by University College London (I think) and used to justifying my **exorbitant** rent to my friends in different parts of the
- 10 country. Life has fallen into a comfortable series of routines; I go to lectures, work part time, write a lot of essays and muster the energy to go out when possible.
- 1 My _____
My modules are taught in English and many Germans speak it well, but according to the **ever-reliable** Wikipedia®, I will
- 15 be unable to communicate with around 36 percent of the population. I'm currently in the preparation phase of this adventure, with roughly six weeks to go until I fly out to the former German capital, Bonn. I have many justifications for this leap into the unknown. Like the thousands of other students
- 20 heading abroad from the UK this coming year, my reasons include life experience, a desire to travel and something to stand out from the crowd on a CV. The main one, however, is simply to break up what has become routine and to experience the excitement of a new city and a new university all over again.
- 2 However, _____
However, there are many students each year who let themselves get put off during the application stage. Of course, a lot of people simply don't want to study abroad, but for those who just
- 25 get cold feet, I think a little bit of impulse can go a long way. Once you're committed to the process, dealing with the
- 30 prospect of living abroad becomes **substantially** easier and you **actively** look for the positives rather than any downsides.



3 _____

Arranging visas, sorting out accommodation both abroad and for your return, registering for modules and meeting all of the deadlines for paperwork is solely up to you. You will get prodded by your university but you need to take a proactive approach, as study abroad teams tend to be small, whilst the number of students being sent and received is vast.

4 _____

Many of those venturing further afield outside of this programme have already left and can provide some valuable lessons for those still preparing to go. Utilising pre-existing networks of students can provide **invaluable** information that can make all the difference to daily life abroad.

5 _____

Marcus Baird, twenty, a student from the same university, and currently spending a term in Adelaide, Australia, adds to this with advice on the importance of researching your accommodation **thoroughly** beforehand. Prices can vary wildly and it can be hard to gauge the best locations from online maps alone. Also important is to come prepared for any mishaps, which means having important documents to hand, as well as key phrases memorised if you don't speak the language.

6 _____

So all things considered, I would encourage those teetering on the edge to give it serious thought before dismissing the idea altogether.

4 **SPEAKING** Replace the words underlined below with stronger adjectives or adverbs in blue in the article. Which sentences are true for you? Give reasons for your answers.

- 1 I am very involved in school programmes.
*I am **actively** involved in school programmes.*
- 2 I usually research a new place well before I travel there.
- 3 Part-time work experience will prove very useful in future.
- 4 My dependable friends always meet me on time.
- 5 I am going to need a much increased allowance!
- 6 I think that entry tickets to the clubs round here are much too high.

5 **Complete the sentences with one word in each gap. Use the underlined phrases in the article to help you.**

- 1 Last year, Helen **made the slightly impulsive decision** to study abroad.
- 2 Young travellers often **get** _____ before a big trip. But in the end, they always **step outside of their** _____ and try something new.
- 3 I think you need to **take a** _____ in life – you can't wait around for things to happen!
- 4 I'm always **venturing** _____ when I travel – I like to go to places that most other people don't manage to get to.
- 5 We were _____ **on the** _____ before we decided to go on the hike. But in the end we were able to _____ **the energy** to get off the sofa and it turned out to be a great day.
- 6 Leah thought she would _____ **through** any culture shock, but in fact she found it difficult to adjust to life abroad.
- 7 Studying in another country doesn't need to be a _____ **into the unknown**. By _____ **pre-existing networks** you can make friends and find a place to live.

WORD STORE 2E Collocations

6 **Complete WORD STORE 2E with the words in the box. Use the article to help you if necessary. Then write example sentences.**

7 **SPEAKING** What advice would you give a foreign student thinking of studying in your country? Think about the points below and add one more of your own. Explain your advice to a partner using the words and phrases in WORD STORE 2E, Exercise 4 and 5.

- choosing a university
- finding accommodation
- learning the language
- understanding the culture
- preparing for the climate

2.3

GRAMMAR

Speculating

I can use a variety of modal verbs to speculate about the past, the present and the future.

- 1 **SPEAKING** Look at the photo and the definition. Discuss what the people are doing and how this might relate to 'communities of practice'.

Communities of practice are groups of people who learn how to do something, or perfect a skill, by repeatedly doing that thing together. There are no leaders, formal teachers or students, just people enjoying a shared passion.



- 2 **1.19** Listen to a discussion about the activity in Exercise 1 and answer the questions.
- 1 What is the activity?
 - 2 Are the speakers part of the community or observers?
 - 3 What might be the pros and cons of learning from a community of practice versus from a teacher?
- 3 **1.19** Listen again and complete each structure in blue with one word.

Extract 1

B: The original group members ¹*may have been doing* it for years while the younger ones ² *have been taught* more recently. Some of these really young ones ³ *just have joined* the group. See the guy in the white T-shirt – he ⁴ *have been doing* it for a couple of years, I'd say.

Extract 2

- A: Yes, I saw them recording one trick on their smartphones the other day. Why do they do that? I thought it ⁵ *be* so they could learn from the more experienced members of the group ...
- B: Well, yes, they ⁶ *well be doing* it so they can watch the clips afterwards and talk about the techniques. But the guy in the white T-shirt ⁷ *watch* the film later too. If he does, it ⁸ *certainly be* to help him improve his technique.
- A: And how do you think he learnt that move to start with? I mean, he ⁹ *have learnt* it by himself ...
- B: Who knows? He ¹⁰ *have been* part of another group and moved on to form his own tricking gang or he ¹¹ *have learnt* the first tricks online.

- 4 Read the GRAMMAR FOCUS and find examples in Exercise 3 where the speaker is:

- a guessing about an action that's in progress.
- b certain about a reason for doing sth in the present.
- c certain about sth that started in the past and continues in the present.
- d guessing about sth that happened in the past.
- e certain that sth didn't happen in the past.
- f guessing about sth in the future.
- g certain about sth in the future.
- h guessing about sth that happened in the past using the Passive.
- i guessing about an action continuing in the present.

GRAMMAR FOCUS

Speculating

- You can use the modal verbs *must/may/might/could/can't* to speculate about the present and past:
modal verb + infinitive (present states)
*They **may not be** aware of the risks.*
modal verb + be + -ing form (events now in progress)
*They **may be filming** their tricks.*
modal verb + have + Past Participle (finished events in the past)
*Others **could have joined** their community.*
modal verb + have been + Past Participle (finished events in the Passive Voice in the past)
*The tyres **could have been brought** by someone's father.*
modal verb + have been + -ing form (events that started in the past and continue in the present)
*They **may have been doing** it for years.*
- You can use the modal verbs *may/might/could* + infinitive or *will/won't* + adverb to speculate about the future:
*He **could win** the competition next year.*
*He **may not join** the club.*
*She **will probably start** next week.*
*He **definitely won't come**.*

- 5 Choose the correct option.

If you're in Brazil, you might ¹*want* / *have wanted* to join a samba school. But when you get there, you could ² *be* / *have been* surprised by what you see. I certainly was! In fact, the surprise must ³*show* / *have shown* very obviously on my face! If you have ever attended a dancing school in the UK, you will almost certainly ⁴ *have been coached* / *have been coaching* by a qualified instructor, but here there was just a room full of people dancing, and I felt like they all must ⁵*be dancing* / *have been dancing* samba their whole lives. But then I noticed other people, like me, watching carefully, copying a few steps and moves and I realised they can't ⁶*be learning* / *have been learning* very long. They must ⁷*notice* / *have noticed* me, because they invited me to join them. Now, I'm one of the people helping newcomers who might ⁸*look* / *be looking* for a way in.

- 6 **SPEAKING** Discuss the questions.

- 1 Have you ever taught anyone to do anything?
- 2 How do you think they may have felt about the experience?