

	VOCABULARY	READING
<b>1</b> <b>The ties that bind</b>  <b>DOCUMENTARY</b>  p. 112 Remarkable relationships	<b>pp. 4–5</b> Personality and relationships; personality adjectives; collocations; common phrases <b>Reading:</b> A blog post about a grandmother	<b>pp. 6–7</b> An article about friendships in literature <b>Vocabulary:</b> Collocations; word pairs; prepositions <b>Exam Focus:</b> Matching
<b>2</b> <b>Learning for life</b>  <b>DOCUMENTARY</b>  p. 113 The cost of a good education	<b>pp. 16–17</b> Studying and exams; exaggerated synonyms; phrasal verbs; phrases – relaxed/stressed <b>Reading:</b> An article about exam preparation techniques	<b>pp. 18–19</b> An article about studying abroad <b>Vocabulary:</b> Adjectives and adverbs; phrases; collocations <b>Exam Focus:</b> Gapped text
<b>3</b> <b>Let's eat</b>  <b>DOCUMENTARY</b>  p. 114 The future of food	<b>pp. 28–29</b> Cooking and eating; food; kitchen/dining sounds; collocations <b>Reading:</b> An article about top chefs' pet hates	<b>pp. 30–31</b> An article about food and happiness <b>Vocabulary:</b> Collocations, psychological terms, word building <b>Exam Focus:</b> Multiple choice
<b>4</b> <b>The new thing</b>  <b>DOCUMENTARY</b>  p. 115 Helpful hackers	<b>pp. 40–41</b> Music industry; compounds; phrases to describe success and failure; forming nouns from adjectives <b>Reading:</b> An infographic of the history of recorded music	<b>pp. 42–43</b> Four short articles about technology in sport <b>Vocabulary:</b> Words and phrases; word families; collocations <b>Exam Focus:</b> Matching
<b>5</b> <b>All in a day's work</b>  <b>DOCUMENTARY</b>  p. 116 Big idea, big business	<b>pp. 52–53</b> Employment and career; phrasal verbs – work; colloquial phrases; collocations to describe work and money <b>Reading:</b> An article about interns' experiences	<b>pp. 54–55</b> An article about young entrepreneurs <b>Vocabulary:</b> Collocations; word building <b>Exam Focus:</b> Matching
<b>6</b> <b>Journeys</b>  <b>DOCUMENTARY</b>  p. 117 Ziferblat – a café with a difference	<b>pp. 64–65</b> Travel and sightseeing; phrasal verbs, suffixes – forming adjectives, colloquial phrases <b>Reading:</b> An article about travelling for the first time	<b>pp. 66–67</b> An article about a train journey in the Namib Desert <b>Vocabulary:</b> Verbs of movement; words and phrases; descriptive verbs/adjectives <b>Exam Focus:</b> Gapped text
<b>7</b> <b>Express yourself</b>  <b>DOCUMENTARY</b>  p. 118 Painting a better world	<b>pp. 76–77</b> Theatre and musicals; exaggerated synonyms; theatre words; compound adjectives <b>Reading:</b> A review of a musical	<b>pp. 78–79</b> An article about the poet Kate Tempest <b>Vocabulary:</b> Word families; collocations <b>Exam Focus:</b> Multiple choice
<b>8</b> <b>Text me!</b>  <b>DOCUMENTARY</b>  p. 119 The Big Data revolution	<b>pp. 88–89</b> Information and the mind; prefixes; verb-noun collocations; phrases with <i>mind</i> <b>Reading:</b> An interview with the author of <i>The Organized Mind</i>	<b>pp. 90–91</b> An article about a fitness mobile game <b>Vocabulary:</b> Phrases; synonyms <b>Exam Focus:</b> Multiple choice
<b>9</b> <b>Future generations</b>  <b>DOCUMENTARY</b>  p. 120 The real fashion victim	<b>pp. 100–101</b> Global warming; synonyms; environmental problems; animal idioms <b>Reading:</b> An article about meat consumption and global warming	<b>pp. 102–103</b> An article about UN celebrity ambassadors <b>Vocabulary:</b> Collocations; phrases; prefixes <b>Exam Focus:</b> 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 <b>Vocabulary:</b> Collocations; word families <b>Exam Focus:</b> 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 <b>Vocabulary:</b> Phrases <b>Exam Focus:</b> 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 <b>Vocabulary:</b> Adjectives <b>Exam Focus:</b> 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 <b>Vocabulary:</b> Verbs <b>Exam Focus:</b> Multiple choice	p. 47 Agreeing and disagreeing	pp. 48–49 A review of a product	pp. 50–51
p. 56 <i>-ing</i> forms	p. 57 Prepositional phrases	p. 58 A radio programme about job interviews <b>Vocabulary:</b> Word formation <b>Exam Focus:</b> 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 <b>Vocabulary:</b> Phrases <b>Exam Focus:</b> 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 <b>Vocabulary:</b> Collocations <b>Exam Focus:</b> 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 <b>Vocabulary:</b> Collocations <b>Exam Focus:</b> 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 <b>Vocabulary:</b> Verbs <b>Exam Focus:</b> Note completion	p. 107 Speculating about photos	pp. 108–109 Essay introductions	pp. 110–111

pp. 145–146 Irregular verbs

pp. 147–158 Word list

p. 159 Key to phonetic symbols

# 2

## Learning for life


*I have never let my schooling interfere with my education.*

Mark Twain

### DOCUMENTARY VIDEO



THE COST OF A GOOD EDUCATION

 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.
- 25 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.
- 30 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.
- 40 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.
- 45 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
- 50 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 <sup>1</sup> \_\_\_\_\_. I am constantly <sup>2</sup> \_\_\_\_\_ between different options and I am having a terrible time trying to narrow them down. I've read <sup>3</sup> \_\_\_\_\_ but apart from <sup>4</sup> \_\_\_\_\_ in how crucial it is to choose the right one, it hasn't really helped. I'm <sup>5</sup> \_\_\_\_\_ in course descriptions and application information and I could <sup>6</sup> \_\_\_\_\_ the advantages and disadvantages of each university in my sleep. My teachers are <sup>7</sup> \_\_\_\_\_ with end-of-year exams so they haven't been able to offer any guidance. I'm getting so <sup>8</sup> \_\_\_\_\_ that my face is <sup>9</sup> \_\_\_\_\_ in spots and the application deadlines are <sup>10</sup> \_\_\_\_\_. 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.

Gapped text

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

- SPEAKING** Think of at least three reasons why somebody would want to study abroad.
- 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

- Read the article again. Complete gaps 1–6 in the text with paragraphs A–G. There is one extra paragraph.
  - 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.
  - 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.
  - 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.
  - 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.
  - 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.
  - 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.
  - 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.**

- 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 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.
  - My modules are taught in English and many Germans speak it well, but according to the **ever-reliable** Wikipedia®, I will 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 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.
  - 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 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 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  
35 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  
40 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,  
45 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  
50 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  
55 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

# GRAMMAR

## 2.3

### 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 <sup>1</sup>*may have been doing* it for years while the younger ones <sup>2</sup>\_\_\_\_\_ *have been taught* more recently. Some of these really young ones <sup>3</sup>\_\_\_\_\_ *just have joined* the group. See the guy in the white T-shirt – he <sup>4</sup>\_\_\_\_\_ *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 <sup>5</sup>\_\_\_\_\_ *be* so they could learn from the more experienced members of the group ...
- B: Well, yes, they <sup>6</sup>\_\_\_\_\_ *well be doing* it so they can watch the clips afterwards and talk about the techniques. But the guy in the white T-shirt <sup>7</sup>\_\_\_\_\_ *watch* the film later too. If he does, it <sup>8</sup>\_\_\_\_\_ *certainly be* to help him improve his technique.
- A: And how do you think he learnt that move to start with? I mean, he <sup>9</sup>\_\_\_\_\_ *have learnt* it by himself ...
- B: Who knows? He <sup>10</sup>\_\_\_\_\_ *have been* part of another group and moved on to form his own tricking gang or he <sup>11</sup>\_\_\_\_\_ *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 <sup>1</sup>*want* / *have wanted* to join a samba school. But when you get there, you could <sup>2</sup>*be* / *have been* surprised by what you see. I certainly was! In fact, the surprise must <sup>3</sup>*show* / *have shown* very obviously on my face! If you have ever attended a dancing school in the UK, you will almost certainly <sup>4</sup>*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 <sup>5</sup>*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 <sup>6</sup>*be learning* / *have been learning* very long. They must <sup>7</sup>*notice* / *have noticed* me, because they invited me to join them. Now, I'm one of the people helping newcomers who might <sup>8</sup>*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?

# 2.4

## USE OF ENGLISH

Accuracy with articles

*I can use abstract nouns with and without 'a/an'.*

- SPEAKING** When you need advice or help, who do you ask? Do you ever look on online forums? Why?/Why not?
- Read the three forum exchanges and decide on the logical order in each of them.

- (A)
- Thanks – you were **a great help** – it all makes sense now.
  - I need **help** with my Maths. I don't have a hope of getting it done on my own. Anybody out there have a moment to spare?
  - Yeah, call me. I'm doing it too.

- (B)
- Oh no! **Sleep** is so important. When I'm stressed out, I sometimes use breathing exercises to help me relax and I usually get a good night's sleep after that.
  - Thanks. I'll try that. My granddad, who has a good understanding of human behaviour, always says 'A good laugh and **a good sleep** are the two best cures.' 😊
  - Help! All of a sudden, I'm very stressed about my exams and I can't sleep.

- (C)
- Why don't you write about a holiday? You can say what you learnt and how you couldn't have learnt that in a class.
  - Great idea! I think I'll write about our trip to Paris – that was **an amazing experience** and **an excellent education**. I learnt more French in two days than I had in two years. LOL
  - I have to write an essay about the importance of **experience** and **education** – I haven't got a clue where to start. Any ideas?

- Read the LANGUAGE FOCUS and complete the example sentences with the words and phrases in blue in Exercise 2.

### LANGUAGE FOCUS

#### Abstract nouns with and without a/an

Some **abstract nouns** (such as *hope, knowledge, love, pleasure*) can refer to either a general concept or a specific situation or example. When talking about a **general concept**, *a/an* is not used before the noun. When referring to a **specific situation/example**, *a/an* can precede the noun. In this case, the noun is generally modified by an adjective or phrase.

#### General concept

I need **help**.  
<sup>2</sup> \_\_\_\_\_ is so important.  
 The importance of  
<sup>3</sup> \_\_\_\_\_ and <sup>4</sup> \_\_\_\_\_.

#### Specific situation/example

You were <sup>5</sup> \_\_\_\_\_.  
 A good laugh and <sup>6</sup> \_\_\_\_\_ are the best cures.  
 That was <sup>7</sup> \_\_\_\_\_ and <sup>8</sup> \_\_\_\_\_.

**Note:** Some abstract nouns have a plural form (*love/loves, hope/hopes, pleasure/pleasures*) while others do not (*knowledge*).  
 Eating at that café is always **a pleasure**.  
 Eating is one of life's great **pleasures**.  
 He has **a good knowledge** of many things.  
 NOT He has many knowledges.

- Read the message exchange and complete the gaps with the correct form of the words in the box and *a, an* or  $\emptyset$  (no article).

(charity education experience  
 help (x2) hope love pleasure)

Hi Jen. Thanks again. You really were such <sup>1</sup> **a help** last night. I wouldn't have had <sup>2</sup> \_\_\_\_\_ of doing it without you.

No problem. It was <sup>3</sup> \_\_\_\_\_. You know Science is one of my great <sup>4</sup> \_\_\_\_\_. 😊 And I need to ask you a favour actually. I need to interview someone with <sup>5</sup> \_\_\_\_\_ doing volunteer work.

Well, I haven't done any in a while. The last time was about a year ago when I worked for <sup>6</sup> \_\_\_\_\_ that works with animals. It was <sup>7</sup> \_\_\_\_\_ though – it left me with a first-class knowledge of cats. ;)

I'm sure you learnt a lot. 😊 Are you in a hurry? Could I ask you some questions now?

Yes, sure, glad to be of <sup>8</sup> \_\_\_\_\_. Call me now.

- Complete the sentences with the correct form of the phrases underlined in Exercises 2 and 4.

- I really need to \_\_\_\_\_ – otherwise I can't do anything the next day!
- When he \_\_\_\_\_, he likes to read computer advice in forums.
- I \_\_\_\_\_ – I always know how my friends will react.
- I haven't studied French \_\_\_\_\_ so I \_\_\_\_\_ how to do the assignment.
- I wanted to help her with her exam preparation but I was \_\_\_\_\_ to get home.
- He has \_\_\_\_\_ German. He is practically fluent.
- He \_\_\_\_\_ finishing his exam before the time was up.
- \_\_\_\_\_, she felt totally relaxed and knew she would be fine.

- Follow the instructions below.

- Write a message to your partner asking for advice on something you'd like help with.
- Use at least three nouns from the LANGUAGE FOCUS and two of the phrases underlined in Exercises 2 and 4.
- Exchange your messages. Did you get good advice?



# 2.5

## LISTENING

Multiple choice

*I can understand specific details in informal conversations.*

**1 SPEAKING** Look at the photos and discuss the questions.

- 1 What is the problem in each case?
- 2 How do you think the problems will be resolved?
- 3 Have you ever faced such a problem? What did you do?

**2** **1.20** Listen to three short dialogues about people who had to solve the problems in Exercise 1. Were your guesses correct?



**EXAM FOCUS** Multiple choice

**3** **1.20** Listen to the dialogues again. For questions 1–6, choose the correct answer A, B or C.

**Dialogue 1**

- 1 What was the problem of the instructions that came with the furniture?
  - A There wasn't enough information.
  - B They were incomplete.
  - C They were not clear enough.
- 2 How does the woman respond to the man's problem?
  - A She agrees it was a bad idea to buy flat-pack furniture in the first place.
  - B She sympathises with his difficulties.
  - C She warns him not to follow the instructions so closely.

**Dialogue 2**

- 3 What does the man say about online video tutorials?
  - A Information transmitted visually is easy to remember.
  - B The instructions are given in clear stages.
  - C They can have too much detail at times.
- 4 How does the girl feel about the people who produce online tutorial videos?  
She is:
  - A pleased that their help is available to everyone.
  - B amused that they appear in their tutorials personally.
  - C appreciative of the production quality of their films.

**Dialogue 3**

- 5 What are the woman's experiences with dogs?
  - A She's had aggressive dogs before.
  - B She was always able to handle her dogs.
  - C One of her dogs ran away and attacked someone.
- 6 Why does the man think the group learning sessions are good?
  - A They allow you to be around people with the same problems.
  - B The dogs learn faster and more efficiently than in other situations.
  - C The dogs get used to being around other dogs and their owners.

**WORD STORE 2F** Phrases

**4** **1.21** Complete WORD STORE 2F with the words in the box. Then listen and check.

**5** Complete the sentences with the phrases in WORD STORE 2F.

- 1 It's easier to study for exams with my friends. After all, we all seem to be \_\_\_\_\_.
- 2 When I have a problem, I go outside to \_\_\_\_\_.
- 3 It is good to talk issues through – you will find that others \_\_\_\_\_ as you.
- 4 You often get the best results when you don't wait for others to do something for you but \_\_\_\_\_ instead.
- 5 If you \_\_\_\_\_, it's easier to do things because your mind doesn't work properly under stress.
- 6 The best way to solve a problem is to \_\_\_\_\_ and focus on what's most sensible in a given situation.
- 7 You can learn a lot from the Internet because so many people are willing to \_\_\_\_\_ and answer your questions.
- 8 If you \_\_\_\_\_ someone or have something in common, it helps a lot.

**6 SPEAKING** Discuss which method you would choose for learning the things in the box. Why?

cooking a new recipe   dancing salsa  
improving your running technique  
installing new software   Mandarin Chinese  
skiing

- 1 following written guidance
- 2 following a video tutorial (e.g. how-to videos)
- 3 learning in a group

# 2.6

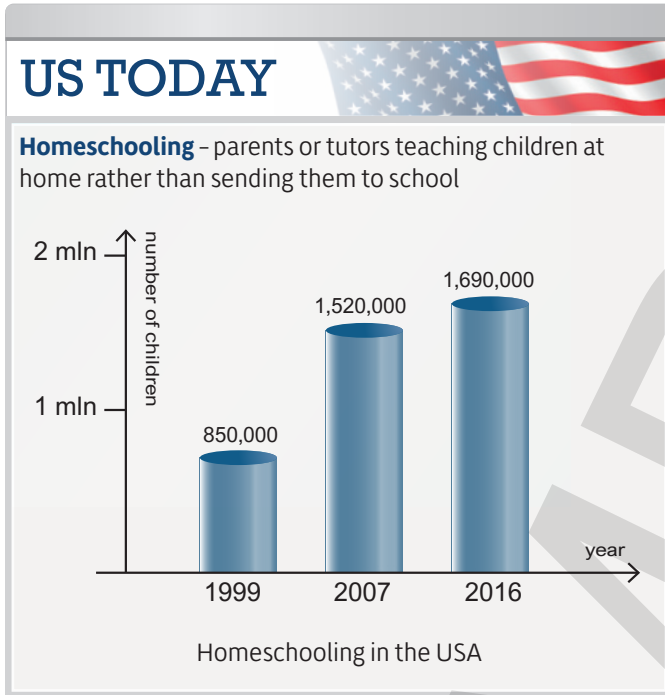
## SPEAKING

Giving supporting examples

*I can develop an argument with supporting examples.*

**1 SPEAKING** Read **US TODAY** and discuss the questions.

- Why is homeschooling in the USA on the increase?
- Are many children homeschooled in your country?
- What do you think might be the pros and cons of homeschooling?



**2** **1.22** Listen to a podcast about homeschooling and answer the questions.

- What advantages and disadvantages does it mention?
- Whose arguments do you agree with more, the teacher's or the homeschooler's? Why?

**3** **1.22** Match arguments 1–4 from the podcast with their supporting examples. Then listen again and check.

- Homeschoolers have more time to socialise.
- Homeschooling allows children to explore topics in more detail.
- Not everyone can afford the luxury of homeschooling.
- Schools offer things that homeschooling can't.

- Take** a family where both parents are working.
- A case in point** is the question of socialisation.
- In my case**, I spend a lot of time with other homeschooled kids doing projects together at each other's houses.
- Look at** my cousin, Rob. He's at school from eight thirty till four.
- One of the most notable examples** I can think of was when I was twelve. I wanted to build my own computer.
- Just finding out stuff, **for instance**, getting the right parts and the best prices.
- I think **it's a prime example of** the kind of thing you have time to do when you're homeschooled.

**4** Complete the **SPEAKING FOCUS** with the phrases in orange in Exercise 3.

### SPEAKING FOCUS

**Phrases with example:**

A typical/classic/obvious example is ...

The most striking/extreme/graphic example that comes to mind is ...

*One of the most notable examples is ...*

2 \_\_\_\_\_

**Alternative words for example:**

A useful illustration is ...

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

**Imperative verbs:**

Consider ...

Think about ...

6 \_\_\_\_\_

7 \_\_\_\_\_

**5** Give supporting examples for points 1–4 below using the words in capitals. Then complete points 5 and 6 with your own ideas and add supporting examples including the words in capitals.

- Many kids have to get up too early in the morning. **INSTANCE**
- A lot of schools don't offer enough time for sport. **CASE**
- I spend much of my free time doing homework. **TAKE**
- Some of my friends spend a lot of time at evening classes. **LOOK**
- I think ... of the advantages of homeschooling. **STRIKING**
- ... of the advantages of formal schooling is ... **ILLUSTRATION**

**6** **SPEAKING** Discuss the questions. Think of an example to support your opinion. Use the **SPEAKING FOCUS** to help you.

- Do you think homeschooling can work for everyone? Why?/Why not?
- Do you agree that formal education restricts creativity? Why?/Why not?
- Do you think that formal education prepares students for modern life? Why?/Why not?
- If you could change one thing about education in your country, what would it be? Why?



# 2.7

## WRITING

An article

*I can write an article attracting the reader's attention using participle clauses.*

### 1 Discuss the questions in pairs.

- 1 Are you thinking of going to university when you finish school? Why?/Why not?
- 2 What might be the reasons to go to university? Think of at least two.
- 3 What might be the reasons not to go to university? Think of at least two.
- 4 What alternatives to university are there?

### 2 Read the task. Then read the article with the alternative conclusions and answer the questions.

Is going to university a valuable thing for a person to do? Write an article for a student website giving reasons for and against and stating your view.

- 1 Does the writer mention the same reasons as you did in Exercise 1?
- 2 What are the writer's answers to the question in the title in Conclusion A and in Conclusion B?
- 3 Which conclusion do you agree with? Why?

## Going to university – is it still worth it?

With the cost of higher education **going through the roof**, many young people are wondering if going to university is still **worth their while**. So it's vital to balance the costs with the potential benefits and make sure it's the right decision for you.

5 Let's take a look at the arguments.

What are the benefits? First of all, a university education improves your job prospects and broadens your future options. Increasingly, you're at a disadvantage without a degree.

Statistics show that graduates have a lower unemployment rate 10 than non-graduates and higher annual earnings. And a degree opens up job opportunities abroad as well – when you're a graduate, **the world's your oyster!** But is it only the study element of university that can make a difference to your life? No! Graduate Helen Boyd found the life experience as valuable 15 as the education, if not more so. 'University **is massively character building**,' she says.

Still, not everyone is so enthusiastic about higher education. Some people argue that university education is greatly overestimated and that it gives young people false 20 expectations about their career prospects. Many students leave university **saddled with debt**, and with no guarantee of a decent job. Did you know that in recent years, there have been eighty-three applicants for most graduate jobs in the UK? Another argument is that many employers appear to 25 **value work experience over a degree**. As one employer puts it, 'I now make a point of interviewing people first who have spent their time travelling or working instead of doing a degree, because this shows they're prepared to **stand out from the crowd**.'



### Conclusion A

So do the benefits outweigh the costs? On balance, I would say that university is definitely worth it – for the economic reasons as well as the less tangible outcomes. Go for it!



### Conclusion B

So do the costs outweigh the benefits? On balance, comparing the expenses one has to meet with **the odds of** getting a good graduate job, I would advise you to consider alternative routes to the future.

3 Read the **WRITING FOCUS**. For each point, find more examples in the article on page 24.

### WRITING FOCUS

#### Making your article lively

- **Addressing the reader directly**

*I will look at the issues.* → *Let's look at the issues.*  
*University graduates earn more money.* → *As a university graduate, you will earn more money.*

- **Direct questions**

*More young people are going to university.* → *Why are more young people going to university?*  
*University is about experiencing new things.* → *University is about experiencing new things, isn't it?*

- **Quotations**

*The Education Minister predicts that new employees will require a degree.* → *'New employees will require a degree,' predicts the Education Minister.*  
*Sam Hill points out that university isn't for everyone, and many are better off with apprenticeships.* → *'University is not for everyone,' points out Sam Hill, 'and many are better off with apprenticeships.'*

- **Exclamations**

*University isn't the only option. Many entrepreneurs didn't even finish secondary school!*

4 Rewrite the text below using:

- two direct questions
- one direct address to the reader
- at least one quotation
- an exclamation

5 Replace the underlined parts of the sentences below with the more informal phrases in purple in the article. Make any changes necessary.

- 1 Higher education is becoming increasingly expensive.  
*The cost of higher education is going through the roof.*
- 2 Volunteering or doing internships can help you to differentiate yourself from other candidates.
- 3 Graduates leave university owing a considerable amount of money.
- 4 With a degree, you can find a job anywhere in the world.
- 5 The likelihood of finding a good job after graduating is uncertain.
- 6 Many employers believe that work experience is more valuable than a degree.
- 7 University contributes enormously to your personal development.
- 8 Many young people wonder if spending a lot on university is a valuable thing to do.

### SHOW WHAT YOU'VE LEARNT

6 Complete the writing task. Use the **WRITING FOCUS** to help you.

Is spending a year studying abroad a valuable thing for university students to do? Write an article for a student website giving arguments for and against and stating your view.

# STUDENT LOAN CRISIS

The majority of UK students will still be repaying loans taken out while at university when they are in their forties and fifties, a study has found. According to a BBC report, nearly three-quarters of graduates from English universities will never clear their debt and will have to have at least some of their loan written off. The situation has been blamed on recent increases in course fees, plus the fact that more students from less advantaged homes are entering higher



education. This is the case for Timothy Spiller, twenty-one, an accountancy student at London Metropolitan University. Timothy comes from a low-income family and will need to borrow the maximum amount available in order

to complete his degree. Despite the prospect of huge debts, Timothy remains confident he will graduate, find well-paid work and pay off his loans in full. It is, he says, a very strong motivator to work hard.

## VOCABULARY

- 1 Complete the sentences with the correct form of the words in the box. There are two extra words.

(blank brush keep lap manic muster  
nerve regurgitate through weight wreck)

I don't know about you, but sometimes I find it really hard to <sup>1</sup> \_\_\_\_\_ the energy to revise for exams. And the occasional need to simply <sup>2</sup> \_\_\_\_\_ facts is hardly encouraging, is it? No wonder the urge to watch an episode of your favourite TV series is so tempting compared with <sup>3</sup> \_\_\_\_\_ up on nineteenth-century political science.

And then comes the day of the exam. Despite the rational approach where you try to <sup>4</sup> \_\_\_\_\_ things in perspective and tell yourself 'it's only an exam, I know this stuff' you often find your mind goes <sup>5</sup> \_\_\_\_\_ and you end up staring at the ceiling looking for inspiration. Unfortunately, your eye catches sight of the nervous <sup>6</sup> \_\_\_\_\_ sitting to your left with panic written all over his face. The next thing you know you're a bundle of <sup>7</sup> \_\_\_\_\_ like he is.

Still, you try to focus and do your best and when the results come in and you realise that you've sailed <sup>8</sup> \_\_\_\_\_ the exams, life is better again as a big <sup>9</sup> \_\_\_\_\_ has been lifted.

- 2 Complete the sentences with words from the unit. The first letter of each word is given.

- I don't think I can **s** \_\_\_\_\_ up the courage to tell my teacher what happened!
- When you are **f** \_\_\_\_\_ with so many assignments to complete, it's hard to stay calm.
- Student accommodation is expensive here; it's hard to **c** \_\_\_\_\_ by a good, cheap flat.
- I need to finish these reports. The work is beginning to **p** \_\_\_\_\_ up.
- I'm really thinking of quitting. I feel like I'm **t** \_\_\_\_\_ on the edge of sanity.
- Josh loves **s** \_\_\_\_\_ out from the crowd. That's the only reason he dresses so outrageously.

- 3 Replace the underlined words to make correct phrases in the given contexts.

- Don't take everything so seriously. Why don't you just cook up?
- I've just failed that test too. Looks like we're in the same head.
- When you're a kid it's constantly hit into you to work hard.
- I've been studying around the clock for this exam. I'm absolutely plastered.
- Mark never gets stressed, does he? He takes everything in his step.
- I'm not sure I can make this speech now. I'm afraid I'm getting wet feet.

## GRAMMAR

- 4 Choose the two correct options.

**Adam:** Where's Ellie? She's not usually late.

**Karen:** Give her a few more minutes. She <sup>1</sup> *may / might / can* be on her way.

**Adam:** It's rush hour. I guess she <sup>2</sup> *might / will / could* be sitting in traffic.

**Chris:** Oh no! Do you think she <sup>3</sup> *will / could / may* have had an accident?

**Karen:** I doubt it. I suppose she just forgot the meeting was today. It <sup>4</sup> *may / can / could* have slipped her mind.

**Adam:** That's not like her. She's so organised. She <sup>5</sup> *mustn't / can't / won't* have forgotten.

**Karen:** Did anyone tell her? She <sup>6</sup> *might / may / must* have been expecting a message, and thought it was all off if she didn't get one.

- 5 Complete the sentences with the correct form of the words in brackets. Use the negative form where necessary.

- It's late. She \_\_\_\_\_ (may/able) come at such short notice.
- Your wallet? You \_\_\_\_\_ (could/leave) it in the car.
- His latest test result was surprisingly good, wasn't it? He \_\_\_\_\_ (might/study) at the weekends.
- That's impossible! Such a big decision \_\_\_\_\_ (could/make) without consulting me first.
- That can't be true. He \_\_\_\_\_ (must/tell) lies.
- Where's James? Oh, of course. He \_\_\_\_\_ (will/do) his workout at this time.

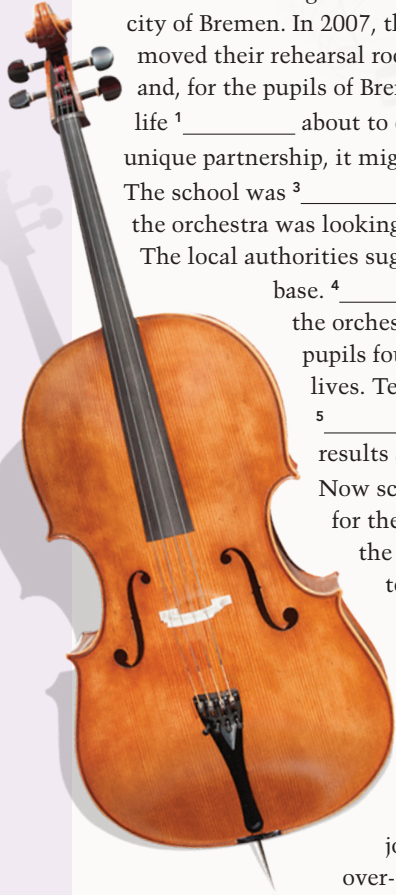
## USE OF ENGLISH

- 6 Complete the sentences with a/an or Ø (no article).

- I believe \_\_\_\_\_ education is a right, not a privilege.
  - Our parents did all they could to give us \_\_\_\_\_ good education.
  - Getting to know another culture while studying abroad can be \_\_\_\_\_ education!
- Six months after graduating, my brother is still looking for \_\_\_\_\_ work.
  - Revising for exams is \_\_\_\_\_ hard work.
  - This painting is \_\_\_\_\_ accomplished work of the artist's late period.
- Many job advertisements ask for \_\_\_\_\_ previous experience.
  - A job interview can be \_\_\_\_\_ enjoyable experience.
  - All animals have the ability to learn from \_\_\_\_\_ experience.

7 Complete the text with one word in each gap.

## A Musical Partnership



Tenever is a housing estate in a poor area of the North German city of Bremen. In 2007, the Chamber Orchestra of Bremen moved their rehearsal rooms to a secondary school here and, for the pupils of Bremen East Comprehensive School, life <sup>1</sup> \_\_\_\_\_ about to change completely. But for this unique partnership, it might never <sup>2</sup> \_\_\_\_\_ happened. The school was <sup>3</sup> \_\_\_\_\_ renovated and by coincidence, the orchestra was looking for somewhere new to rehearse. The local authorities suggested using the school as their base. <sup>4</sup> \_\_\_\_\_ having some doubts initially, the orchestra moved in and musicians and pupils found themselves sharing their daily lives. Teachers now believe this must <sup>5</sup> \_\_\_\_\_ the reason why the school's results started to improve dramatically. Now school-leaving exams are <sup>6</sup> \_\_\_\_\_ for the pupils who entered the school the same year as the orchestra. But teachers are optimistic that their pupils will pass their finals. You <sup>7</sup> \_\_\_\_\_ well think it sounds like the plot of a feel-good film. In the past, teachers <sup>8</sup> \_\_\_\_\_ not have imagined pupils from richer parts of Bremen wanting to join the school but now they are over-subscribed.

8 Complete each set of three sentences with the same word in each gap.

- 1 a I love biographies but this book doesn't go into any \_\_\_\_\_ about John Lennon's life at all.
- b This pool is for children. It's constantly supervised and it has a \_\_\_\_\_ of only one metre.
- c I really don't think I can do this. I have to admit I feel a little of out of my \_\_\_\_\_.
- 2 a You're the special guest, darling. You should sit at the \_\_\_\_\_ of the table.
- b I've decided to become the \_\_\_\_\_ of the search party and we'll begin by going to the lake.
- c I need to get a breath of fresh air to help clear my \_\_\_\_\_. I'll be back in a few minutes.
- 3 a I love visiting the seaside. I always get an overwhelming \_\_\_\_\_ of calm.
- b I don't understand anything he's saying. I can't make any \_\_\_\_\_ of it at all. Is it even English?
- c Don't touch that! It's boiling hot. Use your common \_\_\_\_\_, will you?

## LISTENING

- 9 1.23 Listen to three dialogues. For questions 1–6, choose the correct answer A, B or C. You will hear the recording twice.

Dialogue 1

- 1 What does the woman NOT think about business travel?
  - A It's monotonous.
  - B It's exciting.
  - C It's life-changing.
- 2 In the woman's view, business travel allows her to
  - A visit huge airports.
  - B help people reach their goals.
  - C escape from the office.

Dialogue 2

- 3 What point does the man make about problems in Europe?
  - A They are confined to Europe.
  - B He has little to learn from them.
  - C They are reflected in other parts of the world.
- 4 How does the woman respond to this point?
  - A By insisting that local issues should take precedence.
  - B By suggesting he should behave like a tourist.
  - C By advising him to travel more widely.

Dialogue 3

- 5 What is the girl doing during the conversation?
  - A Wishing her parents had accepted the company's advice.
  - B Explaining why education in one place is important.
  - C Supporting her family's way of life.
- 6 The man seems to suggest that
  - A the current education system needs to be more flexible.
  - B there shouldn't be any problems with changing schools.
  - C changing schools helps develop relationships.

## SPEAKING

- 10 Look at the photos and ask and answer the questions.

- 1 What abilities might the people need to learn these different skills?
- 2 To what extent do you think those abilities are natural and how much are they learned through practice?
- 3 Who do you think would need more practice to become an expert?



## VOCABULARY

2.1

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

## SHOW WHAT YOU KNOW

1 Choose the correct forms to complete the headlines.

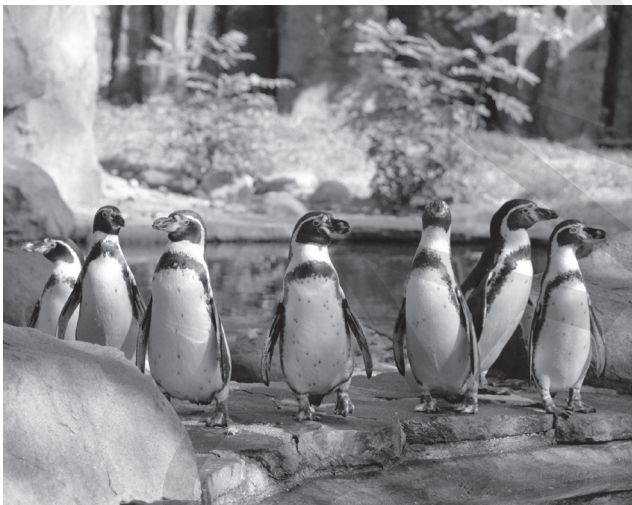
Report reveals widespread <sup>1</sup>*plagiarise* /  
*plagiarism* at prestigious university.

Celebrity <sup>2</sup>*unrecognisable* / *recognises*  
after plastic surgery nightmare.

Minister for Education claims he has no <sup>3</sup>*memorable* /  
*memory* of alleged incident at five-star hotel.

Education supplement: Top tips on  
effective <sup>4</sup>*revision* / *revise*.

Penguins <sup>5</sup>*familiarise* / *familiar* themselves  
with new enclosure at city zoo.



2 Complete the sentences with the correct forms of the words in brackets.

To say that all teenagers are awkward and moody is an unfair *generalisation*. (general)

- Jenny is so \_\_\_\_\_ (organise) she is unable to find her to-do list and can't even find a pen to write a new one.
- Jeremy found a website where he could order \_\_\_\_\_ (personal) trainers with his name on.
- I realise my fear of birds is completely \_\_\_\_\_ (rational) but I simply can't get over it.
- Emma, assuming you did your homework, could you \_\_\_\_\_ (summary) chapter two for the class, please?
- The brain's capacity to process \_\_\_\_\_ (vision) information is remarkable.

## WORD STORE 2A | Synonyms – exaggerated language

3 Complete the dialogue with the words and phrases from the box. There is one extra item.

all the books under the sun flit frazzled  
hammer in looming manic minefield  
plastered regurgitate swimming in

K: You look tired, Maddie.

M: Well, Kit, you sure know how to make a girl feel good. But you're right. I'm so *frazzled* I can hardly keep my eyes open.

K: Well, yeah, you do look pretty awful. How come?

M: Awful? Er, well, life is just <sup>1</sup>\_\_\_\_\_ at the moment. I seem to <sup>2</sup>\_\_\_\_\_ between school, hockey team and babysitting and never actually have a spare moment.

K: You should slow down a bit.

M: Well, I'd love to.

K: Then again, with the exams <sup>3</sup>\_\_\_\_\_ next month I suppose that's going to be difficult. Soon you'll be <sup>4</sup>\_\_\_\_\_ textbooks and your bedroom walls will be <sup>5</sup>\_\_\_\_\_ with revision notes. And you're going to be in the school play, aren't you? That's a <sup>6</sup>\_\_\_\_\_. All those lines to learn and <sup>7</sup>\_\_\_\_\_ on the night – all that pressure to perform.

M: Well, thanks Kit. If you were trying to <sup>8</sup>\_\_\_\_\_ just how stressful my life is, then you've done a perfect job.

## WORD STORE 2B | Phrasal verbs

4 Complete the sentences with the correct forms of the words from the box.

come face kick lead notch set top

Sorry I didn't call you. I forgot to *top* up my phone credit before I left home.

- Congratulations to last week's winning contestant who returns to today's show after \_\_\_\_\_ up an incredible score of 131 points.
- I know it hurts now, but soon the painkillers will \_\_\_\_\_ in and you'll feel much better.
- Experts hope that analysis of the flight recorder will reveal more about the events \_\_\_\_\_ up to the crash.
- When \_\_\_\_\_ with such a wide choice of handsets, it can be difficult to choose the best phone for your needs.
- This is a very rare school textbook from around 1830. How did you \_\_\_\_\_ by it?
- I need four volunteers to help \_\_\_\_\_ out the desks in the gym hall for tomorrow's exam.

5 Complete the television announcements. The first letters are given.



'For those who may have missed *L is for Love* then, for the next ninety minutes, there's a chance to **c**atch up on all this week's heartbreaking episodes.'

'Watch top-class chefs **1c** up new dishes on *Ultimate Chef Master Guru* after the break.'

'Next on *Home Plus*, is your ironing **2p** up? Windows need cleaning? Bathroom's a mess? Fear not! The team from *Get Scrubbing* are here with golden tips to help you save time around the house.'

**3B** up on your number skills now with our educational series *Making Maths Manageable*.'

'After tonight's compelling and heart-wrenching documentary, BBC1 will be **4l** things up a bit with a new comedy from the team that brought you *It's a Guy Thing*.'

'If you haven't had chance to **5r** up on the latest tech developments, then sit back and let the DBC bring you up to date in this week's *Tech-talk Magazine*.'

'Fans of quiz show *IQ* now have the chance to **6l** up a double portion of facts and fun with our back to back Sunday special.'

'Which of our powerful female athletes will **7s** up the strength to become this year's *Miss Mega-muscle*? Find out after the news headlines.'

SHOW WHAT YOU'VE LEARNT

7 Choose the correct answer A–D.

- You can have all the money \_\_\_ the sun but that doesn't guarantee happiness.  
A through B under C of D by
- The country is \_\_\_ in debt and the government can no longer afford to provide free education for all.  
A hammering B looming C swimming D falling
- Generally speaking, it takes around forty-eight hours for antibiotics to kick \_\_\_ and for patients to begin feeling better.  
A in B off C up D over
- Faced \_\_\_ overwhelming evidence, the defendant finally admitted his guilt.  
A in B against C to D with
- If you hadn't let your work \_\_\_ up, you'd be free to enjoy the weekend.  
A read B notch C soak D pile
- I've read up \_\_\_ revision methods and I think I know the best way to go about it.  
A on B with C in D to
- Melanie was a bundle of \_\_\_ on the day of her driving test.  
A nervous B nerves C nervousness D nervy
- The first part of the online music production course was so complicated that Simon felt totally out of his \_\_\_ .  
A depth B grip C calm D mind
- Selena always gets butterflies in her \_\_\_ before a visit to the dentist.  
A stride B stomach C brain D legs
- As her tutor had predicted, Mia sailed \_\_\_ her piano exam and got a distinction.  
A over B round C through D past

/10

WORD STORE 2D | Relaxed/stressed

6 Complete the diary entries. The number of letters in each missing word is in brackets.

12 June

Exam tomorrow ☹ Can't sleep. I'm a bundle (6) of nerves and I've got <sup>1</sup>\_\_\_\_\_ (11) in my stomach. Trying to remember what I revised but my <sup>2</sup>\_\_\_\_\_ (4) just keeps going blank. Feel completely <sup>3</sup>\_\_\_\_\_ (3) of my depth. Why didn't I study more? I'll never get to sleep. My <sup>4</sup>\_\_\_\_\_ (5) is pounding and I'm a <sup>5</sup>\_\_\_\_\_ (7) wreck.

13 June

Feel like a <sup>6</sup>\_\_\_\_\_ (6) has been lifted. Managed to <sup>7</sup>\_\_\_\_\_ (3) a grip last night and finally get some sleep. Breakfast – Dad told me to keep things in <sup>8</sup>\_\_\_\_\_ (11) and just do my best. Reminded me that I had sailed <sup>9</sup>\_\_\_\_\_ (7) the mock exams. Got there, opened the paper, saw the essay questions and a <sup>10</sup>\_\_\_\_\_ (4) came over me. Knew what to write – remembered everything. Just as Dad said – took it in my <sup>11</sup>\_\_\_\_\_ (6). Such a relief ☺



# 2.2

## READING

Bird Brains • phrases with prepositions • collocations

# — BIRD BRAINS —

In many cultures, crows have long been thought of in rather negative terms. These large black birds have been regarded as bad omens: dangerous and impure, bringers of bad luck or death. Even in the 21st century, for many the sight of their dark shapes and large, hammering beaks is as unwelcome as their ear-splitting cries, and few of us view them as more than unattractive pests\*.

1 \_\_\_

One example of such adaptability has been observed among communities of crows living in the urban environment of a Japanese city. There, they have found a way of reaching food that is normally inaccessible. The birds wait patiently at traffic lights for the oncoming traffic to stop at the red light for pedestrians. Next, they hop in front of the waiting cars and place walnuts gathered from nearby trees on the surface of the road. Just before the lights turn green, they fly away and, when the traffic begins to move again, the cars roll over the hard-shelled nuts and crack them open. Finally, once pedestrians regain the right of way, the crows return and collect their delicious snacks.

2 \_\_\_

In another revealing demonstration of avian\* intelligence, researchers found that rooks, members of the crow family, can use stones to raise the level of water in a container – just like the bird in the tale *The Crow and the Pitcher*. In the story, written thousands of years ago by the Ethiopian slave Aesop, a thirsty crow finds a pitcher, a deep jar for storing liquids, containing too little water for its beak to reach. The bird solves the problem by throwing pebbles, or small stones, into the pitcher one by one, until the water level rises high enough for it to drink.

3 \_\_\_

To start with, the tasty treat was out of reach. Videos of the experiments show the birds examining the tube from different angles, appearing to think the problem through. Then the researchers provide a solution in the form of a handful of pebbles. The rooks can be seen picking up the stones and dropping them into the tube to raise the water level and bring the worm within reach. The birds appeared to estimate\* how many pebbles were needed from the start and, rather than try for the worm after each stone was dropped, they waited until the water level was high enough. They also selected larger stones over smaller ones, for greater effect.

4 \_\_\_

Rooks and crows both belong to the corvid family. According to Mr Bird, 'corvids are exceptionally intelligent, and in many ways rival\* the great apes in their physical intelligence and ability to solve problems. This is remarkable considering their brain is so different to the great apes.'

5 \_\_\_

'Wild tool use appears to be dependent on motivation,' said Mr Bird. 'Rooks do not use tools in the wild because they do not need to, not because they can't. They have access to other food that can be acquired without using tools.'

Corvids are by no means the only intelligent species of bird. Parrots too demonstrate amazing brain power. Known for their ability to 'talk', parrots were once thought only to mimic\* human words and phrases, but research on captive birds has shown that they are able to learn and use basic speech.



6 \_\_\_

After tutoring, Alex, as he is known, has learned a vocabulary of over 100 words, which he appears to be able to use meaningfully. Even more impressively, Alex uses phrases such as 'no', 'come here' and 'I want X' in order to engage in what appears to be genuine communication.

The old saying 'bird brain', traditionally used to insult someone who does something stupid, would, it seems, perhaps be better used as a compliment for those who show intelligence.



## GLOSSARY

**pest** (n) – a small animal or insect that destroys crops or food supplies, or annoys other animals or humans in some way

**avian** (adj) – relating to birds

**estimate** (v) – to try to judge the value, size, cost, etc. of something without measuring it exactly

**rival** (v) – to be as good or important as something else

**mimic** (v) – to copy the behaviour, look or sound of something else

**dexterity** (n) – skill and speed doing something with a part of your body; in humans, usually the hands

**captivity** (n) – when an animal is kept in a cage or zoo rather than living in the wild

1 Read the article without looking at the missing paragraphs. What is the main purpose of the text?

- 1 To highlight the intelligence of a particular species of bird.
- 2 To compare avian intelligence to that of other species of animals.
- 3 To report a new development in research into avian intelligence.

2 Read the article again. Complete gaps 1–6 with paragraphs A–G. There is one extra paragraph.

- A A similar challenge faced the rooks studied by the appropriately named Cambridge University zoologist, Christopher Bird. In a series of tests, the four rooks named Cook, Fry, Connelly and Monroe were offered a worm floating on the surface of water in a vertical tube.
- B Through the work of a professor at the University of Arizona, one such bird is now believed to have the intelligence and emotional make-up of a three- or four-year-old child.
- C Crows have been engaged in this remarkable behaviour since the 1990s and have since been observed doing something very similar in California. There, it is thought to be an adaptation of a method used for opening clams. The crows were known to drop the tightly sealed shellfish from a height onto rocks on the seashore in order to crack them and get at the nutritious flesh hidden inside.
- D Corvids can tell human beings apart by their voices and recognise people who have fed them. They are also alarmed by the sound of those they have never seen before. Most intriguingly, the scientists speculate that they may be clever enough to cooperate with other bird species.
- E Research, however, suggests that the common view of the crow may be wrong. They might not be beautiful, but they are amongst the most intelligent creatures on the planet. For example, they have demonstrated a remarkable ability to change their behaviour according to their surroundings in order to make the most of opportunities presented.
- F The only animal believed to have done a similar fluid-mechanics task is the orangutang, said Mr Bird, a PhD student. The orangutangs were reported to have brought a peanut within reach by spitting water into a tube.
- G One member of this incredibly bright species, the Caledonian crow, is renowned for its ability to make twig and leaf tools in the wild and adapt them with great dexterity\* to extract grubs and caterpillars. However, such behaviour has never been seen in rooks living outside captivity\*.

3 Complete the sentences with words from the text. Use the definitions in brackets to help you.

The town of Niagara is renowned **for** (famous for) its huge waterfalls.

- 1 Giraffes have long necks so they can \_\_\_\_\_ **at** (gain access to) leaves and fruit in the tallest trees.
- 2 \_\_\_\_\_ **the most of** (use something to the best advantage) your visit because you might never have the opportunity to come here again.
- 3 The book that Kristy needed was **out of** \_\_\_\_\_ (not near enough to be touched) on the top shelf, so she climbed on Daniel's shoulders.
- 4 One of the most important road signs to learn before you drive in a foreign country is the one that shows who has **the right of** \_\_\_\_\_ (the legal right to go before another car or pedestrian, e.g. at a junction).
- 5 The only way to **tell** the twins \_\_\_\_\_ (tell the difference between two similar things) is to hear them speak. Lewis has a slightly higher voice than Tyler.

WORD STORE 2E | Collocations

4 Complete the sentences with the correct forms of the words from the box.

( dismiss meet monotonous  
reserve stand think )

I need to break the monotony of revision somehow, even if it's just a quick walk with the dog.

- 1 My parents \_\_\_\_\_ the idea of a gap year before university saying I should get my qualifications first.
- 2 I have \_\_\_\_\_ about doing the science project with Michael because, to be frank, he's lazy.
- 3 Please give your degree some serious \_\_\_\_\_ as choosing the wrong subject is the fastest route to failure.
- 4 I had to stay up all night to do it, but in the end I \_\_\_\_\_ the deadline for submission of my final assignment.
- 5 Katarina has always \_\_\_\_\_ out from the crowd with her unusual height and that frizzy hair.



#### SHOW WHAT YOU KNOW

#### 1 Decide what functions are expressed by the modal verbs in the sentences below.

- We could learn together at the weekend.  e
- At that time the students of his class could get punished for whatever silly thing they did.
  - Martin and his classmates have been notified that their A-level results may come any time.
  - Sadly, my flatmates and I might not meet again.
  - Back then Rachel could recite very long poems without referring to her poetry book even once.
  - I know I must try harder if I want to get a good job.
  - The lights in Maggie's room are still on. She must be revising for tomorrow's test.
- a past possibility                      d speculation  
b past ability                          e future possibility  
c obligation

#### 2 ★ Write sentences from the prompts.

probably / difficult / the / will / more / real / be / exam  
*The real exam will probably be more difficult.*

- scored / harder / work / term / those / next / poorly / definitely / will / much / who
- slackers / won't / there / the / be / probably
- well / by / the / might / closed / supermarket / be / now

#### REMEMBER THIS

We can use **will** to express certainty or confidence about:

- the present: *Don't text her now – she'll be busy revising for tomorrow's test.*
- the past: *Don't text her now – she'll have gone to bed.*

#### 3 ★★ Choose the option that explains each sentence.

- Most students will have memorised the wordlist by now.  
A I'm sure most students have already memorised it.  
B It's possible most students have already memorised it.  
C Perhaps most students have already memorised it.
- You could have told me you weren't taking the test.  
A Thank you for telling me you weren't taking it.  
B Why didn't you tell me you weren't taking it?  
C It was possible for you to tell me you weren't taking it.
- Ben may have annoyed the boss by asking that question.  
A Perhaps Ben annoyed the boss by asking it.  
B I'm sure Ben annoyed the boss by asking it.  
C It's impossible Ben annoyed the boss by asking it.
- We remember our Maths teacher could be sarcastic.  
A We remember he was always sarcastic.  
B We remember that he can be sarcastic at times.  
C We remember that he was sometimes sarcastic.

#### 4 ★★★ Complete the sentences with the correct form of the verbs in brackets and *may, might, could* or *must*. Sometimes more than one answer is possible.

**Ian:** Rob, soon we'll have to decide which university we want to apply to. Does MOOCs ring a bell?

**Rob:** Yeah, I think I may have come (come) across an article on them some time ago. You <sup>1</sup> \_\_\_\_\_ (refer) to Massive Open Online Courses, right?

**Ian:** Exactly. So what do you think of them?

**Rob:** Well, the idea of studying for a degree at the most prestigious universities around the world without leaving your home <sup>2</sup> \_\_\_\_\_ (sound) exciting, but I look at university education as a social experience. Besides, there are many concepts which require real-time discussions with fellow students and tutors.

**Ian:** You <sup>3</sup> \_\_\_\_\_ (be) right, but full-time university fees are really high these days and you <sup>4</sup> \_\_\_\_\_ (admit) that the financial benefits of distance learning are quite appealing. Online courses aren't so expensive, many of them are in fact free, plus you <sup>5</sup> \_\_\_\_\_ (have) the opportunity to juggle studies with part-time work.

**Rob:** I can see you <sup>6</sup> \_\_\_\_\_ (give) this distance learning idea a lot of thought.

**Ian:** I'm just beginning, actually. I will definitely do some research before making my final decision.

#### SHOW WHAT YOU'VE LEARNT

#### 5 Complete the second sentence so that it means the same as the first. Do not change the words in capitals. Use between three and four words in each gap.

It's impossible the cleaner saw Matt yesterday. **CAN'T**  
The cleaner can't have seen Matt yesterday.

- It's possible they had been copying answers from each other long before the examiner realised it. **MIGHT**  
They \_\_\_\_\_ answers from each other long before the examiner realised it.
- I'm convinced that the students themselves removed some of the podcasts from the webpage. **MUST**  
Some of the podcasts \_\_\_\_\_ from the webpage by the students themselves.
- His English stands no chance of improving because he doesn't do any homework. **DEFINITELY**  
His English \_\_\_\_\_ if he doesn't do any homework.
- I'm sure you've realised by now that Monica is not very good with modern technology. **WILL**  
You \_\_\_\_\_ by now that Monica is not very good with modern technology.
- Perhaps you don't know it, but Ned came top of the class in Geography last year. **MIGHT**  
You \_\_\_\_\_ it, but Ned came top of the class in Geography last year.
- It's possible we're talking to the next Einstein. **COULD**  
We \_\_\_\_\_ to the next Einstein.

# 2.4

## USE OF ENGLISH

### Accuracy with articles

#### 1 Complete the pairs of sentences with a/an or Ø (no article).

- a If students want to have a good education, they need to be highly motivated.
- b In many countries Ø education is free only until the age of sixteen.
- 1 a Freedom of speech and \_\_\_ belief are fundamental human rights.  
b There is \_\_\_ strong belief that every child should have access to education.
- 2 a Marcia was widely considered as \_\_\_ outstanding beauty.  
b Do you know the saying that \_\_\_ beauty is in the eye of the beholder?
- 3 a We all have to suffer \_\_\_ pain at one time or another.  
b Stop being such \_\_\_ pain and start helping us instead!
- 4 a Last year I did a lot of voluntary work for \_\_\_ charity called Sightsavers.  
b Most people think it's a good idea to give money to \_\_\_ charity.



#### REMEMBER THIS

- Some nouns are not preceded by a/an, however, putting an adjective in front of them requires using a/an: have **breakfast** but have **a big breakfast**
- Putting an adjective in front of a number also requires using a/an: **2 percent** but **a mere 2 percent**
- Most uncountable nouns can never be preceded by a/an even if you put an adjective in front of them: *All our students have **easy access** to the Internet.*

#### 2 Complete the sentences with a/an or Ø.

- My parents are sending me to England because they want me to speak Ø excellent English.
- 1 In some countries \_\_\_ shocking 60 percent of people are illiterate.
- 2 We're having such \_\_\_ beautiful weather right now that it's hard to believe it's autumn.
- 3 Every student will get \_\_\_ packed lunch before the trip.
- 4 Gina's grandparents enjoy \_\_\_ very good health.
- 5 Most of my classmates do \_\_\_ voluntary work.
- 6 If you sign up for our course now, you'll save \_\_\_ amazing 30 percent off the regular price.

#### 3 Find six more mistakes in the text, two in each paragraph, by adding or crossing out a/an.

Most English schools introduced <sup>a</sup>ban on mobile phones during classes a long time ago and now they have conclusive proof that they were right. According to the latest study, not giving students an access to their phones translates into extra week's education in a school year. Researchers also observed that test results in such schools went up by over 6 percent.

The research was conducted at several British schools before and after bans were introduced. 'While it's true that a modern technology used in the classroom engages students and improves a performance, there are also potential obstacles, as it could lead to distractions,' the researchers say.

The findings will definitely provide powerful arguments in the ongoing debate about pupils' access to mobile phones. In the UK, staggering 90 percent of teenagers own smartphone; in the US, almost 75 percent.

#### 4 Read some comments on the article in Exercise 3 and choose the best option.

Why ban phones? Teachers should teach our children phone etiquette instead. They should be taught from <sup>1</sup>Ø / a / an early age about responsible use.

My phone means everything to me. It's <sup>2</sup>Ø / a / an tremendous help and I wouldn't want to part with it.

Yeah, it helps you play games or check your Facebook account. Thanks for <sup>3</sup>Ø / a / an great laugh!

What I meant was <sup>4</sup>Ø / a / an mobile technology offers useful educational apps that students can use during classes, like graphic display calculators.

Using mobile apps for checking everything is <sup>5</sup>Ø / a / an example of overdependence on technology.


Phones are <sup>6</sup>Ø / a / an terrible distraction. I wish my school would ban them.

#### SHOW WHAT YOU'VE LEARNT

#### 5 Complete the gaps with one word wherever necessary.

- None of us seemed to be in a hurry to see the exam results. We were walking there rather hesitatingly.
- 1 It was \_\_\_ great sacrifice for Ruby to give up her place on the football team.
- 2 They say that money is not the key to \_\_\_ happiness.
- 3 Jon will need to do a lot of preparation before the presentation because he hasn't done anything like it in a \_\_\_ .
- 4 It was \_\_\_ real pleasure to train your puppy to fetch a ball, he's really intelligent.
- 5 Chris was on his way to the airport when all of a \_\_\_ he received an urgent call to go back to work.
- 6 Having \_\_\_ good laugh with friends always cheers me up and makes me feel great.

**1 Complete the conversation between the man and woman and with the correct form of the verbs in brackets.**

Extract from Student's Book recording  1.20

- W:** Have you ever consulted (ever/consult) an online video for help with <sup>1</sup> \_\_\_\_\_ (fix) something? You know, one of these 'how-to' videos? I'm a bit wary of (7) them – I'm not sure I trust the advice fully.
- M:** Yeah, I <sup>2</sup> \_\_\_\_\_ (use) them. When I <sup>3</sup> \_\_\_\_\_ (have) issues with  software, anything like that, I go on these specialist sites or forums. They've got detailed advice and videos there. Like the other day I had a problem <sup>4</sup> \_\_\_\_\_ (install) an update for my computer and I went online immediately, and this guy sorted out the whole problem for me in no time .
- W:** So it's professionals sponsored by tech companies? Otherwise, it seems odd.
- M:** Not always. It's often ordinary people who <sup>5</sup> \_\_\_\_\_ (have) similar problems ... or people who are technical geniuses and want to share their expertise. First you type in your problem, and then loads of videos pop up with people who are a lot more technical than you  or me. What they say is really easy <sup>6</sup> \_\_\_\_\_ (follow) because they're like tutorials that show you how to fix problems step by step . You <sup>7</sup> \_\_\_\_\_ (think) that the videos posted by experts might be too complicated or too difficult for the average person to follow, but they're not.
- W:** Right. And I guess it doesn't really matter if the videos are a bit amateurish – I mean they're free – and you can always re-watch them if you <sup>8</sup> \_\_\_\_\_ (not/get) it the first time . When real experts choose <sup>9</sup> \_\_\_\_\_ (share) their knowledge with everyone for free, it's really helpful.
- M:** Absolutely – it's good <sup>10</sup> \_\_\_\_\_ (know) help is just a few clicks away .

**2 Match definitions 1–6 to the underlined phrases in the text.**

- 1 to do something very quickly
- 2 to encounter problems with somebody/something
- 3 to do something methodically by going from one stage to the next
- 4 to be quickly accessible via a computer program
- 5 to have greater knowledge regarding technology than somebody else
- 6 to understand something without needing for it to be repeated
- 7 to worry about something because it might cause a problem

**3 Complete the sentences using the correct form of the underlined phrases from Exercise 1.**

James, can you help Dan install this new application? You know that you are a lot more technical than he is and his whinging is driving me up the wall.

- 1 This homework is doing my head in. I've never been good at Maths, but I'm \_\_\_\_\_ this Algebra problem like you wouldn't believe.
- 2 Wow! You finished that assignment \_\_\_\_\_. Nobody else has even started it yet and you've already handed it in!
- 3 Don't you just love the Internet? Everything you ever need to know is only \_\_\_\_\_. Take Wikipedia®, for example. An absolute fount of knowledge.
- 4 Tomas admits to not being very good at DIY but when he takes it slowly and does things \_\_\_\_\_, he can do a decent enough job.
- 5 Tamara tends to be \_\_\_\_\_ doing or saying something wrong when she meets new people. First impressions are really important to her.
- 6 Alright, alright! You don't have to keep going on about it – I \_\_\_\_\_.

**WORD STORE 2F | Phrases**

**4 Complete the sentences with suitable words to make phrases. The first letters are given.**

It looks like Marty and Jake will both have to re-sit the test. You could say they're in the same boat now – however unenviable that might be.

- 1 Ah. There's nothing like a breath of fresh air to help clear your h \_\_\_\_\_. I reckon I'll be ready to start work again soon.
- 2 If only you'd told me that you were worried about the school gala. I had no idea that we shared the same c \_\_\_\_\_ and that we could have supported each other.
- 3 Why doesn't Tom use his i \_\_\_\_\_ for a change and do something without asking first? He might find it very liberating and he'll probably get more recognition for his work.
- 4 A lot of blogs are all about people wanting to share their e \_\_\_\_\_ in a particular field. There's a great one about 1960's underground rock! It's really informative.
- 5 Wayne finds it hard to keep his c \_\_\_\_\_ when Barbara talks to him. Everything goes out of his head and he ends up blathering like an idiot. It's quite funny really.
- 6 You know what? I feel a real a \_\_\_\_\_ with the new History teacher. He seems really cool and it turns out he's a big fan of The Flaming Lips like I am.
- 7 If you'd only use your c \_\_\_\_\_ sense you'd be able to work it out in no time. It's really not that complicated you know.

# 2.6

## SPEAKING

### Giving supporting examples

#### 1 Put the words in order to make phrases used for giving supporting examples.

my / case / in *In my case*

- obvious / is / an / example \_\_\_\_\_
- is / notable / most / of / the / one / examples \_\_\_\_\_
- of / example / a / it's / prime \_\_\_\_\_
- a / illustration / is / useful \_\_\_\_\_
- mind / the / example / comes / is / graphic / the / that / most / to \_\_\_\_\_
- classic / is / a / case \_\_\_\_\_

#### 2 Complete the sentences with appropriate prepositions or Ø if no preposition is necessary. Sometimes more than one answer is possible.

A case *in* point is the intriguing story *of* Laika, one *of* the first animals ever *to* orbit *Ø* the Earth.

- Consider \_\_\_\_\_ how many towels are washed unnecessarily each day by the world's hotels and the perceived importance \_\_\_\_\_ comfort and luxury over environmental responsibility becomes clear.
- Think \_\_\_\_\_ last year's Tweed Run cycle event, \_\_\_\_\_ which around 1,000 people took part, including many cyclists \_\_\_\_\_ abroad.
- Take \_\_\_\_\_ the success of reality shows such \_\_\_\_\_ *The Great British Bake Off*. It is tempting to conclude that the average TV viewer is not seeking \_\_\_\_\_ intellectual stimulation \_\_\_\_\_ part of their primetime entertainment.
- Look \_\_\_\_\_ how many people are involved \_\_\_\_\_ the Park Run movement around the world. Clearly, the popularity of running as a method of keeping fit is \_\_\_\_\_ the rise.

#### 3 Match arguments 1–5 with supporting examples A–E. Then complete the supporting examples with the words from the box.

case consider extreme illustration  
instance look

Parents around the world are trying to ensure their children's future success by signing them up for so many extra activities and classes that they no longer have time to be kids! (F)

- According to various accounts, the boy became so exhausted mentally and physically that he eventually had to be hospitalised.
- In fact, psychologists say that boredom is a key part of growing up.
- Children who are kept constantly occupied may never discover their true talents.
- Of course it is also true that exposing kids to a variety of activities allows them to discover their real interests.
- As with most things in life, finding the right balance is key.

- For \_\_\_\_\_, when children are left with nothing specific to do, they often find or invent an activity to alleviate the boredom, and this helps them to understand their own natural interests.
- \_\_\_\_\_ at the many cases of childhood over-occupation around you, and then find ways to allow more freedom, and even a bit of boredom, into your own child's life.
- A \_\_\_\_\_ in point is a friend's child, who was kept constantly busy until the family went on an off-the-grid holiday, when the boy picked up a pencil and paper and revealed an amazing talent for drawing.
- Whether or not this case is factual, it certainly serves as a striking \_\_\_\_\_ of a real problem, which is that many children are not being allowed to experience the pleasure of inventing their own activities and playing on their own.
- \_\_\_\_\_ that a child who is never given a music lesson or a dance class may never know they have a real talent, but exposing them to too many activities can lead to confusion and frustration.
- One of the most *extreme* examples of this is the son of an ambitious family who ended up suffering from severe exhaustion as a result of being occupied fourteen hours per day.

#### 4 Correct the mistakes.

Typical example of such misunderstandings occurred during a teacher-student meeting held last week.

*A typical example*

- The most striking example comes to mind is that of Lance Armstrong, who finally admitted using performance enhancing drugs during all seven of his Tour de France victories. \_\_\_\_\_
- A useful illustration is given as part of the discussion on p. 17. \_\_\_\_\_
- A case on point is the huge investment that has gone into the city's new concert hall. \_\_\_\_\_
- For instant, a UK report from 2012 found that only 27.2 percent of the population aged from sixteen to seventy-four had a degree or equivalent, or higher. \_\_\_\_\_
- Consider about how many times people share articles on social media sites without actually having read more than the headline. \_\_\_\_\_
- Look to the wonderful work done by specialist animal welfare groups such as the Albino Squirrel Preservation Society. \_\_\_\_\_



#### 1 Read the article and choose the most suitable title.

- 1 Use it or lose it: how to educate a gifted child.
- 2 Teaching everyone: how to divide attention in the classroom.
- 3 Special needs: why gifted pupils need attention too.



Schools and colleges around the world quite rightly devote a great deal of time and effort to helping children and young adults who are deemed to have special educational needs. Nine times out of ten, this effort is focused on those who are struggling to reach a minimum standard and therefore falling behind with their education. However, is it not the case that if you are gifted, you also have distinct educational requirements and just as much right to individual attention in the classroom? Let's consider both sides of the debate.

'The cream always rises to the top', they say, and so it is often assumed that bright children will **excel** at whatever they take on. Don't consistently good grades at school amount to proof of the satisfactory academic progress of those who achieve them? If so, then surely teachers are justified in their decision to concentrate on those who are **lagging** behind. Add to this the claim that labelling certain children as 'gifted' sends an unproductive message to those who don't **measure** up, and there is really nothing left to debate, is there?

Not so fast. Gifted children need attention too! Exceptional pupils should face rigorous challenges at school if they are to remain engaged and realise their full **potential**. Without such challenges to rise to, these pupils soon become bored and then distracted. It is a tall order for them to **thrive** if they are constantly asked to twiddle their thumbs while their peers catch up. According to US researchers, by not stretching the brightest of their students 'teachers could be **squandering** the talent of the most creative minds of a generation'.

Clearly, there is a case for attending more closely to the needs of top pupils, as well as helping those who are struggling to make the **grade**. There will always be competition for teachers' attention and schools' resources and, in my opinion, every child is entitled to their fair share during the time they spend at school or college.

#### 2 Read the article again and underline examples of the following items:

- Three direct questions
- A direct address to the reader
- A quotation
- An exclamation

#### 3 Put the words in order to make phrases for addressing the reader directly in an introduction.

- details / the / at / look  
Let's look at the details.
- 1 arguments / examine / the  
Let's \_\_\_\_\_
  - 2 debate / sides / the / both / of / consider  
Let's \_\_\_\_\_
  - 3 the / points / against / clarify / for / and / main  
Let's \_\_\_\_\_
  - 4 the / issue / angles / from / explore / opposing  
Let's \_\_\_\_\_
  - 5 main / view / of / the / elaborate / on / points  
Let's \_\_\_\_\_

#### 4 Complete the first part of each quotation with the words from the box. Then match the sentence halves.

( according observed pointed  
quote said words )

- It was Benjamin Franklin who said 'an investment in knowledge'  F
- 1 In the \_\_\_\_\_ of Oscar Wilde, 'education is an admirable thing, but it is well to remember from time to time'
  - 2 'It is ordinary people who have to be educated'. \_\_\_\_\_ out Jean-Jacques Rousseau, 'and their education alone can serve'
  - 3 As Arthur Schopenhauer famously \_\_\_\_\_ 'truth acquired by thinking of our own'
  - 4 To \_\_\_\_\_ Alexander Pope, 'men must be taught as if you taught them not'
  - 5 \_\_\_\_\_ to Anatole France, 'the whole art of teaching is'
- A only the art of awakening the natural curiosity of young minds'.  
B is like a natural limb, it alone really belongs to us'.  
C that nothing that is worth knowing can be taught'.  
D and things unknown proposed as things forgot'.  
E as a pattern for the education of their fellows'.  
F always pays the best interest'.

#### REMEMBER THIS

Avoid overusing exclamations as this can make your writing seem trivial or immature. Also, if you use too many, they will lose their significance. Consider including a maximum of two in your piece of writing.

5 Complete the adverts with the words in bold from the article.

Do you **excel** at video games?  
Ever thought about becoming a professional gamer?  
Call us to find out more.

**Private science tuition.**  
Helping secondary students  
to make the **1** \_\_\_\_\_  
since 1998.

Realise your  
full **2** \_\_\_\_\_ with  
our world-renowned  
life-coaching  
programme.

Are you  
**3** \_\_\_\_\_ behind in English?  
Study privately with a qualified  
native speaker.  
Call 77 804 904.

**Could you pass your  
child's final exams?**  
Find out how you  
**4** \_\_\_\_\_ up against  
the country's brightest  
secondary students.

**Gifted  
footballer?**  
Avoid **5** \_\_\_\_\_ your  
talent. Contact Ellis  
and Marks football  
agents to find out  
how we can help  
you reach your goal.

Ensure your cacti  
**6** \_\_\_\_\_  
with our specially  
formulated food mix.

6 Complete the definitions. Use the article to help you if necessary.



If someone **twiddles** their thumbs, they do nothing while they wait for something to happen.

- 1 If something happens or is true **nine times out of t** \_\_\_\_\_, it is almost always the case.
- 2 If someone is **s** \_\_\_\_\_ **to do something**, they are finding it very difficult.
- 3 If someone **e** \_\_\_\_\_ **at something**, they are extremely good at it.
- 4 **Not so f** \_\_\_\_\_ is an informal way of saying 'wait or think before you do or believe something'.
- 5 If something is a **t** \_\_\_\_\_ **order**, it is an unreasonable or difficult demand.
- 6 If you **devote supreme e** \_\_\_\_\_ **to something**, you try your very hardest at it.

7 Complete the sentences with the correct forms of the phrases in bold from Exercise 6.

**Nine times out of ten** everything is fine, but just occasionally something unexpected happens.

- 1 The lifeguards are \_\_\_\_\_ to reach the stranded couple because the waters are so rough.
- 2 Collins, last year's world snooker champion, really does \_\_\_\_\_ at these long corner pocket shots.
- 3 \_\_\_\_\_, buddy! Remember who is in charge here. I'll tell you when we are ready.
- 4 To win, Simons needs to cover the last ten kilometres in less than thirty minutes. A \_\_\_\_\_ by anyone's standards.
- 5 Gordon is late and Sarah has been sitting \_\_\_\_\_ for nearly an hour.
- 6 These climbers \_\_\_\_\_ to their preparations as they know how many lives Everest has claimed in the past.

**SHOW WHAT YOU'VE LEARNT**

8 Read the writing task. Then follow the instructions below.

Should physically disabled students be encouraged to study alongside able-bodied students rather than in schools that are specially adapted to their needs?

Write an article for a student website giving arguments for and against and stating your view.

- 1 Brainstorm arguments for and against.
- 2 Select the best ideas and make a plan for your article.
- 3 Add an interesting title.
- 4 Write your article and remember to use a fairly informal style.

**SHOW THAT YOU'VE CHECKED**

Finished? Always check your writing (especially in the exam!) Can you tick ✓ everything on this list?

In my article:

• I have begun with an eye-catching title.	<input type="checkbox"/>
• I have addressed the reader directly.	<input type="checkbox"/>
• I have asked direct questions.	<input type="checkbox"/>
• I have included at least one quotation.	<input type="checkbox"/>
• I have included an exclamation.	<input type="checkbox"/>
• I have used a fairly informal style.	<input type="checkbox"/>
• I have explored both sides of the issue.	<input type="checkbox"/>
• I have given my own opinion.	<input type="checkbox"/>
• I have checked my spelling.	<input type="checkbox"/>
• I have checked my handwriting is neat enough for someone else to read.	<input type="checkbox"/>



## VOCABULARY

## 1 Choose the correct words to complete the sentences.

Having begun university studies at sixteen, Agnes definitely gets / stands / walks out from the crowd.

- The aftermath of the principal's decision to expel the troublesome students turned out to be quite a/an *minefield* / *composure* / *expertise*.
- The news about bankruptcy came as a blow so Fiona needed time to clear her *thoughts* / *brain* / *head*.
- Dan's determination to revise Maths shows he's worried about his *rambling* / *summoning* / *looming* exams.
- With so few pupils the village school was *venturing* / *teetering* / *mustering* on the edge of closure.
- Matthew and Libby are going bungee jumping next weekend provided neither gets cold *feet* / *hands* / *legs*.

/5

## 2 Match the words from the two boxes to make expressions. Then complete the sentences with the expressions.

A ( bundle of common in the same  
leap into meet under )

B ( boat nerves sense the deadline  
the sun the unknown )

Don't you find Zoe tiring? She seems to have an opinion on every subject under the sun.

- For Harry, going to do voluntary work in Africa was a \_\_\_\_\_, as he'd never done it, or even been to Africa.
- When the parents finally found their daughter, she was a \_\_\_\_\_, trembling and crying over her lost dog.
- Oh, come on. Use some \_\_\_\_\_ when connecting the printer to the computer. It's not rocket science.
- There's no point in working until late tonight. You're not going to \_\_\_\_\_ anyway.
- Sorry Jen, I can't lend you any money. We're \_\_\_\_\_ now because I've also lost my job.

/5

## 3 Complete the sentences with the appropriate verbs in the correct form. The first letters are given.

I need to top up my phone before I can call you again.

- Thanks to Roy's outstanding performance we've n\_\_\_\_\_ up another victory!
- You'd better b\_\_\_\_\_ up on your Italian before you go to Sicily, as few people speak very fluent English there.
- It's unbelievably difficult to listen to Luke giving a talk because he just f\_\_\_\_\_ between subjects and rarely sticks to the point.
- Although the new vinyl shop has an impressive collection of LPs, anything by my favourite composer is hard to c\_\_\_\_\_ by.
- Can you s\_\_\_\_\_ out the aim of the questionnaire more clearly so that everybody understands why it's necessary to conduct it?

/5

## GRAMMAR

## 4 Choose the correct options. Sometimes two answers are possible.

- You *must* / *will* / *can* be feeling tired after such a long day in the lab. Sit down and I'll make you a cup of tea.
- Are Tom and Jim sure they've got the right address of the boarding house? They *couldn't* / *mustn't* / *can't* have written it correctly. We're too far from the school.
- The supervisor definitely *can't* / *may not* / *won't* tolerate any smartphones during the exam.
- Mr Jenking is often working in the garden now. I guess he *might* / *could* / *can* have lost his job in the bank.
- A: Why isn't Sue here yet? B: I don't know, but her train *will* / *may* / *must* be running late today.

/5

## 5 Complete the sentences with the correct form of the words in brackets. Do not change the word order. Use between three and four words in each gap.

The owner of the mansion may be staying (may/stay) there now so we can only look around the gardens.

- Don't worry. I'm sure Sandra \_\_\_\_\_ (must/borrow) your laptop. She needed one this morning.
- If you ask me, making Jeff rewrite his assignment definitely \_\_\_\_\_ (not/help/improve) his handwriting. It's pointless.
- Since James is so poor at playing the piano, he \_\_\_\_\_ (can/be/learn) it for very long.
- Earlier this morning we \_\_\_\_\_ (might/come) across some snakes in the grass but they were unlikely to be poisonous.
- It's most probable that class 3B is in the gym. But they \_\_\_\_\_ (could/prepare) for the final exams in the library right now.

/5

## 6 Read the following text and correct five more mistakes with the use of articles. The numbers in brackets indicate the number of mistakes in each paragraph.

## What education is needed nowadays?

It is said that schools should provide students with excellent education to help them in their career and life choices. But is that really the case?

School leavers emphasise how few subjects offer a practical experience and not just theory. They also feel that their timetables are filled with incredible number of uninspiring subjects rarely allowing them to have good night's sleep. It is obvious that students need a help, but does being given a lot of homework work? (4)

Both educationalists and students claim that there should be less focus on tests and more attention paid to a progress that students make in the course of education. (1)

/5

Total /30

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



**Why I prefer teaching myself**

Although I'm only sixteen, I'm perfectly capable of **B** my own decisions. I also love doing things on my own and rarely get <sup>1</sup>\_\_\_ by difficulties I come across. I can be a case in <sup>2</sup>\_\_\_ for all of those who would prefer to go for home schooling rather than formal education.

Everyone has their preferred learning style and I learn more efficiently when I choose what I do rather than when I'm faced <sup>3</sup>\_\_\_ tasks imposed on me. I go at my own speed, taking everything in my <sup>4</sup>\_\_\_ . I don't feel isolated, because the goals I set with the help of others are chosen with my ultimate ambitions in mind – like what qualifications I might need for the career I want. Another important point is revision and preparation for exams. I avoid just <sup>5</sup>\_\_\_ for exams. The key point is having a good understanding of the subject. If I don't understand something, I look it up – there's no shortage of options around.

I often do more than strictly necessary because I'm self-motivated, and I rarely get frazzled because I can <sup>6</sup>\_\_\_ things in perspective. I'm deeply convinced that thinking for myself is worth my <sup>7</sup>\_\_\_ because I tend to sail through exams thanks to it and my increased knowledge. Obviously, some might think it's easier to stay in their comfort <sup>8</sup>\_\_\_ and be spoon-fed, but the extra effort involved in self-teaching has given me a will to succeed.

- |               |                 |
|---------------|-----------------|
| A doing       | <b>B making</b> |
| C getting     | D finding       |
| 1 A put off   | B let down      |
| C cooked up   | D written off   |
| 2 A idea      | B mind          |
| C point       | D example       |
| 3 A to        | B with          |
| C at          | D through       |
| 4 A stride    | B way           |
| C footstep    | D pace          |
| 5 A hammering | B regurgitating |
| C breezing    | D venturing     |
| 6 A maintain  | B hold          |
| C carry       | D keep          |
| 7 A period    | B time          |
| C while       | D moment        |
| 8 A area      | B section       |
| C place       | D zone          |

/8

8 Complete the text with the correct forms of the words in brackets.

**Preparing for college**

You're all set to make your first *application* (apply) for college - how should you go about it? Unsurprisingly, there are several <sup>1</sup>\_\_\_ (administration) hurdles to get over.

Firstly, producing an impressive CV - there should be no irrelevant <sup>2</sup>\_\_\_ (ramble)! Simply construct a clear summary of your qualifications so far, and remember to <sup>3</sup>\_\_\_ (rational) your reasons for wanting to do the course. Check if the university website provides any useful <sup>4</sup>\_\_\_ (guide) on how to do this.

Use your <sup>5</sup>\_\_\_ (initiate) - try contacting students already at the college to find out what the course is like. You might get some valuable tips from people who've been through the experience.

Finally, present yourself as a <sup>6</sup>\_\_\_ (depend) and serious person - colleges take students who will maximise their time, and if you're confident, you'll go far.

/6

9 Complete the second sentence so that it means the same as the first. Do not change the words in capitals. Use between three and six words in each gap.

It's possible the teacher has already left to prepare the speech. **MAY**

The teacher *may have already left* to prepare the speech.

- Knowing good Spanish can be useful when travelling around Mexico. **HAVING**  
When travelling around Mexico \_\_\_\_\_ Spanish can be useful.
- I'm sure he didn't rush doing it and that's why the presentation was so brilliant. **HURRY**  
He can't \_\_\_\_\_ and that's why the presentation was so brilliant.
- The number of our students rose sharply thanks to some new departments having been opened. **ROOF**  
Thanks to some new departments having been opened, the number of our students \_\_\_\_\_.
- Sarah isn't here yet. Maybe the train is running slightly late. **MIGHT**  
The train \_\_\_\_\_ bit late and that's why Sarah isn't here yet.
- I would have been able to help you there and then if you had asked me to explain the matter. **COULD**  
It's a pity you didn't ask me to explain the matter as \_\_\_\_\_ there and then.
- I'm sure you have never felt as tired in your life as after such a long and exhausting exam. **FEELING**  
You must \_\_\_\_\_ after such a long and exhausting exam than ever before.

/6

**Total /20**

# 2

## Learning for life

*I have never let my schooling interfere with my education.*  
Mark Twain

### DOCUMENTARY VIDEO



THE COST OF A GOOD EDUCATION

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

### UNIT 2 VIDEO

#### Documentary

The cost of a good education

16

### REFERENCES

Culture notes p. 171  
Audioscript pp. 183–184  
Videoscript pp. 201–202  
Using videos in the classroom p. T14

### EXTRA ACTIVITIES

- Photocopiable resource 4 (exaggerated language and exams – 15 min.) pp. 212, 225
- Extra digital activities: Vocabulary Checkpoint

## VOCABULARY

### 2.1

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? *All the verbs end in -ise.*

familiar general memory organisation personal  
plagiarism rational recognition revision summary visual

*familiarise, generalise, memorise, organise, personalise, plagiarise, rationalise, recognise, revise, summarise, visualise*

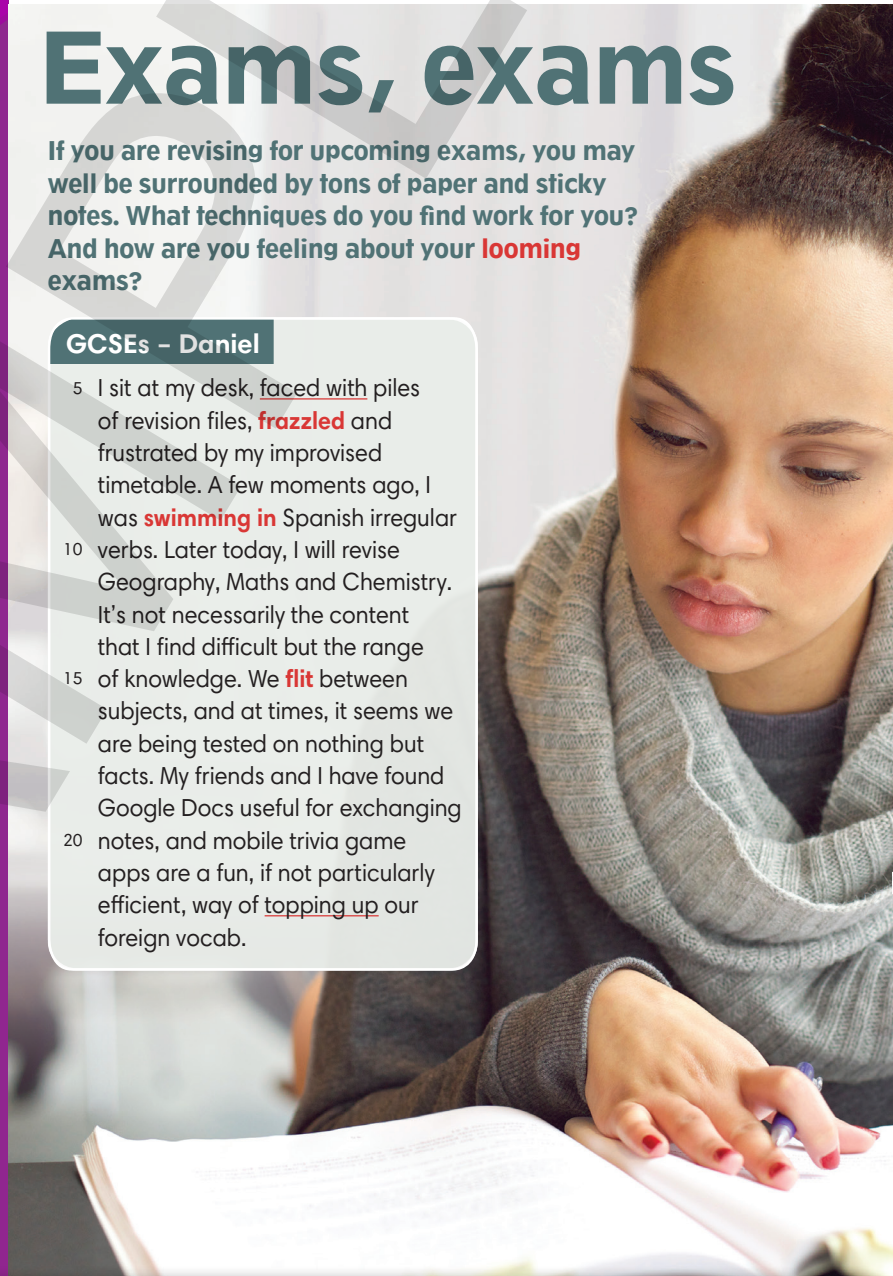
2 **SPEAKING** Use the verbs you wrote in Exercise 1 to discuss useful skills when studying or taking exams.

## 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.
- 30 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.
- 35 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.
- 45 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.
- 50 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
- 55 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 <sup>1</sup> **minefield**. I am constantly <sup>2</sup> **flitting** between different options and I am having a terrible time trying to narrow them down. I've read <sup>3</sup> **all the advice under the sun** but apart from <sup>4</sup> **hammering** in how crucial it is to choose the right one, it hasn't really helped. I'm <sup>5</sup> **swimming in** in course descriptions and application information and I could <sup>6</sup> **regurgitate** the advantages and disadvantages of each university in my sleep. My teachers are <sup>7</sup> **manic/frazzled** with end-of-year exams so they haven't been able to offer any guidance. I'm getting so <sup>8</sup> **frazzled/manic** that my face is <sup>9</sup> **plastered** in spots and the application deadlines are <sup>10</sup> **looming**. 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 **top up** your drink / ~~your dinner~~ / your phone
  - 2 **notch up** a win / ~~an exam~~ / a score
  - 3 **faced with** help / tough decisions / bankruptcy
  - 4 **leading up to** the war / graduation / ~~the notes~~
  - 5 **set out** an agenda / ~~my diary~~ / your conditions
  - 6 easy to / ~~opposed to~~ / impossible to **come by**
  - 7 contentment / panic / the medication **kicks in**

## 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 **pile** up.
  - 2 I need to **brush** up on my French.
  - 3 You need to **cook** up a better excuse than that.
  - 4 Oh **lighten** up! It's Friday night.
  - 5 You love history – you **lap** it up.
  - 6 I've **summoned** 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.  
Sally copes the best. Amy copes the worst.
- 13 **1.17** Listen again and complete WORD STORE 2D with the missing words.

### Exercise 4

- 1 He has to cover a wide range of subjects and feels he's only tested on facts.
- 2 He's tired because his improvised timetable requires him to constantly flit from one subject to another.
- 3 Secondary school exams have more content that you're expected to write about in less time.
- 4 His teachers keep telling him that good grades get you into university.
- 5 Because she finds it difficult to retain information and she hopes that by rereading her notes the information will become second nature to her.
- 6 Organise her thoughts and prepare to persuasively argue on a given topic.

## NEXT CLASS

Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 2.1, Vocabulary.

## 2.2

## READING

Gapped text

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

## Exercise 2

life experience, a desire to travel, improved CV, break in routine, experience of a new city and a new university

- 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.**
  - 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.
  - 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.
  - 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.
  - 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.
  - 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.
  - 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.
  - 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.**

- 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 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.
- C** My modules are taught in English and many Germans speak it well, but according to the **ever-reliable** Wikipedia®, I will 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 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.
- G** 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 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 prospect of living abroad becomes **substantially** easier and you **actively** look for the positives rather than any downsides.

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## REFERENCES

Culture notes pp. 171–172  
Intelligent key p. 207

## WORKBOOK

pp. 18–19

## NEXT CLASS

Ask students to do *Show what you know* 2.3 in the WB, p. 20.



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.  
***thoroughly***
- 3 Part-time work experience will prove very useful in future.  
***invaluable***
- 4 My dependable friends always meet me on time.  
***ever-reliable***
- 5 I am going to need a much increased allowance!  
***substantially***
- 6 I think that entry tickets to the clubs round here are much too high. ***exorbitant***

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 cold feet** before a big trip. But in the end, they always **step outside of their comfort zone** and try something new.
- 3 I think you need to **take a proactive approach** in life – you can't wait around for things to happen!
- 4 I'm always **venturing further afield** when I travel – I like to go to places that most other people don't manage to get to.
- 5 We were **teetering on the edge** before we decided to go on the hike. But in the end we were able to **muster the energy** to get off the sofa and it turned out to be a great day.
- 6 Leah thought she would **breeze 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 **leap into the unknown**. By **utilising pre-existing networks** you can make friends and find a place to live.

3 **F**

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 **E**

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 **A**

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 **B**

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

## 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? *It's tricking moves.*
  - 2 Are the speakers part of the community or observers? *The speakers are 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 <sup>1</sup>*may have been doing* it (i) for years while the younger ones <sup>2</sup>*might have been* (h) *taught* more recently. Some of these really young ones <sup>3</sup>*could just have joined* the group. See the guy in (d) the white T-shirt – he <sup>4</sup>*must have been doing* it for (c) 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 <sup>5</sup>*must be* so they could learn from the more (b) experienced members of the group ...

B: Well, yes, they <sup>6</sup>*could well be doing* it so they (a) can watch the clips afterwards and talk about the techniques. But the guy in the white T-shirt <sup>7</sup>*may watch* (f) the film later too. If he does, it <sup>8</sup>*will certainly be* to (g) help him improve his technique.

A: And how do you think he learnt that move to start with? I mean, he <sup>9</sup>*can't have learnt* it by himself ... (e)

B: Who knows? He <sup>10</sup>*could have been* part of another (d) group and moved on to form his own tricking gang or he <sup>11</sup>*may have learnt* the first tricks online. (d)

20

- 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 <sup>1</sup>*want* / *have wanted* to join a samba school. But when you get there, you could <sup>2</sup>*be* / *have been* surprised by what you see. I certainly was! In fact, the surprise must <sup>3</sup>*show* / *have shown* very obviously on my face! If you have ever attended a dancing school in the UK, you will almost certainly <sup>4</sup>*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 <sup>5</sup>*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 <sup>6</sup>*be learning* / *have been learning* very long. They must <sup>7</sup>*notice* / *have noticed* me, because they invited me to join them. Now, I'm one of the people helping newcomers who might <sup>8</sup>*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?

Grammar pages 124–125

## REFERENCES

Audioscript p. 184

## EXTRA ACTIVITIES

- Photocopiable resource 5 (modal verbs for speculating – 15 min.) pp. 212, 226–227
- Extra digital activities: Grammar Checkpoint

## WORKBOOK

p. 20, including *Show what you've learnt*

## NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 2.3, Grammar.

## 2.4

## USE OF ENGLISH

Accuracy with articles

*I can use abstract nouns with and without 'a/an'.*

1 **SPEAKING** When you need advice or help, who do you ask? Do you ever look on online forums? Why?/Why not?

2 Read the three forum exchanges and decide on the logical order in each of them.

- (A) a (3) Thanks – you were **a great help** – it all makes sense now.  
 b (1) I need **help** with my Maths. I don't have a hope of getting it done on my own. Anybody out there have a moment to spare?  
 c (2) Yeah, call me. I'm doing it too.

- (B) a (2) Oh no! **Sleep** is so important. When I'm stressed out, I sometimes use breathing exercises to help me relax and I usually get a good night's sleep after that.  
 b (3) Thanks. I'll try that. My granddad, who has a good understanding of human behaviour, always says 'A good laugh and **a good sleep** are the two best cures.' 😊  
 c (1) Help! All of a sudden, I'm very stressed about my exams and I can't sleep.

- (C) a (2) Why don't you write about a holiday? You can say what you learnt and how you couldn't have learnt that in a class.  
 b (3) Great idea! I think I'll write about our trip to Paris – that was **an amazing experience** and **an excellent education**. I learnt more French in two days than I had in two years. LOL  
 c (1) I have to write an essay about the importance of **experience** and **education** – I haven't got a clue where to start. Any ideas?

3 Read the LANGUAGE FOCUS and complete the example sentences with the words and phrases in blue in Exercise 2.

## LANGUAGE FOCUS

## Abstract nouns with and without a/an

Some **abstract nouns** (such as *hope, knowledge, love, pleasure*) can refer to either a general concept or a specific situation or example. When talking about a **general concept**, *a/an* is not used before the noun. When referring to a **specific situation/example**, *a/an* can precede the noun. In this case, the noun is generally modified by an adjective or phrase.

## General concept

I need <sup>1</sup>**help**.

<sup>2</sup> **Sleep** is so important.

The importance of

<sup>3</sup>**experience** and <sup>4</sup>**education**.

## Specific situation/example

You were <sup>5</sup>**a great help**.

A good laugh and <sup>6</sup>**a good sleep** are the best cures.

That was <sup>7</sup>**an amazing experience** and <sup>8</sup>**an excellent education**.

**Note:** Some abstract nouns have a plural form (*love/loves, hope/hopes, pleasure/pleasures*) while others do not (*knowledge*).

Eating at that café is always **a pleasure**.

Eating is one of life's great **pleasures**.

He has **a good knowledge** of many things.

NOT He *has many knowledges*.

4 Read the message exchange and complete the gaps with the correct form of the words in the box and a, an or Ø (no article).

(charity education experience  
 help (x2) hope love pleasure)

Hi Jen. Thanks again. You really were such <sup>1</sup>**a help** last night. I wouldn't have had <sup>2</sup>**a hope** of doing it without you.

No problem. It was <sup>3</sup>**a pleasure**. You know Science is one of my great <sup>4</sup>**loves**. 😊 And I need to ask you a favour actually. I need to interview someone with <sup>5</sup>**experience** doing volunteer work.

Well, I haven't done any **in a while**. The last time was about a year ago when I worked for <sup>6</sup>**a charity** that works with animals. It was <sup>7</sup>**an education** though – it left me with **a first-class knowledge of cats**. ;)

I'm sure you learnt a lot. 😊 Are you **in a hurry**? Could I ask you some questions now?

Yes, sure, glad to be of <sup>8</sup>**help**. Call me now.

5 Complete the sentences with the correct form of the phrases underlined in Exercises 2 and 4.

- I really need to get a good night's sleep – otherwise I can't do anything the next day!
- When he has a moment to spare, he likes to read computer advice in forums.
- I have a good understanding of human behaviour – I always know how my friends will react.
- I haven't studied French in a while so I haven't got a clue how to do the assignment.
- I wanted to help her with her exam preparation but I was in a hurry to get home.
- He has a first class knowledge of German. He is practically fluent.
- He didn't have a hope of finishing his exam before the time was up.
- All of a sudden, she felt totally relaxed and knew she would be fine.

6 Follow the instructions below.

- Write a message to your partner asking for advice on something you'd like help with.
- Use at least three nouns from the LANGUAGE FOCUS and two of the phrases underlined in Exercises 2 and 4.
- Exchange your messages. Did you get good advice?

Grammar page 126

21

## WORKBOOK

p. 21, including *Show what you've learnt*

## NEXT CLASS

Ask students to prepare for a 10–20-minute Use of English Quiz: Assessment Package, Unit 2.4, Use of English.



# 2.5

## LISTENING

Multiple choice

*I can understand specific details in informal conversations.*

**1 SPEAKING** Look at the photos and discuss the questions.

- 1 What is the problem in each case?
- 2 How do you think the problems will be resolved?
- 3 Have you ever faced such a problem? What did you do?

**2** **1.20** Listen to three short dialogues about people who had to solve the problems in Exercise 1. Were your guesses correct?



**EXAM FOCUS** Multiple choice

**3** **1.20** Listen to the dialogues again. For questions 1–6, choose the correct answer A, B or C.

**Dialogue 1**

- 1 What was the problem of the instructions that came with the furniture?
  - A There wasn't enough information.
  - B They were incomplete.
  - C** They were not clear enough.
- 2 How does the woman respond to the man's problem?
  - A She agrees it was a bad idea to buy flat-pack furniture in the first place.
  - B** She sympathises with his difficulties.
  - C She warns him not to follow the instructions so closely.

**Dialogue 2**

- 3 What does the man say about online video tutorials?
  - A Information transmitted visually is easy to remember.
  - B** The instructions are given in clear stages.
  - C They can have too much detail at times.
- 4 How does the girl feel about the people who produce online tutorial videos? She is:
  - A** pleased that their help is available to everyone.
  - B amused that they appear in their tutorials personally.
  - C appreciative of the production quality of their films.

**Dialogue 3**

- 5 What are the woman's experiences with dogs?
  - A She's had aggressive dogs before.
  - B** She was always able to handle her dogs.
  - C One of her dogs ran away and attacked someone.
- 6 Why does the man think the group learning sessions are good?
  - A They allow you to be around people with the same problems.
  - B The dogs learn faster and more efficiently than in other situations.
  - C** The dogs get used to being around other dogs and their owners.

**WORD STORE 2F** Phrases

**4** **1.21** Complete WORD STORE 2F with the words in the box. Then listen and check.

**5** Complete the sentences with the phrases in WORD STORE 2F.

- 1 It's easier to study for exams with my friends. After all, we all seem to be in the same boat.
- 2 When I have a problem, I go outside to clear my head.
- 3 It is good to talk issues through – you will find that others share the same concerns as you.
- 4 You often get the best results when you don't wait for others to do something for you but use your own initiative instead.
- 5 If you keep your composure, it's easier to do things because your mind doesn't work properly under stress.
- 6 The best way to solve a problem is to use common sense and focus on what's most sensible in a given situation.
- 7 You can learn a lot from the Internet because so many people are willing to share their expertise and answer your questions.
- 8 If you feel an affinity someone or have something in common, it helps a lot.

**6** **SPEAKING** Discuss which method you would choose for learning the things in the box. Why?

cooking a new recipe   dancing salsa  
improving your running technique  
installing new software   Mandarin Chinese  
skiing

- 1 following written guidance
- 2 following a video tutorial (e.g. how-to videos)
- 3 learning in a group

**REFERENCES**

Culture notes p. 172  
Audioscript pp. 184–185  
Intelligent key p. 207

**WORKBOOK**

p. 22

# 2.6

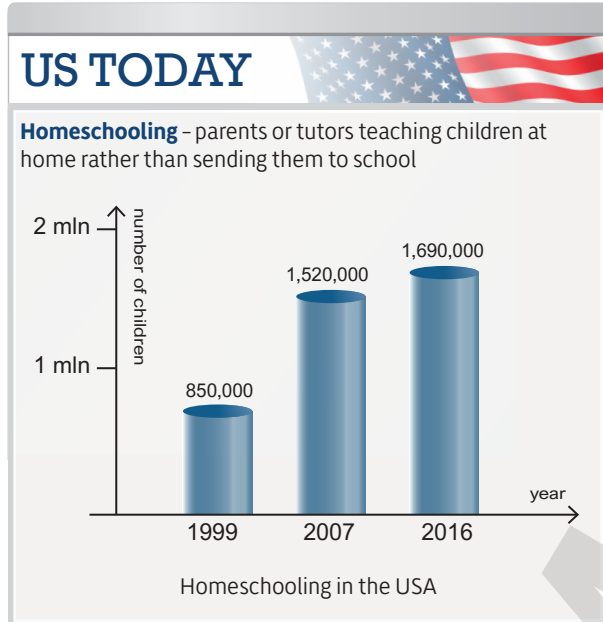
## SPEAKING

Giving supporting examples

*I can develop an argument with supporting examples.*

**1 SPEAKING** Read **US TODAY** and discuss the questions.

- Why is homeschooling in the USA on the increase?
- Are many children homeschooled in your country?
- What do you think might be the pros and cons of homeschooling?



**2** **1.22** Listen to a podcast about homeschooling and answer the questions.

- What advantages and disadvantages does it mention?
- Whose arguments do you agree with more, the teacher's or the homeschooler's? Why?

**3** **1.22** Match arguments 1-4 from the podcast with their supporting examples. Then listen again and check.

- Homeschoolers have more time to socialise. (c) (d)
- Homeschooling allows children to explore topics in more detail. (e) (f) (g)
- Not everyone can afford the luxury of homeschooling. (a)
- Schools offer things that homeschooling can't. (b)

- Take** a family where both parents are working.
- A case in point** is the question of socialisation.
- In my case**, I spend a lot of time with other homeschooled kids doing projects together at each other's houses.
- Look at** my cousin, Rob. He's at school from eight thirty till four.
- One of the most notable examples** I can think of was when I was twelve. I wanted to build my own computer.
- Just finding out stuff, **for instance**, getting the right parts and the best prices.
- I think **it's a prime example** of the kind of thing you have time to do when you're homeschooled.

**4** Complete the **SPEAKING FOCUS** with the phrases in orange in Exercise 3.

**SPEAKING FOCUS**

**Phrases with example:**

A typical/classic/obvious example is ...

The most striking/extreme/graphic example that comes to mind is ...

<sup>1</sup> *One of the most notable examples is ...*

<sup>2</sup> *It's a prime example of ...*

**Alternative words for example:**

A useful illustration is ...

<sup>3</sup> *A case in point is ...*

<sup>4</sup> *In my case, ...*

<sup>5</sup> *For instance, ...*

**Imperative verbs:**

Consider ...

Think about ...

<sup>6</sup> *Take ...*

<sup>7</sup> *Look at ...*

**5** Give supporting examples for points 1-4 below using the words in capitals. Then complete points 5 and 6 with your own ideas and add supporting examples including the words in capitals.

1 Many kids have to get up too early in the morning.

**INSTANCE** *For instance, many kids ...*

2 A lot of schools don't offer enough time for sport.

**CASE** *A case in point is the fact that a lot of schools ...*

3 I spend much of my free time doing homework. **TAKE**

*Take my case: I spend ...*

4 Some of my friends spend a lot of time at evening classes. **LOOK** *Look at my friends who spend ...*

5 I think ... of the advantages of homeschooling.

**STRIKING** *The most striking example of the advantages of homeschooling that comes to my mind is ...*

6 ... of the advantages of formal schooling is ...

**ILLUSTRATION** *A useful illustration of the advantages of formal schooling is ...*

**6** **SPEAKING** Discuss the questions. Think of an example to support your opinion. Use the **SPEAKING FOCUS** to help you.

1 Do you think homeschooling can work for everyone?

Why?/Why not?

2 Do you agree that formal education restricts creativity?

Why?/Why not?

3 Do you think that formal education prepares students for modern life? Why?/Why not?

4 If you could change one thing about education in your country, what would it be? Why?

**Exercise 2**

**Advantages:** children have more time to socialise and to work on projects of their own choice

**Disadvantages:** it's time-consuming, difficult for the parents and expensive; children get fewer opportunities to socialise



An article

*I can write an article attracting the reader's attention using participle clauses.*

### 1 Discuss the questions in pairs.

- 1 Are you thinking of going to university when you finish school? Why?/Why not?
- 2 What might be the reasons to go to university? Think of at least two.
- 3 What might be the reasons not to go to university? Think of at least two.
- 4 What alternatives to university are there?

## Going to university – is it still worth it?

With the cost of higher education **going through the roof**, many young people are wondering if going to university is still **worth their while**. So it's vital to balance the costs with the potential benefits and make sure it's the right decision for you.

5 Let's take a look at the arguments.

What are the benefits? First of all, a university education improves your job prospects and broadens your future options. Increasingly, you're at a disadvantage without a degree.

10 Statistics show that graduates have a lower unemployment rate than non-graduates and higher annual earnings. And a degree opens up job opportunities abroad as well – when you're a graduate, **the world's your oyster!** But is it only the study element of university that can make a difference to your life?

15 No! Graduate Helen Boyd found the life experience as valuable as the education, if not more so. 'University **is massively character building**,' she says.

Still, not everyone is so enthusiastic about higher education. Some people argue that university education is greatly overestimated and that it gives young people false

20 expectations about their career prospects. Many students leave university **saddled with debt**, and with no guarantee of a decent job. Did you know that in recent years, there have been eighty-three applicants for most graduate jobs in the UK? Another argument is that many employers appear to

25 **value work experience over a degree**. As one employer puts it, 'I now make a point of interviewing people first who have spent their time travelling or working instead of doing a degree, because this shows they're prepared to **stand out from the crowd**.'

24

### 2 Read the task. Then read the article with the alternative conclusions and answer the questions.

Is going to university a valuable thing for a person to do? Write an article for a student website giving reasons for and against and stating your view.

- 1 Does the writer mention the same reasons as you did in Exercise 1?
- 2 What are the writer's answers to the question in the title in Conclusion A and in Conclusion B? **in Conclusion A – yes, in Conclusion B – probably not**
- 3 Which conclusion do you agree with? Why?



#### Conclusion A

So do the benefits outweigh the costs? On balance, I would say that university is definitely worth it – for the economic reasons as well as the less tangible outcomes. Go for it!



#### Conclusion B

So do the costs outweigh the benefits? On balance, comparing the expenses one has to meet with **the odds of** getting a good graduate job, I would advise you to consider alternative routes to the future.

#### REFERENCES

Culture notes p. 172

#### WORKBOOK

pp. 24–25, including *Show what you've learnt* and *Show that you've checked*

#### NEXT CLASS

Ask students to revise for Focus Review 2 (lessons 2.1–2.7, Word list on pp. 148–149 in the SB).

3 Read the **WRITING FOCUS**. For each point, find more examples in the article on page 24.

### WRITING FOCUS

#### Making your article lively

- **Addressing the reader directly**  
I will look at the issues. → Let's look at the issues.  
University graduates earn more money. → As a university graduate, you will earn more money.
- **Direct questions**  
More young people are going to university. → Why are more young people going to university?  
University is about experiencing new things. → University is about experiencing new things, isn't it?
- **Quotations**  
The Education Minister predicts that new employees will require a degree. → 'New employees will require a degree,' predicts the Education Minister.  
Sam Hill points out that university isn't for everyone, and many are better off with apprenticeships. → 'University is not for everyone,' points out Sam Hill, 'and many are better off with apprenticeships.'
- **Exclamations**  
University isn't the only option. Many entrepreneurs didn't even finish secondary school!

4 Rewrite the text below using:

- two direct questions
- one direct address to the reader
- at least one quotation
- an exclamation

5 Replace the underlined parts of the sentences below with the more informal phrases in purple in the article. Make any changes necessary.

- Higher education is becoming increasingly expensive.  
*The cost of higher education is going through the roof.*
- Volunteering or doing internships can help you to differentiate yourself from other candidates.  
*stand out from the crowd*
- Graduates leave university owing a considerable amount of money. *saddled with debt*
- With a degree, you can find a job anywhere in the world. *the world's your oyster*
- The likelihood of finding a good job after graduating is uncertain. *The odds of ... are uncertain*
- Many employers believe that work experience is more valuable than a degree. *value work experience over a degree*
- University contributes enormously to your personal development. *is massively character building*
- Many young people wonder if spending a lot on university is a valuable thing to do. *worth their while*

### SHOW WHAT YOU'VE LEARNT

6 Complete the writing task. Use the **WRITING FOCUS** to help you.

Is spending a year studying abroad a valuable thing for university students to do? Write an article for a student website giving arguments for and against and stating your view.

### Exercise 3

#### Addressing the reader directly

... make sure;  
Let's take a look.;  
your job prospects; your future options;  
you're at a disadvantage;  
you're a graduate; your life; Did you know; Go for it!; I would advise you

#### Direct questions

Going to university – is it still worth it?; What are the benefits?; But is it the only study element of university that can make a difference to your life?; So do the costs outweigh the benefits?; Did you know that in recent years, there have been eighty-three applicants for most graduate jobs in the UK?

#### Quotations

'University is massively character building;'; 'I now make a point of interviewing people first who have spent their time travelling or working instead of doing a degree because this shows they're prepared to stand out from the crowd.'

#### Exclamations

When you're a graduate, the world's your oyster!; No!; Go for it!

# STUDENT LOAN CRISIS

The majority of UK students will still be repaying loans taken out while at university when they are in their forties and fifties, a study has found. According to a BBC report, nearly three-quarters of graduates from English universities will never clear their debt and will have to have at least some of their loan written off. The situation has been blamed on recent increases in course fees, plus the fact that more students from less advantaged homes are entering higher



education. This is the case for Timothy Spiller, twenty-one, an accountancy student at London Metropolitan University. Timothy comes from a low-income family and will need to borrow the maximum amount available in order

to complete his degree. Despite the prospect of huge debts, Timothy remains confident he will graduate, find well-paid work and pay off his loans in full. It is, he says, a very strong motivator to work hard.

## VOCABULARY

1 Complete the sentences with the correct form of the words in the box. There are two extra words.

(blank brush keep lap manic muster  
nerve regurgitate through weight wreck)

I don't know about you, but sometimes I find it really hard to <sup>1</sup> muster the energy to revise for exams. And the occasional need to simply <sup>2</sup> regurgitate facts is hardly encouraging, is it? No wonder the urge to watch an episode of your favourite TV series is so tempting compared with <sup>3</sup> brushing up on nineteenth-century political science. And then comes the day of the exam. Despite the rational approach where you try to <sup>4</sup> keep things in perspective and tell yourself 'it's only an exam, I know this stuff' you often find your mind goes <sup>5</sup> blank and you end up staring at the ceiling looking for inspiration. Unfortunately, your eye catches sight of the nervous <sup>6</sup> wreck sitting to your left with panic written all over his face. The next thing you know you're a bundle of <sup>7</sup> nerves like he is. Still, you try to focus and do your best and when the results come in and you realise that you've sailed <sup>8</sup> through the exams, life is better again as a big <sup>9</sup> weight has been lifted.

2 Complete the sentences with words from the unit. The first letter of each word is given.

- I don't think I can summon up the courage to tell my teacher what happened!
- When you are faced with so many assignments to complete, it's hard to stay calm.
- Student accommodation is expensive here; it's hard to come by a good, cheap flat.
- I need to finish these reports. The work is beginning to pile up.
- I'm really thinking of quitting. I feel like I'm teetering on the edge of sanity.
- Josh loves standing out from the crowd. That's the only reason he dresses so outrageously.

3 Replace the underlined words to make correct phrases in the given contexts.

- Don't take everything so seriously. Why don't you just cook up? lighten
- I've just failed that test too. Looks like we're in the same head. boat
- When you're a kid it's constantly hit into you to work hard. hammered
- I've been studying around the clock for this exam. I'm absolutely plastered. frazzled
- Mark never gets stressed, does he? He takes everything in his step. stride
- I'm not sure I can make this speech now. I'm afraid I'm getting wet feet. cold

## GRAMMAR

4 Choose the two correct options.

- Adam: Where's Ellie? She's not usually late.  
 Karen: Give her a few more minutes. She <sup>1</sup> may / might / can be on her way.  
 Adam: It's rush hour. I guess she <sup>2</sup> might / will / could be sitting in traffic.  
 Chris: Oh no! Do you think she <sup>3</sup> will / could / may have had an accident?  
 Karen: I doubt it. I suppose she just forgot the meeting was today. It <sup>4</sup> may / can / could have slipped her mind.  
 Adam: That's not like her. She's so organised. She <sup>5</sup> mustn't / can't / won't have forgotten.  
 Karen: Did anyone tell her? She <sup>6</sup> might / may / must have been expecting a message, and thought it was all off if she didn't get one.

5 Complete the sentences with the correct form of the words in brackets. Use the negative form where necessary.

- It's late. She may not be able to (may/able) come at such short notice.
- Your wallet? You could have left (could/leave) it in the car.
- His latest test result was surprisingly good, wasn't it? He might have studied/might have been studying (might/study) at the weekends.
- That's impossible! Such a big decision couldn't have been made/couldn't be made (could/make) without consulting me first.
- That can't be true. He must have been telling/must be telling (must/tell) lies.
- Where's James? Oh, of course. He will be doing (will/do) his workout at this time.

## USE OF ENGLISH

6 Complete the sentences with a/an or Ø (no article).

- I believe Ø education is a right, not a privilege.
  - Our parents did all they could to give us a good education.
  - Getting to know another culture while studying abroad can be an education!
- Six months after graduating, my brother is still looking for Ø work.
  - Revising for exams is Ø hard work.
  - This painting is an accomplished work of the artist's late period.
- Many job advertisements ask for Ø previous experience.
  - A job interview can be an enjoyable experience.
  - All animals have the ability to learn from Ø experience.

## REFERENCES

Culture notes p. 172  
 Audioscript p. 186  
 Intelligent key p. 207

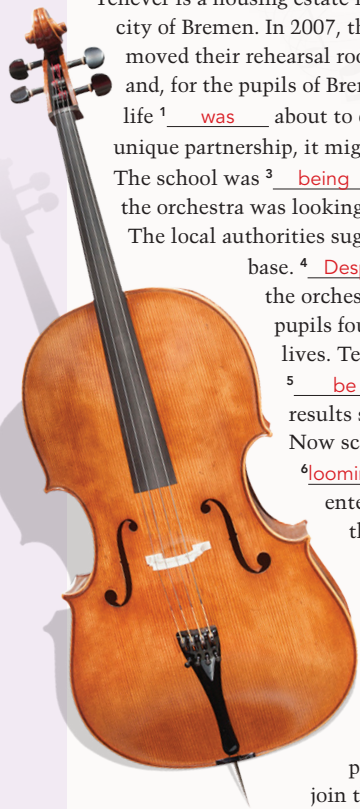
## EXTRA ACTIVITIES

- Photocopiable resource 6 (Speaking – 20 min.) pp. 212, 228
- Class debate: Adult learners do not need a teacher to assist them in the process of learning. (For instructions, see p. 181)

- Use of English 2, WORD STORE booklet, p. 4
- Extra digital activities: Listening and Use of English Checkpoints

7 Complete the text with one word in each gap.

## A Musical Partnership



Tenever is a housing estate in a poor area of the North German city of Bremen. In 2007, the Chamber Orchestra of Bremen moved their rehearsal rooms to a secondary school here and, for the pupils of Bremen East Comprehensive School, life <sup>1</sup> was about to change completely. But for this unique partnership, it might never <sup>2</sup> have happened. The school was <sup>3</sup> being renovated and by coincidence, the orchestra was looking for somewhere new to rehearse. The local authorities suggested using the school as their base. <sup>4</sup> Despite having some doubts initially, the orchestra moved in and musicians and pupils found themselves sharing their daily lives. Teachers now believe this must <sup>5</sup> be the reason why the school's results started to improve dramatically. Now school-leaving exams are <sup>6</sup> looming/coming for the pupils who entered the school the same year as the orchestra. But teachers are optimistic that their pupils will pass their finals. You <sup>7</sup> might/may well think it sounds like the plot of a feel-good film. In the past, teachers <sup>8</sup> could not have imagined pupils from richer parts of Bremen wanting to join the school but now they are over-subscribed.

8 Complete each set of three sentences with the same word in each gap.

- 1 a I love biographies but this book doesn't go into any depth about John Lennon's life at all.  
 b This pool is for children. It's constantly supervised and it has a depth of only one metre.  
 c I really don't think I can do this. I have to admit I feel a little of out of my depth.
- 2 a You're the special guest, darling. You should sit at the head of the table.  
 b I've decided to become the head of the search party and we'll begin by going to the lake.  
 c I need to get a breath of fresh air to help clear my head. I'll be back in a few minutes.
- 3 a I love visiting the seaside. I always get an overwhelming sense of calm.  
 b I don't understand anything he's saying. I can't make any sense of it at all. Is it even English?  
 c Don't touch that! It's boiling hot. Use your common sense, will you?

## LISTENING

9 1.23 Listen to three dialogues. For questions 1–6, choose the correct answer A, B or C. You will hear the recording twice.

Dialogue 1

- 1 What does the woman NOT think about business travel?
  - A It's monotonous.
  - B It's exciting.
  - C It's life-changing.
- 2 In the woman's view, business travel allows her to
  - A visit huge airports.
  - B help people reach their goals.
  - C escape from the office.

Dialogue 2

- 3 What point does the man make about problems in Europe?
  - A They are confined to Europe.
  - B He has little to learn from them.
  - C They are reflected in other parts of the world.
- 4 How does the woman respond to this point?
  - A By insisting that local issues should take precedence.
  - B By suggesting he should behave like a tourist.
  - C By advising him to travel more widely.

Dialogue 3

- 5 What is the girl doing during the conversation?
  - A Wishing her parents had accepted the company's advice.
  - B Explaining why education in one place is important.
  - C Supporting her family's way of life.
- 6 The man seems to suggest that
  - A the current education system needs to be more flexible.
  - B there shouldn't be any problems with changing schools.
  - C changing schools helps develop relationships.

## SPEAKING

10 Look at the photos and ask and answer the questions.

- 1 What abilities might the people need to learn these different skills?
- 2 To what extent do you think those abilities are natural and how much are they learned through practice?
- 3 Who do you think would need more practice to become an expert?



### NEXT CLASS

- Ask students to do Self-check 2.8 in the WB, pp. 26–27.
- Ask students to prepare for Unit Test 2: Assessment Package, Unit 2.