

# 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 2

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.

### WORKBOOK

pp. 16–17, including Show what you've learnt

- 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.
- How does Daniel feel about his exams?
  - What is Daniel so stressed about?
  - Why are secondary school exams more challenging compared with primary school ones?
  - What do Jacob's teachers keep telling him?
  - Why does Layli reread her notes several times?
  - What else does Layli do as the exams draw closer?
- 5 **SPEAKING** What are your revision techniques? Discuss in pairs.

### A levels – Jacob

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

### University finals – Layli

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

## WORD STORE 2A Exaggerated synonyms

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

Dear Kim,

Choosing which university to attend is a <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?
- top up** your drink / **your dinner** / your phone
  - notch up** a win / **an exam** / a score
  - faced with** help / tough decisions / bankruptcy
  - leading up to** the war / graduation / **the notes**
  - set out** an agenda / **my diary** / your conditions
  - easy to / **opposed to** / impossible to **come by**
  - 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)
- I've got to catch up on my work – it's starting to **pile** up.
  - I need to **brush** up on my French.
  - You need to **cook** up a better excuse than that.
  - Oh **lighten** up! It's Friday night.
  - You love history – you **lap** it up.
  - 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 **copest best/worst with exams**.  
Sally **copest the best**. Amy **copest the worst**.
- 13 **1.17** Listen again and complete WORD STORE 2D with the missing words.

### Exercise 4

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



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.

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



1.18

## Study Abroad: Take a Leap into the Unknown

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

- 5** University so far has been a bit of a challenge but one that has become familiar with repetition. Heading into my third year, I am used to life in London, used to what is expected of me by University College London (I think) and used to justifying my **exorbitant** rent to my friends in different parts of the
- 10** country. Life has fallen into a comfortable series of routines; I go to lectures, work part time, write a lot of essays and muster the energy to go out when possible.
- 1** C  
My modules are taught in English and many Germans speak it well, but according to the **ever-reliable** Wikipedia®, I will
- 15** be unable to communicate with around 36 percent of the population. I'm currently in the preparation phase of this adventure, with roughly six weeks to go until I fly out to the former German capital, Bonn. I have many justifications for this leap into the unknown. Like the thousands of other students
- 20** heading abroad from the UK this coming year, my reasons include life experience, a desire to travel and something to stand out from the crowd on a CV. The main one, however, is simply to break up what has become routine and to experience the excitement of a new city and a new university all over again.
- 2** G  
**25** 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
- 30** prospect of living abroad becomes **substantially** easier and you **actively** look for the positives rather than any downsides.

**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.



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.

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.

## 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



## 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.
- What is the activity? *It's tricking moves.*
  - Are the speakers part of the community or observers? *The speakers are observers.*
  - 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:

- guessing about an action that's in progress.
- certain about a reason for doing sth in the present.
- certain about sth that started in the past and continues in the present.
- guessing about sth that happened in the past.
- certain that sth didn't happen in the past.
- guessing about sth in the future.
- certain about sth in the future.
- guessing about sth that happened in the past using the Passive.
- 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.

- Have you ever taught anyone to do anything?
- 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.

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 choice3 **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** Phrases4 **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

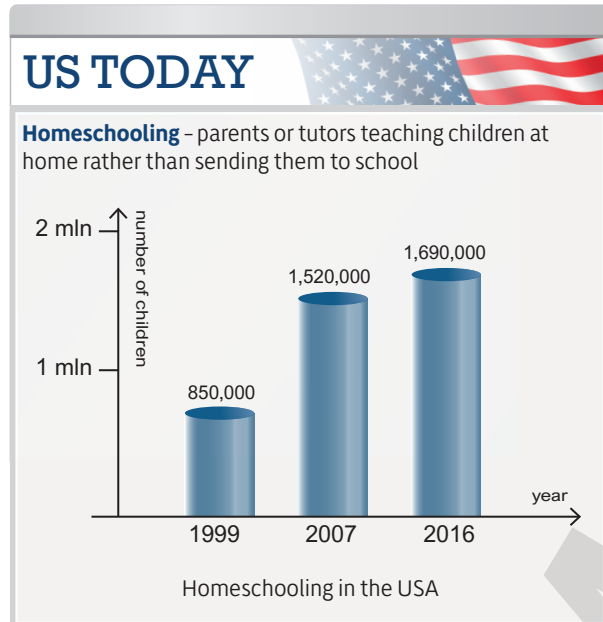


Giving supporting examples

*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)

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

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!; Nol; 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).

- a I believe Ø education is a right, not a privilege.

b Our parents did all they could to give us a good education.

c Getting to know another culture while studying abroad can be an education!
- a Six months after graduating, my brother is still looking for Ø work.

b Revising for exams is Ø hard work.

c This painting is an accomplished work of the artist's late period.
- a Many job advertisements ask for Ø previous experience.

b A job interview can be an enjoyable experience.

c 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

## 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 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.