

- J:** I don't know. I mean, it's hard, isn't it, judging from appearances ... And first impressions can often be wrong ... But OK, why not? So what do I need to do?
- C:** First, you need to look at this photo and say what you think about the person in it.
- J:** Well, she looks a bit of a mystery. I mean, kind of aloof and distant, not really the free and easy type. I can't really see much of her because of the low light but I can just make out her facial expression. At first glance, I thought she looked a bit pensive and melancholic or even as if she might be angry or upset. But, on closer inspection, I'd say although she looks introspective and thoughtful at the same time she seems happy ... or maybe content is the right word. Judging by the sunset, I'd say she's at the end of a long, relaxing walk on the beach. It's not really her facial expression that makes me think she's content, it's something to do with the setting and the way she seems to be lost in herself, like she's got all the time in the world and is deep in thought ... But then again, I could be wrong about all of that. I mean, it isn't a very natural shot. It's hard to say but it almost seems a bit staged. I mean she's posing, isn't she? And there's something about the angle, as if the photographer wanted to get the lighting just right ...
- C:** OK, now you have to read the three profiles and see if you can guess which one she is ...

## Focus Review 1

« 1.12 » Exercise 9, page 15

**S = Speaker**

- S:** Sometimes we try to stop ourselves but we just can't control the urge. We get ourselves involved in a verbal conflict that is often met with an immediate sense of regret. But arguing? Is it really such a bad thing?
- Philosopher Daniel H. Cohen says that there are three kinds of argument: there's the argument-as-proof, the argument-as-presentation and there's the argument-as-war. Now, the first of these are scientific arguments designed to prove a theory is either correct or incorrect. They involve experimentation, investigation and the formation of hypothesis: the search for the objective truth. The second of these are those types of argument that are purely for the sake of it, performed in front of a captive audience like a kind of spectator sport. They often involve playing devil's advocate in order to force debate and there's often very little outcome other than the thrill of being involved in the act and entertaining onlookers with witty comebacks. But it is the last of these which is the most prevalent. The argument-as-war: the adversarial taking on of an opponent who has a different opinion. Now, the fact that we have so many different terms to describe the phenomenon gives us a clue as to how much a part of our lives it actually is. Whether it be a quarrel, a squabble, a wrangle or a dispute, plenty of the people we interact with on a daily basis are gonna think differently to ourselves and it is, therefore, an inevitable fact that with some of these people conflict will ensue.

Interestingly, however, scientists have proven that people who argue with those close to them are more likely to be more considerate to others confronted during the day. That means they're less likely to be the instigators of road rage, push people out of the way in the street or fight for that last seat on the train.

Another positive knock-on effect of arguments is that people who regularly get involved in them are known to have a longer life expectancy than those that tend to bite their lip and bottle their true feelings up. These latter types are much more likely to explode at some point in the future – rather like a time bomb ticking inexorably towards an explosion of epic proportions.

And there's more good news. Arguing is actually good for your relationship. How so? Arguing equals communication – the exchange of information and views that are considered important enough to share when one feels safe enough to share them. They are an expression of honesty, of trust, of respect. If you really care about a relationship, you want to express such truths rather than simply brush them under the carpet.

So, as long as you keep your arguments to the point and remember to actually listen to what your partner is saying, feel free to go ahead and get it all out in the open. Whatever you do though, make sure that you don't get involved in personal attacks. Then a good argument needn't be an act of war as much as one that will create a stronger bond and a healthier, longer life.

## Unit 2 Learning for life

### 2.1 Vocabulary

« 1.15 » Exercise 10, page 17

**B = Ben S = Sarah**

- B:** Hello.
- S:** Hi, Ben. Where are you?
- B:** I'm at home.
- S:** What are you doing later? I thought you might like to come out.
- B:** Oh. I can't. I've got to catch up on my work. It's starting to pile up.
- S:** What work?
- B:** I need to brush up on my French – we've got a test, remember?
- S:** But that's not till next week! You need to cook up a better excuse than that!
- B:** It's not an excuse – I've also got to read up on the Second World War for history.
- S:** Oh lighten up! It's Friday night. Do your reading now and then you can come out when you've finished. It won't take long.
- B:** Hahaha, I'm not like you. It's easy for you, you love history – you lap it up.
- S:** Well, I do like history. But listen, I've summoned up the courage to ask you out – the least you can do is say yes.
- B:** Oh. Well, OK, then. Give me half an hour.

## 1.17 Exercises 12 and 13, page 17

**I = Interviewer A = Amy M = Matt R = Rob S = Sally**

- I:** How do you cope with exams, Amy?
- A:** Not very well. I try to keep things in perspective – I tell myself it's just an exam and what's the worst that could happen? But unfortunately, it doesn't calm me down. I'm a bundle of nerves on the day of the exam, and by the time the exam starts, my heart is pounding and my mind goes blank. I force myself to get a grip but I'm sure I don't perform as well as I could because of the nerves.
- I:** How about you, Matt?
- M:** I get butterflies in my stomach before an exam. But once the exam starts, it's as if a weight has been lifted and a calm comes over me and I just get on with it. I suppose it's because I know there's nothing more I can do – the period leading up to the exam is when I'm a nervous wreck!
- I:** And you, Rob?
- R:** It depends on how confident and prepared I feel. If I know I've done the work, I'll take exams in my stride. But if I feel unprepared or out of my depth, I'll get nervous and probably make a mess of the exam.
- I:** Sally, how do you cope with exams?
- S:** It might sound weird but I actually like exams. I think I perform well under stress. I'm not the kind of student who does all their coursework and gets consistently good marks. I tend to cram for a couple of weeks and sail through the exams. Of course, I forget everything two weeks later!

## 2.3 Grammar

### 1.19 Exercises 2 and 3, page 20

**A = Interviewer B = Interviewee**

- A:** Hi, we're here today, taking a closer look at the idea of communities of practice – groups of people who come together to share their experiences and their expertise and learn from each other. Here in front of us, on the beach, are a group of young people, mostly male, aged between about fifteen and twenty-five, and they're all practising some tricking moves. Ali, can you quickly tell us what tricking is?
- B:** Yes, it's a kind of combination of acrobatics and martial arts. The kids here do it on the beach all year round. They use these big lorry tyres, buried in the sand, as a trampoline and they spend hours and hours jumping off the tyres and doing tricks off them. They watch each other and discuss the moves and practise over and over. That's how they learn.
- A:** So how long would you say these young people have been tricking?
- B:** There's no way of telling really ... The original group members may have been doing it for years while the younger ones might have been taught more recently. Some of these really young ones could just have joined the group. See the guy in the white T-shirt – he must have been doing it for a couple of years, I'd say.
- A:** Yes, he's really good! He can do some amazing things!
- B:** The younger kids very often film the acrobatics on their mobiles.

- A:** Yes, I saw them recording one trick on their smartphones the other day. Why do they do that? I thought it must be so they could learn from the more experienced members of the group ...
- B:** Well, yes, they could well be doing it so they can watch the clips afterwards and talk about the techniques. But the guy in the white T-shirt may watch the film later too. If he does, it will certainly be to help him improve his technique.
- A:** And how do you think he learnt that move to start with? I mean, he can't have learnt it by himself ...
- B:** Who knows? He could have been part of another group and moved on to form his own tricking gang or he may have learnt the first tricks online ...
- A:** So there's a whole online community also?
- B:** Yes, that's right. The clips they're filming on their phones ... most likely they post them straight to a YouTube channel – there's a huge global community out there sharing and learning together. That's an important part of the community of practice too, sharing online as well as face-to-face. A lot of trickers learn their moves online.
- A:** Wow – that must be so inspiring!
- B:** Yeah, I think it is ... but the most motivating thing is just getting it right. Look! Watch him.
- A:** Wow, he can't be doing that! That's amazing!

## 2.5 Listening

### 1.20 Exercises 2 and 3, page 22

**M1 = Man 1 W1 = Woman 2 M2 = Man 2 W2 = Woman 2**

#### Dialogue 1

- M1:** I bought a desk for my study from this online retailer – you know, it was pretty reasonable – not super-cheap but not that bad. And they delivered it and it was flat pack, um – so I had to put it together myself.
- W1:** Flat pack furniture is beyond me. I don't buy it any more because I'm just useless at putting it together.
- M1:** Yeah, well, I was pretty useless that day too ... So I got the instructions out and it was like this list of letters and numbers, which were supposed to correspond to the pieces but I found the whole thing very vague and actually more confusing than helpful. The physical pieces seemed to bear almost no resemblance to what was on the paper. Anyway, I tried to keep my composure and I kind of managed to work out what it was they meant. I just used plain common sense!
- W1:** Well done you. I find it impossible to get to grips with those kind of manuals – they're always confusing or there's not enough information or they're missing a page ... I mean I've been there!
- M1:** Yeah, and then I tried to improvise ... I managed to find an Allen key which they didn't provide so I had to use my initiative there. Anyway, I finally started to build this thing, got halfway through it, and got to the point where putting the whole thing together proved impossible without an extra pair of hands.
- W1:** What a nightmare! I would have given up there and then.
- M1:** Anyway, I was going to throw in the towel, then I thought I'm not going to let this defeat me. So, I went for a quick walk round the block to clear my head, you know. And I happened to meet a neighbour and asked him for help.

## Dialogue 2

**W2:** Have you ever consulted an online video for help with fixing something? You know, one of these 'how-to' videos? I'm a bit wary of them – I'm not sure I trust the advice fully.

**M2:** Yeah, I have used them. When I've had 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 installing an update for my computer and I went online immediately, and this guy sorted out the whole problem for me in no time!

**W2:** So it's professionals sponsored by tech companies? Otherwise, it seems odd to me.

**M2:** Not always. It's often ordinary people who've had 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 to follow because they're like tutorials that show you how to fix problems step by step. You'd think that the videos posted by experts might be too complicated or too difficult for the average person to follow, but they're not.

**W2:** 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 don't get it the first time. When real experts choose to share their knowledge with everyone for free it's really helpful.

**M2:** Absolutely – it's good to know help is just a few clicks away.

## Dialogue 3

**M3:** We're having some people over on Thursday evening if you want to join us. Nothing fancy, but you'd be welcome.

**W3:** Can't do Thursday I'm afraid. Dog training classes.

**M3:** Dog training? I thought you were an expert?

**W3:** Well, I've had dogs for most of my life ... and I always thought that I could train them myself, that I didn't need any help ...

**M3:** Yes, I mean ... you've had loads of experience.

**W3:** Well right, but Booster is proving to be a right handful; more than I can handle. I mean I've had problematic dogs before that would try to run away or whatever but I was never worried they would try and attack someone. To be frank, Booster is so aggressive it scares me, especially when he meets people he doesn't know ... It's a nightmare just going for a walk with him – he's totally unpredictable.

**M3:** And if you can't pull him into line, that's saying something.

**W3:** Well, I've tried everything, but to no avail. I've had to swallow my pride and start with a dog trainer. Not individual lessons, mind you. I was advised to enrol in a class with other dogs and their owners and actually it's proved very reassuring to be with others who share the same concerns as you. They all have problem dogs so we're all in the same boat if you know what I mean.

**M3:** Well, I do, yes. And I guess if you had individual lessons ... I mean, he might be obedient in class but when you get down the park, he might start misbehaving again. This way he gets acclimatised to other people and other dogs.

**W3:** Exactly. The whole experience has been very positive so far. As I said, it's good to feel part of a group who are going through the same experiences as you, to feel an affinity with them ... together you can learn better I think.

**M3:** Well, I'm sure Booster would agree.

**W3:** Ha! Yes, he probably would.

## 2.6 Speaking

### 1.22 Exercises 2 and 3, page 23

**P = Presenter D = Dawn S = Scott**

**P:** There's no doubt that homeschooling is a growing trend and there are a lot of strong opinions about it. We talked to several people to get their views on the topic.

First, we spoke to Dawn, a secondary school teacher, who has studied the phenomenon in her area. So, Dawn, what do you think?

**D:** Well, first of all, I really don't think it's a practical solution for a lot of families. Take a family where both parents are working and can't afford to pay for expensive private tutors. They don't have time to dedicate to schooling their children – so for them school is the only option. And you know, there are a lot of things that schools offer that homeschooling can't. A case in point is the question of socialisation, you know, kids getting to spend time with other kids. It's a really important aspect of school and it often gets undervalued.

**P:** Thank you, Dawn.

**D:** My pleasure.

**P:** We also asked a homeschooler, sixteen-year-old Scott, what he thought about people who said that homeschooled kids don't learn how to socialise as much as other kids.

**S:** I'm sorry but I think they're wrong. In my case, I spend a lot of time with other homeschooled kids doing projects together at each other's houses. Kids who go to school, OK, they're together in class for hours every day but are they socialising? No! Look at my cousin, Rob. He's at school from 8:30 till 4. When he gets home, he has to do his homework, that takes another couple of hours and so he's hardly got any time to see his friends – or to dedicate to the things he's really interested in.

**P:** And what are the things you're interested in? Can you give us an example?

**S:** Sure. One of the most notable examples I can think of was when I was twelve. I wanted to build my own computer. I became completely obsessed with it and spent all day, every day, just finding out stuff, for instance, getting the right parts and the best prices and learning to put it all together. I was very proud of the final product, and I think it's a prime example of the kind of thing you have time to do when you're homeschooled. If I'd been going to school, well, I guess I'd have given up, you know, there just wouldn't have been enough time to pursue the project.

**P:** Thanks for speaking to us Scott. Well, that's been our report on homeschooling. On our next edition, we'll be talking about ...

## Focus Review 2

1.23 Exercise 9, page 27

**M1 = Man 1 W1 = Woman 1 G1 = Girl 1 B = Boy  
G2 = Girl 2**

### Dialogue 1

**M1:** Ann! Haven't seen you for ages!

**W1:** I've been on back-to-back business trips for the last few months. Just drawing breath now!

**M1:** Well, you've got my sympathies. I suppose it all just merges into one huge airport and you only know where you are by looking at the name of the airport when you get off the plane. Just dull! Rather you than me!

**W1:** Well, you know, I find it really exhilarating! I'm in international education so I work with schools in different countries. It arouses all my do-gooding instincts – I feel I really am making a difference to people's lives and helping them achieve to the very best of their abilities.

**M1:** That must be rewarding.

**W1:** It's incredibly rewarding and I'd never get that from an office job at home! And over the years I've established very close relationships with people from all walks of life, all over the world; not to mention the huge variety of places I've seen. No, travelling as I do is amazing! When I think how all these people and places have enriched my life, I feel very fortunate.

**M1:** Yes, I can see that it suits you, but I think I'll keep travel for my holidays!

### Dialogue 2

**G1:** Have you thought about your gap year?

**B:** Yes. I'm seriously considering going to North and South America and travelling. These places will be so different culturally to what I can experience here. And I think I can learn from their problems.

**G1:** That's a huge area you're talking about! It's like saying you can learn from Europe's problems, when Europe is actually made up of a multitude of individual countries each with their own distinct problems!

**B:** Well, actually, a number of the issues you can see in Europe have their equivalents there. Look at migration and ethnic population mix, for example. I don't think the roots of these problems can be essentially too different. And it doesn't hurt to expose oneself to different cultures and just to admire some of the most amazing natural phenomena in the world. When else am I going to see the Grand Canyon or go up the Amazon into the rainforest?

**G1:** Aha, that's what's really behind it. You just want to be a tourist! Don't you think that if all these issues exist here on your own doorstep, it's more worthwhile to stay and work for a local NGO? After all, you're not going to get that chance again either!

### Dialogue 3

**M2:** So I hear that your family will be moving on again soon. How do you feel about that? You must find it disruptive.

**G2:** Well, it's not unexpected. My mum's company relocates her every three or four years. The company guidelines actually recommend that children go

to boarding school for exactly that reason – not to disrupt their lives. I count myself lucky, though, that my parents have kept me with them.

**M2:** I bet. Surely modern education systems can cope well enough nowadays with pupils changing schools every now and again.

**G2:** What annoys me most is that people who don't move around the world as we do always make a big thing about moving schools being detrimental to one's education and interfering with the ability to form lasting relationships. But, well, there's more than one way of being educated and I've yet to hear any hard evidence of travel affecting one's connection with other people!

**M2:** Yeah, I'm not sure. But like I say, in this day and age I don't see why it should be such a big deal. Plenty would probably argue that it's even a good thing getting to meet new people and seeing new things. Anyway, I'm more interested to know which of the places you've been to has impressed you the most?

**G2:** Oh, everywhere has been pretty good. The place before this was Botswana, which was really interesting – I had a great time at school there. I love the outdoors too so that was good: from the Kalahari desert to the Okavango swamps! Awesome!

## Unit 3 Let's eat

### 3.4 Use of English

1.29 Exercises 2 and 3, page 33

**A = Announcer**

**A:** I'm sure a lot of you love eating all those unusual dishes that form part of any trip to an exotic location. For example, you can try snake in China or you can gobble up insects like fried beetles in Thailand or grasshoppers in Mexico. But did you know that some of these strange foods can actually be dangerous for you? For example, Jamaica's national fruit, the ackee, has to be fully ripe before you eat it and its black seeds are toxic and bad for the blood, so are perhaps best avoided altogether. Likewise, in Brazil, many people like cassava, also known as tapioca, but when you eat this root vegetable make sure to peel and cook it thoroughly – raw it is poisonous! You can die! And one of the creepiest dangerous foods is sannakji from Korea, in case you're wondering – this is raw baby octopus. The thing is alive even when you chop off its tentacles, they carry on moving and can even stick to your mouth and throat so that you choke. So, if you must eat this – make sure to chew before swallowing! But did you know that you don't need to travel to encounter potentially dangerous foods? For example, you might not think twice about reaching for a few nuts when someone hands out a bowl of cashews. But did you know that raw cashews (the ones you buy in the shops are not raw but have been steamed to have a poisonous chemical taken out) are really bad for your stomach? So, don't eat cashews unless you're absolutely sure of the source. Yes, that innocent-looking nut can be fatal. You have been warned!