

**LIBRIS**

We know  
books

# FOCUS 5

SECOND EDITION

**B2+/C1**

STUDENT'S BOOK

	VOCABULARY	READING
<p><b>1</b> <b>The ties that bind</b></p> <p><b>DOCUMENTARY</b> </p> <p>p. 112 Remarkable relationships</p>	<p><b>pp. 4–5</b> Personality and relationships; personality adjectives; collocations; common phrases <b>Reading:</b> A blog post about a grandmother</p>	<p><b>pp. 6–7</b> An article about friendships in literature <b>Vocabulary:</b> Collocations; word pairs; prepositions <b>Exam Focus:</b> Matching</p>
<p><b>2</b> <b>Learning for life</b></p> <p><b>DOCUMENTARY</b> </p> <p>p. 113 The cost of a good education</p>	<p><b>pp. 16–17</b> Studying and exams; exaggerated synonyms; phrasal verbs; phrases – relaxed/stressed <b>Reading:</b> An article about exam preparation techniques</p>	<p><b>pp. 18–19</b> An article about studying abroad <b>Vocabulary:</b> Adjectives and adverbs; phrases; collocations <b>Exam Focus:</b> Gapped text</p>
<p><b>3</b> <b>Let's eat</b></p> <p><b>DOCUMENTARY</b> </p> <p>p. 114 The future of food</p>	<p><b>pp. 28–29</b> Cooking and eating; food; kitchen/dining sounds; collocations <b>Reading:</b> An article about top chefs' pet hates</p>	<p><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</p>
<p><b>4</b> <b>The new thing</b></p> <p><b>DOCUMENTARY</b> </p> <p>p. 115 Helpful hackers</p>	<p><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</p>	<p><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</p>
<p><b>5</b> <b>All in a day's work</b></p> <p><b>DOCUMENTARY</b> </p> <p>p. 116 Big idea, big business</p>	<p><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</p>	<p><b>pp. 54–55</b> An article about young entrepreneurs <b>Vocabulary:</b> Collocations; word building <b>Exam Focus:</b> Matching</p>
<p><b>6</b> <b>Journeys</b></p> <p><b>DOCUMENTARY</b> </p> <p>p. 117 Ziferblat – a café with a difference</p>	<p><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</p>	<p><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</p>
<p><b>7</b> <b>Express yourself</b></p> <p><b>DOCUMENTARY</b> </p> <p>p. 118 Painting a better world</p>	<p><b>pp. 76–77</b> Theatre and musicals; exaggerated synonyms; theatre words; compound adjectives <b>Reading:</b> A review of a musical</p>	<p><b>pp. 78–79</b> An article about the poet Kate Tempest <b>Vocabulary:</b> Word families; collocations <b>Exam Focus:</b> Multiple choice</p>
<p><b>8</b> <b>Text me!</b></p> <p><b>DOCUMENTARY</b> </p> <p>p. 119 The Big Data revolution</p>	<p><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></p>	<p><b>pp. 90–91</b> An article about a fitness mobile game <b>Vocabulary:</b> Phrases; synonyms <b>Exam Focus:</b> Multiple choice</p>
<p><b>9</b> <b>Future generations</b></p> <p><b>DOCUMENTARY</b> </p> <p>p. 120 The real fashion victim</p>	<p><b>pp. 100–101</b> Global warming; synonyms; environmental problems; animal idioms <b>Reading:</b> An article about meat consumption and global warming</p>	<p><b>pp. 102–103</b> An article about UN celebrity ambassadors <b>Vocabulary:</b> Collocations; phrases; prefixes <b>Exam Focus:</b> Gapped text</p>

pp. 112–120 Video worksheets

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

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

## 1

The ties  
that bind

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

Jane Austen, Northanger Abbey

## DOCUMENTARY VIDEO



## REMARKABLE RELATIONSHIPS

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



## VOCABULARY

Personality and relationships • personality  
adjectives • collocations • common phrases

*I can talk about relationships and personality.*

## SHOW WHAT YOU KNOW

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

1 look / ~~put~~ / take after

2 put / take / fall up with

3 grow / miss / split up

4 depend / live / look up to

5 depend / get / find on

6 put / go / fall out with

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

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

myblog.com

What My Grandmother  
Means to Me

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



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

The first thing people notice about her is her diminutive stature! She's tiny and getting smaller. Apparently she once reached the dizzy heights of 1.5 metres and I remember shooting past her at the age of twelve. She may be short but she's always possessed an iron will. If she  
10 doesn't want to do something, she simply puts her foot down and refuses. I'm sure this is where I get my **obstinate** nature from. I am always flattered when her friends tell me that I remind them of her and I hope I will be as **unprejudiced** as she is when I reach the ripe old age of eighty. Not many people of her generation would have  
15 reacted as she did when I told her I was taking a year out of my studies to backpack around the world. She did not bat an eyelid but noded in approval and told me she thought I'd have a wonderful time.

Even though my grandmother is in her eighties, mentally she's still very **sharp**. I was so proud of her when she learnt to use the Internet  
20 so that she could keep in touch with me when I was travelling abroad.

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

She's suffered many hardships over the years, more than her fair share – a lost baby, the death of a brother in the war, Grandad's long  
25 illness. She doesn't have a bad word to say about anybody. Mind you, she can be wonderfully **irreverent** at times, especially on the subject of politics. I've often thought that the world would be a better place with somebody as **down-to-earth** as she is in charge.

# LIBRIS

We know  
books

3 Read the blog entry below and answer the questions.

Why does Ruth's grandmother make Ruth feel:

- 1 flattered?
- 2 proud?
- 3 touched?
- 4 thankful?

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

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



I love her colourfully cluttered home, which always smells of the latest home-baked treats. When I go round now, I still expect to hear the cheerful sound of her **faithful** little dog scuttling to the door. When he passed away suddenly a few years ago, she must have been heartbroken, but as always, she put on a brave face and got on with it.

I love her unassuming manner and the way she always sees the best in people. I'm thankful for the miracle of DNA which means I've inherited some of the traits of my beloved grandmother, a small lady with an enormous heart.

## WORD STORE 1A Personality adjectives

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

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

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

## WORD STORE 1B Collocations

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

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

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

## WORD STORE 1C EXTRA Collocations

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

## WORD STORE 1D Common phrases

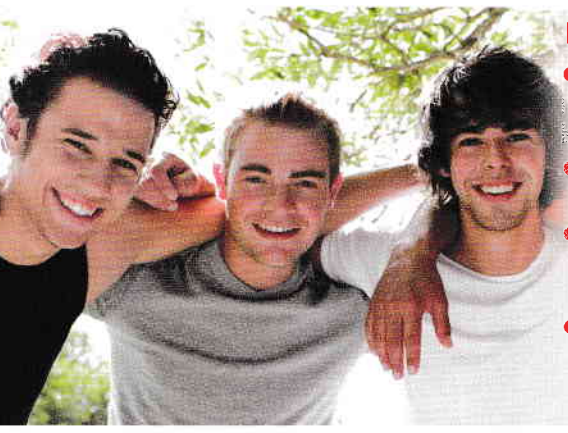
10 **1.5** Complete WORD STORE 1D with the highlighted phrases in the blog entry. Then listen and check.

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

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

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

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



**MALES are likely:**

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



**FEMALES are likely:**

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

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

**EXAM FOCUS Matching**

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

Which section of the article mentions:

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

# Being Friends

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

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

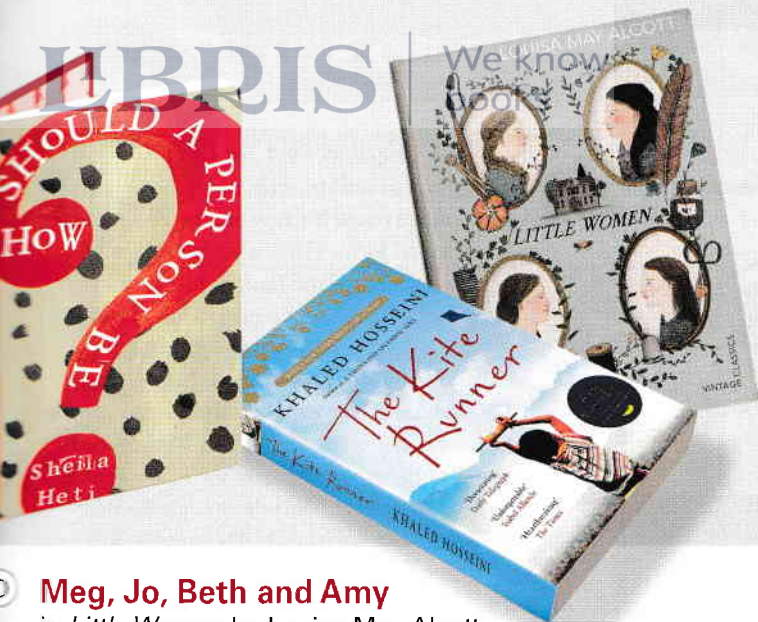
It is only in chapter six of *The Adventures of Tom Sawyer* that we are introduced to Huckleberry Finn. Homeless and carefree, his father a vagabond, the teenage boy is idolised by the local children and detested by their parents. Bad influence or not, Huck strikes up a friendship with Tom and the boys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

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

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

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

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



## Meg, Jo, Beth and Amy

in *Little Women* by Louisa May Alcott

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

## Horatio and Hamlet

in *Hamlet* by William Shakespeare

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

## Jules, Ethan, Jonah, Cathy, Goodman and Ash

in *The Interestings* by Meg Wolitzer

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

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

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

## WORD STORE 1E Word pairs

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

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

associate   bond   count   envious   faced  
facet   insight   portrayal   stand   trust

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

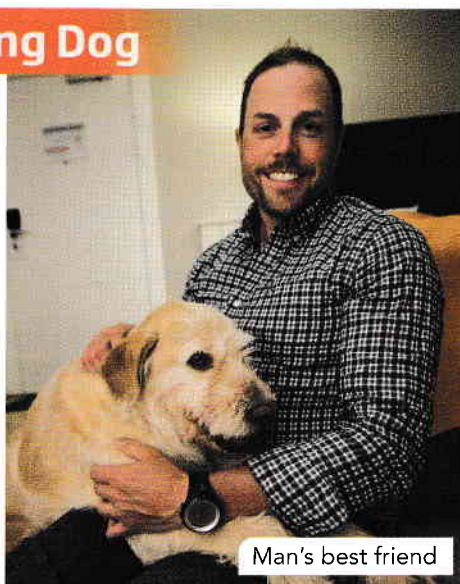
### 7 SPEAKING Discuss one of the topics below using words in WORD STORE 1E, Exercise 4 and 6.

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

- 1 SPEAKING** Look at the photo in Exercise 2. Discuss why the man and the dog are such good friends.
- 2** Read the article and answer the questions.
  - How did the friends meet?
  - Why do you think the story was so popular?

## Arthur the Racing Dog

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



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

### GRAMMAR FOCUS

#### Aspect

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

- 4** Choose the correct option.

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

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

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

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

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



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



# USE OF ENGLISH

books

Future in the past

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



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

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

Submitted 1 day ago • by Jordan

*Have a nice flight*

<div style="display: flex; justify-content: space-between; align-items: center;"> <span> Air Company</span> </div>			
Name of passenger ELIZABETH GALLAGHER		Name of passenger ELIZABETH GALLAGHER	
From New York	Flight IAF123	Date 21 DEC 14	Time 07:15
To Milan		To Milan	
Gate 05	Boarding till 06:40	Seat 15A	Time 07:15
Gate 05	Boarding till 06:40	Seat 15A	Seat 15A

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

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

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

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

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

## LANGUAGE FOCUS

### Future in the past

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

#### Past Continuous

They **were visiting** eight countries.

was/were **going to**

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

would/wouldn't

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

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

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

Other phrases: **be about to** (go), **be supposed to** (fly),

**be on the point of** (starting)

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

about   going   point   was   wasn't   would

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

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

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

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

- a But that felt very restricting, so I did something impetuous. (4)
- b But I was wrong! I went on to do a completely different job.
- c But it was cancelled at the last minute.
- d However, my grandmother persuaded me not to.
- e But time slipped by and it was three a.m. when we eventually got home!

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