



NATIONAL
GEOGRAPHIC
LEARNING

THIRD EDITION

OUTCOMES

ADVANCED C1

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with Mike Sayer

THIRD EDITION

STUDENT'S BOOK



OUTCOMES

ADVANCED

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 **NATIONAL
GEOGRAPHIC**
LEARNING



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 - Tell stories and share urban myths
 - Work together to create a plan to improve a city
- Developing conversations:** Reinforcing, emphasizing and exemplifying a point



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<ul style="list-style-type: none"> Phrasal verbs <i>Would</i> 	<ul style="list-style-type: none"> Describing people Relationships 	<ul style="list-style-type: none"> An article about long-term partnerships and science 	<ul style="list-style-type: none"> Three short conversations about different people Five people talk about an incident involving a young man
<ul style="list-style-type: none"> Cleft sentences 	<ul style="list-style-type: none"> Society and culture Things in the house Phrases with <i>thing</i> 	<ul style="list-style-type: none"> An article about surprising objects in different cultures 	<ul style="list-style-type: none"> Three conversations about society and culture in different countries Three British people talking about their own cultural identities A lecture about identity
<ul style="list-style-type: none"> Alternatives to <i>if</i> Alternative conditional patterns 	<ul style="list-style-type: none"> Consequences Elections and politics Voting 	<ul style="list-style-type: none"> An article about democracy in Switzerland. 	<ul style="list-style-type: none"> Two conversations about current social topics Five people talking about voting
<ul style="list-style-type: none"> Participle clauses 	<ul style="list-style-type: none"> Nights out Describing books 	<ul style="list-style-type: none"> An opinion piece about free-time activities, children and parenting 	<ul style="list-style-type: none"> Two conversations about nights out A radio feature about books and reading
<ul style="list-style-type: none"> Ellipsis and substitution 	<ul style="list-style-type: none"> Arguments and discussions Conflict and resolution War metaphors 	<ul style="list-style-type: none"> An article about a degree programme called Peace Studies 	<ul style="list-style-type: none"> Two conversations in which arguments occur Three radio debates about news stories connected with conflict
<ul style="list-style-type: none"> Passive infinitive and <i>-ing</i> forms 	<ul style="list-style-type: none"> Talking about science Word families Statistics 	<ul style="list-style-type: none"> An article about predictions in sci-fi 	<ul style="list-style-type: none"> Two conversations about science stories in the news An extract from a radio programme about statistics
<ul style="list-style-type: none"> Compound adjectives Using auxiliaries to add emphasis 	<ul style="list-style-type: none"> Describing scenery Animals Stereotypes 	<ul style="list-style-type: none"> Descriptions of different animals and how they live 	<ul style="list-style-type: none"> Two conversations about holiday photos A lecture about language and gender

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<ul style="list-style-type: none"> <i>Will</i> for habits and assumptions 	<ul style="list-style-type: none"> Medical procedures Actions, processes and the body Nouns based on phrasal verbs 	<ul style="list-style-type: none"> A blog about different hacks for health and well-being 	<ul style="list-style-type: none"> Two conversations about surgical procedures Five doctors talking about their jobs and issues connected to their work
<ul style="list-style-type: none"> Linking words and phrases 	<ul style="list-style-type: none"> Sports and events Talking about gaming Phrases with repeated sounds 	<ul style="list-style-type: none"> A blog post about the impact of gaming on students 	<ul style="list-style-type: none"> Three conversations about sport A podcast about word games and word play
<ul style="list-style-type: none"> Emphatic inversion 	<ul style="list-style-type: none"> Personal histories Historical events 	<ul style="list-style-type: none"> An article about mysterious historical sites 	<ul style="list-style-type: none"> A conversation about a remarkable person A short academic presentation about an aspect of history
<ul style="list-style-type: none"> Reporting verbs with the passive 	<ul style="list-style-type: none"> Commenting on news stories Common sayings News headlines 	<ul style="list-style-type: none"> An article about a paparazzo 	<ul style="list-style-type: none"> Five short conversations about the news A mock radio news bulletin
<ul style="list-style-type: none"> Relative clauses and prepositions 	<ul style="list-style-type: none"> How's business? The economy and finance Business situations 	<ul style="list-style-type: none"> An article about money and debt 	<ul style="list-style-type: none"> Two phone calls between business colleagues Part of a business meeting where the speakers discuss a financial loss and a new product
<ul style="list-style-type: none"> Prepositions 	<ul style="list-style-type: none"> Style and fashion Trends Verb forms and word families 	<ul style="list-style-type: none"> An article about a trend that seems to have no end 	<ul style="list-style-type: none"> Six short conversations about clothes and style A discussion on a radio programme about the media and mental health
<ul style="list-style-type: none"> Probability and future phrases 	<ul style="list-style-type: none"> Accidents and injuries Laws and regulations Talking about danger 	<ul style="list-style-type: none"> A news report and a newspaper editorial related to compensation culture 	<ul style="list-style-type: none"> Two conversations about accidents A radio phone-in about the internet.

1

Cities

IN THIS UNIT, YOU:

- describe and relate your experiences of a city
- tell stories and share urban myths
- work together to create a plan to improve a city

SPEAKING

- 1 Work in pairs. How many adjectives can you come up with to describe the place in the photo?
- 2 Work in groups. Make a list of as many advantages and drawbacks of living in this place as you can think of. Decide if you would live there or not.
- 3 In what ways is the place in the photo similar or different to where you live?



7 Look at the Grammar box and correct the mistakes in the sentences. One sentence is already correct.

- 1 There are some absolutely fancy shops around there, despite the crumbling buildings.
- 2 There was just a really buzz about the place and we had an absolute whale of a time.
- 3 It was just a simply amazing thing to experience – an absolute dream come true.
- 4 The area is incredibly quiet and the streets are very, very deserted at night.
- 5 It was really and really run-down, with some buildings just completely derelict.

8 Think of three examples for these categories and write a comment using intensifying adverbs and adjectives. Then share your ideas in groups.

- a city / area you know
- a night out you had
- a weather experience
- something in the news
- something that went wrong
- something you'd recommend

G See Grammar reference 1A.

DEVELOPING CONVERSATIONS

Reinforcing, emphasizing and exemplifying a point

We often use similes to emphasize or exaggerate a point in our anecdotes. The listener may respond with *Really?* *Yeah?*, etc. and we then reinforce the point with a further example introduced with *Honestly*, *Absolutely*, *I swear*, etc.

A: *It's like hitting this thick wall of heat.*

B: *Gosh. Really?*

A: *Honestly. You'd just die if you walked for any length of time.*

9 Match the sentences (1–6) with the examples (a–f).

- 1 It's like Beverly Hills round there.
 - 2 The place is like a building site.
 - 3 They treated us like royalty.
 - 4 They treat the road like a race track.
 - 5 It was like talking to a brick wall.
 - 6 It was like a fridge in there.
- a They drive along there at 100 miles an hour.
 - b They just refused to do anything whatsoever to help.
 - c It's all just massive, gated mansions with fancy cars parked outside.
 - d The aircon was on so high, I had to put my coat on.
 - e They provided this incredible five-course dinner.
 - f They're constantly repairing the roads and crumbling buildings.

10 Use the sentences and examples in Exercise 9 to have conversations. Add words like *honestly*, *seriously* and *literally* where appropriate.

A: *It's like Beverly Hills round there.*

B: *Really?*

A: *Seriously. It's all just massive, gated mansions with fancy cars parked outside.*

CONVERSATION PRACTICE

11 Write the names of two cities you have been to. Make notes about aspects of the cities and think of at least one thing that happened to you in each city.

12 Now have conversations about your chosen cities. Begin with *Have you been to ...?* Keep the conversation going by asking questions to get more details or by making comments like *Really?* or *Yeah?*



Chinatown at night in Bangkok, Thailand.

A real buzz about the place

IN THIS LESSON, YOU:

- describe and relate your experiences of a city
- talk about city life and places you know
- practise listening to conversations about city experiences
- practise adding emphasis to descriptions and anecdotes

VOCABULARY City life

1 Work in pairs. Read the sentences about different cities and areas. Discuss what you think the words in bold mean.

- 1 There are new businesses **springing up** all over the place. There's a **real buzz** about the place.
- 2 There are lots of **grand houses** and **gated apartments** in the area alongside fancy restaurants and designer shops.
- 3 They've invested heavily in the **transport infrastructure, including trams and a metro system**, and it all **runs very smoothly**.
- 4 The **smog** is awful because of the traffic and the climate. You have to wear a mask or you'd **choke on the fumes**.
- 5 There's **not a trace of** rubbish on the pavements. Apparently, you can get heavily fined for **littering**.
- 6 It takes ages to get anywhere because the transport infrastructure is so poor. The traffic often just **grinds to a halt** and you get everyone **sounding their horns**.
- 7 It was quite working class, but it's **experiencing gentrification** now, with a lot of middle-class professionals **settling down** there and investing in the area.
- 8 The city centre was once quite grand, but it's **been somewhat neglected** and you see a lot of peeling paint and **derelict buildings**.
- 9 There are a lot of new residential **developments** springing up **on the outskirts of the city** as people seek more space and access to the countryside.
- 10 There are hundreds of blocks **crammed** into a small area with lots of narrow, **dark and dingy** streets.

2 Work in pairs. Answer the questions.

- 1 What other things might give a place a buzz?
- 2 What's the opposite of buildings springing up?
- 3 What other infrastructure is essential for the smooth running of a city?
- 4 What else apart from traffic might grind to a halt?
- 5 What other signs of gentrification might there be? Why do you think it happens?
- 6 Why might an area become neglected? What other signs might there be?
- 7 Which of these words could describe each place in Exercise 1?

affluent	chaotic	congested	deprived
polluted	run-down	spotless	sprawling
up-and-coming	vibrant	well-run	

LISTENING

3 Listen to two conversations about cities. List the good and bad things you hear about each place.

4 Work in pairs. Compare your ideas from Exercise 3 and discuss the questions.

- 1 What cities do you think the speakers could be describing? Why?
- 2 Which place would you rather live in? Why?

5 Listen again and complete the sentences.

Conversation 1

- 1 It's really wild. It _____ actually.
- 2 We went out with these people and ended up in a place _____.
- 3 You _____ walk really.
- 4 Honestly, you walk out of your hotel and _____ this thick wall of heat.
- 5 It does _____, but as I say, it just has a real buzz.

Conversation 2

- 6 It is, if you like _____.
- 7 It's more lively. There's _____, you know.
- 8 So you wouldn't _____ to live there?
- 9 Don't _____, it is a good place to live if you're bringing up kids.
- 10 So if I _____, I might move back. It's just not what I want right now.

6 Work in groups. Discuss the questions.

- 1 What places, people or things have taken you by surprise?
- 2 Have you ever been out or up till the early hours? What happened?
- 3 What drawbacks are there to the place you live in?
- 4 What 'scenes' are there where you live?
- 5 Where's a good place to settle down in your region? Why?

GRAMMAR

Intensifying adverbs and adjectives

Some adjectives like *spotless* or *fantastic* are ungradable and cannot be used with *very*. They can be made stronger with other intensifying adverbs.

It's **absolutely / completely / utterly / really** spotless.

We can also use the adjective form of these adverbs to intensify nouns.

It was **complete** chaos.

We sometimes combine two intensifiers like these with *and* for added emphasis. *Utter(ly)* usually comes second.

It was **totally and utterly** fantastic.

It was a **complete and utter** waste of time.

With gradable adjectives, we don't usually combine different intensifying adverbs, but you can repeat *very* or *really*.

It's just **very, very** conservative.

It was **really, really** good.

Urban tales

IN THIS LESSON, YOU:

- tell stories and share urban myths
- talk about monuments and legends where you live
- practise avoiding assumptions when reading a text on urban myths
- learn about binomials and use them to discuss city life

SPEAKING

1 Work in groups. Discuss the questions.

- 1 Are there any monuments or places where you live connected to a legend or fairy tale?
- 2 Were you read fairy tales or legends when you were young, or did you learn about them at school? Which ones? Did you like them? Why? / Why not?
- 3 What morals do different legends and fairy tales teach kids? Do you think these are still important lessons for modern kids to learn?
- 4 Have you heard of the term *urban legend*? What do you think it means? Do you know any examples?

READING

2 Read the extract from a wiki entry explaining urban legends on page 11. Then with a partner discuss how far it matches your ideas in Exercise 1. Did you find any new information?

3 Work in pairs. Read the extract again and decide if the following statements are true (T), false (F) or not given (NG) according to the information in the extract.

- 1 Jan Brunvand was the first to talk about urban legends.
- 2 Folklore studies was started by the Brothers Grimm.
- 3 Brunvand believed urban legends aren't simply told for entertainment.
- 4 Some of the stories in Brunvand's collections came from his students.
- 5 Urban legends involve either a crime, injury or death.
- 6 Urban legends are about particular cities.
- 7 Modern society isn't misogynistic.
- 8 Rumour and fake news is becoming more widespread.
- 9 It's easy to differentiate urban myth and rumour.

4 Make a list of six words or phrases from the text that were new for you and that you think might be useful to remember.

5 Work in groups. Compare your lists and agree on the most useful six words or phrases.

6 Work in pairs. Choose two sets of questions to discuss.

- 1 Do you think folklore is a good thing to study and research? Why? / Why not? What tradition or story would you pass on to the next generation?
- 2 Have you heard any variations of the urban myths mentioned in the text? What moral do they teach or what aspects of modern life do they reflect?
- 3 Are there any derelict buildings where you live? Who owns them? What's going to happen to them? Are there any stories about them?
- 4 Do you think rumour, conspiracy and fake news are increasing? Why? Are there any particular rumours circulating at the moment?

VOCABULARY Binomials

V See Vocabulary reference 1B.

7 Binomials are common pairs of words usually linked with *and* / *or* (e.g. *complete and utter* or *dark and dingy*). Read the text and find six more examples.

8 Find twelve more binomials by matching words from each box.

checks	here	hit	hustle	law	long
out	rise	rules	safe	straight	to

about	balances	bustle	fall
fro	hard	miss	narrow
order	regulations	sound	there

9 Listen to the binomials from Exercises 7 and 8. Practise saying them. Which ones do you find hard to say? Practise saying them again.

10 Now complete the sentences with binomials from Exercises 7 and 8.

- 1 _____, cities should be good places for children.
- 2 A certain amount of crime is just _____ of life in the city, I'm afraid. It's unavoidable.
- 3 It can be quite hard to get away from the _____ in the city and find some peace and quiet.
- 4 Our capital is very affluent and only has small pockets of poverty _____.
- 5 We should keep _____ around planning and life in the city to a minimum.
- 6 The fortunes of different cities naturally _____.
- 7 Anyone thinking about moving out of a city should think _____ because it'll be impossible to move back.
- 8 When you're _____ in the city, you'll see a lot of homeless people begging.
- 9 There are plenty of places to eat in the city, but the quality is very _____.
- 10 There has been a breakdown in _____ in some cities and crime is out of control.

11 Work in groups. Discuss to what extent the sentences in Exercise 10 are true or not.

SPEAKING

12 Work in pairs. Use the notes to tell each other urban legends.

Student A: Choose one of the urban myth outlines in File 1 on page 189.

Student B: Choose one of the urban myth outlines in File 19 on page 196.

Urban Legends

'Urban legend' is a term popularized by Professor Jan Brunvand in collections such as *The Choking Doberman and Other 'New' Urban Legends*. Brunvand taught folklore studies, a subject which encompasses a wide range of traditions and culture typically passed on from generation to generation by word of mouth or by imitation rather than the written word. One area of folklore is fairy tales and myths, such as those collected by the Brothers Grimm in the early 19th century, which typically involve magic or monsters and carry a moral. In his early days at Utah University, Brunvand found that students saw folklore as fundamentally old and not something that was part and parcel of modern life. Partly to counteract this attitude, he introduced his students to the idea of the urban legend.



Urban legends have much in common with ancient myths like Medusa.

Brunvand argued there were many stories that circulate in our own society and function in much the same way as fairy tales. He started collecting these urban legends and asked his students to contribute stories they heard or saw reported in the media.

Similarities with myths and fairy tales

Listeners might not immediately recognize urban legends as essentially modern fairy tales because they are typically introduced as happening to 'a friend of a friend' rather than set 'Once upon a time'. Other realistic details are added by the teller, such as setting the events in a real city, using common names or reporting specific dialogue. However, while these additions vary from place to place, the core plot remains the same everywhere and as these same stories are told so far and wide, they are clearly as fictional as any fairy tale.

Similarly, the modern-life contexts of most urban legends – crime, office work, sewage systems, suburban homes – may give an air of authenticity but, on closer examination, the stories actually share many unreal features of older legends: magic, monsters, violence and horror. For example, the 'magic' may be the mystery of someone returning a 'lost' item only to find the owner has been dead for some time; the monster may be a spider living in a woman's hairdo; the violence and horror could be a burglar being maimed by a dog, or a boyfriend coming to a grisly end after he abandons his partner.

And just as stories such as *Medusa* or *Hansel and Gretel* may have reflected those societies' misogynistic attitudes or fear of famine, Brunvand suggested urban legends may reveal something about the darker side of city life and what we are afraid of in contemporary society.

Differences to rumour and conspiracy

Urban myths have much in common with rumours, conspiracy theories or fake news, and the boundaries between them are not cut and dried. They are all fictions that get retold orally or through social media but, by and large, rumours and conspiracy theories arise in response to particular events which we feel threatened by. For example, a rumour could 'explain' why a building has collapsed or what might replace it. Rumours are often pieces of information, whereas urban myths are first and foremost 'horror' or entertainment stories with a beginning, middle and end.

Urban Legend examples

The babysitter: a babysitter gets phone calls time and again telling them to check the kids who are sleeping upstairs. The babysitter phones the police who trace the next call to the same house the babysitter is in.

Cockroach eggs in drinking straws: someone in a fast food restaurant notices their coke tastes off and finds lots of tiny specks. Subsequent research reveals an epidemic of cockroach eggs in fast food straw dispensers throughout the city.

The jogger's wallet: a man chases down a mugger and reclaims his wallet ... only to find his own wallet is actually at home.

Alligators in the sewers: wild animals – usually gators, but also wild pigs! – are discovered by labourers doing work on the city sewer.

Urban planning

IN THIS LESSON, YOU:

- work together to create a plan to improve a city
- talk about urban plans and policies
- practise identifying main ideas in a podcast about Neom
- explain predictions and expectations related to plans

VOCABULARY Urban plans and policies

1 Complete the sentences with the correct pair of words.

consultation + imposed	demolish + from scratch
envisaged + materialize	harness + renovate
initiated + spiralled	inward + thriving
pump + beacon	pilot + scale it up
undertook + credited	

- 1 The council cut business taxes to **attract** _____ **investment** and invested heavily in skills training to **establish a** _____ tech **industry**.
- 2 They've decided to _____ **the derelict buildings** and **start** _____ with a new development.
- 3 The plan is to _____ **billions into** renewables and **become a** _____ **for** green technology and sustainable living in the future.
- 4 It **was originally** _____ the museum would attract tourists and inward investment, but few tourists came and the investment **failed to** _____.
- 5 The plan aims to _____ existing **expertise** in the community to _____ parks and buildings.
- 6 The previous mayor _____ **an ambitious plan** to redevelop the city centre, but it's run into financial difficulties as the **costs have** _____.
- 7 The city _____ **a big campaign** against antisocial behaviour, which **was** _____ **with** reversing rising crime rates.

- 8 The _____ **project** to encourage more cycling was a success and now there are plans to _____ **to the whole** city.
 - 9 The housing was **developed in close** _____ **with** locals rather than being _____ **top-down**.
- 2 Work in pairs. Discuss if each of these plans could happen / could have happened where you live. Why? / Why not?**

LISTENING

- 3 **FS** **▶** Speakers will often quickly add a short explanatory phrase that's not essential to the main sentence. Listen and write what you hear.
 - 4 **▶** Listen to an introduction to a radio discussion about a project called Neom. Find out the significance of the following:
- | | | | | | |
|---------------|---------|-----|-----|------|------|
| St Petersburg | 500,000 | two | 170 | 2030 | 2045 |
|---------------|---------|-----|-----|------|------|
- 5 **Work in groups. Share your initial thoughts on Neom and think of at least six questions about the project that your discussion raises.**
 - 6 **▶** Listen to the rest of the discussion and see if any of your questions are answered.



Urban planning students discuss a city model.

7 Complete the notes with one to three words from the discussion in each space. Then listen again and check your answers.

- 1 Neom is part of Saudi Arabia's attempts to transition to a post-oil _____.
- 2 The two blocks that make-up Neom will be separated by _____.
- 3 The transport system that's envisaged is comparable to one in _____.
- 4 Ambitious plans can often help to boost _____.
- 5 Cities grow as a result of economic migrants who may start _____.
- 6 Planners can't easily predict the emergence or failure of _____.
- 7 In 2013, the city of Detroit went _____.
- 8 Some argue the best way for places to recover is through _____.
- 9 Positive changes and renovations in areas are often instigated by _____.
- 10 In the future we're going to see an increase in _____.

8 Work in pairs. Choose three questions to discuss.

- 1 From what you have heard, do you think Neom will thrive? Why? / Why not?
- 2 Do you know of any new cities or towns that were planned from scratch? What are they like now?
- 3 Do you know of any cities that have grown a lot over the last few decades? Why? How? What's good or bad about very large cities?
- 4 Do you know any public spaces that have changed where you live? In what way? What do you think of the changes?
- 5 What examples of public art are there where you live? What do you think of them? Do you think it's good to spend money on public art? Why? / Why not?

GRAMMAR

Passive structures for plans and predictions

We often use a limited number of verbs in the passive to talk about plans and predictions, especially in more formal communication.

*The building work **is projected to be completed** by 2030.*

*It's **intended to be** a beacon for international business.*

*The budget **is set to rise** to nearer a trillion dollars.*

*The population **is expected to have reached** nine million by 2045.*

*Companies that **were expected to provide** thousands of jobs are failing.*

9 Work in pairs. Look at the examples in the Grammar box. Answer the questions.

- 1 How do you show a plan / prediction has changed?
- 2 How do you emphasize the plan / prediction is achieved before a certain time?
- 3 Which verb describing the plan / prediction is in the passive?

10 Work in pairs. Think about a city or town you know. Write at least six sentences using the patterns in the Grammar box. Think about things like:

demographics	size / building work
politics and elections	different areas
jobs and industry	past developments

G See Grammar reference 1C.

SPEAKING TASK

11 Work in groups. You are going to decide how to improve the city of Oldbury. You have \$50 million available. Read the information and follow the instructions (not necessarily in this order).

Oldbury is a small city of 250,000 inhabitants. There's an important chemical works on the southern outskirts of the city which generates employment. A coal mine in the surrounding area had also been a source of work but has closed. There's also some tourism related to mountains to the west of the city, a castle and a very run-down historical centre that dates back 300 years. The city has a well-known sports team (which is struggling), and a good university specializing in engineering. There's high unemployment, mainly concentrated in the old centre and in the suburb near the chemical works. The city is quite congested as the transport system is limited to buses.

- Choose a leader.
- Identify the biggest issues.
- Brainstorm some ways to improve the city and research how other cities have made improvements.
- Decide what you'll spend the \$50 million on.
- Discuss how you could raise more money for further improvements and what they might be.
- Estimate the time scale and what results are expected.
- Prepare a presentation for the class.

12 Take turns to present your group's ideas. Ask questions about the other presentations and raise any concerns.

MY OUTCOMES

Work in pairs. Discuss the questions.

- 1 What did you find intriguing or educational about this topic?
- 2 Have you gained confidence in telling anecdotes? In what ways?
- 3 What lexical or grammatical problems did you have?
- 4 How will you reuse and recycle language from this lesson outside of class?

2

Relationships

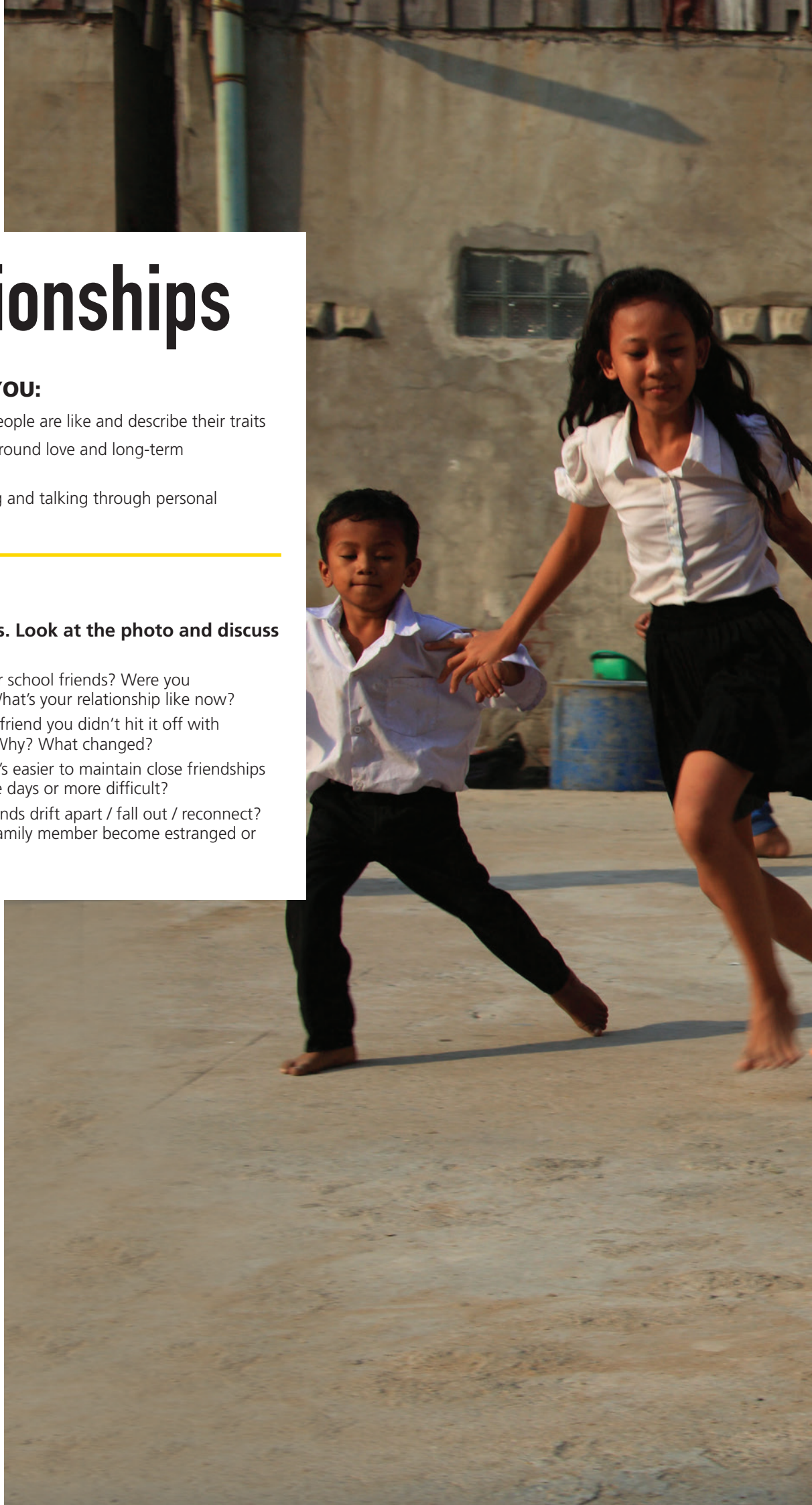
IN THIS UNIT, YOU:

- explain what people are like and describe their traits
- discuss issues around love and long-term relationships
- roleplay sharing and talking through personal problems

SPEAKING

1 Work in groups. Look at the photo and discuss the questions.

- 1 Who were your school friends? Were you inseparable? What's your relationship like now?
- 2 Do you have a friend you didn't hit it off with immediately? Why? What changed?
- 3 Do you think it's easier to maintain close friendships over time these days or more difficult?
- 4 Why might friends drift apart / fall out / reconnect? Why might a family member become estranged or ostracized?





Kids play football in a school yard in Phnom Penh, Cambodia.

Get the impression

IN THIS LESSON, YOU:

- explain what people are like and describe their traits
- give examples of different characteristics and behaviour
- practise listening to conversations about different people
- describe people you know and what they are like

DEVELOPING CONVERSATIONS

Giving your impression

If we want to ask about and give our impression of people we have only met a few times or only know by sight, we often use these questions and structures.

What do you make of the guy with the hat?

What's your impression of your new boss?

He seems fairly laid-back.

She strikes me as someone you can trust.

He comes across as a real gentleman.

I get the impression / feeling she's very principled.

1 Work in pairs. Ask each other questions about:

- people in the photos on this page
- famous people you think your partner may have seen on the news, TV, etc.
- people you see in your local area

VOCABULARY Describing people

2 Work in pairs. Discuss what you think the phrases in bold mean or how to translate them into your first language. Don't use a dictionary.

- 1 She's so **full of herself** and goes round like she owns the place.
- 2 She's always a willing listener and is very easy to **confide in**.
- 3 She's **prone to** see things as a criticism and get very defensive.
- 4 Maybe it's simple shyness, but he very much **keeps himself to himself**.
- 5 It can be quite hard work talking to her. She needs to **lighten up a bit**.
- 6 She's one of those people who never panics and just **takes everything in their stride**.
- 7 I put it down to his **sheltered upbringing**. He's not had much experience of the world.
- 8 He just thinks everyone's **got an agenda** and is only interested in themselves.
- 9 He's gone through so many difficulties in his life but he never **gets dragged down**. He always bounces back and stays cheerful.
- 10 He's one of those people whose positivity **rubs off on other people** and they light up a room.
- 11 He's not one of those people who has to be the centre of attention. He's just very **conscientious** and helps to get the job done.
- 12 I'd say it's more that she's principled. She **sticks to her guns** and doesn't back down when people are trying to pressure her.

3 Now match the sentences in Exercise 2 (1–12) with these descriptions (a–l).

- a He's an incredibly **bubbly** and upbeat person.
- b He's a bit of a **loner**.
- c She's very, very **approachable**.
- d She can be very **prickly**.
- e Well, I'd call it a real **stubborn** streak.
- f I find that utter **arrogance** really annoying.
- g He's a real **team player**.
- h He can be incredibly **naïve**.
- i It's his sheer **resilience** that impresses me.
- j She can be very **intense**.
- k She's incredibly **laid-back**.
- l He's such a **cynic**.

4 **P** **▶** Listen to the words from Exercise 3 and practise saying them on their own and in a phrase. Which words or phrases do you find hard to say? Practise saying them again.

5 Spend a few minutes trying to memorize the sentences in Exercise 3. Then work in pairs and test each other. Take turns to read a sentence from Exercise 2. Your partner should remember and say the sentence from Exercise 3.

A: *She's always a willing listener and is very easy to confide in.*

B: *I know. She's very approachable.*



6 Work in pairs. Choose four of these ideas to explain to your partner.

- some of your family's traits, interests or talents that have rubbed off on you
- an instance where you stuck to your guns
- people or things at work or school that can drag you down
- a time you were a bit naïve
- a time you confided in someone, or they confided in you
- a time you were the centre of attention
- the words in Exercise 2 that definitely do and don't apply to you

LISTENING

7 ▶ Listen to three short conversations about different people. Answer the questions for each story.

- 1 Who is the person they mainly talk about?
- 2 What is the person like?

8 ▶ Work in pairs. Decide if these sentences about the conversations in Exercise 7 are true (T) or false (F). Then listen again and check.

Conversation 1

- 1 The department is doing OK, despite their incompetent boss.
- 2 The boss has a manager who isn't very supportive.
- 3 The speaker thinks managers are more focused on promotion than dealing with problems.

Conversation 2

- 4 The musician talks a lot about social issues that are important to him.
- 5 According to one speaker, the musician gives a lot of money to charity.
- 6 The speakers trade insults at the end of the conversation.

Conversation 3

- 7 Pilar gets on well with everyone in her student flat.
- 8 Pilar doesn't study very much.
- 9 Pilar feels a bit let down.

9 Work in groups. Choose three sets of questions to discuss.

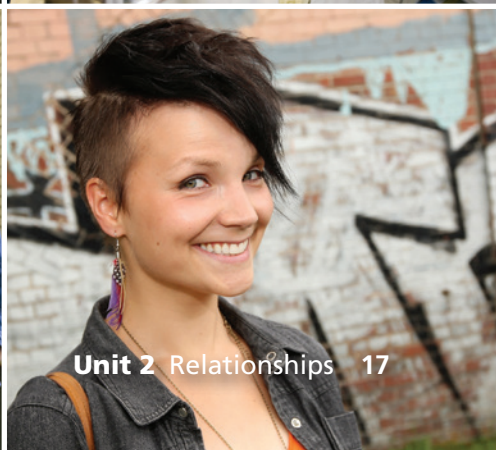
- 1 What would you do in the first speaker's situation? Do you know anyone who has a difficult relationship with their boss? Why?
- 2 Can you think of any celebrities who try to raise awareness of a cause? What's the cause? What do you think about it?
- 3 How common is it for students to share accommodation in your country? Have you ever shared accommodation with anyone? If yes, how was it? If not, how would you feel about it?
- 4 Do you know anyone who's 'a bit of a slacker'? Do you ever trade insults with friends as a joke? What kind of insults?

CONVERSATION PRACTICE

10 Think of a person you know for each of these categories. Prepare to describe them and give examples of their habits and things they say or do. Say how you feel about them and why.

- someone in your family
- someone that can be described with words from Exercises 2 and 3
- someone you get on really well with
- someone you don't get on with at all
- someone quite unusual, eccentric or annoying
- someone you admire

11 Work in pairs. Exchange names. Ask questions and tell each other about the people on the lists. Find out as much as you can.



Getting together

IN THIS LESSON, YOU:

- discuss issues around love and long-term relationships
- identify arguments and opinions in a text about love and science
- respond to a text by sharing your own ideas and experiences
- practise using phrasal verbs to talk about relationships

READING

1 Work in groups. Discuss the questions.

- 1 Look at the photo. What do you think of this method of meeting a partner?
- 2 Make a list of other ways of meeting a partner. What are the pros and cons of each?

2 Work in pairs. You're going to read an article about long-term partnerships and science. Discuss how these phrases might relate to the topic.

go through rough times	cling on to the dream
step in and guide us	narrows down users' choices
carried out scans	parts of the brain lit up
boils down to our willingness	talk through the issue

3 Now read the article and see if your ideas were correct.

4 Work in pairs. Choose the correct answer.

- 1 Why is Fred and Doreen Wilson's story included?
 - a They have broken a record.
 - b They have been studied by social scientists.
 - c They illustrate an ideal many people have.
- 2 What does *alimony* in the third paragraph refer back to?
 - a the financial cost of divorce
 - b the social cost
 - c perseverance
- 3 What argument is NOT made about free apps compared to paying websites?
 - a It's easy to find a date.
 - b You can't expect to get good results if it's free.
 - c Too many users give false information.
- 4 What do the neuroscientists' discoveries suggest about being in love?
 - a Addicts are more likely to fall in love.
 - b We have no control over our feelings.
 - c People react in random ways to pictures of their partners.
- 5 What conclusion is NOT drawn by the author?
 - a The research is interesting.
 - b People shouldn't get married.
 - c There are important questions science can't answer.

5 Work in groups. Discuss these questions.

- 1 Do you think there is anything missing from the list of why couples stay together? Why do you think couples without kids are more likely to stay together?
- 2 Do you know anyone who has had a long relationship? What do you think is their secret?
- 3 How far do you agree with the author's conclusion? What might be a different view of love and marriage?
- 4 What can governments do to help people in their relationships? What policies may damage relationships?

GRAMMAR

Phrasal verbs

Grammatically, there are different types of phrasal verb.

Type 1 phrasal verbs have no object.

*Parts of the brain **light up** in scans.*

Type 2 phrasal verbs have an object or *-ing* form that always goes after the particle(s) – unless they are passive.

*It **boils down to** our willingness to see good.*

Type 3 phrasal verbs can have the object before or after the particle, but pronouns always go before.

sort out problems / sort problems out / sort it out (but NOT **sort out it)**

Type 4 phrasal verbs can have two objects.

My friends really helped to **see me through my divorce / it.**

6 Work in groups. Look at the Grammar box. Then do some research and match these phrasal verbs to their type. They may match more than one.

account for	agree on	back up	call off
cater for	come between	draw on	fend for
get into	go through with	keep from	move on
read up on	see through	split up	

7 In sentences 1–9 add the correct missing particle for each phrasal verb in the correct place.

- 1 There are not enough dating sites that **cater** older people.
- 2 You should never **keep** anything your partner.
- 3 It's important to **read** parenting before you have children.
- 4 It's important for couples to **agree** one approach to parenting or it can **come** them.
- 5 When things are tough, couples need to **draw** the support of friends to **see** them it.
- 6 Before you **get** a long-term relationship it's important you have learned to **fend** yourself.
- 7 If you have doubts about your wedding, it's better to **call** it than **go** it.
- 8 You should always **back** your partner if they **get** a dispute with someone else.
- 9 If things are not good in a marriage, it's always best to **split** and **move**.

8 Write four more opinions on dating and relationships using phrasal verbs.

G See Grammar reference 2B. 

SPEAKING

9 Work in pairs. Decide on eight sentences from Exercises 7 and 8 that you both agree on.

A woman inspects profiles at a matchmaking event. Jinan, China.

CAN SCIENCE CURE OUR HEARTACHE?

Daria Karpenko discovers what insights science can offer into love and attraction.

Fred and Doreen Wilson are not your average husband and wife. In fact, having just celebrated their 75th wedding anniversary, they may well enjoy the nation's longest-lasting marriage. 'There's no great secret to our success,' muses Fred. 'We've always got on very well and respected each other, but neither of us has ever expected the other to be the only source of happiness in life. We've been off and done our own things, which has kept things fresh. When you go through rough times, people often think changing partners will help, but hardly anyone ever ends up better off as a result.'

Given that in many countries four out of ten marriages now end in divorce, examples of such devotion, patience and perseverance may seem like a thing of the past. But the appearance of such stories in the media is testament to the fact that people seem to cling on to the dream of finding a life partner, despite the evidence that more often than not, it won't happen. And perhaps modern societies also still want relationships to last forever because of the social and financial costs marital breakdown can entail.

It's perhaps unsurprising then, that science and technology is increasingly being used to step in and guide us in an area that was previously dominated by lonely hearts ads in newspapers and in-person matchmaking events, such as the one in the photo above. What's more, there's money to be made in helping people find the perfect match and one that will help them avoid heartache and alimony in later life.

In the field of online dating, it certainly appears you get what you pay for. While many free apps let people match up with a simple swipe of the finger, their success in finding a long-term partner is decidedly hit and miss. More pricey dating sites apparently have a much better track record, with the leading brand claiming that someone finds love on their site every fourteen minutes. The difference may be in the algorithms. Dating sites ask users to fill out extensive questionnaires of up to 150 items to get a detailed idea of their preferences. The resulting data is then analyzed using a sophisticated mathematical formula which narrows down users' choices.

However, other researchers are questioning how far people actually know their own minds when stating what they want from a partner. Research based on interviews before and after speed-dating suggested that people's stated preferences before the session were quite different to the people they actually set up dates with.

To try and analyze what's going on inside the brain, neuroscientists carried out scans on people who say they are deeply in love. They found that when the subjects were shown pictures of their beloved, the same parts of the brain lit up, while another part was deactivated. The active areas were associated with reward, desire, euphoria and addiction, whereas the inactive area was associated with fear, which means we literally drop our guard and can become blind to our partners' faults. Further research found that when subjects were asked to focus on faults that their partner had, the 'love' activity in the brain tapered off.

So, falling in love might boil down to our willingness to see the good in people, but some researchers argue that willingness will be affected by the randomness of our previous experiences and the circumstances in which we meet. A first date could fail just because the weather puts us in a bad mood. Given this unpredictability, these researchers argue that instead of thinking that love is something which is found, we should focus on how it can be built.

Which brings us back to Fred and Doreen. Social scientists focus on couples like them to identify traits which have enabled them to stay together. High on the list is desire and respect for each other. That doesn't mean these couples never argue, but they talk through any issues without personalizing them and don't try to sort out problems by text. They also don't expect all their support and intimacy to come from their partner. They certainly celebrate good news and do things together, but each person also finds happiness within themselves and maintains friendships outside the marriage. Finally, and perhaps surprisingly, it seems that the happiest couples never have kids.

These insights are all well and good, but they raise the question of how couples can put them into practice. Should couples get brain scans to check they're in love? Should we have mandatory marriage classes before we tie the knot? Should couples stop having children?

Or maybe the premise of the research is wrong. Perhaps we need to abandon a past world of matchmaking and life partners and embrace a different view of love, marriage and separation. And for that it might be more helpful to turn to philosophers rather than expecting science to solve the problem.

Mixed messages

IN THIS LESSON, YOU:

- roleplay sharing and talking through personal problems
- talk about different kinds of relationships
- listen to different speakers talking about a boy who's in trouble
- practise speculating on the causes, events and consequences of the story

SPEAKING

- 1 Choose which of these relationships you have had. Number them in order from 1 (the biggest influence on your life) to 10 (the smallest influence).

siblings	grandparent – grandchild
life partners	parent – child
colleagues	teacher – pupil
business partners	coach – athlete
neighbours	doctor – patient

- 2 Work in groups. Compare and explain your choices.

VOCABULARY Relationships

- 3 Work in pairs. Read the sentences (a–l) and answer the questions (1–3).

- 1 What relationship from Exercise 1 do you think is being talked about in each case?
- 2 Do you think the relationship is good or bad? Why?
- 3 Could you say this about any relationships you know?

- a He got me through a difficult losing streak when I lost my form and helped me **bounce back**.
- b She's quite frail and **unsteady on her feet** so I keep an eye on her as she has no relatives nearby.
- c When I was a teenager, she really **sparked my interest in science**.
- d I've **collaborated with him** on a number of projects and he's taught me a lot.
- e They're **not on speaking terms** at the moment, which can **make it awkward** at meetings.
- f We're **on first-name terms** as I have to go and see him so often.
- g They maintain a professional relationship, but they **don't see eye to eye** on many issues.
- h They're **at each other's throats** all day and they're constantly competing for my attention.
- i She **puts people at ease** and reassures them about the whole process.
- j She **pushes** them incredibly hard and if she thinks someone's **slacking** they get dropped from the next competition.
- k Whenever there's trouble, he always seems to **single me out**. It's not fair.
- l He doesn't really **pull his weight** with the kids, which can **cause some friction**.



A professional basketball coach speaks to students at school in Chicago, US.

LISTENING

- 4 **FS** ▶ Listen to seven extracts. What modal verb features in all of them?
- 5 ▶ Listen to five people talking about a young man called Toby and an incident he's been involved in. Decide:
- 1 who each speaker is or what their relationship to Toby is.
 - 2 what you think the incident is that they talk about.
- 6 ▶ Work in pairs. Check you understand the phrases in bold then discuss the questions. Listen again and check your ideas.
- 1 What were the **mixed messages** Toby received?
 - 2 What will help him **get back on the straight and narrow**, according to his grandmother?
 - 3 How did the **ridiculous confrontation** come about?
 - 4 Why do you think Toby was **unwilling to back down**?
 - 5 Why has the incident **come as a shock** to his coach?
 - 6 What did Toby **confide to** his coach?
 - 7 Why did the doctor say the man **was in remarkably good health**?
 - 8 Who **came to his aid**?
 - 9 Why did Toby and his girlfriend split up, **when it came down to it**?
 - 10 Where was there **a scene** and what do you think caused it?

GRAMMAR

Would

Would has many different uses, including talking about past habits, giving advice, talking about the future in the past and explaining hypothetical consequences in conditional sentences.

We also use it to give opinions. It often hedges what we are saying – making it sound less certain.

I'd say he has a bit of a stubborn streak. **I'd advise you ...**

I'd expecthim to make a full recovery. **I'd suggest ...**

I would've thought he could go all the way. **I'd recommend ...**

Note where we place the negative:

It's **not** a big setback. **I wouldn't say** it's a big setback.

He **won't** be punished. **I wouldn't imagine** he'd be punished.

- 7 Write at least one opinion about the story of Toby using the hedging phrases with *would*. Think about:
- what you think actually happened
 - if there's anything that might have avoided the situation
 - what his childhood was like and how it might have affected him
 - why the different people have the opinions they do
 - what might happen to Toby now
 - what advice you'd give to him and the people he knows
- 8 Work in groups. Share your ideas and see if you agree.

G See Grammar reference 2C.

SPEAKING TASK

- 9 **M** Work in groups of three. You are going to roleplay some conversations. Follow the instructions.

Student A: Look at File 2 on page 189.

Student B: Look at File 20 on page 196.

Student C: Look at File 32 on page 200.

- Read your three problems and choose the one that you think is most interesting.
- Plan how to describe the problem as if it was really happening to you.
- Think about some details to add.

- 10 Now roleplay a conversation about each problem.

- Take turns to describe your problem.
- Respond by sympathizing, sharing experiences, giving advice, offering reassurance, etc.
- Use language from the box.
- Agree on a course of action. Begin like this:

A: *What's up?*

B: *Oh, it's ... (explain the problem)*

Sympathize:

- That must be difficult.
- How awful! I know exactly what you're going through!
- Something similar happened to a friend of mine.
- What an idiot!

Advise:

- I'd talk it over with them directly.
- I'd suggest maybe reading up on ... and agree on one approach.
- Have you been in touch with ...? I'd have thought they could help.

Reassure:

- I wouldn't worry about it. I'd imagine it'll all blow over.
- I would've thought it'd sort itself out.

- 11 When you have discussed one problem each, choose another one or invent your own relationship issue. Have further conversations.

MY OUTCOMES

Work in pairs. Discuss the questions.

- 1 What interesting information about the topic of the lesson did you learn?
- 2 What collocations or interesting language combinations have you learned?
- 3 Was this unit more or less challenging than you expected? In what ways?
- 4 What do you most need to revise from this unit? How will you do that?

Describing visual data

IN THIS LESSON, YOU:

- practise writing a summary of linked charts and tables
- discuss predictions about population
- find and share examples of statistics and trends
- show how statistics / groups can be further broken down

SPEAKING

1 Work in pairs. Look at the table and chart and discuss the questions.

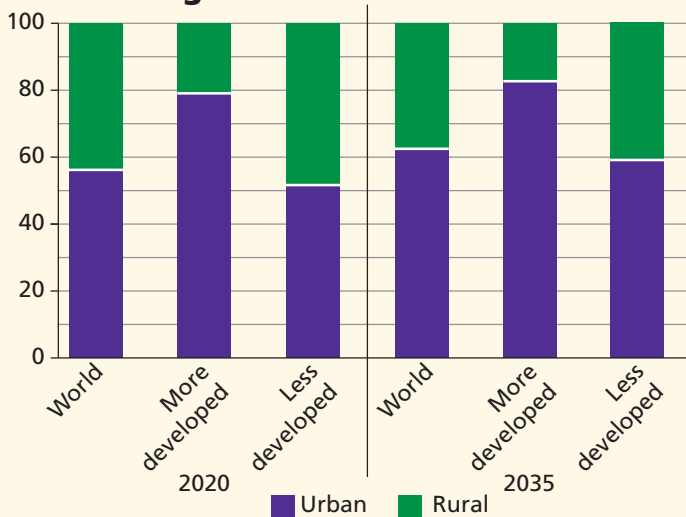
- 1 Which of the countries listed in the table do you think are 'more economically developed' and which 'less economically developed'?
- 2 What are the main facts, predictions and trends that the table and chart show?
- 3 Can you see similar trends in your country?
- 4 How do you feel about these changes? What is good / bad about them?

World's biggest cities by population (in millions)

2020			2035		
1	Tokyo (Japan)	37	1	Delhi (India)	43
2	Delhi (India)	30	2	Tokyo (Japan)	36
3	Shanghai (China)	27	3	Shanghai (China)	34
4	São Paulo (Brazil)	22	4	Dhaka (Bangladesh)	31
5	Mexico City (Mexico)	22	5	Cairo (Egypt)	29
6	Dhaka (Bangladesh)	21	6	Mumbai (India)	27
7	Cairo (Egypt)	21	7	Kinshasa (Democratic Republic of Congo)	27
8	Beijing (China)	20	8	Mexico City (Mexico)	25
9	Mumbai (India)	20	9	Beijing (China)	25
10	Kinki M.M.A. (Osaka), Japan	19	10	São Paulo (Brazil)	24
11	New York (US)	19	11	Lagos (Nigeria)	24
12	Karachi (Pakistan)	16	12	Karachi (Pakistan)	23

pink = city located on coast or major river

Share of population living in urban or rural areas



WRITING

2 Complete the summary of data with information shown in the table and chart.

The table shows the twelve largest cities in the world by population in 2020 and projected figures for ¹_____, while the chart shows the relative size of urban and rural populations in the same years. As can be seen, with the exception of ²_____, all the top nine cities are predicted to grow, which is unsurprising given the continued shift from rural to urban living illustrated in the chart. Delhi and Dhaka are set to have some of the biggest rises in population, increasing by ³_____ and ⁴_____ million respectively, with Kinshasa also growing very substantially.

In the more economically developed countries, nearly ⁵_____ out of every five people already live in cities, and by 2035, the global urban population is expected to rise by just over ⁶_____, the bulk of which will occur in ⁷_____ developed countries. The greater increase in these regions is also reflected in the table. It shows the three cities from the richest countries – Tokyo, Osaka and New York – falling down the rankings in 2035, while two African cities – ⁸_____ and Kinshasa – are forecast to have entered the top twelve biggest cities for the first time.

Finally, it is interesting to note that the majority of these megacities are located on the coast or major rivers and this trend looks set to continue.

3 Work in pairs. Discuss these questions.

- 1 How does the summary start?
- 2 What's the main trend / pattern identified in each paragraph? Were they the same as yours? Does the summary deal with each table / chart separately?
- 3 Why is Delhi mentioned in paragraph 1?
- 4 Why are New York and Kinshasa mentioned in Paragraph 2?
- 5 What specific example or statistic could be used to illustrate paragraph 3?