



NATIONAL  
GEOGRAPHIC  
LEARNING

THIRD EDITION

# OUTCOMES

UPPER INTERMEDIATE **B2**

Hugh Dellar  
Andrew Walkley

**ON THE COVER**

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Volunteers tending to staghorn coral cuttings as part of efforts to restore the Great Barrier Reef, Australia.

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THIRD EDITION

STUDENT'S BOOK



# OUTCOMES

UPPER-INTERMEDIATE

**Hugh Dellar**  
**Andrew Walkley**

 **NATIONAL  
GEOGRAPHIC**  
LEARNING

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- Talk about pictures and art

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# 1

# Entertainment

## IN THIS UNIT, YOU:

- discuss how you spend your free time
- discuss different films and TV series
- talk about pictures and art

## SPEAKING

### 1 Work in pairs. Look at the photo and discuss the questions.

- 1 Why do you think the performance took place in this way? Do you think it's effective?
- 2 Have you heard of any other unusual performances?
- 3 Do you go to concerts much? What kind? What was the last one?
- 4 What's the best concert, play, musical or other performance you've been to?

### 2 Tell your partner about your other interests and how you spend your free time. Think about music, books, films, TV and hobbies. Find five things that you have in common.



The Gran Teatre del Liceu filled its 2,292 seats with plants for a live-streamed performance by the UceLi Quartet. Barcelona, Spain.




# What kind of things are you into?

## IN THIS LESSON, YOU:

- discuss how you spend your free time
- describe films, books and music
- practise listening to people talk about films
- politely disagree with opinions

## LISTENING

- 1  Eight people were asked questions using the structure *Do you ... much?* Listen and write the question you think each person was asked.

## GRAMMAR

### Habits

To talk about habits, we use the present and past simple as well as structures such as *tend to* and *used to*. We also use words and phrases such as *rarely*, *not as much as I'd like to* and *all the time* to show how often.

- My friends and I go out all the time.*
- I sometimes played it for eight or nine hours a day.*
- I don't tend to / I tend not to read much fiction.*
- Did you (ever) use to watch 'Betty, la fea'?*
- We'd hang out all the time, but now we hardly ever do.*
- Not as a rule, no, but I do listen to some jazz (every) now and then.*

- 2 Look at the examples in the Grammar box. Find:

- three sentences about present habits.
- a verb that describes a current habit – it means (*not*) *usually / generally*.
- three different structures we use to talk about past habits.
- phrases that mean *always*, (*not*) *normally*, *sometimes* and *almost never*.

- 3 Complete the sentences by adding one word in each gap.

- I don't \_\_\_\_\_ to go to many concerts these days. I'm too busy working.
- I mostly read stuff for work, but I do read novels every now and \_\_\_\_\_.
- He's basically on TikTok all the \_\_\_\_\_. It's taken over his life.
- We don't go to the cinema as much as we \_\_\_\_\_ to before we had kids.
- I \_\_\_\_\_ ever read books, to be honest. I just read stuff online.
- I used to go out a lot. I \_\_\_\_\_ often go clubbing four or five nights a week.
- As a \_\_\_\_\_, I tend not to listen to dance music. It's not my kind of thing.
- \_\_\_\_\_ you ever use to go to the Teatro Colón when you lived in Buenos Aires?

- 4 Take notes on how your habits have changed. Think about these areas.

- work
- study
- holiday
- eating
- family

Share your ideas with a partner, using some of the structures from Exercise 2. Ask your partner questions to find out more.

**G** See Grammar reference 1A.



Sunday at the Cinema on the Champs-Élysées. Paris, France.

## VOCABULARY

### Describing films, music and books

**V** See Vocabulary reference 1A.

#### 5 Complete the sentences with these words.

astounding    catchy    commercial    disturbing    dreadful  
gripping    hilarious    over-the-top    uplifting    weird

- 1 It's one of those tunes that's very easy to remember – very \_\_\_\_\_.
- 2 It's \_\_\_\_\_ – just really, really funny.
- 3 It didn't do much for me. It's typical big-budget Hollywood – very \_\_\_\_\_.
- 4 It's not an easy read. It's quite upsetting, quite \_\_\_\_\_.
- 5 It's just too much for my liking – really \_\_\_\_\_.
- 6 You can't stop reading it. It's so exciting, so \_\_\_\_\_!
- 7 It's a really inspiring story, really \_\_\_\_\_.
- 8 I can't explain it. It's really strange, really \_\_\_\_\_.
- 9 It's just \_\_\_\_\_ – just a wonderful piece of music.
- 10 Don't go and see it! It's terrible, absolutely \_\_\_\_\_.

**6 P** Listen to words from Exercise 5 said on their own and then with other words. Practise saying them. Which words / phrases do you find hard to say? Practise saying them again.

**7** Write at least two words or phrases that are connected to each adjective in Exercise 5. Tell a partner the words you thought of. Your partner should guess the adjectives.

*astounding – just incredible / amazed by it / made me think / watched it ten times*

## LISTENING

**8 FS** When said fast, three-word chunks often have linking between the words. Listen and write the words you hear.

**9** Listen to two people talking about films. Which statement is true?

- 1 They agree on everything.
- 2 They agree on most things.
- 3 They don't agree on very much.
- 4 They don't agree on anything.

**10** Listen again and answer the questions.

- 1 Do the two speakers go to the cinema much?
- 2 What kind of films are they mainly into?
- 3 Have they seen any films recently?
- 4 What did they think of them?

## DEVELOPING CONVERSATIONS

### Disagreeing politely

You heard the speakers disagree with viewpoints like this:

*Yeah, I guess, but to be honest, I'm not that keen on action movies.*

*It was all a bit too weird for my liking.*

*As I say, it's not really my kind of thing.*

The Suicide Squad was OK / well made / not bad, **I suppose / guess, but ...**

When disagreeing with someone's tastes, instead of saying directly *I don't like it* or *it's really weird*, we often soften our responses by using phrases such as *I'm not that keen on*, *I guess, I suppose, to be honest, for my liking*, etc. We also use *a bit* to soften negative adjectives.

**11 M** Look at the Developing conversations box. Read three short conversations. Soften B's responses using some of the ideas from the box.

1 A: I'm really into music from the 1990s. Nirvana, Pearl Jam, stuff like that.

B: Yeah? I don't like it. It's the kind of stuff my dad listens to.

2 A: Do you like Tarantino? I love his films.

B: He's all right, but I'm not keen on his stuff. It's very over-the-top.

3 A: Have you ever read anything by Daniel Alarcón? His books are fantastic.

B: Yeah. I've read one. It was OK, but it didn't do much for me.

**12** Write a response to each of these sentences, disagreeing politely. Then work in pairs and have conversations using your ideas.

1 I love crime novels like *The Girl With The Dragon Tattoo* and stuff like that.

2 I'm really into opera. It's fantastic.

3 I love pretty much any reality TV show.

## CONVERSATION PRACTICE

**13** Work in pairs. Have conversations about your habits using this guide. Then swap roles.

Student A

Ask questions: *Do you read / listen to music / go to the cinema / watch TV much?*

Ask a follow-up question like: *So what kind of stuff are you into?*

Answer. Then ask: *So what other things do you read / watch, etc.?*

Student B

Answer, giving as full an answer as possible.

Answer. Ask: *Have you ever seen / read ...?*

# It's a big world out there

## IN THIS LESSON, YOU:

- discuss different films and TV series
- read about the growth of non-English-language films
- summarize key ideas in a text
- explain the plot and the appeal of films you have seen

## READING

### 1 Work in pairs. Discuss the questions.

- 1 Do you pay for any streaming services like Netflix? If so, which ones? Why?
- 2 Which country do most of your favourite shows and films come from?
- 3 Do you watch many shows or films from your country? Why? / Why not?

### 2 Read the article on page 11 about the boom in non-English-language programming. Answer the questions.

- 1 Why was the film *Parasite* significant?
- 2 What theory is suggested to explain the film's popularity?
- 3 What's behind the increase in non-English-language films?
- 4 How have technological developments helped?
- 5 What positive comment is made about American films?
- 6 What problems with them are also mentioned?

### 3 Work in pairs. You will each read about two films from different countries. Note down six words, phrases or facts that are most important for each film.

**Student A:** Read the text in File 1 on page 190.

**Student B:** Read the text in File 16 on page 197.

### 4 Work with a new partner who read the same file as you. Follow these steps.

- Compare the words, phrases and facts that you noted down. Explain your choices.
- Help each other with any words or phrases you aren't sure of.
- Discuss why you think the films have been so popular.

### 5 **M** Work with your partner from Exercise 3. Share what you learned about the different film industries and popular local films. Then discuss these questions.

- 1 Have you seen any of the films / shows mentioned in the article or in the texts at the back of the book? If so, which ones? What did you think of them?
- 2 Which of the four films you read about appeals the most / least to you? Why?
- 3 How would you explain the popularity of each film?

## VOCABULARY Plots

### 6 Match each group of three words with one of the texts (a–d). Then complete the texts with these words.

tackles, twists, remake	flaw, adaptation, shot
sequel, smash, revolves	cast, touches, classic

- a *Casablanca* is an all-time <sup>1</sup>\_\_\_\_\_. I must've watched it more than twenty times and every time I notice something new in it. It's got an amazing

<sup>2</sup>\_\_\_\_\_ – including Humphrey Bogart and Ingrid Bergman – and it <sup>3</sup>\_\_\_\_\_ on the fears people experienced and the terrible things they lived through during the Second World War.

b *Old* is an <sup>1</sup>\_\_\_\_\_ of a graphic novel and it was <sup>2</sup>\_\_\_\_\_ in the Dominican Republic. It's a very weird thriller about people on a beach who suddenly start getting old very quickly. If the film has a <sup>3</sup>\_\_\_\_\_, it's that it doesn't leave much to the imagination.

c *Captain America: The Winter Soldier* was a <sup>1</sup>\_\_\_\_\_ hit when it came out in 2014. It's the <sup>2</sup>\_\_\_\_\_ to *The First Avenger*, which was released a few years earlier. The plot <sup>3</sup>\_\_\_\_\_ around Steve Rogers – Captain America – who's in a race against time to stop a terrorist attack.

d *Hide and Seek* is an English-language <sup>1</sup>\_\_\_\_\_ of a South Korean film. It's a psychological thriller filled with shocking <sup>2</sup>\_\_\_\_\_ and turns. Set in New York City, the film <sup>3</sup>\_\_\_\_\_ issues around the wealth gap and the way certain areas are becoming ever-more expensive.

### 7 Work in pairs. Discuss the questions.

- 1 Can you think of five different **issues** a film might **tackle**?
- 2 Can you agree on five **all-time classics**?
- 3 Can you think of three films that are **adaptations of books**?
- 4 What's the opposite of a film that's filled with **twists and turns**?
- 5 Can you think of three films that are **sequels**?
- 6 Can you think of three common **flaws** many films have?
- 7 Can you agree on two films you both think have an **amazing cast**?
- 8 Can you think of any films that were **shot** in your town or region?

## SPEAKING

### 8 Choose three of these topics and make notes on what you'd like to say about them.

- 1 the best film your country has ever produced
- 2 the best TV series you've seen recently
- 3 a film that all the family can enjoy
- 4 a film that made you cry
- 5 a film or TV series that makes you laugh out loud
- 6 the best film / TV series you've ever seen
- 7 a film or TV series from your country that you really hate
- 8 the film industry in your country

### 9 Work in groups. Share your ideas. Are there any recommendations you'd like to check out?



Bong Joon-ho's Oscar-winning film, *Parasite*.

## A WORLD OF DIFFERENCE

21/3/2022

8 comments

Back in 2020, the South Korean film *Parasite* made history by becoming the first ever non-English-language film to win the prestigious Best Picture award at the Oscars. Directed by Bong Joon-ho and set in Seoul, the film is a sharp satire about two families from very different classes – one who live in poverty in a basement flat, and another very wealthy family who live in a huge house on top of a hill. Indeed, many feel that it was the focus on tensions around social divisions that made the film so popular with audiences around the world.

However, the success of *Parasite* is simply the tip of a much bigger iceberg. Over recent years, there's been an explosion of non-English-language films, driven largely by the desire of major streaming services like Netflix, Amazon Prime and HBO to expand their global reach. Local-language programming has helped attract new users as the platforms move into new markets, and shows from places like Germany, France, Spain and South Korea have all been popular both in their home countries and elsewhere. With more than 60% of Netflix viewers now outside the US, maybe it's not surprising

that series such as *Lupin*, *Squid Game* and *Money Heist* were so popular when they came out.

One of the main reasons for the success of many shows is the fact that dubbing technology has improved dramatically. This means it's now possible for people to watch films in their local languages – and the dubbing is no longer anything like as dreadful or as funny as it used to be.

In addition, the growth of interest in non-English-language content perhaps reflects a desire for different stories, and for more variety and creativity. Viewers also seem to enjoy finding common ground across different cultures. While American films are still big business at box offices everywhere, it is perhaps no real surprise that these changes are coming at a time when Hollywood is increasingly reliant on remakes of old classics, sequels to earlier successes and superhero movies. So as Hollywood becomes less ready to take creative risks, audiences are looking elsewhere for original entertainment.

# In the picture

## IN THIS LESSON, YOU:

- talk about pictures and art
- practise listening to a guide in a gallery telling visitors about two paintings
- present a description of a painting

## SPEAKING

- 1 Work in pairs. Read the quotations about art. Discuss what you think each quotation means. How far do you agree with each one? Explain why.

*Modern art = I could do that + Yeah, but you didn't.*  
—Craig Damrauer

*Advertising is the greatest art form of the 20th century.*  
—Marshall McLuhan

*Art is eternal, but life is short.*  
—Evelyn de Morgan

*The more minimal the art, the more maximum the explanation.*  
—Hilton Kramer

## VOCABULARY Talking about pictures

- 2 Work in pairs. Look at this painting. Discuss who the character might be and what you think is happening.



- 3 Read the definitions. With your partner, discuss which adjectives could describe the painting in Exercise 2.

- 1 **Bold** colours are very bright, strong and clear, whereas **subtle** colours are not strong or bright. They're softer and more delicate.
- 2 If a painting is **conventional**, it's traditional and not new or different in any way.
- 3 If a painting is **dramatic**, it contains a lot of exciting action.
- 4 If it's **atmospheric**, a painting creates a special mood – such as a feeling of romance or mystery.
- 5 **Abstract** paintings represent concepts, ideas or emotions, whereas **realistic** paintings show people, objects or events in a more photographic way.
- 6 If it's **ambiguous**, the meaning of the work isn't clear – it's **open to interpretation**.
- 7 If a painting shows a **domestic** scene, you see moments related to home and family.

- 4 Which of these sentences about the painting do you agree with?

- 1 The main character has his back to the viewer, which **creates** a feeling of mystery.
- 2 He **looks as if** he's lost in thought.
- 3 He's **obviously** a sad and lonely man.
- 4 He **seems to** be the most important thing in the painting.
- 5 He **appears to** be looking for something better than what he has.
- 6 He **looks** very proud. I **get the impression** he feels very pleased with himself.
- 7 He **looks like** a very wealthy man.
- 8 It **must** be somewhere in Europe. It **could well** be France.

- 5 Cover Exercise 4. Complete the sentences describing different paintings using words and phrases from Exercise 4.

- 1 I think it could \_\_\_\_\_ be Spain or Italy in this picture.
- 2 Everyone looks \_\_\_\_\_ they're having a really good time in this picture.
- 3 I get the \_\_\_\_\_ she's been crying. She \_\_\_\_\_ really upset.
- 4 They've \_\_\_\_\_ just moved in and are redecorating the whole flat, from the look of it.
- 5 They \_\_\_\_\_ all be students. That looks \_\_\_\_\_ a university canteen to me.
- 6 Everyone in this picture \_\_\_\_\_ to be queuing or waiting for something.

## LISTENING

- 6 Work in pairs. Discuss these questions. Use language from Exercises 3 and 4.

- 1 What do you think the paintings on page 13 show?
- 2 Who do you think the people in the two paintings might be?
- 3 How do you think they're feeling – and why?
- 4 What might the connection between the two works be?

- 7 ▶ Listen to a guide in a gallery telling visitors about the two paintings on page 13. Which six adjectives from Exercise 3 does the guide use?

- 8 ▶ Listen again and answer the questions.

- 1 Where was the artist from?
- 2 Was he well known when he was alive?
- 3 In what way are the two paintings connected?
- 4 In what way might the viewer's first impression of the paintings be wrong?
- 5 Why did the painter include the globe and the Turkish rug?
- 6 Why did the painter include the landscape and seascape paintings within these paintings?



## GRAMMAR

- 9 Look at these examples from the talk in Exercise 7. Then work in pairs to complete the rules.

### Adjectives and adverbs

#### Adjectives

a symbol of the **difficult, stormy** nature of love  
She looks **calm** and **content**.

#### Adverbs

Look **carefully** and you'll notice that ...  
These may look like **fairly** conventional, **fairly** realistic pieces.  
**Sadly**, though, he died at the age of 37.

- Adjectives are often used *before / after* nouns. Adjectives are also often used *before / after* the verbs *be, look, become, seem, get, taste*, etc. to describe the subject of the verb.
  - Most adverbs are formed by adding \_\_\_\_\_ to the adjective, but some have the same form as the adjective: *fast, hard* and *later*. Adverbs can be used to modify verbs, \_\_\_\_\_, other adverbs and whole clauses or sentences.
- 10 Complete the sentences using the adjectives in brackets. Change the adjectives into adverbs where necessary.
- \_\_\_\_\_, Van Gogh did much of his best work while suffering from \_\_\_\_\_ depression. (severe / famous)
  - The painting was \_\_\_\_\_ damaged in a fire and, \_\_\_\_\_, it couldn't be restored. (severe / unfortunate)
  - This \_\_\_\_\_ landscape is by the British artist, Kieron Williamson. \_\_\_\_\_, he was only nine when he painted it. (amazing / lovely)
  - \_\_\_\_\_, some people will just think it's \_\_\_\_\_, but \_\_\_\_\_ some will like it and it may even change the way they think. (obvious / hopeful / weird)

- \_\_\_\_\_, Picasso's work was quite realistic, but it soon changed and \_\_\_\_\_ became more and more \_\_\_\_\_. (experimental / gradual / initial)
- There is a \_\_\_\_\_ debate about these \_\_\_\_\_ Chinese prints, because, well, \_\_\_\_\_ speaking, they were stolen before they were donated to the museum. (honest / serious / amazing)

**G** See Grammar reference 1C.

## SPEAKING TASK

- 11 **M** Work in pairs.

**Student A:** Look at the painting in File 2 on page 191.

**Student B:** Look at the painting in File 17 on page 198.

**Make notes on the following.**

- what's happening in the painting
- the impression and feelings you have about it
- information about the painter and people in the picture (you can invent this if you want)
- additional comments you want to make about the painter and the painting. Start some comments with adverbs such as *Interestingly, Sadly, Actually*, etc.

- 12 Show the painting to your partner and present your comments and ideas.

## MY OUTCOMES

Work in pairs. Discuss the questions.

- What conversations, listening texts or reading texts did you enjoy the most and why?
- Can you talk about music, books and films more confidently? If so, why? How has this unit helped?
- Which of the four skills (reading, writing, speaking, listening) do you find the most challenging? How has this unit helped with this skill?
- What can you do outside the classroom to revise language or skills from this unit?

# 2

# Sightseeing

## IN THIS UNIT, YOU:

- practise showing people round a town or city
- discuss different festivals and carnivals
- share your feelings about future developments where you live

## SPEAKING

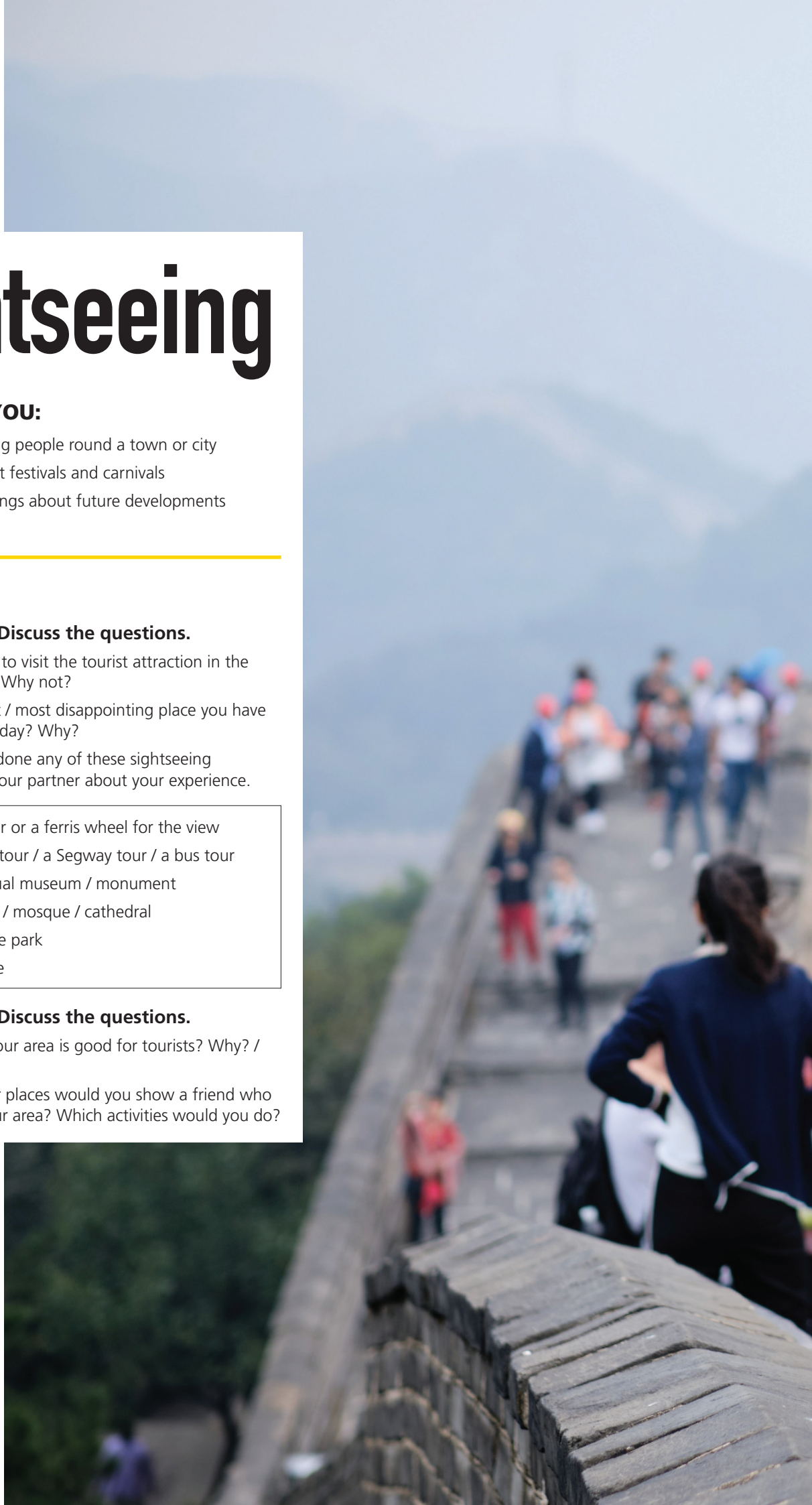
### 1 Work in pairs. Discuss the questions.

- 1 Would you like to visit the tourist attraction in the photo? Why? / Why not?
- 2 What's the best / most disappointing place you have been to on holiday? Why?
- 3 Have you ever done any of these sightseeing activities? Tell your partner about your experience.

go up a tower or a ferris wheel for the view  
go on a bike tour / a Segway tour / a bus tour  
visit an unusual museum / monument  
visit a temple / mosque / cathedral  
go to a theme park  
watch wildlife

### 2 Work in pairs. Discuss the questions.

- 1 Do you think your area is good for tourists? Why? / Why not?
- 2 Which sights or places would you show a friend who was visiting your area? Which activities would you do?



Tourists on the popular Badaling section of the Great Wall, one hour from Beijing, China.



# I'll show you round

## IN THIS LESSON, YOU:

- practise showing people round a town or city
- describe buildings and areas
- practise listening to someone being shown round Belgrade
- use synonyms to agree

## VOCABULARY Buildings and areas

### 1 Work in pairs. Discuss the questions. Use a dictionary if you need to.

- 1 What do you find in a **residential** area? Where are these areas usually?
- 2 What might you want to do to an incredibly **hideous** building or **monument**?
- 3 What might be good or bad about living in a **high-rise** building?
- 4 What kind of buildings and other things might you see in a **wealthy** area? What's the opposite of a wealthy area?
- 5 What might the government do to a **historic** area or building? Why?
- 6 What is bad about a **rough** area? What might be good about it?
- 7 What kinds of buildings might be described as **stunning**? And what do you call the opposite?
- 8 Why might an area become **trendy**? Why might it stop being the cool place to go?

### 2 Work in pairs. Which of the words in bold in Exercise 1 could you use to describe the area in the photo?

### 3 Complete the sentences with these words and phrases.

base	date back	do up
keep an eye on	knock down	open up

- 1 They're planning to \_\_\_\_\_ that building. I won't miss it. It's incredibly ugly.
- 2 It's a very wealthy part of town. Lots of embassies \_\_\_\_\_ their offices there.
- 3 Some of the buildings in the historic centre \_\_\_\_\_ over 600 years.
- 4 It's become quite trendy because of all the cool, arty cafés, but it is still a bit rough so \_\_\_\_\_ your bag.
- 5 A lot of high-rise buildings are going up here, so I expect a lot more shops and restaurants will \_\_\_\_\_ too.
- 6 They really ought to \_\_\_\_\_ that old building. I'm sure it'd look stunning if they did.

### 4 **P** Listen to words from Exercises 1 and 3 on their own and then in a phrase. Practise saying them. Which words or phrases do you find hard to say? Practise saying them again.

### 5 Work in groups. How many adjectives and verbs from Exercises 1 and 3 can your group use to describe buildings and areas where you live?

## LISTENING

### 6 Listen to a Serbian woman and her friend as they drive through Belgrade. Number these things in the order they're mentioned.

- a \_\_\_\_\_ a tomb
- b \_\_\_\_\_ a famous landmark
- c \_\_\_\_\_ little boats
- d \_\_\_\_\_ embassies
- e \_\_\_\_\_ a big entertainment venue
- f \_\_\_\_\_ a museum

### 7 **FS** In fast speech, *it's* is often just said as /s/. This sound then joins together with the word that follows. Listen to four extracts from the conversation that start with *It's*. Write the words you hear.



**world tour**

⋮



♥
💬
✈️

🔖

**world tour** Nothing beats Belgrade in spring  
#Belgrade #Ilovmeycity

- 8** **M** **▶** Listen to the conversation in Exercise 6 again. Take notes on what you hear about each landmark. Then work in pairs to compare your ideas.

Landmark	Notes
New Belgrade	
the Arena	<i>Big concerts / sports events held there. One of the biggest entertainment venues in Europe.</i>
the Ada Bridge	
Manakova Kuca	
St Mark's Church	<i>Built late 1930s – on site of older church. Contains tomb of a great Serbian emperor.</i>
Kalemegdan Fortress	
the Victor Monument	
Dedinje	

## GRAMMAR

### Relative clauses

We use relative clauses to add information about nouns or previous clauses.

- It contains the tomb of Stefan Dusan, who was perhaps the greatest Serbian emperor ever.*
- Over to the right is the Arena, where all the big concerts and sports events are held.*
- You might have seen it on TV. It's the place they held the European basketball finals.*
- There's the Victor Monument up there as well, which was put up after the First World War.*

- 9** Work in pairs. Look at the examples in the Grammar box and discuss these questions.

- Which sentences have a comma?
- If you removed the underlined relative clauses, which sentences would still make sense?
- Do we need a comma before adding a) essential or b) non-essential information?
- Apart from *which* and *who*, do you know any other relative pronouns?
- Do you always need a relative pronoun to add information after the noun?

- 10** Rewrite each pair of sentences (1–7) as one sentence, using a relative clause.

- That statue is of our first president, Vaclav Havel. He was also a famous writer.  
*That statue is of our first president, Vaclav Havel, who was also a famous writer.*
- We're coming up to Polanco. Polanco is one of the wealthier parts of the city.
- Just behind us is the Grand Central Hotel. I was actually married in there.
- And that building is the Courts of Justice. I got divorced there!

- This shop on the left is run by my friend Zora. Her son plays professional football in Turkey now.
- I started working over there in 2017. The area was already quite trendy then.
- In that factory they make trainers. They export them to Europe.

**G** See Grammar reference 2A.

## DEVELOPING CONVERSATIONS

### Agreeing using synonyms

In the conversation in Exercise 6, you heard this:

A: *The houses are **lovely** round here.*

B: *Yeah, they're **amazing**.*

We often use some kind of synonym (a word with a similar meaning) to show we agree.

- 11** Read the Developing conversations box. Work in pairs. Take turns to read out one of the opinions. Your partner should agree using synonyms.

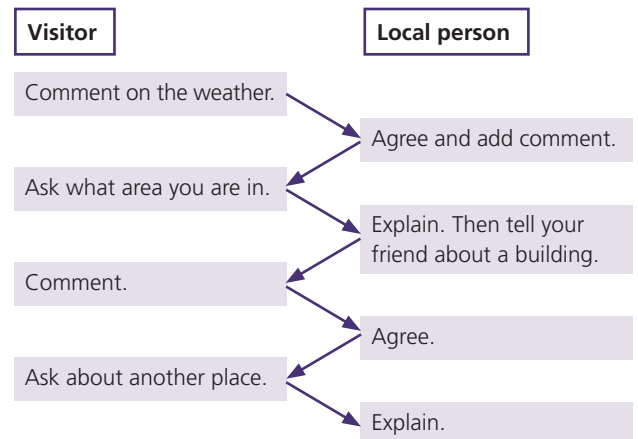
- That's not a very nice-looking building.
- All the houses round here are amazing, aren't they?
- That castle is incredible!
- The river looks wonderful, doesn't it?
- Someone told me that area's not very safe.
- This seems like quite a rich part of town.

## CONVERSATION PRACTICE

- 12** Imagine you are going to show a friend round your hometown, the area, town or city you are in now, or somewhere else you know well. Write the names of four or five places you will see. Think of:

- details about the places.
- what you think of them.
- whether you'd recommend visiting them.

- 13** Now roleplay the conversation. Follow this guide. Continue as long as you can. Then swap roles.



# A carnival atmosphere

## IN THIS LESSON, YOU:

- discuss different festivals and carnivals
- read articles about carnival in different countries
- decide if statements about a text are true or false
- practise guessing meaning from context

## VOCABULARY Festivals and carnivals

**1** Work in groups. Look at the photos in the article on page 19 and discuss these questions.

- 1 What do you know about the history of carnival? Where and when does it happen?
- 2 Why might local people like events like these?
- 3 Why might local people not like them?

**2** Which of these things can you see in the photos?

bonfire	celebrations	costume	fireworks
float	mask	parade	sound system

**3** Match the nouns from Exercise 2 with the phrases (1–8).

- 1 wear a ~ / hide behind a ~
- 2 take part in a ~ / a ~ through town
- 3 ride on a ~ / decorate a ~
- 4 set up a ~ / a really loud ~
- 5 make a ~ / hire a fancy dress ~
- 6 sit round a ~ / throw wood on a ~
- 7 adopt the ~ / take part in ~
- 8 set off ~ / watch a ~ display

**4** Work in pairs. For each of the nouns in Exercise 2, choose one of the collocations in Exercise 3. Think of an example from your own life. Tell your partner your example. Find out if your partner has had similar experiences.

A: I went to a fancy dress party last year and **wore** a scary monster **mask**.

B: Really? I've never been to a fancy dress party.

Floats built by local artists parade in Viareggio, Italy.



## READING

**5** Read the introduction to the article about carnival on page 19 and choose the correct text type.

- a It's from an encyclopaedia entry about carnival.
- b It's an article giving advice on holiday destinations.
- c It's a blog about someone's experiences of carnivals.

**6** Read the texts quickly and decide which carnival destination appeals to you. Explain why to a partner.

**7** According to the text, are the sentences true (T), false (F) or not given (NG)?

- 1 The carnival in Port of Spain was originally a European festival.
- 2 Rich people in Trinidad don't take part in the carnival.
- 3 The carnival in Goa started to become really popular around 60 years ago.
- 4 Only local people can take part in celebrations in Goa.
- 5 There is a protest at every carnival in Dieburg.
- 6 A sweet food is commonly eaten at Dieburg Carnival.
- 7 Dieburg Carnival lasts the longest of the three carnivals.
- 8 The Goan Carnival is the oldest of the three events.

**8** Work in pairs. Read the words in bold in the text. Discuss what you think they mean.

**9** Match the words in bold with their approximate meaning (1–8).

- 1 reach the end
- 2 lines of rocks in the sea
- 3 people walking past a place
- 4 made fun of
- 5 not real / playful
- 6 starts
- 7 stand, sit or lie in a relaxed way
- 8 playing loudly

## SPEAKING

**10** Work in pairs. Discuss the questions.

- 1 Did you learn anything new about carnivals from the texts?
- 2 Think about your answer in Exercise 6. Would you still choose the same festival now you have read the texts again?
- 3 What carnivals or festivals are there near you? How similar are they to the ones you read about? Do you like to take part in them? Why? / Why not?
- 4 Have you ever been to any carnivals or festivals elsewhere? Where? When? What were they like?

# Party round the world

For those with a party mindset, carnival offers the chance to travel the globe. While places like New Orleans and Rio de Janeiro will always grab the headlines, there are in fact carnivals in over 50 different countries. So, if you're looking for something different, we have some suggestions – as well as ideas for what's on offer once the singing and dancing is over.



PORT OF SPAIN, TRINIDAD

It's the largest of all Caribbean carnivals with 300,000 people on the streets in some of the most incredible costumes you're ever likely to see. Carnival here dates back to the 19th century when freed slaves adopted the European festival and made it their own through music and characters like 'Dame Lorraine', which **caricatured** posh people of that time. In the past, calypso musicians sang from the floats in the parade, but these days, you're more likely to hear soca music and the songs of Lord Shorty **blasting out** from the sound systems. Soca is a mix of African and East Indian beats which reflects the island's cultural mix; a mix that is also reflected in the popular carnival dish, *doubles*, a flatbread sandwich filled with vegetable curry.

When things have calmed down, Trinidad offers fantastic beaches and wildlife tours as well as cultural sites such as the Temple of the Sea. For the more adventurous, try scuba diving on the stunning **reefs**.



PANJIM, GOA, INDIA

Goa hosts one of Asia's biggest carnivals. The idea of carnival was first introduced by the Portuguese 500 years ago, but it only really took off in the 1960s. Since then, it has grown to a four-day event and now includes many Goan and Hindu traditions. The festival **kicks off** with a ceremony led by a character called King Momo, who is played by a different local man each year. Among the celebrations that you can enjoy are huge bonfires, sports competitions, **mock** battles between people throwing eggs and dyed flour, and street theatre with the actors playing jokes on **passers-by**. Food favourites at the festival are spicy chicken Cafreal and chocolate pancakes with banana, and local people say they consume enough food and drink to feed a village during carnival.

After all the celebrations, you may want to just **loung**e on one of the many incredible beaches, but if you still have the energy, visit historic sites like Margao, with its stunning mix of classic Portuguese and Indian architecture.



DIEBURG, GERMANY

People in this tiny town have been celebrating what they call *Fünfte Jahreszeit* (the fifth season) since the 13th century. Events start in November but **culminate** in February with, among other things, Old Women's Day, which celebrates a women's protest in 1824 and now involves women cutting up the ties of male friends and family! There are fancy dress parades including traditional German bands, and some of the wildest partying of all the many carnival celebrations in Germany. One must-eat treat for partygoers is the *Krapfen*, delicious jam-filled doughnuts, which help them celebrate long into the night.

After it's all over and you've had all the jam doughnuts you can eat, take a few days exploring the nearby Black Forest with its stunning landscape and beautiful historic villages. For the more active there's also skiing. For the less active, there's more cake!

# A welcome change

## IN THIS LESSON, YOU:

- share your feelings about future developments where you live
- practise listening to people discussing issues around tourism
- discuss issues around tourism
- talk about plans and their impact on the future

## SPEAKING

**1** Work in pairs. Look at the photo. Discuss these questions.

- 1 What has your government or local council done to attract tourists or investment to your country or area?
- 2 Can you think of any new attractions for local people or tourists in your town or region? What do you think of them?
- 3 What is good about tourism generally? What might be bad about it?

## LISTENING

**2** Listen to five extracts where people comment on an aspect of tourism. Match the speakers (1–5) with the situations (a–f). There is one extra sentence.

- a They're living in a popular tourist resort.
- b They're at a protest against tourism.
- c They're in a market.
- d They're visiting a museum.
- e They're in a meeting for investors.
- f They're in a theme park.

**3** Listen again. Match the speakers (1–5) with the correct sentences (a–f). There is one extra sentence.

- a The speaker is looking forward to seeing something.
- b The speaker is frustrated by a situation in their town.
- c The speaker doesn't like souvenirs.
- d The speaker regrets agreeing to something.
- e The speaker broke something.
- f The speaker plays a sport.

**4** Work in pairs. Choose and discuss three sets of questions.

- 1 Do you like to buy souvenirs? Why? / Why not? What kinds of things have you bought?
- 2 How do you feel about theme parks? What's the nearest one to you? What are the best and worst rides you have been on?
- 3 Do you know any places with housing problems? What solutions do you think there are?
- 4 Would you like a new golf course in your area? Why? / Why not? What other sports facilities would be good to have?
- 5 Do you think a museum is a good place to go for a first date? Why? / Why not? What was the last museum you went to? What was it like?



People watch a famous clock strike in Prague's Old Town Square, Czech Republic.