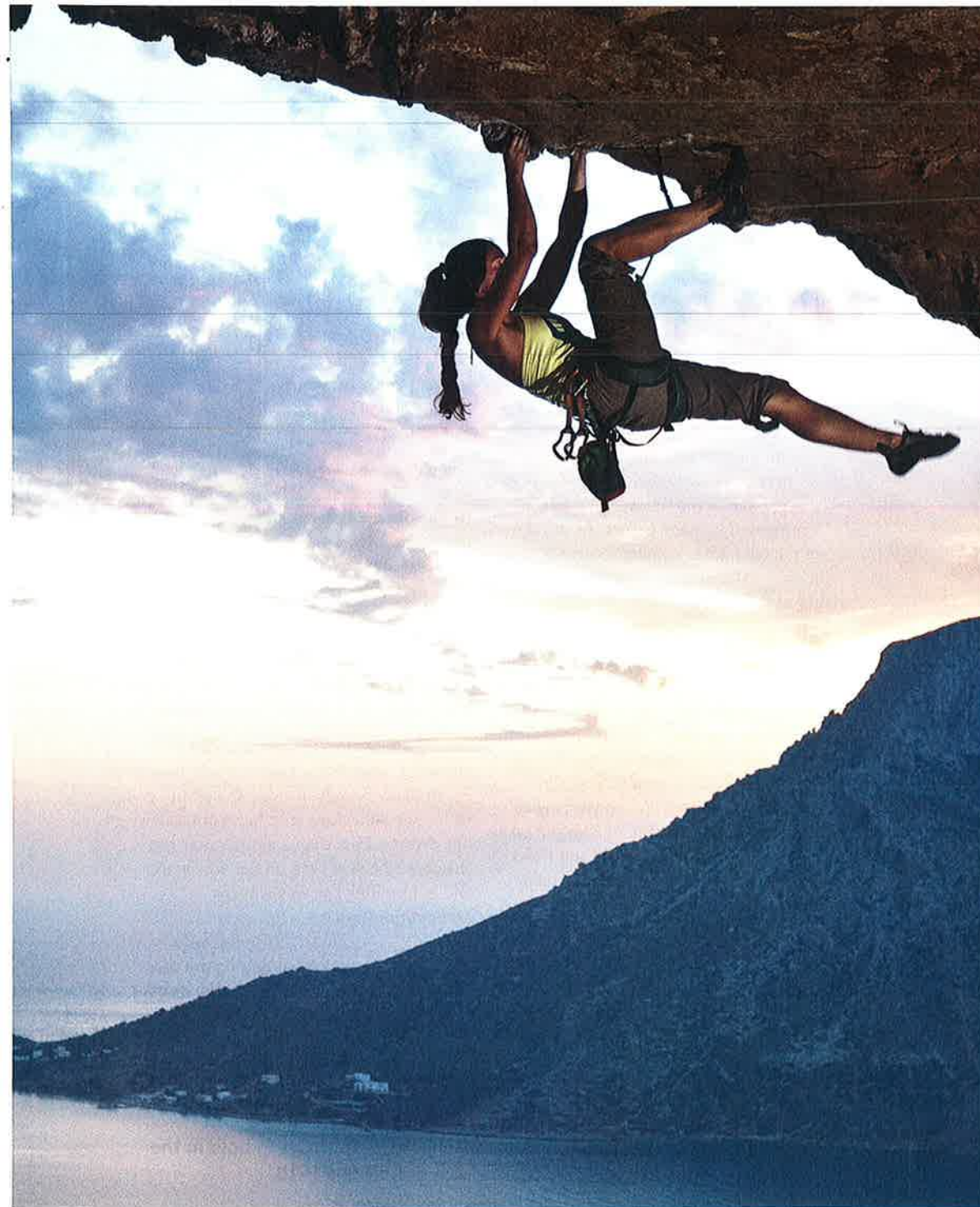


3 challenges



SURFING DREAMS p32



PERSONAL CHALLENGES p35



CONFLICT RESOLUTION p38



OVERPOPULATION p40

SPEAKING 3.1 Tell a story 3.2 Discuss life challenges 3.3 Resolve a problem
3.4 Discuss megacities

LISTENING 3.2 Listen to conversations about personal challenges
3.3 Listen to people discussing everyday problems
3.4 Watch a BBC documentary about the cities of the future

READING 3.1 Read an article about the Soul Surfer 3.3 Read about conflict resolution

WRITING 3.1 Write a short biography 3.4 Write an essay

3.1)) SURFING DREAMS

- G narrative tenses
- P word stress
- V adverbs



Born in Hawaii, Bethany grew up in a family who loved to surf. She typically spent much of her childhood on the beach and by the age of seven she was already cheerfully confident on a surfboard. She entered her first competition when she was eight and in the following years she competed in many events. At the age of thirteen, after coming second in the national championships, she was a **rising star**.

The future was looking bright. Then **tragedy struck**. On 31 October 2003, at the age of thirteen, Bethany was surfing with her best friend when she was attacked by a fifteen-foot tiger shark. The shark took Bethany's left arm and she nearly **lost her life**. Talking about the event, Bethany says, 'it literally **came out of the blue**. I had no warning at all; not even the slightest **hint of danger** on the horizon. The waves were small and I was just kind of rolling along with them, relaxing on my board, with my left arm **dangling** in the water. I remember thinking, "I hope the surf picks up soon!"'

Then Bethany saw a grey flash and felt something pull on her arm. At first she didn't realise what had happened. But when she

looked down she saw that the water was bright red and her left arm and a **huge chunk** of her surfboard had gone.

Somehow, she managed to stay calm and started to **paddle** back towards the beach, where friends desperately tried to help her and she received immediate medical treatment.

Amazingly, Bethany survived the attack, thanks to the prompt treatment she received. But realistically, it looked like her dreams of becoming a professional surfer were over.

However, while many people might have given up, Bethany bravely decided she wasn't going to let her difficulties stop her from achieving her dreams. Less than a month after the accident, she was back on her surfboard and before long she was winning competitions again.

She is now **ranked** as among the top fifty female surfers in the world, despite her disability, and she has become an inspiration for many. The film *Soul Surfer* was inspired by Bethany's amazing story.

Bethany Hamilton is undoubtedly one of the best surfers in the world. She has won **numerous** awards. What makes her achievements even more incredible is that Bethany surfs with just one arm as her left arm was bitten off in a shark attack.

VOCABULARY PLUS

READING

1 A Look at the photos in the article and discuss the questions.

- 1 Have you ever been surfing? Would you like to? Why/Why not?
- 2 What do you think is special about the lady in the photo? What do you think happened to her surfboard?

B Read the article and check your answers.

2 A Work in pairs. Read the article again and answer the questions.

- 1 What is so special about Bethany's achievements?
- 2 When did she start to surf competitively?
- 3 What happened when Bethany was thirteen?
- 4 What were the surfing conditions like before her accident?
- 5 What did Bethany do when she realised the shark had bitten her?
- 6 How did she survive the shark attack?
- 7 Has Bethany managed to achieve her dreams?

B Match the words/phrases in bold in the article with definitions 1–10.

- 1 a very large piece
- 2 appeared from nowhere
- 3 small signal or suggestion of something bad
- 4 listed
- 5 many in number
- 6 someone who is becoming very successful
- 7 died
- 8 something terrible happened
- 9 move using your arms to push you through the water
- 10 hanging loosely

C Work in groups. Discuss the questions.

- 1 What do you think of Bethany's story? Do you think you might have behaved differently? How?
- 2 How do you think Bethany helps to encourage others to follow their dreams?
- 3 Do you have a particular dream or ambition you would like to achieve? What is it? What are the challenges?

GRAMMAR

NARRATIVE TENSES

3 A Find examples of these tenses in the article.

- 1 past simple: *grew up*
- 2 past continuous: *was looking*
- 3 past perfect: *had happened*

B Underline the correct alternatives to complete the rules.

RULES

- 1 Use the *past simple/past continuous* to talk about completed actions or the main events of a story.
- 2 Use the *past simple/past continuous* to give background information or to focus on the duration of a past activity.
- 3 Use the *past simple/past continuous* to talk about one or more actions which were in progress at the same moment in time.
- 4 Use the *past simple/past perfect* to talk about completed actions which happened before the main events.

C Work in pairs. What happened/What did you do yesterday? Write four sentences which exemplify the rules in Exercise 3B.

▷ page 108 **LANGUAGEBANK**

4 Complete the article with the verbs in the box.

found out struggled were waiting
had happened began decided helped
stayed had left was living

A gymnastics star

American gymnast Simone Biles, nineteen, was one of the shining stars of the Rio Olympics. But her life hasn't been easy. When Simone was five years old, she was taken into care. Her mother ¹ _____ with drug and alcohol problems. Her father ² _____ home.

Simone and her sister Adria, who was three at the time, ³ _____ in a foster home in Ohio while they ⁴ _____ to be adopted. When Simone's biological grandparents, Ron and Nellie, ⁵ _____ what ⁶ _____, they ⁷ _____ to adopt the girls themselves.

While she ⁸ _____ with her grandparents, Simone's talent ⁹ _____ to flourish. She started home-schooling so that she could spend more time training. This ¹⁰ _____ her to become one of the greatest gymnasts of our time.



VOCABULARY

ADVERBS

5 A Find eight adverbs in the article on page 32.

undoubtedly

B Complete the sentences with the adverbs in Exercise 5A.

- 1 He _____ wanted to compete in the Olympics.
- 2 They fought _____ to defend their country.
- 3 Dean's recent race times have been amazing. – He's _____ one of the best athletes in the group.
- 4 They _____ train between twenty and thirty-two hours a week.
- 5 She doesn't _____ stand a chance. The other competitors are much stronger.
- 6 It was so disgusting! The area was _____ covered in rubbish.
- 7 It looked like an impossible task but _____ she managed to win.
- 8 Ernesto was whistling _____ as he wandered through the park.

C ▶ 3.1 Listen and check your answers.

6 A WORD STRESS: syllables Look at the adverbs in the box. For each adverb, write the number of syllables and mark the stress pattern.

typically bravely realistically
undoubtedly cheerfully amazingly
literally desperately

typically – 3 syllables O o o

B Listen again and check your answers.

▷ page 122 **VOCABULARYBANK**

SPEAKING

TELLING A STORY

7 A Think about a time when you or someone you know:

- 1 had a lucky escape.
- 2 achieved a long-held ambition.
- 3 won a competition.
- 4 overcame a difficult challenge.
- 5 went on a journey that went wrong.

B Choose one of the situations in Exercise 7A and prepare to talk about it.

- 1 Where were you at the time?
- 2 What was the background to the situation?
- 3 What happened? Who was involved?
- 4 Had anything happened before that had an impact on the situation?

C Work in groups. Tell each other your stories. Who do you think has the most interesting story?



Rafaela Lopes Silva

(born 24 April 1992) is a Brazilian judoka. She won gold medals at the 2013 World Judo Championships, as well as the 2016 Summer Olympics in the under-57 kg weight division, making her the first athlete in the history of Brazilian judo to become both world and Olympic champion.



1 _____
Rafaela Silva grew up in Rio's infamously violent slum Cidade de Deus. Since opportunities were limited, the first sport she enjoyed was football, which she practised with other children in a dirt field near her home in Jacarepagua. However, when Rafaela was seven years old, her parents were concerned about fights and violence on the streets. Consequently, they signed up both Rafaela and her sister Raquel for judo classes at the Reação Institute, which had recently opened at Cidade de Deus. There, the girls trained with the former athlete Flávio Canto.

'I started judo in 2000, early in the project. My father put me in the sport as an alternative to stop [me] fighting in the street. In judo, I learnt discipline, respect for others and I began to take the sport seriously. Judo showed me the world. With the resources I get, I can support my family, help them to pay the bills.'

2 _____
Silva won her first major medal by claiming silver at the 2011 World Judo Championships in Paris. In addition to this, during the 2013 World Judo Championships in Rio de Janeiro, Silva became the first Brazilian woman to ever win a gold medal for her country in a World Judo Championship. Furthermore, she repeated the feat at the 2016 Summer Olympics.

In the 2012 Summer Olympics in London, Rafaela was disqualified by the judges for an illegal move on her opponent. As a result of this, she was heavily criticised on social networks and when she returned home, she became depressed. She spent a lot of time lying down, not wanting to leave the house. 'A lot of people came to say that she needed to get over it,' says her mother. Despite the problems she had encountered, she came back to the sport later in the year, more determined than ever, and won a bronze medal at the Tokyo Grand Slam.

WRITING

A BIOGRAPHY; LEARN TO USE LINKERS

8 Read the text about Rafaela Silva. Add two of the headings a)–c) in the correct place in the text.

- a) Personal life b) Early life
c) Sporting achievements

9 A Look at the underlined linkers in the text. Write them in the correct place in the table.

showing results	As a consequence, ... 1 _____ So ... Because of (this), ... 2 _____ ...
showing reasons	For this reason, ... As ... 3 _____
contrasting ideas	In spite of (the fact that) ... 4 _____ While/Whereas ... 5 _____ Although ...
reinforcing/adding ideas	Besides, ... 6 _____ 7 _____ 8 _____

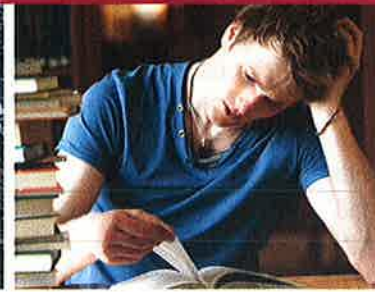
B Underline the correct alternatives to complete the texts.

Pelé managed to become one of the greatest football players of all time, ¹in spite of/besides/whereas growing up in a poor area of São Paulo, Brazil. He often played football in the street using a grapefruit or a stuffed sock as a ball. ²As well as/While/Furthermore, he was witness to crime and desperate poverty. ³Although/As a result/Besides, Pelé developed an inner strength and determination to win, which he believes helped him to succeed.

When Lionel Messi was eleven, he was diagnosed with a growth hormone deficiency. ⁴Although/Because of this/Despite a local team was interested in his skills, they could not afford the \$900 a month treatment which Messi required. ⁵Whereas/Although/Consequently, rather than be defeated by his situation, Messi focused on becoming the best player he could be. When he was thirteen, he was signed by FC Barcelona, and ⁶although/because of/in spite of this, he was able to receive the treatment.

10 Write a short biography (200–250 words) of an athlete you admire. Follow these instructions.

- 1 Research the information you need.
- 2 Think about these questions: Did they have to overcome any challenges? How did they manage?
- 3 Use these headings: *Early life*, *Sporting achievements*, *Personal life*.
- 4 Try to include linkers in your writing.



SPEAKING

1 A Look at the photos. What types of challenges do they show? Which do you think are the toughest challenges in life? Why?

B Match problems 1–9 with possible solutions a)–i).

- 1 My friend crashed my car. He should pay for the damage but he has no money.
 - 2 Me and my best friend like the same boy, but he likes me more than her. She's getting jealous and it's destroying our friendship.
 - 3 My wife wants to start a family, but we're still young and I'm not ready.
 - 4 My fifteen-year-old daughter hates my new husband. He tries to be nice, but she doesn't respond.
 - 5 My neighbour used to play loud music at night. I shouted at him once. Now he won't talk to me.
 - 6 I need help moving house. I helped my brothers to move in the past but they say they're too busy.
 - 7 My husband wants a dog. I want a cat.
 - 8 I'm finishing school. My family thinks I should go to university. I hate studying and want to get a job.
 - 9 My boss expects me to call him 'sir'. I don't want to.
- a) Friends last a lifetime. Boyfriends usually don't. You must decide who is more important to you.
 - b) You should have bought him a nice pair of headphones and told him to use them at night.
 - c) You should go to university. You won't need to study much. If you fail, you can retake your exams.
 - d) He doesn't have to pay with money. Have him wash the car for a year.
 - e) You shouldn't get either. Animals belong in a zoo.
 - f) You mustn't blame it all on her. Fifteen is a difficult age. Sit down and talk about it.
 - g) You have to discuss this carefully. When will you be ready? Are you worried about money? Freedom? Age? Set a date and stick to it.
 - h) You didn't have to help them and they don't have to help you. Ask a friend instead.
 - i) In the past, employees had to do whatever the boss wanted. Now it's fine to be informal, but always be polite.

C Work in groups. Are a)–i) good solutions? Why/Why not? Think of different solutions to each problem. Share them with the class.

GRAMMAR

MODALS OF OBLIGATION: PRESENT/PAST

2 A Read solutions a)–i) in Exercise 1B again. Underline the modal verbs of obligation in the present (e.g. *must*). Circle the modal verbs of obligation in the past (e.g. *should have*). Which modal verbs show there is no obligation a) in the present and b) in the past?

B Complete the table.

present	past
obligation 1 _____ to, must	obligation had to
no obligation don't have to	no obligation 2 _____ have to
advice should	regret, criticism should ³ _____ + past participle

3 Underline the correct alternatives to complete the sentences.

- 1 We should *teach/have taught* our son both languages when he was still young.
- 2 Our teacher isn't strict. You *have/don't have to* do homework if you don't want to.
- 3 When I was a child, I *must/had to* do housework.
- 4 If you can't sleep, you *should/had to* try drinking hot chocolate before bedtime.
- 5 That's very kind of you! You *mustn't/didn't have to* bring me a gift!
- 6 You *shouldn't/don't have to* wear shorts to work. It doesn't look professional.
- 7 To get into university, you *should/have to* pass your exams.
- 8 Last year I *mustn't/had to* go to eight conferences for work.

▷ page 108 **LANGUAGEBANK**


4 A HAVE: auxiliary vs main verb Read the sentences. Is *have* the main verb or the auxiliary verb?

- 1 You should *have* come.
- 2 You *have to* come.

B ▶ 3.2 Listen to the sentences in Exercise 4A. How is *have* pronounced?

C ▶ 3.3 Listen and repeat the sentences.

LISTENING

5 A  3.4 Listen to three conversations about personal challenges. Circle the correct topic for each conversation, a) or b).

- 1 a) making new friends and fitting in
b) finding a boyfriend
- 2 a) buying a house
b) planning your future
- 3 a) getting ill
b) getting old

B Listen again and answer the questions.

- 1 In conversation 1, how is the girl different to other kids her age?
- 2 What, for her, is 'the important thing'?
- 3 In conversation 2, what happened to the woman's father?
- 4 According to the man, how is life different after school or university?
- 5 In conversation 3, what does the man say about society?
- 6 What does the woman say about how young people on the street might view her?



B Match phrases 1–12 in Exercise 6a with definitions a)–l).

- a) don't especially enjoy
- b) times of change
- c) ignore
- d) have a terrible fear of something
- e) had big problems with something
- f) be happy with who you are
- g) do something you've never tried before, even if it may be dangerous
- h) spend a lot of time with particular people or in a particular place
- i) organised
- j) earn enough money to pay for your living costs
- k) can contribute a lot, e.g. intelligence, ideas
- l) be accepted by other people in a group

VOCABULARY

LEXICAL CHUNKS: LIFE CHALLENGES

6 A Read sentences 1–12 from the recording. What do the phrases in bold mean?

- 1 It's not that I wanted to **fit in**.
- 2 I didn't want to **hang out with** the cool kids.
- 3 **We're just not into** partying.
- 4 The important thing is to **feel comfortable in your own skin**.
- 5 It became very hard to **make ends meet**.
- 6 He just **couldn't deal with it**.
- 7 The thing I **dread** the most is the uncertainty.
- 8 You have to **take a leap into the unknown**.
- 9 The most difficult challenges are usually **transitional moments**.
- 10 People just **don't take any notice of** you.
- 11 Do you think it's something to do with the way society is **set up**?
- 12 Older people have **so much to offer**.

speakout TIP

Write down chunks of language. When you read a text, look for useful phrases – groups of words that go together. Which words in these phrases are always used in the phrase? Which can be replaced?

For example, in *the thing I dread the most*, **dread** can be replaced: *the thing I hate the most*; *the thing I love the most*.

What words could replace *comfortable* in 4 and *so much* in 12 in Exercise 6A?

SPEAKING

7 Work in groups and discuss. Do you agree with statements 1–8? Why/Why not?

- 1 It's not important to fit in. The important thing is to feel comfortable in your own skin.
- 2 If you aren't into something, e.g. partying, you should always avoid it.
- 3 Doing something useful for society is as important as making ends meet.
- 4 The thing people dread the most is uncertainty. Many people can't deal with it.
- 5 Taking a leap into the unknown is scary.
- 6 Older people become invisible to others. People don't take any notice of them.
- 7 Society is set up for young people.
- 8 Older people have a lot to offer.



VOCABULARY PLUS

IDIOMS: RELATIONSHIPS

8 Match the idioms in bold in sentences 1–4 with definitions a)–d).

- 1 There was a bad atmosphere at work, so we had a chat to **clear the air**. Everything's fine now.
- 2 She has a **stormy relationship** with her boyfriend. They're always arguing.
- 3 I really like my colleague. We **get on like a house on fire**.
- 4 He was just a **fair-weather friend**. When I really needed help, he disappeared.

- a) have a very friendly relationship
- b) a person who stops being a friend in difficult times
- c) talk openly about a conflict so you can have a better relationship
- d) a relationship with many disagreements and arguments

9 A Read the stories. How many idioms connected with the body (story 1) and numbers (story 2) can you find? What do you think the idioms mean?

The body and relationships

When I met Robin, we immediately saw eye to eye. During good times we had fun; during bad times he was a shoulder to cry on. After we got married, he changed. He wanted to be in control all the time and wouldn't let me live my life. I felt under the thumb. Eventually, we split up and it broke my heart.

Numbers and relationships

It was love at first sight. She was beautiful, intelligent and kind. She seemed like one in a million. She soon became my other half. Everything went well for three years, but then I got busy at work and stopped spending time with her. It got so bad that we broke up. After a few months, I asked her to give me a second chance. Luckily, she did!

B Match the idioms in the stories in Exercise 9A with definitions a)–h).

- a) a very special, rare person
- b) under someone else's control/not free
- c) give someone a chance to try again after failing
- d) someone who listens sympathetically to your problems
- e) long-term partner, e.g. wife or husband
- f) caused deep emotional pain
- g) instant attraction to someone or something
- h) had similar views or attitudes

C Do you have similar idioms in your language?

▷ page 122 **VOCABULARYBANK**

10 Complete the second sentence so that it means the same as the first, using the word in bold. Use between three and five words, including the word in bold.

- 1 As soon as we met, we had a great relationship. **house**
As soon as we met, we got on _____ fire.
- 2 There was a bad atmosphere among our personnel, so we talked about the problems. **air**
There was a bad atmosphere among our personnel, so we decided to _____.
- 3 She was elegant and stunning, and I fell in love immediately. **sight**
She was elegant and stunning, and it was _____.
- 4 I met my partner in a shelter for the homeless. **half**
I met _____ in a shelter for the homeless.
- 5 He fought the illness bravely but when he died, it was emotionally terrible for me. **broke**
He fought the illness bravely but when he died, it _____.
- 6 I was desperately sad and needed someone to listen to my problems. **shoulder**
I was desperately sad and needed _____ on.
- 7 We have similar views on politics. **eye**
We _____ on politics.
- 8 She put me in touch with this amazing man – he's a really special person! **million**
She put me in touch with this amazing man – he's _____!

11 A Write the name of someone who:

- 1 you see eye to eye with.
- 2 is one in a million.
- 3 always needs a shoulder to cry on.
- 4 you get on with like a house on fire.
- 5 you (used to) have a stormy relationship with.
- 6 is good at clearing the air.
- 7 is under the thumb.

B Work in pairs. Describe the people you named in Exercise 11A to your partner.

3.3 CONFLICT RESOLUTION

- F** resolving conflict
- P** intonation: sounding tactful
- V** everyday issues


VOCABULARY

EVERYDAY ISSUES

1 A Work in pairs. Match situations 1–8 with responses a)–h).

- 1 This work is unacceptable. *f*
 - 2 This meat is undercooked.
 - 3 This software is outdated.
 - 4 This service is overpriced.
 - 5 This information is misleading.
 - 6 This accommodation is substandard.
 - 7 This phone is disconnected.
 - 8 This library book is overdue.
- a) You should have returned it yesterday.
 - b) You have to get it reconnected.
 - c) You should ask for a discount.
 - d) You should send it back.
 - e) You should upgrade it.
 - f) You should ask them to redo it.
 - g) You should look for other sources.
 - h) You should get a new room.

B Which situations can you see in the photos?

2 A  **3.5** Listen to sentences 1–8 from Exercise 1A. Mark the stressed syllables in the words with prefixes.

B Listen again and repeat.

C Work in pairs. Student A: cover sentences 1–8 in Exercise 1A. Student B: read one of the sentences but change the noun. Student A: Respond.

A: *This homework is unacceptable.*

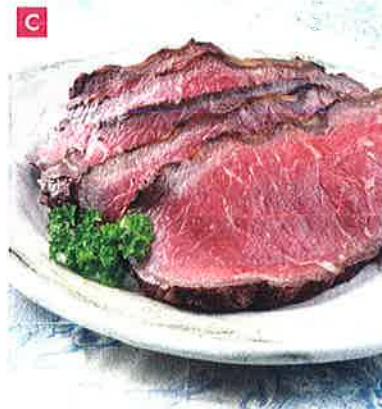
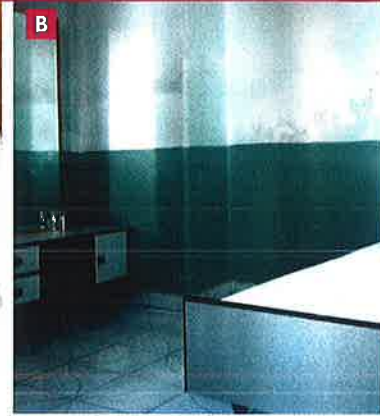
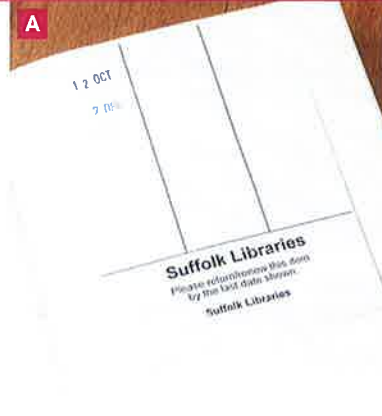
B: *You have to redo it.*

SPEAKING

3 A Read about some everyday problems. Have you experienced any of these?

- 1 You are trying to work or study and someone is making lots of noise.
- 2 You paid for a product that you later discovered was substandard.
- 3 Someone borrowed something from you and returned it broken or damaged.
- 4 You received misleading information which caused a problem.
- 5 Someone did work for you but it was unacceptable.

B Work in pairs. Discuss the problems in Exercise 3A and think of solutions.



FUNCTION

RESOLVING CONFLICT

4 Read the text. What do you think are the three best pieces of advice?

How to resolve a conflict

- 1 **Pause and stay calm.** Don't get angry unless it's a very serious issue.
- 2 **Get to the bottom of the problem.** If people are behaving unacceptably, often it's because of something else happening in their lives. Sometimes people don't even realise they are causing offence.
- 3 **Talk to the right person.** Often, problems can only be resolved by people with power. It's useless arguing with someone who isn't in a position to help.
- 4 **Focus on a solution, not on the problem.** Blaming people rarely resolves the issue.
- 5 **Be kind.** Be a model of good behaviour rather than responding unpleasantly. The one thing you can control is your own behaviour.
- 6 **Be creative.** Look at the problem from different angles and be prepared to compromise.
- 7 **Listen with your whole body and show you understand the other person's perspective.** Resolving conflicts isn't about winning. It's about making a bad situation better for everybody.

5 A **3.6** Listen to Eric and Daniela discussing a problem. What is the problem and what is their solution?

B Which pieces of advice from Exercise 4 do the speakers follow?

6 A Complete the extracts from the recording. Use one word in each gap.

E = Eric D = Daniela

1 E: Hi, how are you?

D: Fine, thanks.

E: Look, there's _____ I need to talk to you about.

2 E: I have an exam coming up and I'm studying, and ... well, the _____ is there's a lot of noise coming from your flat at night.

3 D: Really? We had a party on Saturday.

E: Yeah, the thing is I _____ study because of the noise.

4 D: I didn't realise, to be honest.

E: It's OK. So I'm thinking perhaps you _____ lower the music?

5 D: I can turn the music down.

E: Yeah, or _____ you be able to wear headphones?

6 D: Sorry?

E: What _____ wearing headphones?

7 E: It's coming up next week.

D: Right. Well, you know what? We _____ just play music quietly for a week or two.

B **3.7** Listen and check your answers.

C Write the phrases in the box in the correct place in the table.

Perhaps you could ... We can just ...
 The problem is ... I can't ... because of ...
 There's something I need to talk to you about.
 What about ...? The thing is ...

resolving conflict	
preparing the other person for the conversation	Can I talk to you about something? 1 _____
introducing the subject	It's about ... 2 _____ 3 _____
explaining the problem	This is making it impossible to ... 4 _____
suggesting a plan of action	Would you be able to ...? What if we ...? 5 _____ 6 _____
describing next steps	So for now, we'll (do this). 7 _____

LEARN TO SOUND TACTFUL

T **tactful** /'tæktfəl/ *adj* not likely to upset or embarrass other people.
 from *Longman Active Study Dictionary*

7 A Which sounds more tactful, a) or b)?

- a) I can't study because of the noise.
b) The thing is, I can't study because of the noise.
- a) You could lower the music.
b) I'm thinking perhaps you could lower the music?
- a) Just keep it down.
b) I wonder if you could just keep it down.

B **3.8 INTONATION: sounding tactful** Listen and check your answers. Then listen again and repeat. Copy the intonation.

speakout TIP

By adding some short phrases to the beginning of sentences (e.g. *Perhaps, Maybe, The thing is*), you can sound more tactful and less direct.

Find three phrases in Exercise 7A that you can use to sound tactful.

8 Find and correct the mistakes in the sentences. Two sentences are correct.

- There's something I need to talk to you about.
- This is making it is impossible to study.
- It's about the budget.
- Perhaps you could speak to your manager?
- What if we are agree to do this together?
- Would you be able for to organise a meeting?

SPEAKING

9 A Work in pairs. Student A: turn to page 128. Student B: turn to page 130. Read and prepare your roles.

B Role-play the situations.

Student A

Can I talk to you about something?

Student B

Sure.

It's about ...
The problem is ...

3.4 OVERPOPULATION

DVD PREVIEW

1 A Work in pairs or groups and discuss the questions.

- 1 Which are the biggest cities in your country?
- 2 Why are people moving to cities?
- 3 What problems are caused by mass urbanisation – when a large number of people move from the countryside to cities?

B Read about the programme. What might be some of the problems for residents living in the favela?

SUPERSIZED EARTH: Living in a Rio favela

BBC

More than half of the world's population now lives in cities, causing many of them to be overpopulated. We need to build more places for people to live in. *Supersized Earth* is a BBC documentary that examines how humans are redesigning the planet to build the cities of the future. This programme looks at the challenges of living in a Rio favela (slum), which includes the issue of how to get from one place to another. In Rio, a new urban cable car system has been installed to improve the residents' lives and make mobility easier. Dallas Campbell travels to Rio to investigate.



DVD VIEW

2 Watch the programme. Work in pairs and answer the questions.

- 1 What is Ubi Rojara building and why?
- 2 How has the cable car system changed the lives of people in the favela?
- 3 Who wins the race and why?

3 A Can you remember what the numbers in the box represent? Work in pairs and compare your ideas.

four 1.5 million 3½ minutes
\$133 million eight months over 700

B Watch again to check your ideas.

4 Work in pairs. What does the presenter mean when he says the following? Can you explain the words/phrases in bold?

1 'That's double the population of Leeds, **crammed** into slums.'

2 'This **chaotic** approach to urban planning that makes districts like this so **cramped and overcrowded**.'

3 'Favelas, wherever you are in the world, they **get a lot of bad press**.'


4 'It is a **genius solution**, isn't it?'

5 'The boys' journey's a **baffling labyrinth** of narrow streets and endless steps.'

6 'The houses are so **tightly packed** together.'

5 Do you think a cable car system is a 'genius solution'? Why/Why not? What else do you think the government could do to improve life for the residents of the favelas?

speakout megacities

6 A  3.9 Listen to someone talking about overcrowding in Hong Kong. Answer the questions.

- 1 What causes overcrowding in Hong Kong?
- 2 What examples does the speaker give of the problem?
- 3 What happened to the Kowloon Walled City?
- 4 What does she think could be done to improve the situation?

B Listen again. Underline the correct alternatives to complete the key phrases.

KEYPHRASES

One of the biggest problems in Hong Kong is ¹*pollution/overcrowding*.

The issue is that real estate is very ²*expensive/difficult to find* in Hong Kong.

... **which means that** people who need to ³*live in/travel to* the city for work.

It's a real ⁴*problem/solution* ...

One solution would be to put a limit on how much the ⁵*landlords/businessmen* can charge for rent.

Or perhaps introduce a system for increasing the ⁶*accommodation/wages*.

I think those two ⁷*suggestions/things would* certainly help.

C In your opinion, what are the biggest problems of megacities (cities with more than ten million people)? Can you think of a solution to any of the problems? Make some notes.

D Work in groups and discuss your ideas. Aim to talk about three problems. For each problem, try to propose a solution. Share your ideas with the class.

writeback an essay

7 A Read the introduction to the essay. What challenges does it mention?

Megacities: problems and solutions

More people are living in cities than ever before. One tenth of the world's urban population live in megacities. These megacities act as magnets for trade, culture, knowledge and commerce. They also attract hundreds of thousands of people from poor rural families looking for work. These people often end up living in terrible conditions and working for poor pay in order to send money to their families back home. The scale and speed of urbanisation across the developing world is extraordinary, and it's bringing with it a number of challenges that have never been met before.

B Complete the essay in Exercise 7A. Think about your answers in Exercise 6D.

G NARRATIVE TENSES

1 A Complete the text with the verbs in the box.

drank was looking took
was going wished had been
happened disappeared
was travelling arrived
had travelled had planned
continued was shining
had already finished



Update Status



Add Photos/Video

This ¹ _____ a few years ago when I ² _____ around Italy with some friends. We ³ _____ to visit the lakes in Northern Italy and spend a week travelling together. So my boyfriend and I were driving in our small, rusty, old Renault. Our friends ⁴ _____ across Europe from the UK on their enormous motorbikes.

On the first morning we arranged to meet near Lake Garda at lunchtime. I remember as we set off through spectacular countryside that the sun ⁵ _____ and I ⁶ _____ out of the window at mountains and lakes. But the roads were very steep and the car ⁷ _____ very slowly. It ⁸ _____ us hours to get to the meeting point. By the time we eventually ⁹ _____, the bikers ¹⁰ _____ lunch and were ready for the next part of the journey. They ¹¹ _____ their coffees and then ¹² _____ into the distance again. It ¹³ _____ like that all week. That holiday I ¹⁴ _____ I ¹⁵ _____ on a motorbike too.



B Think of a memorable holiday story – it can be good or bad. Prepare to tell a partner about it. Make some notes.

C Work in pairs. Tell your partner your story.

V ADVERBS

2 A Underline the correct alternatives to complete the sentences.

- 1 Corfu is *desperately/undoubtedly* the most beautiful island I have ever visited.
- 2 *Typically/Cheerfully*, I try to run two or three times a week.
- 3 I was so surprised I *literally/amazingly* couldn't believe what I was seeing.
- 4 *Amazingly/Realistically*, I do not see how the government can survive this latest scandal.
- 5 We *typically/desperately* wanted to get tickets to see the band but there were none available.
- 6 The children played *undoubtedly/cheerfully* in the park until their mother arrived.
- 7 We were worried we wouldn't like the food but we were surprised by the *amazingly/literally* varied menu.
- 8 He *desperately/bravely* decided to speak out against the injustice.

B Choose two or three of the adverbs in Exercise 2A and write sentences which are true for you. Then work in pairs and compare your sentences.

V LEXICAL CHUNKS: LIFE CHALLENGES

3 Complete the sentences with the words in the box.

fit deal offer dread notice

- 1 When I lost my job, I found it hard to _____ with.
- 2 At school I was different to the other kids and didn't _____ in.
- 3 When people teased me, I tried not to take any _____.
- 4 Luckily, my manager realised I had a lot to _____ the company.
- 5 The one thing I really _____ is getting sick.

G MODALS OF OBLIGATION: PRESENT/PAST

- 4** Choose one of these situations. What would you say? Use modals of obligation. Then share your ideas with the class.
- 1 A friend is learning to drive.
 - 2 Someone is visiting your town/city of the first time.
 - 3 Someone asks you how to cook a special dish.
 - 4 A friend wants to learn a sport.

F RESOLVING CONFLICT

- 5 A** Two words are missing from each conversation. Add the missing words.
- 1 **A:** Can I talk to you something?
B: Yes, of course.
A: Problem is your cat keeps coming into my house.
B: Oh really? Perhaps you could call me the next time it happens.
 - 2 **A:** There's I need to talk to you about.
B: What is it?
A: Would you able to tidy the living room?
B: Why?
 - 3 **A:** I need to talk to you.
B: What's the problem?
A: It's about your parties. The thing, I can't sleep because of the noise.
B: What joining us and not worrying about sleep?
 - 4 **A:** Can I ask you about something?
B: Of course.
A: It about that money you owe me. Perhaps could pay me back?
B: What money?
- B** Work in pairs. Practise the conversations in Exercise 5A. Continue each conversation until you resolve the problem.