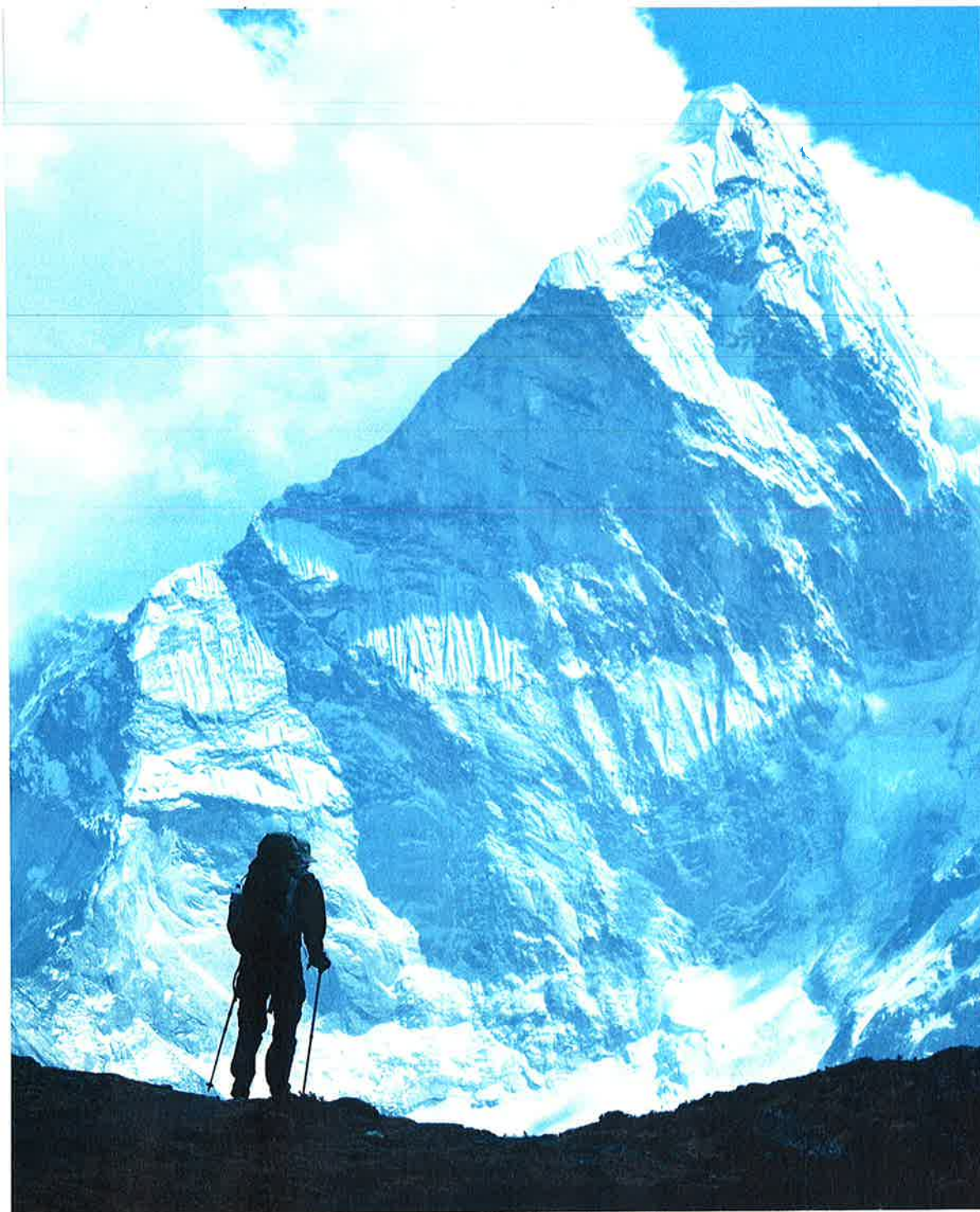


5 explore



JOURNEYS p56



MY UTOPIA p59



MY PERFECT COUNTRY p62



CARRIBBEAN p64

SPEAKING 5.1 Describe a travel destination 5.2 Discuss your idea of utopia
5.3 Discuss different policies 5.4 Talk about stereotypes

LISTENING 5.2 Listen to people discussing their dream island 5.3 Listen to a conversation
about policies 5.4 Watch a BBC programme about Haiti

READING 5.1 Read a book review of *The Lost City of the Monkey God* 5.3 Read about
a radio programme: *My Perfect Country*

WRITING 5.1 Write a book review 5.4 Write a story

5.1 JOURNEYS

- G quantifiers
- P connected speech: of
- V nature



VOCABULARY

NATURE

1 A Work in pairs. Read the paragraph. Which of the words in bold can you see in the photos? What do the other words in bold mean?

Walk through a **rainforest** and you are protected from the weather by a huge **canopy** of trees. You see all kinds of **vegetation**. Because of all the rain, this vegetation can be enormous: some trees grow hundreds of feet high. There are also all kinds of **creatures**. These range from jaguars to **venomous snakes** to tiny **parasites** that carry **tropical diseases**. There are other dangers, such as **flash floods** that can put your camp under water in minutes. All of this is why some say the rainforest is the last place in the world that is truly wild.

B Work in groups. Discuss the questions.

- 1 What is the most geographically interesting/extreme place you have travelled to?
- 2 What was it like?
- 3 Did it include any of the words in bold in Exercise 1A?

▷ page 124 **VOCABULARY BANK**

READING

2 A Work in pairs. You are going to read a book review. The book describes an adventure in a rainforest. The words in the box are in the review. What do you think happens in the book?

500-year-old mystery ancient civilisation
explorers expedition parasite tropical disease

B Read the review and check your ideas.

3 Read the review again and answer the questions.

- 1 What is hidden under the Honduran rainforest?
- 2 Why does Douglas Preston go to the rainforest and does he achieve his goal?
- 3 Who are the characters described in the book?
- 4 What dilemma do the explorers have concerning objects at the site?
- 5 What is the potential killer that gets them in the end?
- 6 How do we know Preston is a brave man?

The Lost City of the Monkey God

by Douglas Preston



Douglas Preston's new book is part memoir, part adventure, all action. The tale concerns his search for a 500-year-old mystery in the Central American country of Honduras. For half a millennium, there have been rumours of the ruins of an ancient civilisation hidden under the rainforest. These ruins are called the Lost City of the Monkey God. Preston tells the stories of the explorers who looked for it and then describes his own 2015 expedition to the Honduran rainforest, where he was involved in an astonishing discovery.

This non-fiction book combines archaeology, anthropology, adventure travel and a quite wonderful cast of characters. Preston has written many thrillers, but he's probably never invented more colourful people than these cheats, bullies and strongmen. One archaeology professor is a real-life Indiana Jones. The largest of the characters (in all senses) is a foul-mouthed, Hawaiian-shirt-wearing American, who sadly doesn't live to see the biggest discoveries. The toughest are the British soldiers whose job is to keep everyone alive. Early on, one of them traps and chops the head off a six-foot snake as if he's shelling a peanut.

GRAMMAR

QUANTIFIERS

4 A Read the review again. Write *T* (true), *F* (false) or *DK* (we don't know) next to these statements.

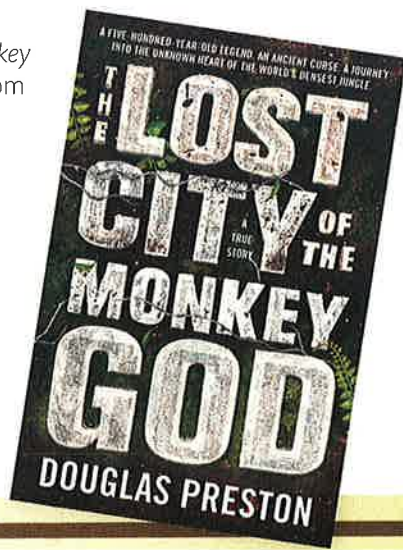
- 1 Douglas Preston has written **many** other books.
- 2 **Several** explorers had found the lost city previously.
- 3 Preston and his team didn't have **enough** time to find the lost city.
- 4 The story has **lots of** interesting characters.
- 5 They see **a large number of** dangerous creatures.
- 6 **A few** American soldiers kept the explorers safe.
- 7 **Few** people in the west know about leishmaniasis.
- 8 The book gives us **a little** information about the parasite.
- 9 The author goes to the rainforest **a couple of** times.
- 10 A flash flood causes them **a great deal of** trouble.
- 11 The expedition costs an enormous **amount of** money.
- 12 The reviewer thinks the book has **too much** information about the jungle.

The jungle, of course, is another central character. Preston describes the beauty of untouched nature and even starts to enjoy the screams of the monkeys that wake him every morning. However, the magnificent canopy that hides its treasures also has its dangers: jaguars, mosquitoes, flash floods and, scariest of all, the *fer-de-lance*, a vicious, venomous snake. But in the end, it isn't the biggest killers that get them; it's the smallest: a parasite.

Once they've found the lost city – an incredible experience for them all – Preston and the team discuss whether to remove objects from the site. But in the end they bring home nothing but a tropical disease. Few people in the west know about it, but it's existed since the time of the dinosaurs and it's killed millions.

A section in the second half of the book describes exactly what the leishmaniasis parasite can do to your body. While getting treatment for it, Preston documents the destruction caused worldwide by this parasite. Remarkably, he later returns to the jungle to complete his story.

The Lost City of the Monkey God is a page-turner. From his observations on the disaster of colonialism to the descriptions of disease, Preston is always entertaining and informative, and this tremendous book is full of truths that will outlive us all.



B Look at the quantifiers in bold in Exercise 4A. Underline the nouns that follow the quantifiers. Then answer the questions.

- 1 Which quantifiers are used with countable nouns and which with uncountable nouns? Are any used with both?
- 2 Which are used with small numbers? Which with large numbers?
- 3 What's the difference between *few* and *a few*? Which emphasises the fact that it's a very small number?

5 A 5.1 **CONNECTED SPEECH:** *of* Listen to the phrases. How is *of* pronounced in connected speech?

- 1 lots of people
- 2 an amount of money
- 3 a number of times
- 4 a few of us

B Listen again and repeat. Copy the pronunciation of *of* (/əv/).

6 Underline the correct alternatives to complete the sentences.

- 1 Typically, a large *amount/number/deal* of trees forms a canopy above the rainforest.
- 2 There isn't a *great couple/deal/number* of information about that unexplored area.
- 3 Realistically, we won't have *little/several/enough* time to visit everything.
- 4 It costs too *much/few/many* money to go there in the summer, so we go in winter.
- 5 She was in the Amazon for *much/several/a great deal* of months.
- 6 *Much/A bit of/ Few* people have caught this rare tropical disease.
- 7 The creatures have been seen in their natural habitat only a *little/couple of/loads* times.
- 8 There were too *little/much/many* people, and they undoubtedly scared off the animals.

page 112 **LANGUAGE BANK**

SPEAKING

7 A Think of a place you have travelled to or know well (e.g. a town, city, natural habitat, holiday resort). Think of sentences to describe it using quantifiers. Describe these features.

- nature
- parks
- trees
- traffic
- people
- noise
- mosquitoes
- pollution
- peace and quiet
- crime

There's too much traffic and too many people. In the evening there's lots of noise.

B Work in pairs. Listen to your partner's sentences. Which place is he/she describing?

WRITING

A SHORT BOOK REVIEW; LEARN TO OFFER PRAISE AND CRITICISM

8 A Work in groups and discuss.

- 1 How many types of review can you think of (e.g. hotel reviews, film reviews)?
- 2 Which of these do you sometimes read? Why? Where do you find these reviews?
- 3 Have you read any book reviews recently?

B Which of the features in the box does a book review usually NOT contain?

title author where to buy the book
genre (fiction, non-fiction, biography, poetry, etc.)
style (academic, humorous, literary) main idea(s)
assessment (whether you like the book) subject

Three Daughters of Eve

by Elif Shafak



Great book!

Review by JAC



This powerful novel begins with a car journey. A Turkish woman is driving to a dinner party in Istanbul when a thief snatches her handbag from the back seat of the car. She chases him and a photo drops out of the bag. The photo is of the same woman, Peri, years earlier, with two friends and a professor, and it reminds her of the time she spent as a student at Oxford University.

The novel switches between Peri's past – her childhood and her time at Oxford with the two friends and the charismatic Professor Azur – and the present: the dinner party. She is on a journey to discover her identity, but it doesn't always run smoothly.

Peri grew up in a warring household, her mother representing traditional values while her father was a progressive unbeliever. Peri is saved from this conflict by her love of books, and this leads to her getting a place at Oxford. But there is a mystery concerning her time at Oxford: something terrible happened, which caused her to abandon her life in England.

Three Daughters of Eve has several contrasting ideas and themes: friendship and rivalry, religion and doubt, modernity and tradition. It also contains magical elements – Peri is haunted by an image of a child's face – something we have seen before in Shafak's novels, especially in *The Architect's Apprentice*. Overall, I found the work compelling and original, and would highly recommend it to adult readers of literary fiction.

9 Read the book review on the left. What is the book about and what does the reviewer think of it?

10 Read about the four As of book reviews. Does the review in Exercise 9 mention all of these?

The four A's of book reviews >>

Author – Who is he/she? What else has he/she written? Is this book typical of his/her style? How is his/her background relevant to the book?

Audience – Who is this book for? Children? Adults? People looking for information? Or is it just a good read?

Argument – What are the main ideas or themes of the book? What makes it different and new? Did the author convey the argument successfully?

Assessment – Do you like the book? All of it or parts of it? Why? Who would you recommend the book to?

11 A Look at the first and last paragraphs of the review in Exercise 9. Find three adjectives used to praise the book. Write them in the first column of the table.

praise	criticism

B Work in pairs. Write the phrases in the box in the correct place in the table in Exercise 11A. Use a dictionary to help you.

it's too slow it's well-written it's unconvincing
it's charming it's persuasive it's moving
it's difficult to follow it's dull

speaKout TIP

Compound adjectives are common for describing books, films, etc. These use two words which are often hyphenated (e.g. *well-written*). The stress is usually on the second word (*well-written*). What do you think these compound adjectives mean? Do we use them to describe books/stories, authors/characters or both?

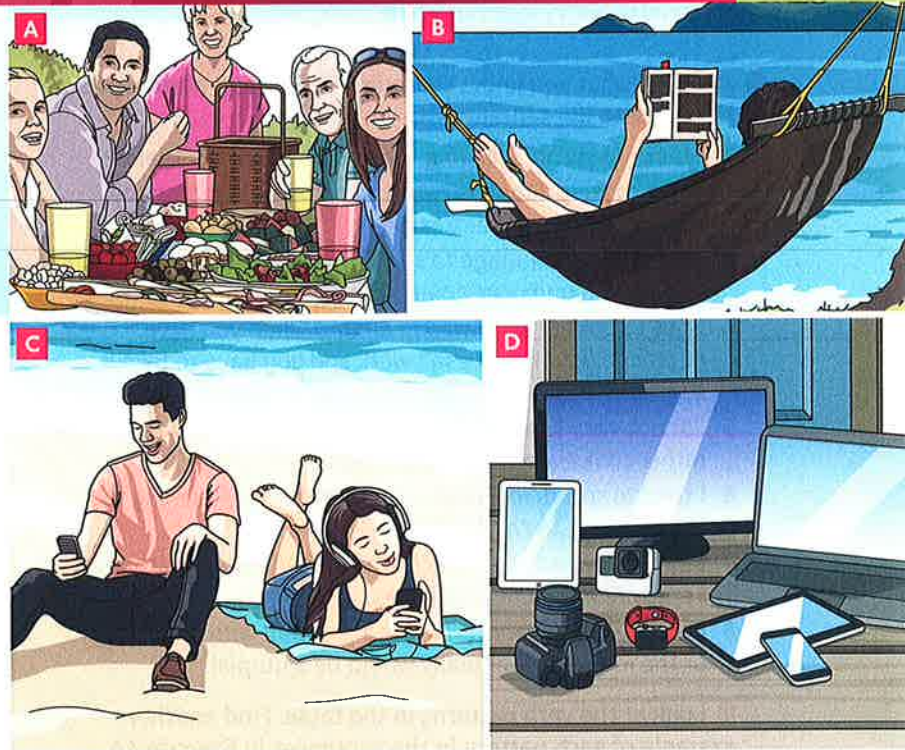
world-famous fast-paced slow-moving
badly-drawn well-researched old-fashioned

Find three compound adjectives in the second paragraph of the review in Exercise 2B.

12 A Write a short review (250 words) of a book you have read. Don't forget to include the four As from Exercise 10.

B Read other students' reviews and discuss the books in more detail. Would you like to read any of the books they reviewed?

What's your utopia?



How, where and with whom do you want to live your life?

If you could design your own utopia, an imaginary island filled with the community of your choice, what would you choose? Would it be an island filled with books, surfboards or gadgets? A foodie's heaven or a place for social-media-obsessed teenagers to hang out? What would your utopia look like? What would people do there? Would there be any rules?

▶ TAKE PART IN SURVEY ▶

VOCABULARY

TYPES OF PEOPLE

1 A Work in pairs. Complete the phrases with the words in the box.

music teenager nerd
worm junkie film addict

- book lover/ ¹ book _____
- foodie
- couch potato/telly ² _____
- techie/computer ³ _____
- news ⁴ _____
- sports fan/sports enthusiast
- beach bum
- ⁵ _____ buff
- ⁶ _____ fan
- rebellious ⁷ _____

B Look at the phrases in Exercise 1A and follow these steps.

- 1 Mark the phrases *I* (informal) or *N* (neutral).
- 2 Some of the phrases could be considered rude/insulting. Mark them with (!), to remind you to be careful when you use them.

C Work in groups and discuss. What kind of person are you? Do you know anyone among your friends or family who fits one of the descriptions above? Tell your group about them.

I'm a real telly addict – I think I spend about five hours a day watching the latest crime dramas on Netflix. My brother is a computer nerd ...

▶ page 124 **VOCABULARY BANK**

LISTENING

2 A Read the text. Which islands can you see in the pictures?

B ▶ 5.2 Listen to four people answering the questions in the text. Complete the table for each speaker.

	island	what people do there	what is not allowed
Speaker 1			
Speaker 2			
Speaker 3			
Speaker 4			

3 A Listen again. Are the statements true (T) or false (F)?

- 1 On Book Lovers' Island there is no television.
- 2 E-books are popular on Book Lovers' Island.
- 3 The only problem on Gadget Island is that the wi-fi signal is sometimes weak.
- 4 On Gadget Island robots cook the food.
- 5 Adults are allowed on Teenager Island.
- 6 The teenagers might enjoy a bit of sport.
- 7 On Foodie Island people enjoy growing and preparing food as well as eating it.
- 8 Some pre-packaged food, like sliced bread, would be allowed on the island.

B Work in pairs and discuss. Would you enjoy visiting any of these islands? Which one would you choose? Why? Is there an island you would definitely choose NOT to visit? Which one? Why?

GRAMMAR

-ING FORM AND INFINITIVE

4 A Check what you know. Underline the correct alternatives to complete the sentences.

- 1 I **fancy** to spend/spending time on Book Lovers' Island.
- 2 I love cooking. I **look forward to** prepare/preparing the meal as much as to eat/eating it.
- 3 I think I could **manage** to spend/spending all day to lie/lying around in hammocks doing nothing.
- 4 I **can't stand** to wait/waiting around when you have a piece of technology that doesn't work and you have to take it somewhere to get it fixed.
- 5 I'm **not very keen on** to eat/eating pre-packaged food. I'd rather cook everything from scratch.
- 6 I **tend** to spend/spending a lot of time listen/listening to music or just to chill/chilling.
- 7 I think I'd **miss** not to watch/watching television, although I **enjoy** read/reading the books.
- 8 **Imagine** never to have/having a problem with technology or the internet. That really would be a utopia!

B Look at the verb patterns in the table. Find another example of each pattern in the sentences in Exercise 4A. Add the examples to the table.

<p>-ing form</p> <p>Verbs followed by an <i>-ing</i> form include <i>like, love, hate, enjoy, fancy, mind, miss, imagine, can't stand</i>.</p> <p>I really enjoy cooking.</p> <p>I don't mind not watching television.</p> <p>1 _____</p>
<p>Use an <i>-ing</i> form after fixed phrases ending in a preposition, e.g. <i>look forward to, be keen on, give up</i>.</p> <p>I'm not very keen on running.</p> <p>2 _____</p>
<p>Use an <i>-ing</i> form as a subject or object (i.e. as a noun).</p> <p>I love reading.</p> <p>Eating good food is one of my passions.</p> <p>3 _____</p>
<p>infinitive with to</p> <p>Verbs followed by the infinitive with <i>to</i> include <i>seem, want, tend, promise, agree, manage, decide, refuse</i>.</p> <p>He promised to contact me.</p> <p>She refused to switch her phone off.</p> <p>4 _____</p>
<p>Use infinitive with <i>to</i> to express purpose.</p> <p>I'm going to the library to get a book.</p> <p>We came to listen to the author talk about her new book.</p> <p>5 _____</p>

C **5.3 CONNECTED SPEECH: elision** Listen and complete the phrases.

- 1 We're not _____ to do anything.
- 2 I _____ to spend time just chilling.
- 3 I'm _____ very keen on running.
- 4 I think I _____ manage to get there.
- 5 He _____ to contact me.
- 6 I _____ mind not watching television.

D Listen again. Notice how in connected speech sometimes the /t/ or /d/ sound is lost through elision, especially when there are several consonants together. Listen and repeat the phrases.

expecte(d) to
ten(d) to
jus(t) chilling

5 A Complete the sentences with the correct form of the verbs in brackets.

- 1 We tend _____ (go) to the mountains in the summer months.
- 2 I love _____ (listen) to really loud music and _____ (dance) around the kitchen.
- 3 I can't stand _____ (have) to get up early on a Sunday.
- 4 _____ (surf) is one of my favourite hobbies.
- 5 I'm not very keen on _____ (swim).
- 6 I'm looking forward to _____ (see) my family at the weekend.
- 7 We often travel to the coast _____ (swim) in the summer.
- 8 I've decided _____ (try) and learn Mandarin.

B Change two or three of the sentences in Exercise 5A so they are true for you or write new sentences using some of the verb forms in Exercise 4B. Then work in pairs and compare your sentences.

6 Choose one of the personality types in Exercise 1A (book lover, rebellious teenager, etc.). Think of sentences to describe how these people like to live. Try to use verb forms from Exercise 4B.

Book lovers tend to read a lot. They always look forward to finding a new book.

▷ page 112 **LANGUAGEBANK**

SPEAKING

7 A Plan your own private utopia. Make notes.

- Where would it be?
- What would be special about it?
- What would it look like?
- What kind of people would be there?
- How would you spend your time?
- Would there be any rules?

B Present your ideas to other students. Ask and answer questions about each island. Who do you think has the best idea for a private utopia?

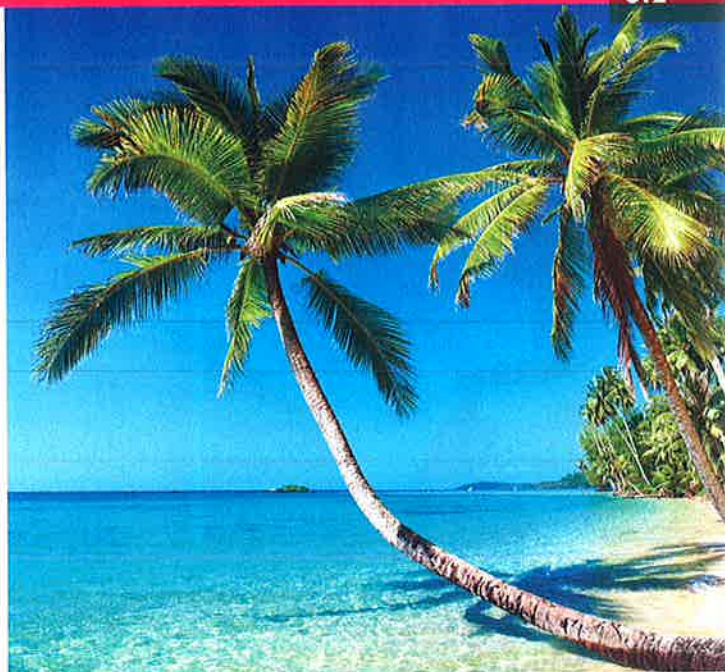
VOCABULARY PLUS

FORMAL VS INFORMAL REGISTER

8 A Match sentences 1–10 with responses a)–j).

- 1 Have you met Rebecca's new man? He's really attractive.
- 2 She never stops talking. It drives me crazy!
- 3 We're never going to get there on time at this rate. What are we going to do?
- 4 Anne-Marie is very ambitious, isn't she?
- 5 The house was a real mess. I can't believe how lazy they are.
- 6 Danny's parents are going to pay for the holiday. They've got plenty of money.
- 7 The problem is that he's always trying to impress people.
- 8 I need to finish both of these essays by tomorrow.
- 9 What's the matter with you?
- 10 What do you feel like doing later? Do you want to go out?

- a) I know. They're **loaded**.
- b) Yes, she's a real **go-getter**.
- c) That's a bit of a **hassle**.
- d) Yes, he's a bit of a **try-hard**.
- e) I had an argument with my boss so I'm a bit **hacked off**.
- f) Yes, I saw them on Saturday. You're right. He's really **fit**.
- g) We'll be fine. Just **chill**, will you?
- h) I agree. She can be a bit **chatty**.
- i) I know. They are a bunch of **slobs**.
- j) To be honest, I'd rather just stay at home and **veg out**.



B Match six of the phrases in bold in Exercise 8A with definitions 1–6.

- 1 relax and stop worrying **chill**
- 2 annoyed
- 3 lazy, unclean people
- 4 very rich
- 5 sit around doing nothing productive
- 6 be very attractive (or be in good physical shape)

C Write the correct part of speech (adjective, noun or verb) next to each phrase in Exercise 8A.

9 A Work in pairs. Study the phrases in Exercise 8A and then cover them so you can't see them. Using one of the phrases you have studied, what might you say in these situations?

- 1 Your teenage son invites his friends to your house and they laze around and leave a horrible mess everywhere.
- 2 You take a taxi from the airport and the driver tells you all about how he grew up in this city, asks you about your holiday, tells you different places you should visit, etc.
- 3 Your partner suggests going out on a Friday night, but you are tired and would rather stay at home and watch TV.
- 4 You're angry because you have just spent an hour trying to get through to your internet service provider on the telephone but you keep being put on hold.
- 5 Your younger sister likes to set herself ambitious goals and then achieve them.
- 6 You are a teenage girl and you want your mother to stop worrying about everything and just relax.

B Choose a situation from Exercise 9A and write a short conversation (3–4 lines) including some of the phrases in Exercise 8A. Then work in pairs and act out your conversations to the class.



5.3 MY PERFECT COUNTRY

- F** express your opinion
- V** society
- P** word stress



VOCABULARY

SOCIETY

- 1 A** Work in pairs. List three things you think your country does well and three things it could do better. Show your lists to other students.
- B** Are any of the things in the box problems in your country? Which are the biggest issues at the moment? Can you add any more to the list?

unemployment violent crime child poverty
 access to clean water/sanitation terrorist threats
 media manipulation road/rail networks tax evasion
 power cuts housing healthcare freedom of speech

- 2 A** Read the text. Which issues from Exercise 1B are referred to?
- B** Work in pairs. Discuss what your perfect country would be like.

FUNCTION

EXPRESSING YOUR OPINION

- 3 A** Look at the photos. What policies do you think they represent?
- B** 5.4 Listen to three people discussing different policies. Make notes about each policy in the table.

	policy
Bermuda	
Japan	
Estonia	

- C** Work in pairs and compare your notes. Would you include any of these policies in your perfect country? Why/Why not?

My Perfect Country

In a world where so much is going wrong, perhaps it's worth looking at what's going right. What if you could build a country with policies that actually worked? From systems for teaching maths in Shanghai and ideas for clean energy in Costa Rica, to policies to help reduce smoking in Australia, Fi Glover and Martha Lane Fox look at innovative policies from across the world that have been truly successful. So, what would your perfect country look like?

- There would be room for everyone. Borders would be meaningless. People would be allowed to live and work wherever they want.
- Everyone would have their own house with a nice garden.
- No children would go to bed hungry. In my perfect country there would be no child poverty and enough food for everyone to eat healthily.
- In my perfect country everyone can trust each other. The government can trust the people and the people can trust the government. You can believe what you read in the media because you trust the people writing the news.
- There would be no prisons or violent crime. People would respect each other and each other's property.

4 A Listen again and complete the speakers' opinions.

Bermuda white roofs

A: Well, if you ask me, it's a really ¹ _____.
In Bermuda they have no natural water resources, right?

B: Personally, I'm not ² _____. Don't you think it would be better if the government was responsible for making sure that everyone has access to clean water and sanitation?

Japanese martial arts

A: As I ³ _____ it, karate isn't much good to you when you're standing in front of an armed criminal, surely?

B: I'm absolutely convinced that kind of ⁴ _____ can really work.

Estonian digital revolution


C: Well, in my ⁵ _____, the country is one of the best examples of how a country can run online.

It seems to ⁶ _____ that this one is working pretty well.

B Look at the phrases for expressing opinion. Which ones did you hear? Check in audioscript 5.4 on page 139.

- 1 Well, if you ask me, ...
- 2 Personally, I'm convinced/Personally, I'm not convinced ...
- 3 As I see it/The way I see it, ...
- 4 It seems to me that ...
- 5 I'm absolutely convinced that ...
- 6 I have the feeling that/I feel that ...
- 7 You can take it from me that ...
- 8 I think that/I don't think that ...
- 9 In my opinion, ...

C WORD STRESS Underline the stressed syllables in the phrases in Exercise 4B.

D  **5.5** Listen and check your answers. Then listen again and repeat. Copy the stress patterns.

 page 112 **LANGUAGEBANK**


5 A Put the words in brackets in the correct order to complete the sentences. Add commas where necessary.

- 1 _____ (convinced / power / not / solar / I'm) is the answer to all our problems.
- 2 _____ (see / I / need / it / as / we) to deal with the threat of terrorism.
- 3 _____ (you / if / me / ask) free healthcare is essential.
- 4 _____ (opinion / in / my / unemployment) is the biggest problem.
- 5 _____ (absolutely / that / convinced / I'm) digital is the future.
- 6 _____ (that / to / it / me / seems) tax evasion is the issue.

B Do you agree with the statements in Exercise 5A? Why/Why not?

LEARN TO

EXPRESS DOUBT/QUESTION AN OPINION

6 A  **5.6** Listen and underline the alternative you hear to complete the phrases for expressing doubt and questioning an opinion.

- 1 Don't you *think/suppose* it would be better if ...?
- 2 What *about if/when* ...?
- 3 That may be *true/right*, but I still feel that ...
- 4 I'm not *sure/convinced* about that.
- 5 Shouldn't we *consider/think about* ...?
- 6 That's a *fair/good* point, but ...

B Listen again and repeat. Copy the polite intonation.

7 Work in pairs. Take turns to say a sentence and give a response. Student A: start by saying one of the sentences from Exercise 5A. Student B: respond using phrases from Exercise 6A.

A: *I'm not convinced solar power is the answer to all our problems.*

B: *That may be true, but using more solar power would reduce the need for nuclear power stations.*

SPEAKING

8 Work in groups. Plan your perfect country. You are going to consider which policies to include. Follow the instructions.

- 1 Read about a possible policy. Make some notes about how it would work.
 - Student A: read about a Shanghai policy on page 129.
 - Student B: read about an Australian policy on page 131.
 - Student C: read about a policy in Peru on page 132.
- 2 Tell your group about your policy. The other students ask the speaker about any problems with it. Decide together if this policy should be included in your perfect country. Are there any other policies which should be included?
- 3 Tell the class about the policies you agreed on and why.



DVD PREVIEW

1 A Work in pairs. Discuss the questions.

- 1 What do you know about the Caribbean? Have you been there?
- 2 How many Caribbean countries can you name? What do you know about the history of the area?

B Read about the programme. What might Simon Reeve discover in Haiti?

Caribbean



In this BBC series, Simon Reeve explores the Caribbean. With its thousands of diverse islands, rich history, and stunning golden beaches, the Caribbean is one of the world's great treasures. In this episode, Reeve visits Haiti. Haiti is the poorest country in the Americas.

Besides many political problems and a high crime rate, it had a terrible earthquake in 2010 that killed thousands of people and destroyed most of the capital's infrastructure. But Reeve finds that the public perception of Haiti is wrong. He travels around the country and discovers some of its wonderful and lesser-known history.

DVD VIEW

2 A Watch the programme. According to the presenter, what do people generally think of Haiti, and how is the reality different?

B Circle the correct answer, a) or b).

- 1 How does Jean-Daniel, the guide, describe Haiti's street life?
 - a) busy
 - b) beautiful
- 2 What does Jean-Daniel say about Haiti?
 - a) It isn't as bad as people say.
 - b) The country is becoming more dangerous.
- 3 Which country colonised Haiti in the 1700s?
 - a) the UK
 - b) France
- 4 What was Haiti's financial state at that time?
 - a) extremely poor because of wars
 - b) rich because of sugar, coffee, cotton, etc.
- 5 What is special about the fortress?
 - a) It's the biggest in the Americas.
 - b) It's the oldest in the Americas.
- 6 What is extraordinary about Haitian history?
 - a) Haitians fought for Napoleon.
 - b) It's the only country formed after a successful slave rebellion.

C Watch again to check your answers.

3 A Simon, the presenter, uses the adjectives in Box A to describe the words in Box B. Match the words in Box A with those in Box B.

A

astonishing breathtaking colossal exotic
extraordinary fertile long-suffering
negative sturdy

B

as the mountain itself climate Haiti
island of Hispaniola place structure
tale of struggle the view view of the country

B Watch again to check your answers. Then write the adjectives from Box A next to the correct definition.

- 1 astonishing: very surprising
- 2 _____: able to produce good crops (vegetables, fruits, etc.)
- 3 _____: bad or harmful
- 4 _____: strong and not likely to break
- 5 _____: has had problems for many years
- 6 _____: unusual or exciting because it's from a foreign country
- 7 _____: very impressive or surprising to look at
- 8 _____: extremely large
- 9 _____: very unusual or special

4 Would you like to visit Haiti? Why/Why not?




speakout looking beyond stereotypes

- 5** Read about *Hidden Stories* documentaries. What is their purpose?

Hidden Stories

This documentary series looks at the sides of towns and cities that the public don't see. It looks beyond the stereotypes to find out more about places. Every programme in the series involves visiting a town or city and discovering stories, traditions, little-known neighbourhoods, and deep secrets. So what's the hidden story of your town?

- 6 A**  **5.7** Listen to a woman describing the hidden history of her city. What does she say about the city's image today and its less well-known side?

- B** Listen again. Tick the key phrases you hear.

KEYPHRASES

The stereotype of [place] is that it's ...
 When people talk about [place], the first thing they say is ...
 The city is famous for ...
 People associate my city with ...
 There's a side people don't know about.
 You may never have heard of [it/them], but ...
 The most interesting thing about [place] is ...
 That's the hidden side of [place].

- 7 A** Read the questions and think about your answers.

- 1 What are the stereotypes about a town or city you know well? What is it famous for? Are there any negative things people say about it?
- 2 Is there anything that outsiders generally DON'T know about the town (history, people, customs, neighbourhoods, etc.)?
- 3 Your town/city has been chosen to appear on *Hidden Stories* with you as the presenter! What aspect will you focus on?
- 4 Which of the key phrases will you use?

- B** Work in groups and discuss the questions in Exercise 7A.

writeback a hidden story of a town/city

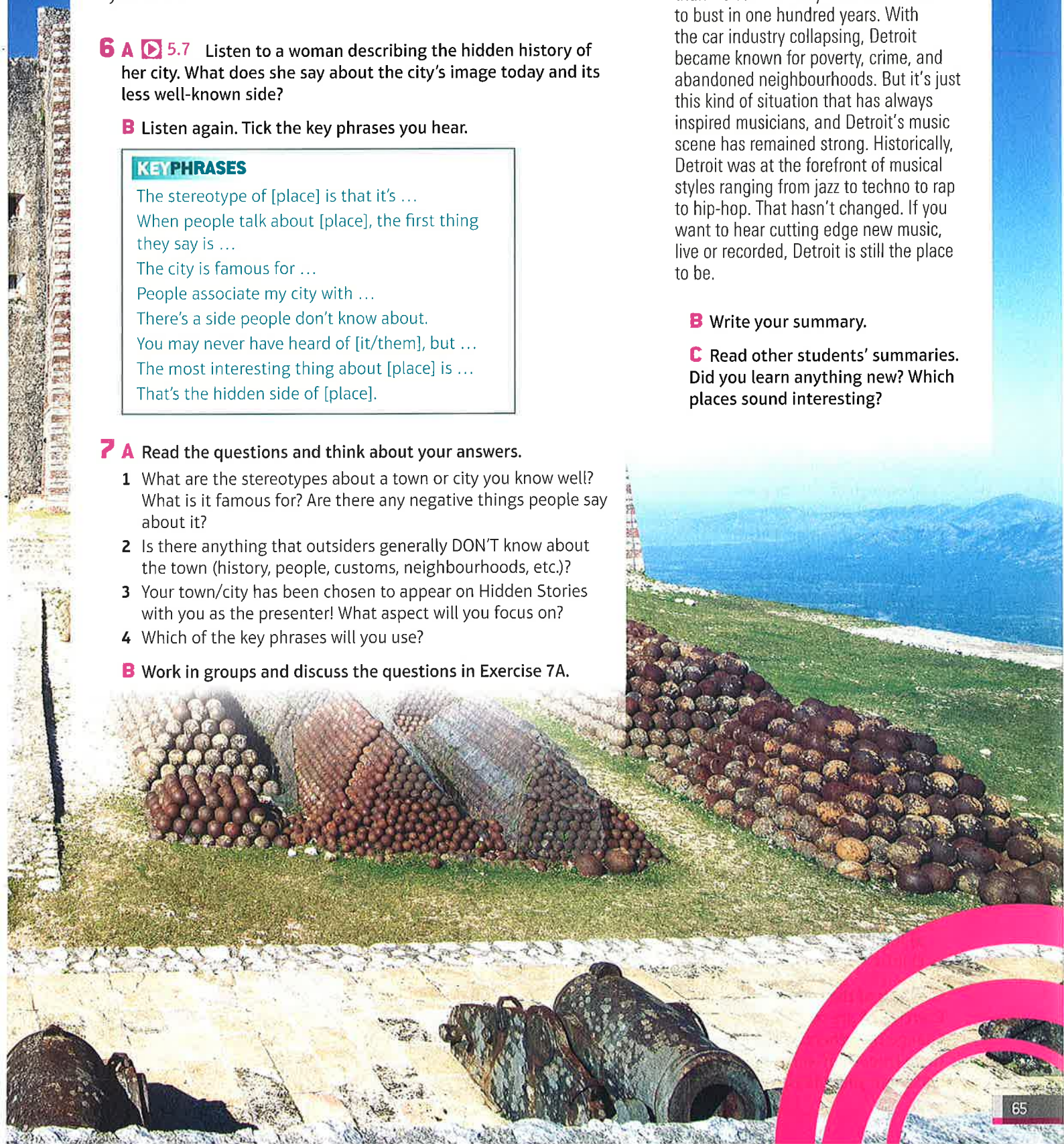
- 8 A** You are going to write a 100-word summary of your *Hidden Stories* idea. Read the example.

Detroit: the hidden story

There's nowhere in the USA more associated with the inner-city blues than Detroit. The city went from boom to bust in one hundred years. With the car industry collapsing, Detroit became known for poverty, crime, and abandoned neighbourhoods. But it's just this kind of situation that has always inspired musicians, and Detroit's music scene has remained strong. Historically, Detroit was at the forefront of musical styles ranging from jazz to techno to rap to hip-hop. That hasn't changed. If you want to hear cutting edge new music, live or recorded, Detroit is still the place to be.

- B** Write your summary.

- C** Read other students' summaries. Did you learn anything new? Which places sound interesting?



V NATURE

1 A Add the missing vowels to make nature words.

- | | |
|----------|--------------|
| 1 rnfrst | 5 vnms snks |
| 2 cnpy | 6 prsts |
| 3 vgttn | 7 trpcl dsss |
| 4 crtrs | 8 flsh flds |

B Work in pairs. Describe one of the words in Exercise 1A for your partner to guess.

G QUANTIFIERS

2 A Circle the correct answer, a), b) or c), to complete the sentences.

- I've taken _____ international flights.
a) much b) a lot
c) several
- I've also been on _____ of long boat trips.
a) a couple b) many
c) a little
- Before travelling, I always spend a _____ of time preparing.
a) amount b) lots
c) great deal
- I read _____ guidebooks about my destination.
a) enough of b) a few
c) a great deal of
- If I'm going abroad, I learn _____ words to communicate basic ideas.
a) amount of b) a little
c) enough
- These days, _____ places are completely untouched by tourism.
a) a lot b) few
c) too much
- I don't think you need a large _____ of money to enjoy travelling, but you need time.
a) amount b) number
c) deal
- A _____ knowledge of local customs and traditions is important when you travel.
a) few b) couple of
c) little

B Which of the sentences in Exercise 2A are true for you? Change the others to make them true. Then work in pairs and share your ideas.

V TYPES OF PEOPLE

3 A The words in bold are in the wrong sentences. Replace them with the correct words.

- My mother is a real **foodie**. She's read every book in the library!
- He's never going to get a job. He loves being a beach **techie**.
- The kid is a telly **bum**. He never does anything else.
- I love it when we eat at Sara's, because she's such a **bookworm**.
- Your laptop's not working properly? Ask Chris to help you; he's a real **addict**.
- He never does what I ask him to. He's going through a rebellious **enthusiast** stage.
- If he's not playing rugby or cricket, he's watching it. He's a sports **teenager**.

B Choose one of the types of people in Exercise 3A. Write three questions to ask a partner, to find out if they match that description.

sports enthusiast:

Do you think of yourself as a sporty person?

Do you ever go to matches or see any live sports?

What sports do you watch on TV?

C Work in pairs. Ask and answer your questions from Exercise 3B.

G -ING FORM AND INFINITIVE

4 A Underline the correct alternatives to complete the sentences.

- I managed *spending/to spend* all my money in the first week.
- We miss *not to be/being* able to go to the beach every day.
- I'm not very keen on *to watch/watching* television.
- They promised *to call/calling* us when they got there.
- I've given up *to wait/waiting* to hear from them.
- The service was so bad they refused *to pay/paying* the bill.
- They tend *to argue/arguing* all the time.

B Use the prompts to make sentences which are true for you.

- At the weekends I tend ...
- Something I'm really looking forward to ...
- I don't mind ...
- I'm not very keen on ...

F EXPRESSING YOUR OPINION

5 A Complete the conversations with the words in the box.

see	convinced	think
opinion	me	seems
absolutely	feeling	

- A:** I think we should take the motorway.
B: Personally, I'm not _____ it will be quicker.
- A:** We need a change of government.
B: Well, if you ask _____, that will only make things worse.
- A:** I have the _____ that the situation is going to get worse.
B: The way I _____ it, it can only get better.
- A:** In my _____, the Spanish team are stronger.
B: Yes, I'm _____ convinced that they're going to win.
- A:** I don't _____ that we should decide yet.
B: It _____ to me that's the best idea we've had.

B Work in pairs. Practise the conversations in Exercise 5A.