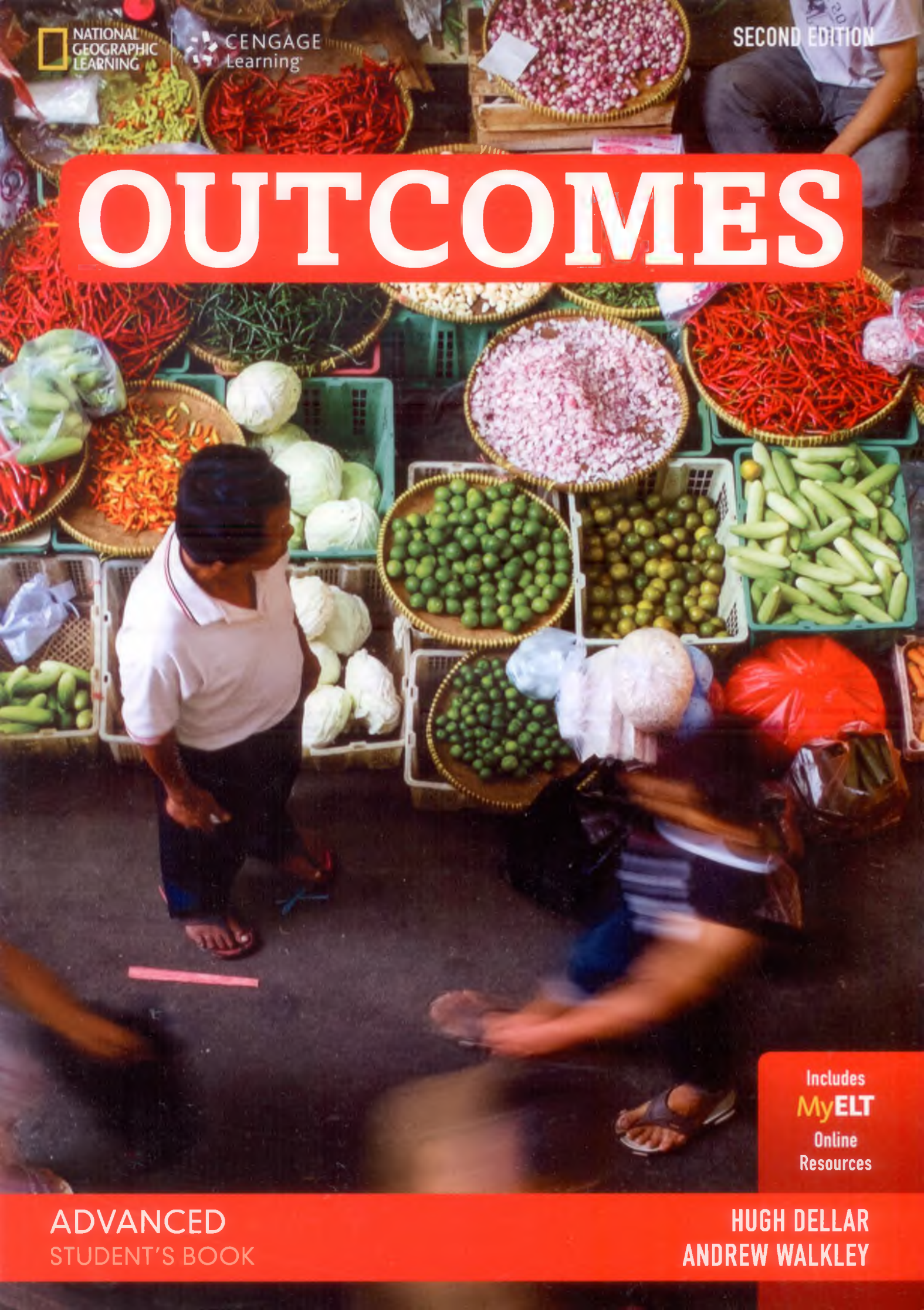


NATIONAL  
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SECOND EDITION

# OUTCOMES



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ADVANCED  
STUDENT'S BOOK

HUGH DELLAR  
ANDREW WALKLEY

# OUTCOMES

ADVANCED  
STUDENT'S BOOK

HUGH DELLAR  
ANDREW WALKLEY



**1**

## CITIES

page 6

- describe different aspects of cities and city life
- add interest to stories by emphasising and exaggerating
- reinforce and exemplify points you've made
- talk about urban problems and how to tackle them
- talk about changes in urban areas
- tell stories and urban myths



**2**

## RELATIONSHIPS

page 14

- talk about people you know
- give your impression of people you don't know well
- talk about romance and science
- talk about different kinds of relationships
- express opinions in more tentative ways
- share and talk through problems

VIDEO 1: Big city construction page 22    REVIEW 1: page 23    WRITING 1: Describing visual data page 150



**3**

## CULTURE AND IDENTITY

page 24

- discuss different aspects of culture and society
- politely disagree with people's opinions
- express feelings and opinions more emphatically
- describe useful objects and household jobs
- discuss your own personal and national identities



**4**

## POLITICS

page 32

- describe politicians and their qualities
- give opinions about politics
- talk about consequences of political proposals
- tell jokes
- talk about voting and elections

VIDEO 2: Songlines of the Aborigines page 40    REVIEW 2: page 41    WRITING 2: Building an argument page 152



**5**

## GOING OUT, STAYING IN

page 42

- talk about nights out
- comment on what people say
- change the subject
- talk about tourism and tourist sites
- describe and review books



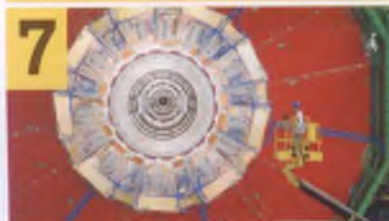
**6**

## CONFLICT AND RESOLUTION

page 50

- handle arguments in a constructive manner
- defend and excuse positions and behaviour
- talk about how you'd like things to be different
- discuss conflict and resolution
- understand and use extended metaphors

VIDEO 3: The braille Hubble page 58    REVIEW 3: page 59    WRITING 3: Reviews page 154



**7**

## SCIENCE AND RESEARCH

page 60

- discuss different areas of work in the field of science
- explain and discuss news stories about science
- express surprise and disbelief
- talk about science-fiction films
- form nouns and adjectives
- discuss the uses and abuses of statistics



**8**

## NATURE AND NURTURE

page 68

- describe scenery and natural landscapes
- emphasise your opinions
- tell the stories behind photos
- talk about communication
- discuss stereotypes
- describe animals, their habitats and their habits

VIDEO 4: Baby math page 76    REVIEW 4: page 77    WRITING 4: Describing processes page 156

GRAMMAR	VOCABULARY	READING	LISTENING	DEVELOPING CONVERSATIONS
<ul style="list-style-type: none"> <li>Perfect forms</li> </ul>	<ul style="list-style-type: none"> <li>City life</li> <li><b>Understanding vocabulary:</b> Emphasising and exaggerating</li> <li>Recovery and change</li> <li><b>Understanding vocabulary:</b> Binomials</li> </ul>	<ul style="list-style-type: none"> <li>Urban renewal</li> <li>Buying into the myth</li> </ul>	<ul style="list-style-type: none"> <li>Talking about cities</li> <li>Urban myths</li> </ul>	<ul style="list-style-type: none"> <li>Reinforcing and exemplifying a point</li> </ul>
<ul style="list-style-type: none"> <li>Would</li> </ul>	<ul style="list-style-type: none"> <li>Describing people</li> <li><b>Understanding vocabulary:</b> Phrasal verbs</li> <li>Relationships</li> </ul>	<ul style="list-style-type: none"> <li>From Cupid to computer</li> </ul>	<ul style="list-style-type: none"> <li>Talking about people</li> <li>A young man called Toby</li> </ul>	<ul style="list-style-type: none"> <li>Giving your impression</li> </ul>
<ul style="list-style-type: none"> <li>Cleft sentences</li> </ul>	<ul style="list-style-type: none"> <li>Society and culture</li> <li>Household objects</li> <li><b>Understanding vocabulary:</b> Words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Foreign objects</li> </ul>	<ul style="list-style-type: none"> <li>Talking about different cultures</li> <li>A United Kingdom?</li> <li>Cultural identity</li> </ul>	<ul style="list-style-type: none"> <li>Challenging overgeneralisations</li> </ul>
<ul style="list-style-type: none"> <li>Conditionals 1</li> <li>Conditionals 2</li> </ul>	<ul style="list-style-type: none"> <li>Consequences</li> <li><b>Understanding vocabulary:</b> 'Ways of' verb groups</li> <li>Elections and politics</li> </ul>	<ul style="list-style-type: none"> <li>Symbol of democracy is a joke</li> <li>The electoral system Swiss style</li> </ul>	<ul style="list-style-type: none"> <li>What's your opinion?</li> <li>Different types of vote</li> </ul>	<ul style="list-style-type: none"> <li>Giving opinions</li> </ul>
<ul style="list-style-type: none"> <li>Noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>Nights out</li> <li><b>Understanding vocabulary:</b> Noun + of</li> <li>Describing books</li> </ul>	<ul style="list-style-type: none"> <li>Don't be a sheep!</li> </ul>	<ul style="list-style-type: none"> <li>Talking about nights out</li> <li>Book clubs</li> </ul>	<ul style="list-style-type: none"> <li>Commenting on what is said</li> </ul>
<ul style="list-style-type: none"> <li>Wish and if only</li> </ul>	<ul style="list-style-type: none"> <li>Arguments and discussions</li> <li>Conflict and resolution</li> <li><b>Understanding vocabulary:</b> Extended metaphors</li> </ul>	<ul style="list-style-type: none"> <li>Peace to defeat war yet again?</li> </ul>	<ul style="list-style-type: none"> <li>Resolving arguments</li> <li>News stories</li> </ul>	<ul style="list-style-type: none"> <li>Defending and excusing</li> </ul>
<ul style="list-style-type: none"> <li>Passives</li> </ul>	<ul style="list-style-type: none"> <li>Talking about science</li> <li><b>Understanding vocabulary:</b> Forming nouns and adjectives</li> <li>Statistics</li> </ul>	<ul style="list-style-type: none"> <li><i>Godzilla</i> – all roar and no bite</li> </ul>	<ul style="list-style-type: none"> <li>Discussing science stories</li> <li>The importance of statistics</li> </ul>	<ul style="list-style-type: none"> <li>Expressing surprise and disbelief</li> </ul>
<ul style="list-style-type: none"> <li>Auxiliaries</li> </ul>	<ul style="list-style-type: none"> <li>Describing scenery</li> <li>Communicating</li> <li>Animals</li> <li><b>Understanding vocabulary:</b> Compound adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Unusual animals</li> </ul>	<ul style="list-style-type: none"> <li>Holiday photos</li> <li>Language and gender</li> </ul>	<ul style="list-style-type: none"> <li>Emphatic tags</li> </ul>



# 9 WORK

page 78

- describe what people do at work
- signal that you are making deductions
- discuss different experiences of work
- talk about terms and conditions of employment
- discuss issues related to dismissal and tribunals



# 10 HEALTH AND ILLNESS

page 86

- describe different medical and surgical procedures
- use vague language
- discuss different approaches to medicine
- describe things the mind and body do
- discuss issues doctors face

VIDEO 5: The cat who ate needles page 94    REVIEW 5: page 95    WRITING 5: Covering letters page 158



# 11 PLAY

page 96

- talk about sports you watch or do
- recognise and use irony
- discuss issues around gaming
- link ideas within and across sentences
- discuss and use playful language



# 12 HISTORY

page 104

- describe some of the key events in people's lives
- use similes to make descriptions more interesting
- give better presentations
- ask contextualised questions after presentations
- discuss important historical events
- present and debate arguments and theories

VIDEO 6: The sword Excalibur page 112    REVIEW 6: page 113    WRITING 6: Magazine articles page 160



# 13 NEWS AND THE MEDIA

page 114

- understand news stories better
- comment on news stories
- recognise and use rhetorical questions
- discuss the issue of celebrity and the media
- report what people said



# 14 BUSINESS AND ECONOMICS

page 122

- discuss different aspects of running a company
- talk about how your business is doing
- network and make small talk
- discuss crime, banks and economics
- use some loanwords
- take minutes and take part in meetings

VIDEO 7: Counterfeit strategy page 130    REVIEW 7: page 131    WRITING 7: Applying for funding page 162



# 15 TRENDS

page 132

- describe clothes and hairstyles
- repair misunderstandings
- give opinions on style
- discuss trends
- use some snowclones
- discuss the fashion industry and its impact
- define yourself in different ways



# 16 DANGER AND RISK

page 140

- describe accidents and injuries
- understand and use a range of interjections
- talk about laws and regulations
- discuss compensation culture
- talk and think critically about texts
- discuss the pros and cons of Internet use

VIDEO 8: Long neck women page 148    REVIEW 8: page 149    WRITING 8: Giving information page 164

GRAMMAR	VOCABULARY	READING	LISTENING	DEVELOPING CONVERSATIONS
<ul style="list-style-type: none"> <li>Continuous forms</li> </ul>	<ul style="list-style-type: none"> <li>Roles and tasks</li> <li><b>Understanding vocabulary:</b> Adverb-adjective collocations</li> <li>The world of work</li> </ul>	<ul style="list-style-type: none"> <li>Extract from <i>The Living Dead</i></li> </ul>	<ul style="list-style-type: none"> <li>First day at work</li> <li>David Bolchover's conclusions</li> <li>News stories about work</li> </ul>	<ul style="list-style-type: none"> <li>Making deductions</li> </ul>
<ul style="list-style-type: none"> <li>Modal auxiliaries</li> </ul>	<ul style="list-style-type: none"> <li>Operations</li> <li>Mind and body</li> <li><b>Understanding vocabulary:</b> Nouns based on phrasal verbs</li> </ul>	<ul style="list-style-type: none"> <li>East meets West</li> </ul>	<ul style="list-style-type: none"> <li>Talking about surgical procedures</li> <li>Doctors' experiences</li> </ul>	<ul style="list-style-type: none"> <li>Vague language</li> </ul>
<ul style="list-style-type: none"> <li>Linking words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Sports and events</li> <li>Talking about gaming</li> <li><b>Understanding vocabulary:</b> Alliteration</li> </ul>	<ul style="list-style-type: none"> <li>Pay to play!</li> </ul>	<ul style="list-style-type: none"> <li>Talking about sport</li> <li>Word games and wordplay</li> </ul>	<ul style="list-style-type: none"> <li>Irony and humour</li> </ul>
<ul style="list-style-type: none"> <li>Dramatic inversion</li> </ul>	<ul style="list-style-type: none"> <li>Personal histories</li> <li><b>Understanding vocabulary:</b> Similes</li> <li>Historical events</li> <li>Discussing arguments and theories</li> </ul>	<ul style="list-style-type: none"> <li>History mysteries</li> </ul>	<ul style="list-style-type: none"> <li>A remarkable life</li> <li>The impact of World War II</li> </ul>	<ul style="list-style-type: none"> <li>Contextualised questions</li> </ul>
<ul style="list-style-type: none"> <li>Patterns after reporting verbs</li> </ul>	<ul style="list-style-type: none"> <li>Newspaper headlines</li> <li><b>Understanding vocabulary:</b> Common sayings</li> </ul>	<ul style="list-style-type: none"> <li>Paps – they're not so bad</li> </ul>	<ul style="list-style-type: none"> <li>Talking about the news</li> <li>Radio news bulletin</li> </ul>	<ul style="list-style-type: none"> <li>Rhetorical questions and common opinions</li> </ul>
<ul style="list-style-type: none"> <li>Relative clauses</li> </ul>	<ul style="list-style-type: none"> <li>How's business?</li> <li><b>Understanding vocabulary:</b> Loanwords</li> <li>Business situations</li> </ul>	<ul style="list-style-type: none"> <li>Jailing of Icelandic bankers shows need to put people first</li> </ul>	<ul style="list-style-type: none"> <li>Making small talk</li> <li>A business meeting</li> </ul>	<ul style="list-style-type: none"> <li>Small talk</li> </ul>
<ul style="list-style-type: none"> <li>Prepositions</li> </ul>	<ul style="list-style-type: none"> <li>Style and fashion</li> <li><b>Understanding vocabulary:</b> Snowclones</li> <li><b>Understanding vocabulary:</b> Verb forms and word families</li> </ul>	<ul style="list-style-type: none"> <li>All things must pass</li> </ul>	<ul style="list-style-type: none"> <li>Talking about clothes and style</li> <li>The fashion industry and body image</li> </ul>	<ul style="list-style-type: none"> <li>Backtracking and correcting</li> <li>Defining yourself</li> </ul>
<ul style="list-style-type: none"> <li>Talking about the future</li> </ul>	<ul style="list-style-type: none"> <li>Accidents and injuries</li> <li>Laws and regulations</li> <li><b>Understanding vocabulary:</b> Synonyms</li> </ul>	<ul style="list-style-type: none"> <li>Compensation culture</li> </ul>	<ul style="list-style-type: none"> <li>Talking about accidents and injuries</li> <li>Internet risks and problems</li> </ul>	<ul style="list-style-type: none"> <li>Interjections</li> </ul>



**5**

# GOING OUT, STAYING IN



## IN THIS UNIT YOU LEARN HOW TO:

- talk about nights out
- comment on what people say
- change the subject
- talk about tourism and tourist sites
- describe and review books

## SPEAKING

**1** Which sentence below best describes your feelings about the night out shown in the photo?

- 1 It looks like my idea of hell. Nothing in the world would induce me to go there!
- 2 It's not really my kind of thing, but I'd probably give it a go if the opportunity arose.
- 3 It looks like a laugh. It could be fun.
- 4 It looks like a brilliant night out – tailor-made for someone like me!

**2** Work in pairs. Compare your ideas and explain your choices. Then discuss:

- whether you've ever been to any similar kinds of events.
- what the best / worst thing about a night like this would be.
- other occasions you can think of when people go out in costumes.

A foam party in the Amnesia Club, Ibiza



# I BET THAT WAS FUN

## VOCABULARY Nights out

- 1 Complete the sentences below with these pairs of words. You may need to change the order of the words.

awkward + scene  
bits + floods  
bored + yawning  
burst + courses  
crawl + exhausted

disappointment + hype  
do + rough  
hilarious + stitches  
mortified + swallow  
overwhelmed + tears

- 1 It was awful. I just couldn't stop \_\_\_\_\_. I was \_\_\_\_\_ out of my mind!
- 2 I'm \_\_\_\_\_. I didn't \_\_\_\_\_ into bed until after four.
- 3 She was so \_\_\_\_\_ by it all that she actually burst into \_\_\_\_\_.
- 4 There must've been at least ten \_\_\_\_\_. Honestly, I thought I was going to \_\_\_\_\_!
- 5 We were all on the floor in \_\_\_\_\_. It was \_\_\_\_\_!
- 6 Honestly! I was absolutely \_\_\_\_\_. I just wanted the ground to open up and \_\_\_\_\_ me!
- 7 It was such a \_\_\_\_\_. It really didn't live up to the \_\_\_\_\_.
- 8 I feel a bit \_\_\_\_\_ today. I had a big work \_\_\_\_\_ last night and didn't get home till two.
- 9 It was awful. He was in \_\_\_\_\_ when he heard – just in \_\_\_\_\_ of tears.
- 10 It caused a bit of a \_\_\_\_\_, actually. It was really quite \_\_\_\_\_, to be honest.

- 2 Choose the four words / phrases from Exercise 1 that you think you will use most often. Then decide if there are any words or phrases you don't think you will ever use. Think about why.
- 3 Work in pairs. Compare the words and phrases you chose for Exercise 2 and explain your ideas.
- 4 With your partner, think of a situation in which you might:
  - 1 find yourself bored out of your mind.
  - 2 be so overwhelmed that you burst into tears.
  - 3 end up on the floor in stitches.
  - 4 be absolutely mortified.
  - 5 find that something doesn't live up to the hype.
  - 6 go to a do.
  - 7 end up in floods of tears.
  - 8 witness a bit of a scene.

## LISTENING

- 5 ▶ 14 Listen to two conversations. Answer the questions about each conversation.
- 1 What kind of night out do they talk about?
  - 2 What other main topic do they discuss?



6 ▶ 14 Listen again. Which words and phrases from Exercise 1 are used in each conversation?

7 Complete the sentences from the conversations with the correct prepositions or adverbs. Then look at audio script 14 on page 201 and check your answers.

#### Conversation 1

- 1 She's been \_\_\_\_\_ a lot recently.
- 2 She soon got \_\_\_\_\_ it.
- 3 They went \_\_\_\_\_ really, really well.
- 4 He's so full \_\_\_\_\_ himself, that guy.
- 5 Hey, talking \_\_\_\_\_ dancing, are you still going to those tango classes?
- 6 I'm still a bit prone \_\_\_\_\_ treading on toes.

#### Conversation 2

- 7 It's all \_\_\_\_\_ hand.
- 8 It's just that I could do \_\_\_\_\_ it at the moment.
- 9 I've got far too much \_\_\_\_\_.
- 10 Thanks for being so \_\_\_\_\_ top of things.
- 11 Oh, \_\_\_\_\_ the way, how was your meal the other night?
- 12 This guy at a table in the corner just suddenly burst \_\_\_\_\_ screaming at one of the waiters.

8 Work in groups. Discuss the questions.

- Have you ever been to a surprise party? How was it?
- When was the last time you had a very late night? Why?
- How do you usually celebrate your birthday?
- Do you like dancing? What do you usually dance to?
- When was the last time you went out for a meal? Where did you go? What was it like?
- Have you ever complained in a restaurant? If so, why?

9 Use *must* / *can't* to rewrite the comments below without changing the basic meaning.

- 1 I bet that was pretty dull, wasn't it?
- 2 I bet you're not feeling your best at the moment, are you?
- 3 I don't imagine he was very pleased when he found out.
- 4 I imagine you're glad you didn't go now.
- 5 That must've cost a fortune.
- 6 She can't have been feeling very well.
- 7 Judging from his accent, he must be foreign.
- 8 You can't be serious!

10 ▶ 15 Listen and check your ideas. Which comments in Exercise 9 were accurate, according to the way the other person responded?

11 Work in pairs. Choose four rewritten comments from Exercise 9. Decide what you think was said before each one and how the comments could be responded to if they are accurate – and if they're not.

A: *The guy sitting next to me spent the whole evening talking about golf.*

B: *Wow! That must've been pretty dull.*

A: *Yeah, it was. I had to stop myself from yawning. / You'd think so, wouldn't you, but he was actually pretty funny about it all.*

## CONVERSATION PRACTICE

12 Choose one of these tasks.

- a Think of a memorable night out you have had. Think about where you went, who with, what it was like, what happened, how you felt, what time you got home, etc.
- b Invent a night out. You can imagine it was an amazing night or an awful one. Decide where you went, who with, what it was like, what happened, etc.

13 Now work in pairs. Tell each other about your nights out. Try to use as much language from this lesson as you can. Your partner should ask questions and add comments while listening.

▶ 11 To watch the video and do the activities, see the DVD ROM.



## DEVELOPING CONVERSATIONS

### Commenting on what is said

We use *I bet* / *imagine*, *must* / *must've* and *can't* / *can't have* to comment on what is said.

*I bet she was pleased.* (= I'm fairly sure she was.)

You *must be getting quite good, then.* (= I'm fairly sure you are getting good.)

That *must've been quite filling!*

That *can't have been much fun.*

We usually respond to comments like these by showing whether we think the comments are accurate or not and then adding follow-up comments of our own.

B: *You must be getting quite good, then.*

A: *I wouldn't go that far. I'm still a bit prone to treading on toes.*

C: *That must've been quite filling!*

D: *It was. I was ready to burst by the end of it all.*

# OFF THE BEATEN TRACK

## READING

1 Work in pairs. List as many famous sites and things to do in London as you can. Then share your ideas with the class. Which places / things to do sound best? Why?

2 Read the introduction to an article about visiting London and explain:

- 1 the title of the article.
- 2 what kind of impression of London the writer thinks tourists are getting.

3 Read the rest of the article. Match the headings (a–h) to the parts of the article (1–6). There are two headings you do not need.

- |                     |                      |
|---------------------|----------------------|
| a Festive food      | e True insights      |
| b Free view         | f East End playhouse |
| c Far out night out | g Not just chippies  |
| d Leisurely stroll  | h Quiet night out    |

4 Work in pairs. Try to remember how the words and phrases in *italics* were expressed in the article. Then read the article again and check your answers.

- 1 had never *risked going outside of Zone 1*
- 2 *people go swimming throughout the year*
- 3 if you're *a bit hungry*
- 4 it also *keeps and displays* a collection of household objects
- 5 *Charlie Chaplin once performed at the theatre*
- 6 *a typical kind of show in Britain*
- 7 we've *happily accepted a large variety* of international food
- 8 it's *almost impossible to logically choose* where to go
- 9 *was known for being socially deprived*
- 10 after the usual family visitors *have gone to bed*

5 Work in pairs. Discuss the questions.

- Which two recommendations most appeal to you? Why?
- Which places don't interest you? Why?
- What's the best museum you've been to? What's the most unusual one?

## UNDERSTANDING VOCABULARY

### Noun + of

In the article, you saw several nouns with *of*. They may describe:

- a group (*herd of sheep*).
- number / amount (*all manner of*).
- a part (*the rear of the building*).
- the content (*photographs of domestic life*).
- the thing that was done (*performances of everything from stand-up comedy to opera*).
- the feeling something gives (*the weirdness of a silent disco*).

6 Match the nouns + *of* (1–8) to their endings (a–h) to make noun phrases.

- |               |                                     |
|---------------|-------------------------------------|
| 1 sign of     | a goods / blood / labour            |
| 2 tip of      | b reading / eating / their company  |
| 3 floods of   | c mosquitoes / flies / wasps        |
| 4 bunch of    | d the EU / jobs / a new art form    |
| 5 swarm of    | e life / things to come / weakness  |
| 6 pleasure of | f my tongue / the iceberg / the pen |
| 7 supply of   | g flowers / mates / stuff to do     |
| 8 creation of | h complaints / tears / enquiries    |

7 Work in pairs. Choose a noun phrase from each of the groups in Exercise 6 and make sentences that are true.

## GRAMMAR

### Noun phrases

We can add a lot of information before and after a main noun in different ways.

*A walk will lead to a panorama.*

*A ten-minute walk up a steep path will lead to an amazing panorama of London.*

8 Work in pairs. Look at the underlined noun phrases in the article. Match each noun phrase (1–9) to one of the ways information is added (a–i).

- a adding a name of something to the kind of thing it is
- b adding a noun before the main noun to describe it
- c adding several adjectives
- d using a number + noun compound adjective
- e adding a prepositional phrase to show a feature
- f a relative clause
- g a reduced relative clause using a present (-ing) participle
- h a reduced relative clause using a past participle
- i a reduced relative clause using an adjectival phrase

**G** Check your ideas on page 171 and do Exercises 1 and 2.

9 Work in pairs. Add information to the subjects and objects in these sentences. Which pair in the class can write the longest correct noun phrases in each case?

- 1 The museum houses a collection.
- 2 Man seeks woman.
- 3 A man has won a prize.

10 With your partner, decide two places to contribute to 'A hidden guide to ...' about a city / town you both know. Write two short paragraphs in a similar style to the article. Use extended noun phrases.

**G** For further practice, see Exercises 3 and 4 on page 172.

## A hidden guide to London

**DON'T BE A SHEEP!** Seeing tourists being guided around London like herds of sheep, you do wonder what impression of London they're getting. They queue for hours outside Madame Tussauds to see a waxwork of Cristiano Ronaldo, eat in the Hard Rock Café, race round the British Museum looking at mummies from Egypt, then buy a postcard of the Queen and London is done. Paris, here we come! I met a foreign businessman recently who'd been coming to London every year for 20 years but had never ventured beyond Zone 1 on the underground or the classic sites. Come on, people! London has so much more to offer! So let's tempt you off the beaten track and leave the hordes of tourists behind.



Hampstead Heath

1 Forget spending a small fortune climbing The Shard in central London – hop on a C2 bus and go to Parliament Hill. A ten-minute walk up a steep path will lead to an amazing panorama of London – on a clear day, anyway. And if it's not clear, you can still stroll round Hampstead Heath with its natural ponds, where some go for a dip all year round. Alternatively, visit the 18<sup>th</sup>-century home, Kenwood House, with its fine collection of art. And if you're feeling peckish, they serve classic English cream teas.

2 Yeah, the British Museum is great, but as more than one person has pointed out, it's not very British. So if you really want to see how we've lived through the ages, you should check out the Georgian Museum, which contains eleven living rooms from different periods of history. It also houses a collection of household objects and photographs of English domestic life. At the rear of the building, there are four period gardens showing changing trends in that most British of pastimes, gardening.

3 There are all manner of performance spaces outside the West End, but we've chosen The Hackney Empire, a theatre that once hosted Charlie Chaplin. Today, you can see performances of everything from stand-up comedy to opera, but it's perhaps best known for its award-winning Christmas pantomimes. The pantomime is a peculiarly British show loosely based around a fairy tale, with audience participation and satirical jokes, and where the leading man is a woman and the main comic woman character is a man!



The Hackney Empire

4 They say British cuisine is dreadful, which is why we've embraced a huge array of international food. That said, even supposedly typical British dishes like fish and chips originally came from Europe, so perhaps things have always been this way. We'd say it's a toss-up where to go for our best multicultural cheap eats. Go north to Haringay for the best Turkish kebabs. Another option would be to head west to Southall for top South Indian food. While you're there, you could even do a six-hour course with Monisha, where you'll tour the local shops for produce and learn to cook the best curry. And if you really want fish and chips? Toffs of Muswell Hill is a classic chippie run by second-generation Greek immigrants!

5 There was a time that Dalston was synonymous with social deprivation, drugs and crime. These days, it's known as one of the hippest places in town, full of trendy bars and restaurants, underground clubs and cool young things hanging out. The only problem is, there's no tube station so it takes a while to get there.

6 So it's not exactly off the beaten track – it's London Zoo – but it sneaks into our list for its great Zoo Late evenings, held throughout the summer after the usual family visitors are tucked up in bed. As well as seeing the animals under the stars, you can enjoy live stand-up and the cool weirdness of a silent disco in which everyone wears headphones (silent apart from some tuneless singing along!).



Cooking curries in London



# IT CAME HIGHLY RECOMMENDED

## SPEAKING

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

- Look at the photo of a book club meeting. What do you think it involves?
- Do you know anyone who belongs to either a real-world book club or an online one?
- Can you think of three reasons why people might join book clubs?
- What was the last thing you read? Would you recommend it? Why? / Why not?
- How do you usually decide what to read next?

## LISTENING

### 2 16 Listen to a radio feature about the explosive growth of book clubs. Find what evidence is given of:

- 1 Mark Zuckerberg's eccentric resolutions.
- 2 the difference that the page *A Year of Books* makes to sales.
- 3 how *A Year of Books* is in keeping with cultural trends.
- 4 how face-to-face reading groups have thrived.
- 5 how book clubs can result in increased sales.
- 6 opposition to the boom in book club membership.
- 7 the seemingly universal appeal of book clubs.

### 3 16 Match the verbs (1–8) to the words they were used with in the radio feature (a–h). Then listen again and check your answers.

- |               |   |
|---------------|---|
| 1 vow         | a a marked influence on reading choices |
| 2 get through | b these trends in a positive light      |
| 3 make        | c the power of Facebook                 |
| 4 have        | d a book every fortnight                |
| 5 pick        | e to learn Mandarin Chinese             |
| 6 factor in   | f the spread of communal reading        |
| 7 see         | g six books a year                      |
| 8 halt        | h a huge difference to sales            |

### 4 Work in groups. Discuss the questions.

- What do you think about Mark Zuckerberg and his resolutions?
- Is reading a big thing in your country? How does it manifest itself?
- Who do you think has the most influence on popular taste in your country? Why?
- Is the influence they have more positive or negative? In what way?
- Have you ever bought anything because of an online recommendation? If so, what?

## VOCABULARY Describing books

- Choose the correct option to complete the book reviews below.
- Underline any phrases in the book reviews that are new for you. Then compare what you chose with a partner and discuss what they mean.
- With your partner, discuss the questions.
  - Have you read any of the five books? If you have, do you agree with the review?
  - If not, which of the books would you most / least like to read? Why?
  - Have you ever read anything similar to any of the books described?

### 1 **The Son** Jo Nesbo

This crime thriller <sup>1</sup>centres / revolves on a young man in prison for confessing to crimes he didn't commit. The novel starts slowly, but the pace picks up as the <sup>2</sup>argument / plot develops. With a <sup>3</sup>star / protagonist who remains thoroughly likeable despite his flaws and its crisp, credible <sup>4</sup>dialogue / speech, there's much to enjoy here.

### 2 **Lies My Mother Never Told Me** Kaylie Jones

In this moving <sup>1</sup>memoir / memory, Jones confronts her childhood and her troubled relationship with her abusive mother, whose <sup>2</sup>conflict / struggle to overcome her alcoholism is explored in heart-wrenching detail. The book <sup>3</sup>treats / deals with the themes of acceptance and transcendence and is a real page-turner from start to finish. I can't <sup>4</sup>suggest / recommend it highly enough.

### 3 **The Hunger Games** Suzanne Collins

<sup>1</sup>Sorting out / Tackling such issues as poverty and oppression and <sup>2</sup>basing / revolving around a televised survival game in which kids fight to the death, this may seem an unlikely best-seller. However, as it <sup>3</sup>traces / discovers the influence that society has on the young, it manages to function as a gripping read while also <sup>4</sup>exploring / finding teenage identity.

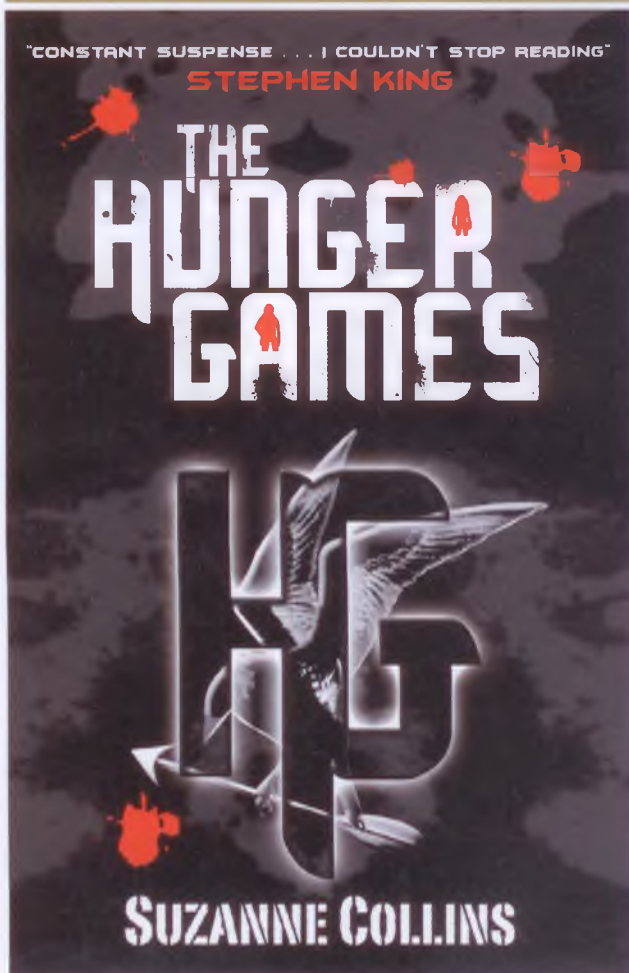
### 4 **Katherine** Anya Seaton

This vivid portrayal of love and politics in medieval England is <sup>1</sup>rooted / based on a true story and manages to <sup>2</sup>bring / carry its characters and era to life through its rich, vibrant language. If you believe that love conquers all and enjoy stories <sup>3</sup>held / set in the past, then this uplifting <sup>4</sup>history / tale may well be for you.

## SPEAKING

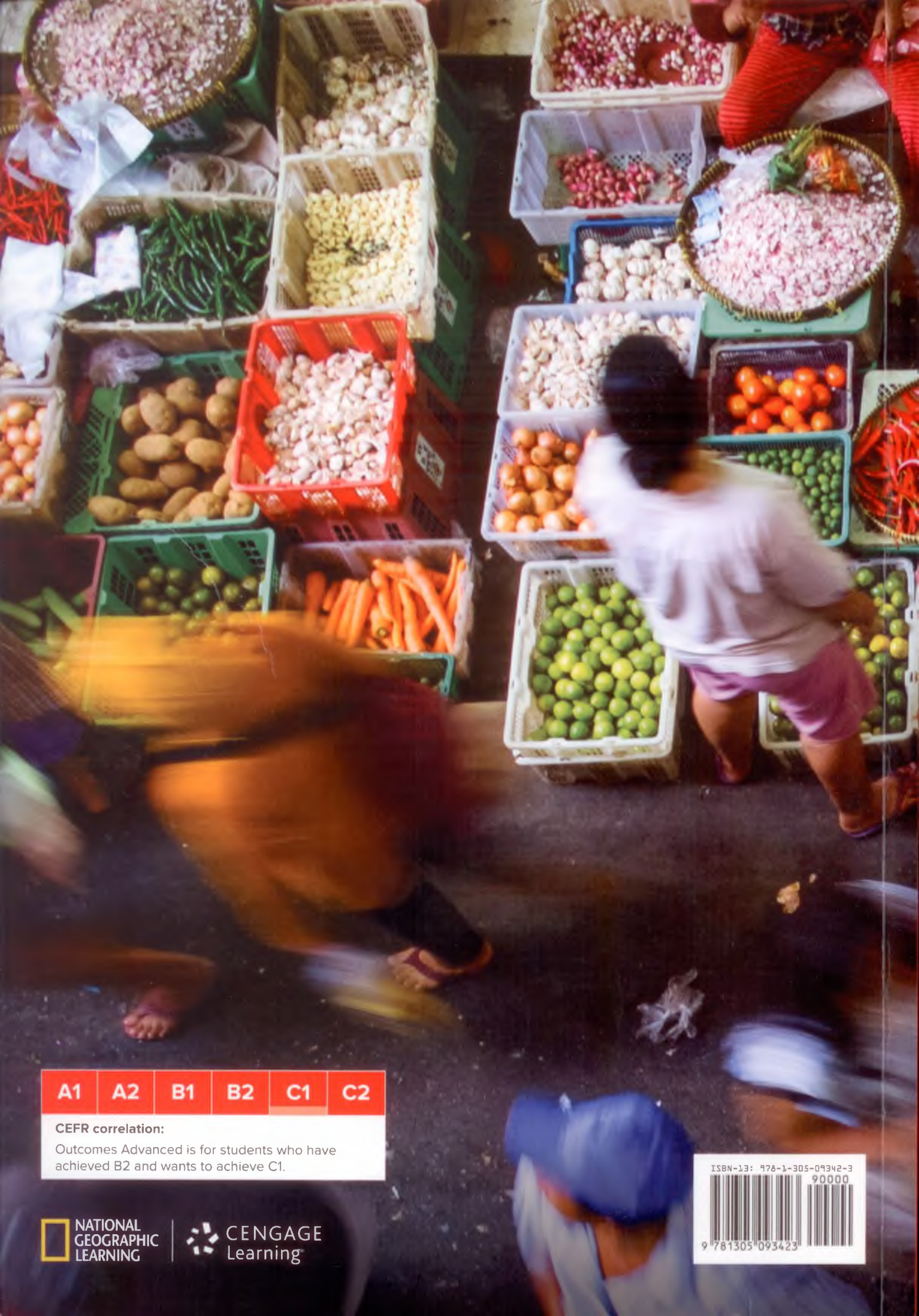
- Imagine your class has started a book club. Think of the book you would most like other students to read. Who is it by and what is it called? Decide how to describe it. Use some of the language from Exercise 5.
- Work in groups. Take turns to explain why your book is so good and try to persuade your partners to read your choice first. Then vote to decide which book to read first.

### BOOK OF THE WEEK



### 5 **Things My Girlfriend and I Have Argued About** Mil Millington

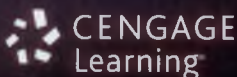
This comic novel is so frequently laugh-out-loud funny that you might not want to read it in public! Told in the <sup>1</sup>main / first person, the book explores the many arguments between the <sup>2</sup>narrator / commentator and his German girlfriend – to hysterical effect! By <sup>3</sup>turns / episodes absurd, dark and full of <sup>4</sup>insight / judgment, it's a must-read for anyone who's ever been in a relationship!



A1	A2	B1	B2	C1	C2
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**CEFR correlation:**

Outcomes Advanced is for students who have achieved B2 and wants to achieve C1.



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