

OUTCOMES



INTERMEDIATE
STUDENT'S BOOK

HUGH DELLAR
ANDREW WALKLEY

IN THIS UNIT YOU LEARN HOW TO:**1****FIRST CLASS**

page 6

- say more about yourself and other people
- ask and answer common questions
- ask follow-up questions and maintain conversations
- describe how well you use different languages
- pay more attention to the language in texts
- tell better stories

**2****FEELINGS**

page 14

- talk about how you feel – and why
- respond to good and bad news
- talk about your life now
- explain why you can't – or don't want to – do things

VIDEO 1: Kenya comes to Central Park page 22 REVIEW 1: page 23 WRITING 1: Keeping in touch page 150

**3****TIME OFF**

page 24

- describe places and explain where they are
- give and respond to suggestions
- discuss future plans
- talk about the weather
- recognise and reuse useful chunks of language
- ask and talk about holiday experiences

**4****INTERESTS**

page 32

- talk about free-time activities
- describe how often you do (or did) things
- explain how good you are at things
- talk about injuries and sports problems
- ask about tastes

VIDEO 2: World Heritage quiz page 40 REVIEW 2: page 41 WRITING 2: Short emails page 152

**5****WORKING LIFE**

page 42

- talk about jobs and what they involve
- comment on people's experiences
- discuss rules and freedoms at work
- talk about getting used to changes
- say longer chunks better

**6****BUYING AND SELLING**

page 50

- talk about phones and phone companies
- compare products
- describe what people are wearing
- discuss shopping habits
- describe souvenirs and presents
- negotiate a good price

VIDEO 3: Wheelin' and dealin' antiques page 58 REVIEW 3: page 59 WRITING 3: Stories page 154

**7****EDUCATION**

page 60

- describe courses, schools, teachers and students
- show you believe or sympathise with what people tell you
- talk about different education systems
- talk about possible future plans or situations
- discuss different aspects of education
- form and say different words from the same root

**8****EATING**

page 68

- describe different dishes and ways of cooking food
- explain what is on a menu
- discuss experiences of foreign food
- make generalisations
- describe restaurants

VIDEO 4: The business of cranberries page 76 REVIEW 4: page 77 WRITING 4: Making requests page 156

GRAMMAR	VOCABULARY	READING	LISTENING	DEVELOPING CONVERSATIONS
<ul style="list-style-type: none"> • Auxiliary verbs • Narrative tenses 	<ul style="list-style-type: none"> • Talking about people • Talking about languages 	<ul style="list-style-type: none"> • The Google translators in human form 	<ul style="list-style-type: none"> • Meeting for the first time • Stories connected to speaking a foreign language 	<ul style="list-style-type: none"> • Asking follow-up questions
<ul style="list-style-type: none"> • Linking verbs • Present simple and present continuous 	<ul style="list-style-type: none"> • Feelings • Understanding vocabulary: -ed / -ing adjectives 	<ul style="list-style-type: none"> • It only takes Juan Mann to change the world! 	<ul style="list-style-type: none"> • Talking about feelings • Juan Mann • Bumping into an old school friend 	<ul style="list-style-type: none"> • Response expressions
<ul style="list-style-type: none"> • Future plans • Present perfect simple 	<ul style="list-style-type: none"> • Places of interest • Weather • Understanding vocabulary: Useful chunks in texts 	<ul style="list-style-type: none"> • Things to see and do in Kraków • Is disaster tourism such a total disaster? 	<ul style="list-style-type: none"> • Visiting Kraków • Holiday plans 	<ul style="list-style-type: none"> • Giving and responding to suggestions
<ul style="list-style-type: none"> • Habit and frequency • Present perfect continuous and past simple for duration 	<ul style="list-style-type: none"> • Free-time activities • Injuries and problems • Describing music 	<ul style="list-style-type: none"> • The playlist of your life 	<ul style="list-style-type: none"> • Free-time activities • Hidden talent 	<ul style="list-style-type: none"> • <i>Are you any good?</i> • Talking about tastes
<ul style="list-style-type: none"> • <i>Must</i> and <i>can't</i> for commenting • Talking about rules 	<ul style="list-style-type: none"> • Jobs • Describing jobs • Work rules and laws • Understanding vocabulary: <i>Be used to</i> and <i>get used to</i> 	<ul style="list-style-type: none"> • Terrible jobs not a thing of the past 	<ul style="list-style-type: none"> • Talking about work • Rules at work 	<ul style="list-style-type: none"> • <i>Doing what?</i>
<ul style="list-style-type: none"> • Comparisons • Noun phrases 	<ul style="list-style-type: none"> • Smartphones • Clothes and accessories • Describing souvenirs and presents 	<ul style="list-style-type: none"> • Shop till you drop! 	<ul style="list-style-type: none"> • In a phone shop • Talking about gifts 	<ul style="list-style-type: none"> • Avoiding repetition • Negotiating prices
<ul style="list-style-type: none"> • Future time clauses • Zero and first conditionals 	<ul style="list-style-type: none"> • Describing courses • Education • Understanding vocabulary: Forming words 	<ul style="list-style-type: none"> • What works in education 	<ul style="list-style-type: none"> • Talking about a course • Talking about education 	<ul style="list-style-type: none"> • <i>I can imagine, I bet, etc.</i>
<ul style="list-style-type: none"> • Generalisations and <i>tend to</i> • Second conditionals 	<ul style="list-style-type: none"> • Describing food • Restaurants 	<ul style="list-style-type: none"> • Food for thought 	<ul style="list-style-type: none"> • In a Peruvian restaurant • Talking about restaurants 	<ul style="list-style-type: none"> • Describing dishes



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HOUSES

page 78

- describe flats, houses and areas
- explain how big places are
- discuss social and economic changes
- compare the past and now
- ask about house rules



10

GOING OUT

page 86

- talk about exhibitions, films and the theatre
- explain exactly where places are
- discuss nights out
- use idioms connected to different parts of the body
- describe different kinds of events
- talk about plans that failed to happen and explain why

VIDEO 5: One woman's choice page 94 REVIEW 5: page 95 WRITING 5: Formal emails page 158



11

THE NATURAL WORLD

page 96

- tell and participate in telling stories
- describe animals
- show emotions through intonation
- talk about challenges and achievements
- discuss natural resources and the economy



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PEOPLE I KNOW

page 104

- describe character
- talk about your friends and family
- explain how people you know are similar
- talk about memories
- express regrets
- talk about relationships

VIDEO 6: Greatest Journey page 112 REVIEW 6: page 113 WRITING 6: Reports page 160



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JOURNEYS

page 114

- talk about journeys
- explain travel problems
- discuss immigration
- reflect on past events
- use extreme adjectives to make descriptions more interesting
- talk about problems and whose fault they are



14

TECHNOLOGY

page 122

- talk about computers
- explain and sort out problems
- describe games
- discuss issues around computer gaming
- talk about apps and gadgets

VIDEO 7: Air pollution tracking page 130 REVIEW 7: page 131 WRITING 7: Opinion-led essays page 162



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INJURIES AND ILLNESS

page 132

- talk about injuries and illness with a doctor
- discuss health myths and facts
- talk about causes and results
- tell stories about accidents
- report what people said



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NEWS AND EVENTS

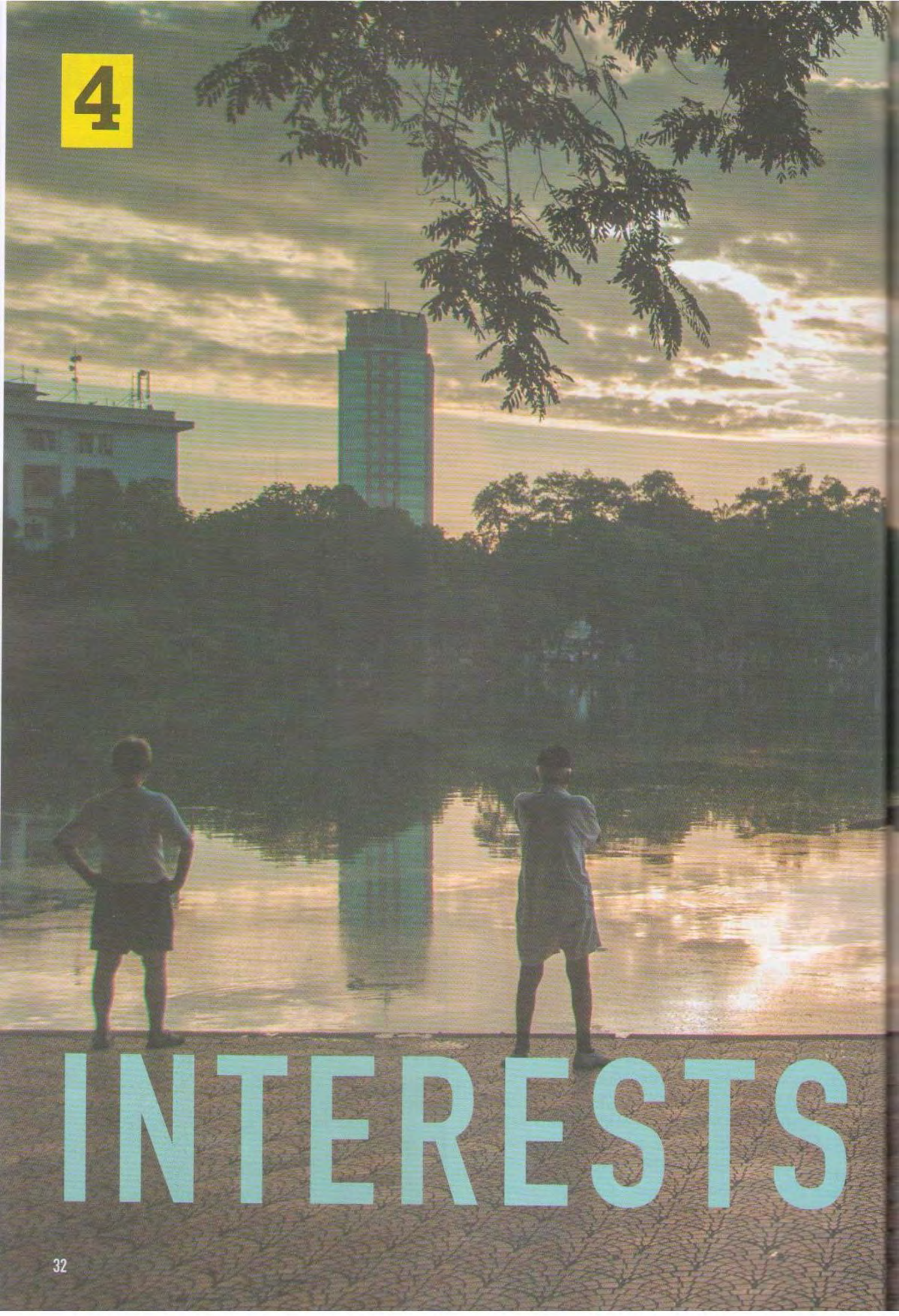
page 140

- talk about types and sources of news
- comment on the news
- use reporting verbs to report news
- describe famous people and events
- discuss issues around fame

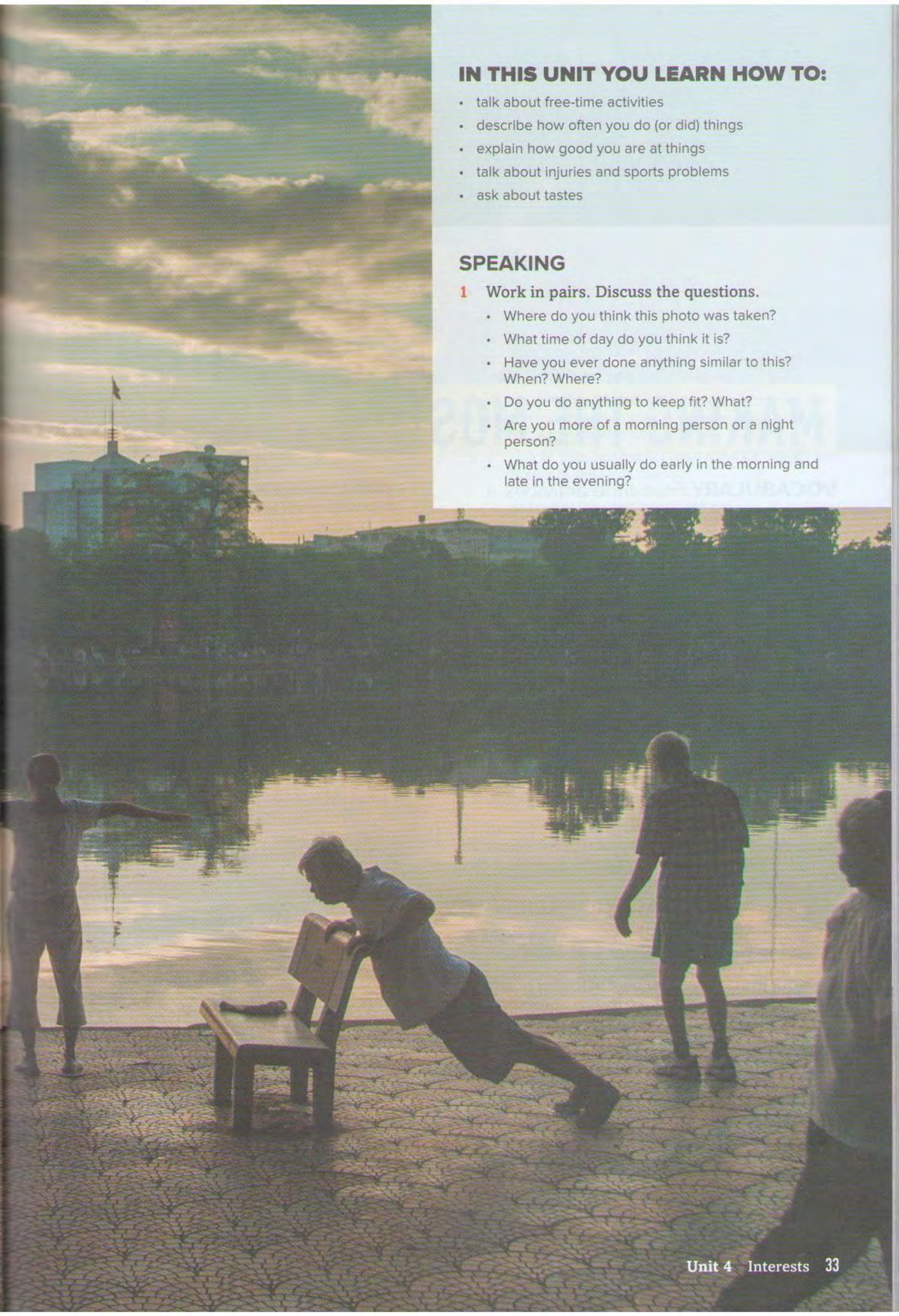
VIDEO 8: Bee therapy page 148 REVIEW 8: page 149 WRITING 8: Reviews page 164

GRAMMAR	VOCABULARY	READING	LISTENING	DEVELOPING CONVERSATIONS
<ul style="list-style-type: none"> • Present perfect simple and present perfect continuous • Comparing now and the past 	<ul style="list-style-type: none"> • Describing homes • Social issues • Describing areas 	<ul style="list-style-type: none"> • Waiting for the bubble to burst • Small ads 	<ul style="list-style-type: none"> • A new apartment • Room to rent in Berlin 	<ul style="list-style-type: none"> • Explaining how big a place is • Asking about rules
<ul style="list-style-type: none"> • Quantifiers • The future in the past 	<ul style="list-style-type: none"> • Exhibitions, films and theatre • Idioms • Understanding vocabulary: Describing events 	<ul style="list-style-type: none"> • Big night out 	<ul style="list-style-type: none"> • Going to the cinema • What did you do last night? 	<ul style="list-style-type: none"> • Explaining where places are
<ul style="list-style-type: none"> • Past ability / obligation • Passives 	<ul style="list-style-type: none"> • Movements and sounds • Challenges and achievements 	<ul style="list-style-type: none"> • The strange story of Maurice Wilson • Natural resources fact file 	<ul style="list-style-type: none"> • Animal stories • Maurice Wilson • The resource curse 	<ul style="list-style-type: none"> • Helping people to tell stories
<ul style="list-style-type: none"> • <i>Used to, would</i> and past simple • Expressing regret using <i>wish</i> 	<ul style="list-style-type: none"> • Describing character • Relationships 	<ul style="list-style-type: none"> • Struggling to fit into the role of granny 	<ul style="list-style-type: none"> • Talking about family • Talking about Nicolas 	<ul style="list-style-type: none"> • <i>That's like ...</i>
<ul style="list-style-type: none"> • Third conditionals • <i>Should have</i> 	<ul style="list-style-type: none"> • Ways of travelling and travel problems • Phrasal verbs • Understanding vocabulary: Extreme adjectives 	<ul style="list-style-type: none"> • The long journey to a new life 	<ul style="list-style-type: none"> • Talking about journeys • Holiday problems 	<ul style="list-style-type: none"> • <i>How come?</i> • Blaming people
<ul style="list-style-type: none"> • Articles • Infinitive and <i>-ing</i> forms 	<ul style="list-style-type: none"> • Computers • Describing games • Apps and gadgets 	<ul style="list-style-type: none"> • My life as a gamer 	<ul style="list-style-type: none"> • IT help desk • The gaming industry • Totally great or totally rubbish? 	<ul style="list-style-type: none"> • Sorting out problems
<ul style="list-style-type: none"> • Adverbs • Reported speech 	<ul style="list-style-type: none"> • Injuries and illness • Understanding vocabulary: Word endings and word class • Accidents and health problems 	<ul style="list-style-type: none"> • Fact or myth? 	<ul style="list-style-type: none"> • At the hospital • Accident on holiday 	<ul style="list-style-type: none"> • Short questions with <i>any</i>
<ul style="list-style-type: none"> • Reporting verbs • Defining relative clauses 	<ul style="list-style-type: none"> • News • Explaining who people are 	<ul style="list-style-type: none"> • Seeking fame and fortune 	<ul style="list-style-type: none"> • Talking about news stories • Talking about famous people 	<ul style="list-style-type: none"> • Introducing and commenting on news

4



INTERESTS



IN THIS UNIT YOU LEARN HOW TO:

- talk about free-time activities
- describe how often you do (or did) things
- explain how good you are at things
- talk about injuries and sports problems
- ask about tastes

SPEAKING

1 Work in pairs. Discuss the questions.

- Where do you think this photo was taken?
- What time of day do you think it is?
- Have you ever done anything similar to this? When? Where?
- Do you do anything to keep fit? What?
- Are you more of a morning person or a night person?
- What do you usually do early in the morning and late in the evening?



MAKING THE MOST OF YOUR TIME

VOCABULARY Free-time activities

1 Match each sentence beginning (1–6) with the two most likely endings (a–l).


- | | |
|--------------|------------------------|
| 1 I went | 4 I just stayed in and |
| 2 I went to | 5 I had |
| 3 I went for | 6 I did |
- a a run round the block this morning.
b took it easy.
c climbing in the mountains last weekend.
d sailing on a big lake near my house.
e the theatre and saw an amazing play.
f a drive to the beach with my girlfriend on Friday.
g a friend's place for dinner last night.
h a Russian lesson last night.
i some baking for my sister's birthday party.
j played cards with some friends until about two in the morning.
k an early night last night.
l a bit of exercise before breakfast.

2 Work in pairs. Think of one more way to finish each sentence beginning from Exercise 1.


3 Work in groups. Talk about activities in Exercise 1 that you:

- | | |
|-------------------------|----------------------------|
| 1 have done recently. | 3 don't really like doing. |
| 2 only do occasionally. | 4 have never done. |

LISTENING

4  18 Listen to three conversations. Answer the questions.

- Which free-time activities from Exercise 1 do they talk about?
- How often do Brenda, Domi and Frank do these activities?

5  18 Listen again. Are the sentences true (T) or false (F)?

Conversation 1

- Both speakers have seen the play.
- One speaker goes to the theatre a lot more often than the other.

Conversation 2

- The weather wasn't very good at the weekend.
- Domi went sailing more in the past than now.

Conversation 3

- Frank had a late night last night.
- Frank's father doesn't like playing cards.


GRAMMAR

Habit and frequency

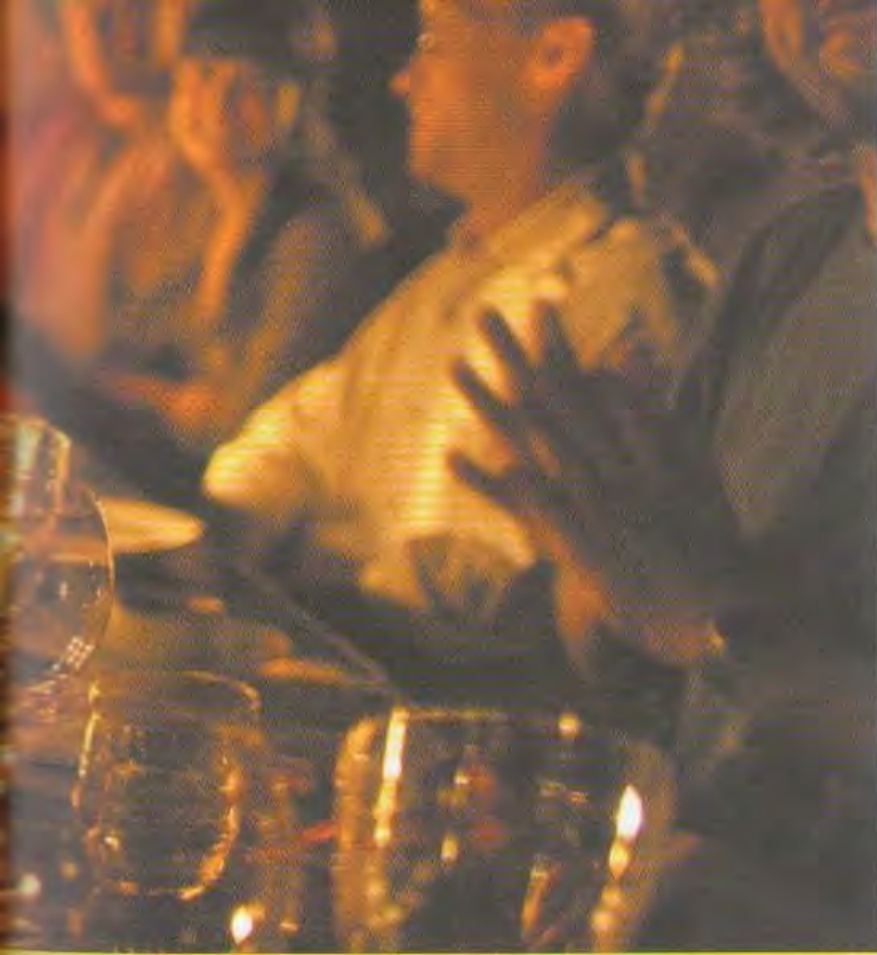
To talk about present habits, we use the present simple.

To talk about past habits, we use the past simple or *used to* + infinitive (without *to*).

We use these structures with a range of different frequency phrases.

6  19 Work in pairs. Try to remember the missing words from the conversations. Listen and check your ideas.

- A: So ¹_____ you go to the theatre a ²_____, then?
B: Yeah, ³_____ a lot, I guess. Maybe two or three times ⁴_____ month.
- C: I didn't know you sailed. How ⁵_____ do you do that?
D: Not as much as I ⁶_____ to, to be honest. When I was living in Brittany, I ⁷_____ all the time, but I ⁸_____ often get the chance now.
- E: Do you ⁹_____ play poker?
F: Yeah, quite ¹⁰_____, actually.



7 Underline all the frequency phrases in Exercise 6. Then work in pairs and answer the questions.

- Which frequency phrase compares now with the past?
- Which frequency phrases mean the same thing?
- Do you know any other frequency phrases you could use to answer the questions in Exercise 6?

G Check your ideas on page 169 and do Exercise 1.

8 Complete the frequency phrases with these words.

all	every	hardly	quite
that	used	whenever	would

- A: Do you go swimming a lot?
B: Yeah, **nearly** _____ **day**, unless I'm really busy.
- A: Do you eat out a lot?
B: **Not as much as we** _____ **to**. Before we were married, we went out all the time.
- A: So do you read much?
B: Yeah, _____ **the time** – at least a book a week.
- A: Do you go to the cinema much?
B: Yeah, _____ **a lot**. I probably go once every two weeks.
- A: How often do you play games on the computer?
B: **Not** _____ **often, actually**. I don't have time.
- A: So how often do you go to the gym?
B: _____ **ever** now, to be honest. Today was the first time in ages. I used to go more often.
- A: Do you ever try to read in English?
B: Yeah, _____ **I get the chance**. It's hard to find time, though. Work's so busy.
- A: Do you ever watch your favourite team play?
B: Yeah, but **not as much as I** _____ **like to**. I only went four times last season.

PRONUNCIATION

- 9** **▶ 20** Listen to the questions in Exercise 8. Practise saying the questions as quickly as you can.

- 10** Work in groups. Use the questions from Exercise 8 to ask each other about habits. Use frequency phrases to give true answers.

G For further practice, see Exercise 2 on page 170.

DEVELOPING CONVERSATIONS

Are you any good?

We usually use a short phrase to answer the question *Are you any good?* We then explain the phrase in more detail.

- A: *I play cards sometimes too. Are you any good?*
B: **Yeah, I'm OK.** *I mean, I'm not a professional or anything, but I enjoy it.*

11 Choose the correct option.

- No, I'm useless. / I'm OK.* I can't even boil an egg.
 - Yeah, quite good. / No, not really.* I do good soups and I bake quite a lot as well.
- I'm OK. / No, not really.* I used to be OK when I was at school, but I lost interest.
 - No, I'm useless. / Yeah, quite good.* I usually hit the ball out of the court or into the net.
- Yeah, quite good. / No, not really.* Most people seem to trust me.
 - I'm OK. / No, I'm useless.* I usually end up telling everybody everything!
- Yeah, quite good. / No, I'm useless.* I mean, I can't even kick a ball in a straight line.
 - I'm OK. / No, not really.* I didn't enjoy it at school, but now I play tennis quite a lot.

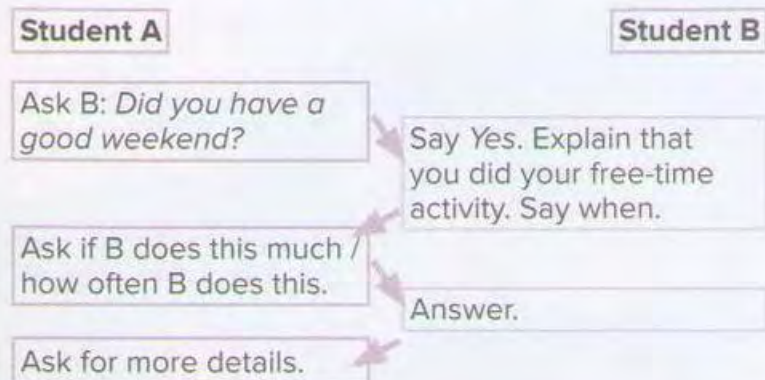
12 Match the questions (a–d) with the four pairs of answers in Exercise 11.

- Are you any good at sport?
- Are you any good at cooking?
- Are you any good at tennis?
- Are you any good at keeping secrets?

13 Write four more *Are you any good at ...?* questions. Then work in groups. Ask and answer the questions from Exercise 12 and your own questions.

CONVERSATION PRACTICE

- 14 Think of a free-time activity that you do quite a lot. Think about how often you do it, where you do it and if you're any good at it. Then have conversations with other students in the class. Use the guide below to help you.**




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

HIDDEN TALENT


LISTENING

1 Look at the photos of different martial arts on these pages and discuss the questions.

- What do you know about the martial arts in the photos?
- Why do you think people do martial arts?
- What abilities / qualities do you think you need? (e.g. strength, good balance, patience, etc.)
- Do you know anyone who does a martial art? Are they any good?
- What sports did you do at school? Did you like them? Why? / Why not?

2  21 Listen to a conversation between Rika and her colleague Ian, who is working in Japan for an international company. Answer the questions.

- 1 What is the surprising information Ian finds out?
- 2 Why is he so surprised?
- 3 Why is Rika annoyed?

3  21 Work in pairs. Decide if these sentences about the conversation are true (T) or false (F). Can you remember what Ian and Rika actually said? Listen again and check your ideas.

- 1 Rika gives someone her autograph.
- 2 Rika won the judo tournament she entered.
- 3 You need to be tall to do judo.
- 4 Rika started doing judo when she was a child.
- 5 Her teachers at school persuaded her to start doing it.
- 6 Rika boasts about how good she is.
- 7 She practises two or three times a week.
- 8 Rika was once national champion.

4 Work in groups and discuss the questions.

- Do you understand why Rika doesn't talk about her talent at work?
- Do you know anyone who has an unusual hobby or 'hidden' talent? What is it?
- Do you think learning a martial art is the best way to deal with bullying? Why? / Why not? What else could be done?

- Do you know anyone who is very competitive or a bad loser? Give examples.
- Have you ever taken part in a competition? What kind? When? Use some of the phrases below to talk about how well you did.

- I came first / second / 357th / last, etc.
- I lost in the first round / the second round, etc.
- I got to the quarter final / semi-final / final, etc.
- I did it in three hours ten minutes / under an hour, etc.

VOCABULARY Injuries and problems

5 Complete the sentences with these words.

injury	pulled	injured	unfit
confidence	broke	banged	stiff

- 1 I fell off my bike and _____ my head. Luckily, I was wearing a helmet.
- 2 I was playing football and _____ my leg. It was in plaster for six weeks.
- 3 I didn't really warm up before we started playing and so I _____ a muscle in my leg.
- 4 I'm so _____! I went running with a friend, but I had to stop after ten minutes.
- 5 We did a twenty-mile walk yesterday, so my legs are really _____ this morning.
- 6 I _____ my back skating. I tried to stand up and I slipped and fell backwards.
- 7 He beat me 6-0, 6-0. I lost a lot of _____ after that and it took a while to recover.
- 8 I got a really bad knee _____ a few years ago and it's never really recovered properly.

6 Work in groups. Rank the problems from Exercise 5 from 1 (= most serious) to 8 (= least serious). Explain your decisions.

7 Choose three problems from Exercise 5 that you have experienced. Then work in pairs and tell your partner what happened.

Sanda



Karate



GRAMMAR

Present perfect continuous and past simple for duration

We can use both the present perfect continuous and the past simple to talk about the duration (how long something lasts) of an activity or situation.

- 8 Look at these extracts from the conversation. Then work in pairs and answer the questions below.

I: So how long **have** you **been doing** judo, then?
(present perfect continuous)

R: Ever **since** I was a kid.

I: Really? How long **were** you out of action?

R: Well, I **didn't do** anything **for** a couple of months.
(past simple)

I: How long **have** I **known** you now? Six years?
(present perfect simple)

- 1 Does Rika still do judo?
- 2 Is Rika still out of action?
- 3 Does Ian still know Rika?
- 4 Why don't we say: *How long have I been knowing you now?*
- 5 What's the difference between *for* and *since*?

G Check your ideas on page 170 and do Exercise 1.

- 9 **▶ 22** Respond to these comments by writing a *How long ...?* question using the verb in brackets. Then listen and check your answers.

- 1 It's the first accident he's ever had. He's actually a very good driver. (drive)
- 2 I can't meet tonight. I have my kickboxing class. (do)
- 3 I used to be quite good at basketball before I gave up. (play)
- 4 He only started playing again after the injury two months ago. (be injured)
- 5 I need to stop. I think I've pulled a muscle. (warm up)
- 6 My parents are having a party for their wedding anniversary on Saturday. (be married)
- 7 Her Arabic is pretty good already. (learn)
- 8 At last! You're here. I was beginning to worry. (wait)

PRONUNCIATION

- 10 **▶ 22** Listen again to the questions from Exercise 9. Notice the contractions and weak forms of *have*, *has*, *been*, *did*, *you*, etc. when we speak fast. Practise saying the questions as quickly as you can.

- 11 Work in pairs. Have eight conversations starting with the comments and questions from Exercise 9. Continue each conversation for as long as you can.

A: It's the first accident he's ever had. He's actually a very good driver.

B: I'm sure. How long has he been driving?

A: About five or six years.

B: Right. So how did the accident happen?

A: This car didn't stop at the lights and crashed into him.

B: Oh dear.

G For further practice, see Exercise 2 on page 171.

SPEAKING

- 12 Work in groups. Find the answers to the questions below for your group. Find out two more details, such as *how long*, *when*, *where*, *how often*, *why* or *how*.

- 1 Who is the fittest person?
- 2 Who has run the longest distance?
- 3 Who has given up a hobby or sport?
- 4 Who plays a musical instrument well?
- 5 Who has got to this level of English the quickest?
- 6 Who has done the last homework the teacher gave you?
- 7 Who has been on the longest journey?
- 8 Who has experienced the longest wait for a plane or train?
- 9 Who has lived in their house for the shortest time?
- 10 Who has seen the longest film?
- 11 Who had the shortest journey to get here?

Judo



Kalaripayattu



THE SOUNDTRACK OF OUR LIVES


VOCABULARY Describing music

- 1 Check you understand the adjectives in bold in the sentences below. Think of songs or genres of music you could describe using these adjectives.
 - 1 If a song is **catchy**, you quickly want to sing it and can't stop.
 - 2 If music is **repetitive**, it has the same boom boom beat all the way through.
 - 3 If a song is **heavy**, it's very loud and has a strong beat.
 - 4 If a song is **soft**, it's quiet and relaxing to listen to.
 - 5 If we say the music or lyrics (the words to the song) are **sentimental**, they are romantic or sad in a bad way.
 - 6 If we say a song is very **commercial**, it is a negative way of saying it is written to sell a lot.
 - 7 If music or songs are **moving**, they make you cry.
 - 8 If music is **bland**, it's boring.
 - 9 If music is **uplifting**, it makes you happy or hopeful.
 - 10 If music is **depressing**, it makes you sad.
- 2 Work in pairs and compare your ideas. Say whether or not you like the songs / genres you thought of and explain why.

DEVELOPING CONVERSATIONS

Talking about tastes

We often move from asking about general tastes to more specific tastes. There are common questions we ask when talking about music, films and books.

- 3 Put the conversation into the correct order. The first one is done for you.
 - a Erm, I don't know ... Girls Rock, Soul Train, **stuff like that**.
 - b **All sorts really, but mainly** pop music and R&B.
 - c Oh right. **Anyone in particular?**
 - d Yeah, all the time.
 - e So **have you** heard **anything good recently?**
 - f **What kind of** music **are you into?**
 - g **Do you** listen to music **much?** 1
 - h Well, I downloaded this great song by K Boy. It's fantastic.
- 4  23 Listen and check your answers.
- 5 Talk to other students and have similar conversations about music, films and books. Try to use some of the expressions in bold from Exercise 3.

READING

- 6 Work in pairs. Look at the song titles and artists below. Do you know any of them? Do you like them?
 - *Hey Jude* (The Beatles)
 - *Stuck Me* (The Gimmies)
 - *Starships* (Nicki Minaj)
 - *The Four Seasons* (Vivaldi)
 - *Limón Y Sal* (Julieta Venegas)
 - *I Wanna Be Like You* (from *The Jungle Book*)
 - *Take My Hand* (Ivan & The Parazol)
 - *My Heart Will Go On* (Céline Dion)
 - *Gangnam Style* (Psy)
 - 7 Read the article and find out if the readers like the songs in Exercise 6 or not – and why.
 - 8 Read the article again. Which person / people in the article:
 - 1 likes different kinds of music to their father?
 - 2 finds some songs drive them mad?
 - 3 has good memories of time spent abroad?
 - 4 went to a concert by one of their favourite bands?
 - 5 predicts that one band will become famous?
 - 6 mention special ceremonies?
 - 9 Correct the words in italics with words from the article. Then work in pairs. Discuss if any of the sentences are true for you.
 - 1 There's a song I dance to whenever it *puts* on in a club.
 - 2 If I'm sad, I like to play something sad to *same* my mood.
 - 3 I love singing *together* to songs. I like karaoke.
 - 4 I've seen lots of bands *lively*.
 - 5 I don't like *sensitive* songs about love and romance.
 - 6 There's a song which really *remembers* me of my father.
 - 7 I sometimes *make* stupid dances to some songs.
 - 8 I like to study with music on in the *behind*.
 - 9 Classical music doesn't *feel* anything for me. It's bland.
 - 10 With your partner, discuss which person in the article you are most / least similar to – and why.
- ## SPEAKING
- 11 Choose two playlist titles from below and make a list of three songs you want to include.
 - My current favourites
 - Music to fall asleep to
 - That reminds me of ...
 - Music for a romantic evening
 - Party music
 - I can't get it out of my head
 - Music I can't stand
 - 12 Work in groups and compare your lists. Say as much as you can about the songs you have chosen. Ask extra questions to continue each conversation.

THE PLAYLIST OF YOUR LIFE

For generations, music lovers have made collections of songs to soundtrack their lives. Nowadays, technology makes it easier than ever to create, find and share playlists to suit every mood and occasion. We set our readers 'a playlist challenge'. Here is their response.

THAT WAS A GREAT YEAR PLAYLIST

Starships by Nicki Minaj reminds me of 2012, which I spent studying in Amsterdam. There were loads of other foreigners studying there and we became very close. We all worked hard, but we partied hard as well. Whenever this song came on at a party or club, we all jumped up and danced – it didn't matter how tired we were. There's a great video that goes with it too. I sometimes watch it online. [Corina, Germany]



Good Feeling FLO RIDA

Levels AVICII

Bom Bom
SAM & THE WOMP

Don't You Worry Child
SWEDISH HOUSE MAFIA

NOW PLAYING
Starships
NICKI MINAJ

MUSIC WHEN I'M DOWN PLAYLIST

I've put Vivaldi's *The Four Seasons*, but I actually only play two seasons! The winter section is sad and moving and that sometimes matches my mood, but then I play the spring section because it's so uplifting. I'd actually like it played at my funeral! There was life before me, there will be life after me, like spring that comes again after winter.

Julieta Venegas' *Limón Y Sal* also cheers me up. My husband bought it for me. The lyrics basically say 'I love you however you are; you don't have to change anything.' [Kari, Chile]



The Four Seasons
VIVALDI

NOW PLAYING
Limón Y Sal
JULIETA VENEGAS

Bridge Over Troubled Water
SIMON & GARFUNKEL

Happy
THE ROLLING STONES

Someone Special
POETS OF THE FALL

ALL-TIME CLASSICS PLAYLIST

The top of any all-time classic list has to be *Hey Jude* by the Beatles. It's a song you immediately want to sing along to. The Beatles are the reason why I learnt English. *Stuck Me* is by The Gimmies, a Japanese band. I've seen them live and they were loud and energetic – incredible. [Toshi, Japan]



Hey Jude THE BEATLES

Stuck Me THE GIMMIES

NOW PLAYING
Communication Breakdown
LED ZEPPELIN

I Feel Good THEEE BAT

Shake Some Action
THE FLAMIN' GROOVIES

MUSIC FOR MY WORST ENEMY PLAYLIST

This was difficult to choose. I hate that Céline Dion song that was used in the film *Titanic* – *My Heart Will Go On*. I can't stand commercial pop music – it's so sentimental. However, the worst is *Gangnam Style* by Psy. It reminds me of family weddings and people doing the stupid dance. The problem is it's so catchy! The other day I heard it as the ringtone on a mobile phone and I couldn't get it out of my head all morning! It was really annoying. [Kevin, Scotland]

My Heart Will Go On CÉLINE DION

Gangnam Style PSY

The Hamster Dance HAMPTON THE HAMSTER

The Final Countdown EUROPE

Superstar TOY BOX

MY FAMILY PLAYLIST

My dad's a big jazz fan and always has music on in the background. Personally, jazz doesn't do anything for me. I just find it strange. However, he used to play one song for me – *I Wanna Be Like You* from the film *The Jungle Book*. Now we play it to my younger brother and it always makes him laugh.

Take my Hand is for my sister. We both love indie music and it's by a relatively new Hungarian band called Ivan & The Parazol that we've been listening to a lot recently. They're going to be big. [Natalia, Hungary]



I Wanna Be Like You
LOUIS PRIMA

Take My Hand
IVAN & THE PARAZOL

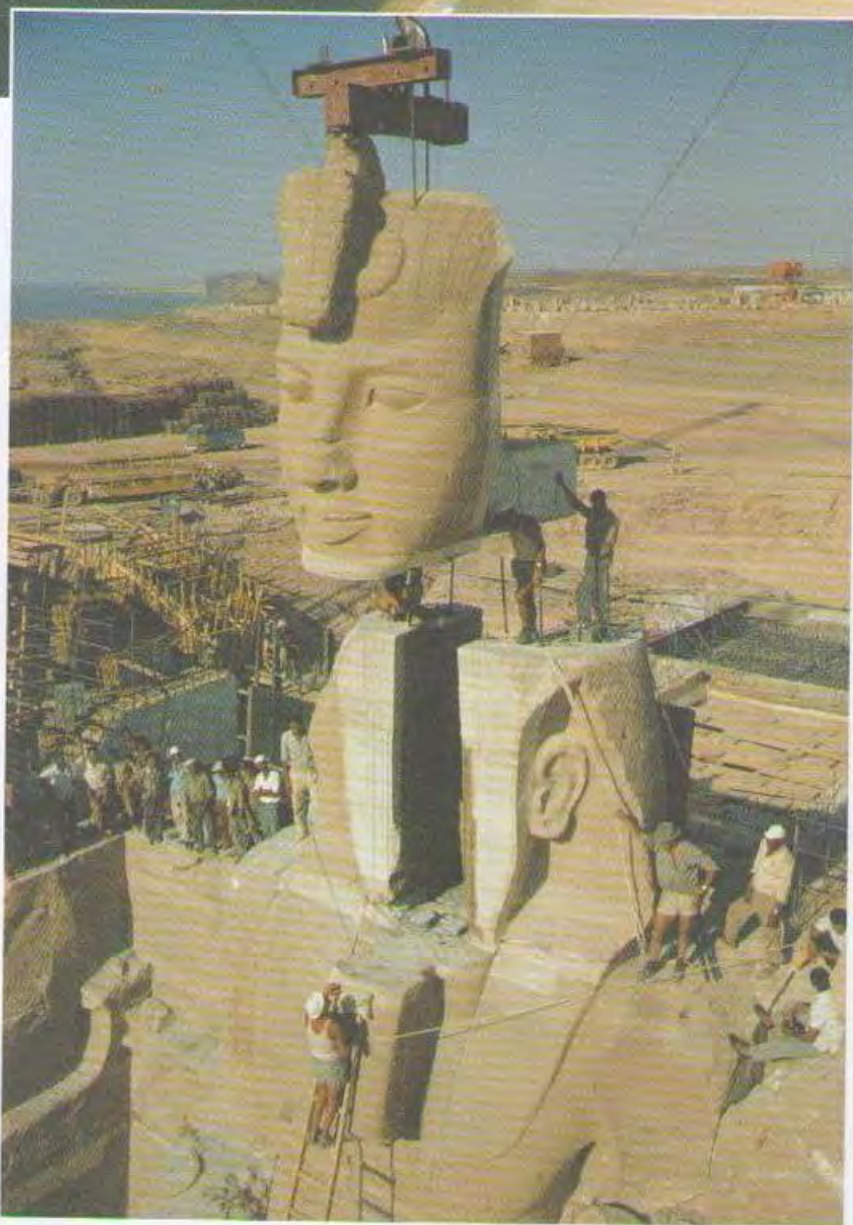
A Love Supreme
JOHN COLTRANE

NOW PLAYING
Move With The Season
TEMPLES

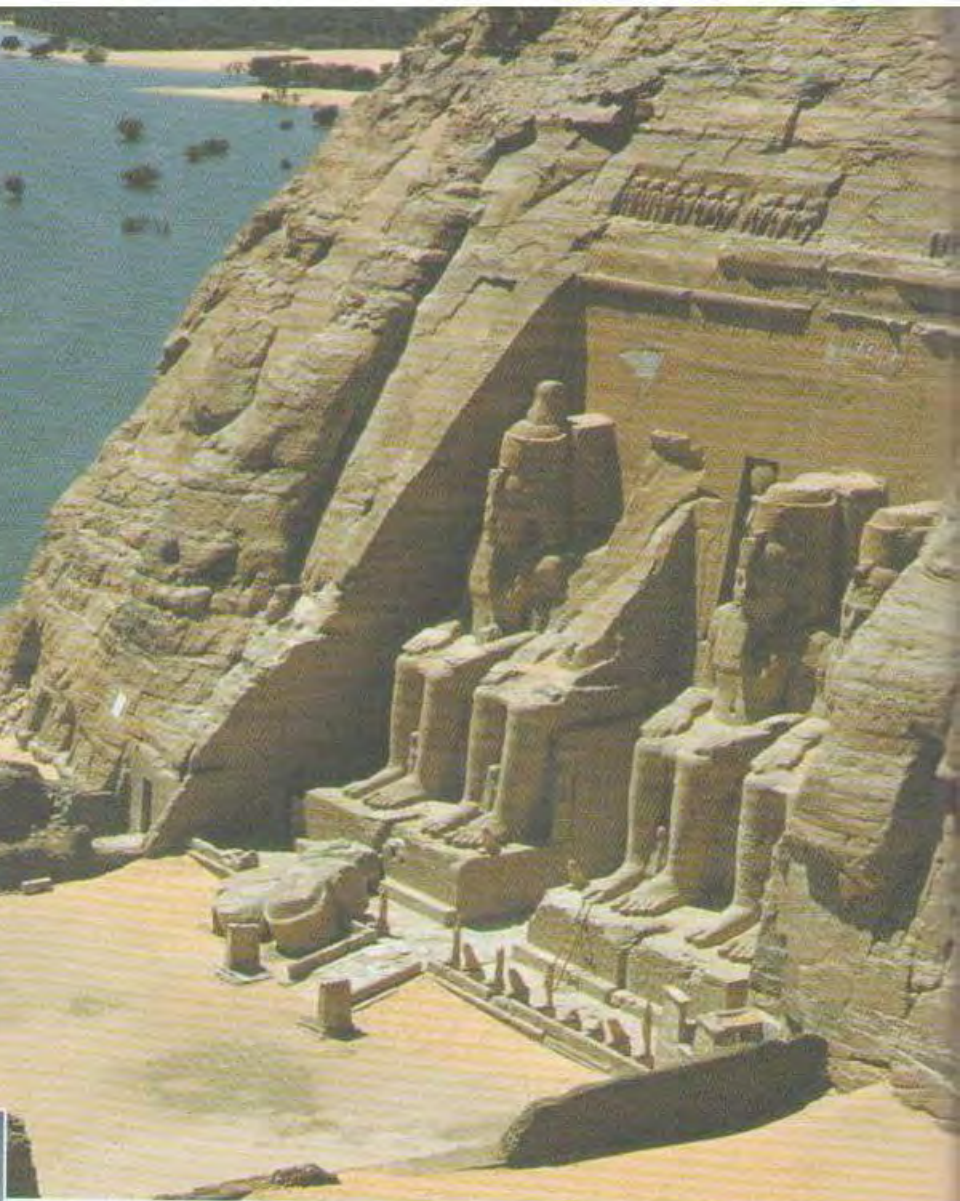
Not Quite Right
WOHLLEBE

VIDEO 2

WORLD HERITAGE QUIZ



- 1 **Work in pairs. Look at the photos and discuss the questions.**
 - Do you know where it is?
 - What do you think happened here? Why?
 - Do you know what World Heritage Sites are and who manages the list?
 - What kinds of places are included on the list?



- 2 **Read this short article and find the answers to the questions in Exercise 1.**

The idea of creating a list of World Heritage Sites began in the 1950s when the ancient ruins of Abu Simbel in Egypt were in danger from a plan to build a dam and create a huge lake. The lake was going to flood the Abu Simbel Temple and destroy it. However, several countries worked together to save the temples by cutting them up and moving them to higher ground. The work involved archaeologists, engineers and financial support from a number of governments internationally. After this, an agreement was signed by many countries to protect places which are very important culturally or environmentally. Since the 1970s, almost 1,000 places have been listed. These include islands, lakes, mountains and rivers, and everything from cave paintings to roman ruins, medieval towns to churches and mosques, and even early industrial buildings. The list is managed by the United Nations organisation UNESCO.

- 3 **7** You are going to do a quiz. Work in teams. Watch the video and make notes to answer the twelve questions you hear.
- 4 **8** Watch the video to find the answers. Write one new piece of information you hear for each. The winner is the team with the most points, but if it's a draw, the team with the most extra information wins.
- 5 **Work in groups. Discuss the questions.**
 - Which three places would you most like to visit? Why?
 - Are there any you wouldn't want to visit? Why?
 - Do you know any other World Heritage Sites? Why are they World Heritage Sites? Have you been to them?
 - What would you recommend as a new World Heritage Site? Why?

REVIEW 2

GRAMMAR

1 Complete the text with one word in each space.

In March, I'm ¹ _____ to Taghazout in Morocco for a holiday. I'm really ² _____ surfing, and it's supposed ³ _____ be one of the best places for surfing in the world. I've been surfing ⁴ _____ about five years now, but nowhere that has big waves like they do in Taghazout, so I'm looking forward to testing myself. A friend of mine is thinking ⁵ _____ coming with me, but he still hasn't ⁶ _____. We've known each other ⁷ _____ we were kids, but he only started surfing a few months ⁸ _____, so he feels he's not quite ready. I've told him he could go sightseeing instead as there are lots of interesting places all ⁹ _____ the area. It's warm and sunny ¹⁰ _____ every day at that time of year, so he could just lie on the beach and get a suntan.

2 Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. You must use between four and five words, including the word given.

- Before I started work, I read a lot more.
I don't read as _____. **USED**
- I go to the gym as much as I can.
I go to the gym _____. **CHANCE**
- I joined the club ten years ago now.
I _____ of the club for ten years now. **MEMBER**
- We might go to see a show while we're there.
We _____ to see a show while we're there. **ARE**
- I've never been there, but I've heard it's great.
I haven't been there, but it _____ great. **BE**
- When did you start working here?
How _____ here now? **WORKING**

3 Choose the correct option.

- A: Have you ever been to Europe?
B: Yeah, I *spent / have spent* some time in Spain a few years ago.
- A: What's the forecast for tomorrow?
B: They said it's *going to rain / raining* most of the day.
- A: *Do you have / Are you having* any plans for the weekend?
B: Yeah. *We're going to / We will* visit some friends who live in Milan.
- A: *Do you go / Are you going* to the cinema much?
B: Hardly *never / ever*. I usually just watch them on my computer.
- A: I *played / was playing* basketball a lot but I gave up after I injured my knee.
B: How long *have you played? / did you play for?*
- A: *Do you ever eat out? / Have you ever eaten out?*
B: Quite often – maybe once *a / every* couple of months.

4 24 Listen and write the six sentences you hear.

5 Write a sentence before and after the sentences from Exercise 4 to create short dialogues.

VOCABULARY

6 Match the verbs (1–8) with the collocates (a–h).

- | | |
|----------------|--------------------------------|
| 1 go | a Roman ruins / a royal palace |
| 2 go for | b sailing / climbing |
| 3 pour | c by fire / in a storm |
| 4 hire | d my head / my leg |
| 5 restore | e with rain / down |
| 6 match | f my mood / the description |
| 7 bang | g a bike / a boat |
| 8 be destroyed | h a meal / a run |

7 Decide if these words and phrases are connected to places of interest, weather or sport.

blow away	injure	gallery	stiff
lively	miserable	humid	freezing
unfit	medieval	warm up	stalls

8 Complete the sentences. Use the word in brackets to form a word that fits in the space.

- It was absolutely _____ last month so I'm glad it's cooling down now. (boil)
- It's going to be nice and sunny, so we could go _____, if you like. (fish)
- My first _____ when I heard it was to start dancing. (react)
- It was a bit embarrassing because I'm _____ at dancing. (use)
- I can't get that song out of my head, it's so _____. (catch)
- I don't listen to much pop music. I find it too _____. (repeat)
- She thought the film was really _____, but I thought it was too _____. (move, sentiment)
- Since I had my _____ I've lost quite a lot of _____. (injure, confident)

9 Complete the text with one word in each space. The first letters are given.

I went to Istanbul on holiday last year. We were a bit stupid, because we didn't check the weather ¹fo_____ before we went – we just assumed it was going to be ²bo_____ hot. When we arrived though, it was quite ³gr_____ and cloudy and at night it turned out to be quite ⁴ch_____. We ended up going to a street market to buy some extra clothes! The city itself was fantastic. We stayed in the old ⁵di_____ where you have the Topkapi ⁶Pa_____ where the Sultan lived and we went to see and pray in the famous Blue ⁷Mo_____. We also went up the Galata ⁸To_____ which had fantastic views over the city. And also to Taksim Square, where there is a monument that ⁹co_____ the foundation of the Turkish Republic. There was also great ¹⁰ni_____ in and around Taksim. We stayed out till five in the morning one night. And I loved that mixture of old and new. We went to a quite trendy restaurant which had a glass floor over some ruins from the fifth ¹¹ce_____. I'll definitely go there again. Even the weather ¹²cl_____ u_____ by the end of our week and it was lovely and sunny.



A1 A2 B1 B2 C1 C2

CEFR correlation:

Outcomes Intermediate is for students who are around level B1 and want to progress towards B2.



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