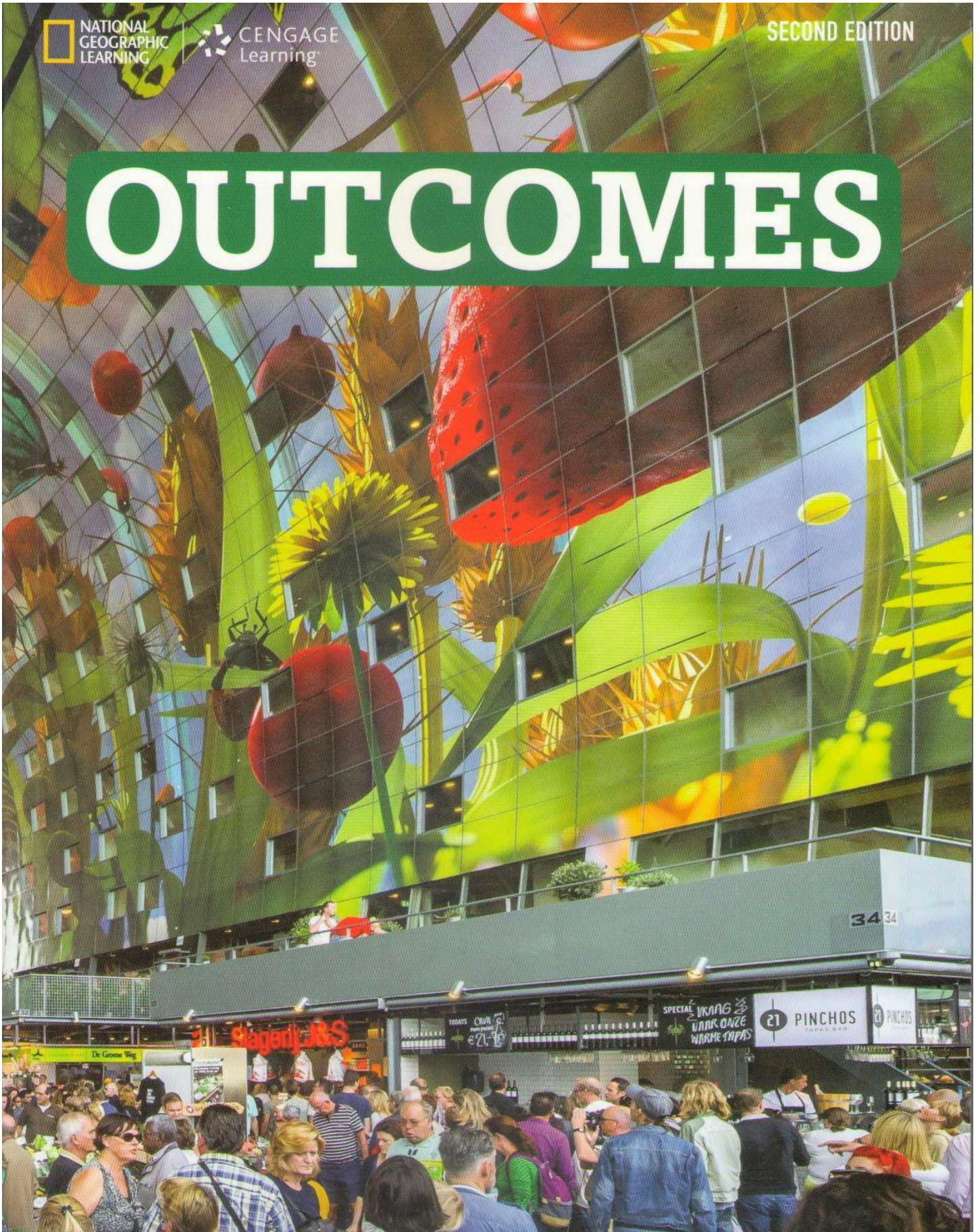


NATIONAL  
GEOGRAPHIC  
LEARNING

CENGAGE  
Learning

SECOND EDITION

# OUTCOMES



UPPER INTERMEDIATE  
STUDENT'S BOOK

HUGH DELLAR  
ANDREW WALKLEY





**1**

## ENTERTAINMENT

page 6

- talk about habits
- describe films, books and music
- politely disagree with opinions
- talk about pictures and art
- tell stories and discuss plots



**2**

## SIGHTSEEING

page 14

- describe buildings and areas in more detail
- agree using synonyms
- show people around your town or city
- talk about festivals and carnivals
- talk about future events in a variety of ways

VIDEO 1: A Chinese artist in Harlem page 22    REVIEW 1: page 23    WRITING 1: Giving advice page 150



**3**

## THINGS YOU NEED

page 24

- talk about a wide range of objects
- describe what things are for
- check you understand what people mean
- use suffixes and prefixes better
- describe problems with things
- give advice and express regrets



**4**

## SOCIETY

page 32

- talk about the government and their policies
- talk about how the economy is doing
- respond to complaints
- discuss social issues
- comment on news stories
- describe correlations

VIDEO 2: Wood-powered car page 40    REVIEW 2: page 41    WRITING 2: Letters of complaint page 152



**5**

## SPORTS AND INTERESTS

page 42

- talk about what you do in your free time
- talk about how fit you are
- check you heard things correctly
- talk about sport
- comment on past events
- describe accidents and injuries



**6**

## ACCOMMODATION

page 50

- talk about places you have stayed in
- express opinions and show surprise
- discuss and deal with accommodation problems
- better understand idiomatic language
- talk about culture shock and settling in somewhere

VIDEO 3: Capoeira – the fighting dance page 58    REVIEW 3: page 59    WRITING 3: A leaflet or poster page 154



**7**

## NATURE

page 60

- talk about your experiences of different weather
- talk about natural disasters
- make stories more dramatic
- talk about issues connected to animals and plants
- talk about trends
- use context to understand different meanings of words



**8**

## CRIME AND PUNISHMENT

page 68

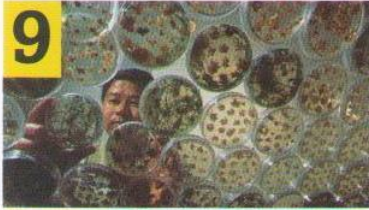
- talk about crimes and what they involve
- make comments and ask follow-up questions
- express varying degrees of certainty
- talk about prison and punishment
- talk about trends and statistics

VIDEO 4: The greenhouse effect page 76    REVIEW 4: page 77    WRITING 4: Stories page 156



GRAMMAR	VOCABULARY	READING	LISTENING	DEVELOPING CONVERSATIONS
<ul style="list-style-type: none"> <li>• Habits</li> <li>• Adjectives and adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• Describing films, music and books</li> <li>• Talking about pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Heard it all before</li> </ul>	<ul style="list-style-type: none"> <li>• Films and the cinema</li> <li>• A guided tour of an art gallery</li> </ul>	<ul style="list-style-type: none"> <li>• Disagreeing politely</li> </ul>
<ul style="list-style-type: none"> <li>• Relative clauses</li> <li>• Talking about the future</li> </ul>	<ul style="list-style-type: none"> <li>• Buildings and areas</li> <li>• Festivals and carnivals</li> </ul>	<ul style="list-style-type: none"> <li>• Ten days at the Venice Carnival</li> </ul>	<ul style="list-style-type: none"> <li>• Driving around Belgrade</li> <li>• Places to visit</li> </ul>	<ul style="list-style-type: none"> <li>• Agreeing using synonyms</li> </ul>
<ul style="list-style-type: none"> <li>• Explaining purpose using <i>so, if</i> and <i>to</i></li> <li>• <i>should</i> and <i>should have (should've)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Useful things</li> <li>• Word families</li> <li>• How things go wrong</li> </ul>	<ul style="list-style-type: none"> <li>• I am ... Mr Trebus</li> </ul>	<ul style="list-style-type: none"> <li>• Asking for things</li> <li>• Trying to get a refund</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining and checking</li> </ul>
<ul style="list-style-type: none"> <li>• <i>so</i> and <i>such</i></li> <li>• Comparatives with <i>the ..., the ...</i></li> </ul>	<ul style="list-style-type: none"> <li>• The government, economics and society</li> </ul>	<ul style="list-style-type: none"> <li>• Only connect</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think of your president?</li> <li>• In the news</li> </ul>	<ul style="list-style-type: none"> <li>• Showing understanding</li> <li>• Commenting on news stories</li> </ul>
<ul style="list-style-type: none"> <li>• <i>should(n't) have, could(n't) have, would(n't) have</i></li> <li>• The present perfect continuous and simple</li> </ul>	<ul style="list-style-type: none"> <li>• Health and fitness</li> <li>• Sport</li> <li>• Injuries and accidents</li> </ul>	<ul style="list-style-type: none"> <li>• Sport – you've got to love it</li> </ul>	<ul style="list-style-type: none"> <li>• Unusual interests</li> <li>• The mad uncle</li> </ul>	<ul style="list-style-type: none"> <li>• Checking what you heard</li> </ul>
<ul style="list-style-type: none"> <li>• Modifiers</li> <li>• <i>have/get something done</i></li> </ul>	<ul style="list-style-type: none"> <li>• Where you stayed</li> <li>• Idioms</li> </ul>	<ul style="list-style-type: none"> <li>• Emails from Hong Kong</li> </ul>	<ul style="list-style-type: none"> <li>• Did you go away anywhere?</li> <li>• Accommodation problems</li> <li>• Culture shock</li> </ul>	<ul style="list-style-type: none"> <li>• Negative questions</li> </ul>
<ul style="list-style-type: none"> <li>• Narrative tenses</li> <li>• Participle clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Weather</li> <li>• Plants and trees</li> <li>• The different meanings of words</li> </ul>	<ul style="list-style-type: none"> <li>• Animals in the news</li> </ul>	<ul style="list-style-type: none"> <li>• Experiences of extreme weather</li> <li>• Plant life</li> </ul>	<ul style="list-style-type: none"> <li>• Making stories more dramatic</li> </ul>
<ul style="list-style-type: none"> <li>• Showing degrees of certainty with modal verbs</li> <li>• Nouns and prepositional phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Crimes</li> <li>• Crime and punishment</li> <li>• Trends and statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Rigorous policing brings down crime</li> </ul>	<ul style="list-style-type: none"> <li>• Different kinds of crimes</li> <li>• Punishment or rehabilitation?</li> </ul>	<ul style="list-style-type: none"> <li>• Comments and questions</li> </ul>





# 9 CAREERS AND STUDYING

page 78

- describe good and bad aspects of working life
- explain your feelings about the future
- talk about education and starting work
- give better presentations



# 10 SOCIALISING

page 86

- talk about celebrations and parties you've been to
- suggest different times or places to meet
- talk about awkward situations
- start and end different kinds of conversations

VIDEO 5: The real Indiana Jones page 94    REVIEW 5: page 95    WRITING 5: Personal statements page 158



# 11 TRANSPORT AND TRAVEL

page 96

- discuss travel experiences
- talk about problems when renting things
- rent a car
- express shock and surprise
- talk about different kinds of driving experience
- emphasise how you feel



# 12 HEALTH AND MEDICINE

page 104

- describe health problems in more detail
- pass on sympathetic messages
- talk about operations
- discuss issues connected to health systems
- talk about research and surveys
- tell jokes better

VIDEO 6: Wild health page 112    REVIEW 6: page 113    WRITING 6: Reports page 160



# 13 LIFE-CHANGING EVENTS

page 114

- describe major life events in more detail
- report information you are not 100% sure of
- discuss gossip and news about people
- complain about annoying habits
- discuss ceremonies
- talk about values and concepts



# 14 BANKS AND MONEY

page 122

- describe problems connected to personal finances and banking
- deal with banks
- apologise and explain problems in formal settings
- use descriptive literary language
- express regrets
- use financial metaphors

VIDEO 7: Nubian wedding page 130    REVIEW 7: page 131    WRITING 7: Arguing your case page 162



# 15 FOOD

page 132

- explain how to cook things
- give approximate meanings
- get better at linking ideas together
- talk about food programmes and memories of food
- discuss food-related stories in the news



# 16 BUSINESS

page 140

- explain why you are phoning
- be more formal in business contexts
- pronounce email addresses and websites
- talk about how companies and markets develop
- explain and sell products and services

VIDEO 8: The black diamonds of Provence page 148    REVIEW 8: page 149    WRITING 8: Formal and informal emails page 164



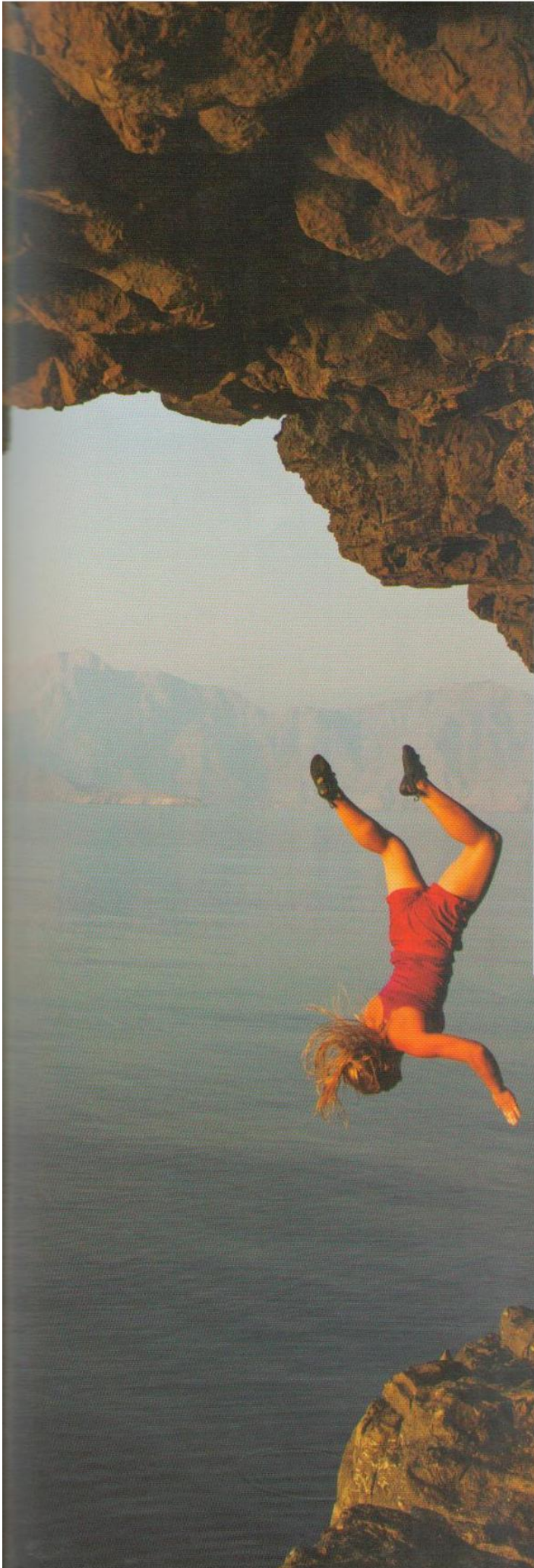
GRAMMAR	VOCABULARY	READING	LISTENING	DEVELOPING CONVERSATIONS
<ul style="list-style-type: none"> <li>Conditionals with present tenses</li> <li>Conditionals with past tenses</li> </ul>	<ul style="list-style-type: none"> <li>Working life</li> <li>Presentations</li> </ul>	<ul style="list-style-type: none"> <li>My first job</li> </ul>	<ul style="list-style-type: none"> <li>How're you finding your job?</li> <li>A dying breed</li> <li>PISA</li> </ul>	<ul style="list-style-type: none"> <li>Feelings about the future</li> </ul>
<ul style="list-style-type: none"> <li>The future perfect</li> <li>Question tags</li> </ul>	<ul style="list-style-type: none"> <li>Celebrating</li> <li>Making mistakes</li> <li>Talking about parties</li> </ul>	<ul style="list-style-type: none"> <li>From faux pas to front page news</li> </ul>	<ul style="list-style-type: none"> <li>Going out to celebrate</li> <li>Starting conversations</li> </ul>	<ul style="list-style-type: none"> <li>Arranging to meet</li> </ul>
<ul style="list-style-type: none"> <li>Uncountable nouns</li> <li>Emphatic structures</li> </ul>	<ul style="list-style-type: none"> <li>Problems when renting</li> <li>Driving</li> </ul>	<ul style="list-style-type: none"> <li>Amazing journeys</li> </ul>	<ul style="list-style-type: none"> <li>Renting a car</li> <li>Reporting problems</li> <li>Driving in different countries</li> </ul>	<ul style="list-style-type: none"> <li>Expressing surprise or shock</li> </ul>
<ul style="list-style-type: none"> <li><i>Supposed to be -ing</i> and <i>should</i> for talking about the future</li> <li>Determiners</li> </ul>	<ul style="list-style-type: none"> <li>Health problems</li> <li>Parts of the body and operations</li> </ul>	<ul style="list-style-type: none"> <li>Just clowning around</li> </ul>	<ul style="list-style-type: none"> <li>Suddenly falling ill</li> <li>Medical tourism</li> </ul>	<ul style="list-style-type: none"> <li>Passing on messages</li> </ul>
<ul style="list-style-type: none"> <li>The past perfect simple and continuous</li> <li><i>be always/constantly -ing, wish and would</i></li> </ul>	<ul style="list-style-type: none"> <li>Life-changing events</li> <li>Values and concepts</li> </ul>	<ul style="list-style-type: none"> <li>Managing conflict</li> </ul>	<ul style="list-style-type: none"> <li>Catching up with news and gossip</li> <li>Key life events around the world</li> </ul>	<ul style="list-style-type: none"> <li>Showing uncertainty</li> </ul>
<ul style="list-style-type: none"> <li>Passives</li> <li><i>wish</i></li> </ul>	<ul style="list-style-type: none"> <li>Money problems</li> <li>Metaphor</li> </ul>	<ul style="list-style-type: none"> <li>The Magic Moneybag (Part 1)</li> </ul>	<ul style="list-style-type: none"> <li>Money-related problems</li> <li>The Magic Moneybag (Part 2)</li> <li>A debate about the lottery</li> </ul>	<ul style="list-style-type: none"> <li>Apologising and offering explanations</li> </ul>
<ul style="list-style-type: none"> <li>Linking words</li> <li>Patterns after reporting verbs</li> </ul>	<ul style="list-style-type: none"> <li>Food and cooking</li> <li>Prefixes</li> <li>Food in the news</li> </ul>	<ul style="list-style-type: none"> <li>Food, friends, family</li> </ul>	<ul style="list-style-type: none"> <li>How do you cook it?</li> <li>Food-related news stories</li> </ul>	<ul style="list-style-type: none"> <li>Vague language</li> </ul>
<ul style="list-style-type: none"> <li>The future continuous</li> <li>Expressing necessity and ability</li> </ul>	<ul style="list-style-type: none"> <li>Reasons for phoning</li> <li>Building up a business</li> <li>Business collocations</li> </ul>	<ul style="list-style-type: none"> <li>Top ten characteristics of successful people</li> <li>New African entrepreneurs</li> </ul>	<ul style="list-style-type: none"> <li>I'm just phoning to ...</li> <li>Dream and Achieve</li> </ul>	<ul style="list-style-type: none"> <li>Using <i>would</i> to show formality</li> </ul>



5

# SPORTS AND INTERESTS





## IN THIS UNIT YOU LEARN HOW TO:

- talk about what you do in your free time
- talk about how fit you are
- check you heard things correctly
- talk about sport
- comment on past events
- describe accidents and injuries

## SPEAKING

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

- What do you think the woman in this photo is doing?
- Have you ever done anything like this? If yes, then when? If not, would you like to? Why? / Why not?

### 2 Work in groups. Discuss which statements are true for you or people you know.

- I enjoy sports with a bit of a risk.
- I like outdoor pursuits – walking, camping, that kind of thing.
- I'm a member of a sports club.
- I take part in a music or drama group.
- I do volunteer work for a charity.
- I go to dance classes to keep fit.
- I like wandering round flea markets and junk shops.
- I love doing puzzles – crosswords, Sudoku, stuff like that.
- I like sewing and knitting. I make my own clothes.
- I spend a lot of time on Facebook and other social media.
- At the weekend, I lie in bed till lunchtime and then just chill out at home.





# TIME OUT

## LISTENING

**1** ▶ **26** Listen to three conversations about free-time activities. Answer the following questions for each conversation:

- 1 What's the second speaker going to do?
- 2 How long have they been doing this activity?
- 3 How did they first get interested in it?
- 4 Is the other person interested in doing the activity?

**2** ▶ **26** Listen again. Choose the correct option.

- 1 What are you *up to / on to* later?
- 2 You've got a lovely *figure / fixture*.
- 3 It took me about ten minutes to get my *breath / bread* back!
- 4 It's like a *master / faster* class with this top Russian fencer.
- 5 I'm going to have a wander round the *free / flea* market.
- 6 I'm just going to have a *lie-in / light in*.
- 7 *Fair enough / Very tough*. Just the thought of doing that kind of exercise makes me sweat!
- 8 I took *that top / it up* because I was giving up smoking.
- 9 She said it'd give me something to *fit well / fiddle with*.
- 10 *Is it / Isn't it* just full of old women, this group?

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

- Do you know anyone who has an unusual hobby – or have you ever discovered that someone had a hidden talent for doing something?
- How long have they been doing it?
- How did they first get interested in it?

## VOCABULARY Health and fitness

**4** Match the fitness words 1–6 with sentences a–f.

- 1 flexibility
- 2 hand–eye coordination
- 3 healthy lifestyle
- 4 speed
- 5 stamina
- 6 strength

- a She swims around 60 lengths every day.
- b He can do the 100 metres in under twelve seconds.
- c She can touch the back of her head with her leg!
- d He can lift 50 kilos.
- e She's really good at racket sports.
- f He doesn't drink, doesn't smoke, doesn't stay out late.



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

breath	junk	sweat
demanding	shape	uncoordinated

- 1 He's really unfit. He works up a \_\_\_\_\_ just running for the bus! It's awful to see!
- 2 She gets out of \_\_\_\_\_ just walking up the stairs.
- 3 He's really out of \_\_\_\_\_. He does absolutely no exercise whatsoever. He doesn't even walk!
- 4 I went to an aerobics class for a while, but it was too \_\_\_\_\_. I couldn't keep up with the others in the class.
- 5 I'm so unfit. I really need to stop eating so much \_\_\_\_\_ food. I'm getting fat – look at that flab!
- 6 I'm totally \_\_\_\_\_ – really clumsy. I'm always tripping over and bumping into things.

**6 Work in pairs. Use vocabulary from Exercises 4 and 5 to discuss the questions.**

- 1 How fit and healthy are you in terms of lifestyle, speed, stamina, strength, etc? Give examples.
- 2 What's the best way to improve your:
  - coordination?
  - flexibility?
  - stamina?
  - speed?
  - strength?
  - general health?
- 3 Have you tried any of these methods? How did it go?
- 4 Who is the fittest or least fit person you know? How do you know? What makes them so fit or unfit?
- 5 What sports and activities are you good or bad at? Why?

**DEVELOPING CONVERSATIONS**

**Checking what you heard**

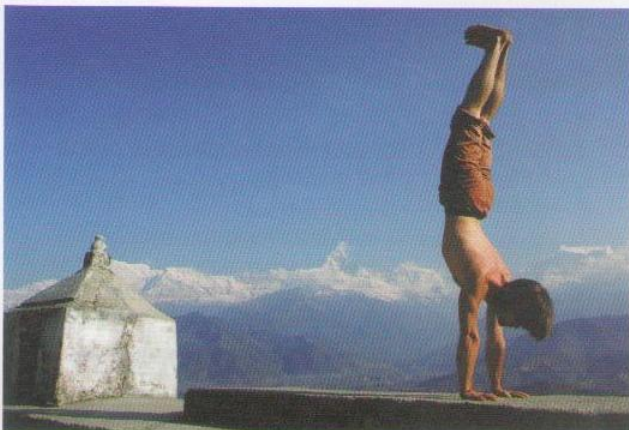
If we are surprised by what someone tells us and we want to check information, we often repeat part of the statement and add a question word.

A: *I've got my knitting group tonight.*

B: **You've got what?**

A: *I'm going to a fencing workshop all day.*

B: **You're going where?**



**7 Complete the mini-conversations with similar questions to those in the box.**

- 1 A: I usually run about ten kilometres most days.  
B: \_\_\_\_\_?  
A: Ten kilometres. I'm not that fast, though.
- 2 A: I do capoeira on Wednesday nights.  
B: \_\_\_\_\_?  
A: Capoeira. A kind of Brazilian dance thing.
- 3 A: I went to a comic fair at the weekend.  
B: \_\_\_\_\_?  
A: A comic fair. They had all these old Spiderman comics there. It was great.
- 4 A: My mum's really into embroidery.  
B: \_\_\_\_\_?  
A: Embroidery. It's like sewing, but you use thread to make pictures or patterns on the cloth.
- 5 A: Well, I didn't get up till three on Saturday.  
B: \_\_\_\_\_?  
A: Three o'clock. I'd had a heavy week. I needed a lie-in!

**PRONUNCIATION**

- 8 **▶ 27** Listen to the checking questions and notice how the intonation goes up. Which questions sound more surprised? Listen again and repeat.
- 9 Work in pairs. Practise reading the conversations in Exercise 7.

**CONVERSATION PRACTICE**

- 10 Think about an unusual or surprising hobby – and a future arrangement you have that is connected to it. Decide where you're doing it, who with, and so on. It can be true or not.

Write three questions people might ask you and answers you would give. Then work in pairs and have similar conversations to those you heard in Exercise 1. Use the guide below to help you. Then swap roles.

Ask about tonight or the weekend.

Explain your arrangement connected to hobby.

Check you understood.

Explain again (+ add info).

Ask and answer questions about hobby to continue.

**▶ 9** To watch the video and do the exercises see the DVD-ROM.



# YOU SHOULD'VE BEEN THERE

## SPEAKING

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

- Do you know anyone who is a big sports fan? In what way? What team(s) do they support?
- What are the most popular sports in your country? Why do you think they are so popular? Do you like them? Why? / Why not?
- What do you think the most popular sports in the world are? Why?

## VOCABULARY Sport

### 2 Check any words in bold that you don't understand in a dictionary. Then discuss in pairs which sports each sentence describes.

- 1 She hit a powerful **drive** and made a hole in one.
- 2 He came off the **track**. He was trying to **overtake** on a corner and lost control of the car.
- 3 They almost scored – they hit a **post** and the **bar** twice.
- 4 They were losing so they called a **time-out** to discuss **tactics**.
- 5 They got **promoted** to the top **division** last season.
- 6 Oh no! That's the third double **fault** I've **served**.
- 7 I was **tackled** – just as I was about to **shoot**!
- 8 He ran from the halfway line to score that **try**. It was incredible!
- 9 I came on as a **substitute** after a player got injured.
- 10 He got a **red card** for a bad tackle.
- 11 She lost five first-round matches in a row so she **sacked** her **coach**.
- 12 If you ask me, the fight was **fixed**. The **judges** made some really dubious decisions.

### 3 Work in pairs. Which other sports can you use the words in bold from Exercise 2 to describe?

'Drive' could be for cricket – when a batsman hits the ball a long way.

### 4 Change partners. Discuss the questions.

- Have you heard of anyone being sacked recently? Do you know why?
- Have you heard of anyone – or any team – who's been promoted recently?
- Do you know any competitions that you think were fixed?
- Can you think of any unpopular decisions that judges have made?
- Have you done or experienced any of the things in Exercise 2 when playing sport?

## READING

### 5 Write four possible benefits of doing or watching sport. Think about both individuals and society. Then compare your ideas with a partner.

### 6 Read the article. Find out if it mentions any of the benefits you thought of.

### 7 Which of these statements do you think the writer would agree with? Underline the parts of the text that support your answers.

- 1 If you did more exercise, you'd be more positive.
- 2 Forcing kids to compete undermines their confidence.
- 3 We shouldn't encourage people to read.
- 4 The most important thing is to win.
- 5 Sports clubs keep young people out of trouble.
- 6 It's OK for players to pretend to be injured.
- 7 I work long hours to give my family the best.
- 8 Seeing great sportsmen in action is uplifting.

## GRAMMAR

### 8 Look at these examples from the article. Then work in pairs to complete the rules.

*should(n't) have, could(n't) have, would(n't) have*

a I **shouldn't have stuck** to the rules! Then I **would have won**.

b I **should have worked** more. I **could have bought** a better car.

To show we think something in the past was a good idea but didn't happen, use <sup>1</sup> \_\_\_\_\_ + past participle.

To show we think something that happened wasn't a good idea, use <sup>2</sup> \_\_\_\_\_ + past participle. We can add comments to show our thoughts about the result.

<sup>3</sup> \_\_\_\_\_ + past participle shows a certain past result and

<sup>4</sup> \_\_\_\_\_ + past participle shows a possible past result.

### G Check your ideas on page 171 and do Exercise 1.

### 9 Complete the sentences with the correct modal verb and the correct form of the verb in brackets. You may need to use negative forms.

- 1 It was a close game. We \_\_\_\_\_ (try) any harder and there's no shame in losing to such a good team, but I still think we \_\_\_\_\_ (draw) with them at least. **could should**
- 2 I don't know what I was thinking! I \_\_\_\_\_ never \_\_\_\_\_ (study) Art. Something like History \_\_\_\_\_ (be) much better for me. **should would**
- 3 She \_\_\_\_\_ (think) before using Twitter. All of the trouble she then got into \_\_\_\_\_ (be) avoided. **could should**
- 4 I guess it was my own fault really. I probably \_\_\_\_\_ (read) her personal emails. Then I \_\_\_\_\_ (find out) all the stuff she'd been saying about me. **should would**

### G For further practice, see page 171 and do Exercise 2.



# SPORT – YOU'VE GOT TO LOVE IT

Record levels of people do no sport at all, while others will not even watch it. Jerry Travis explains what they're missing.

## HEALTHY BODY, HEALTHY MIND

It's maybe obvious, but worth repeating: sport keeps you in shape. Moreover, people who are physically fit are, on average, happier. In fact, the British health service has recently experimented with giving people suffering from mild depression a course of exercise instead of drugs; gym membership rather than therapy.

## PREPARATION FOR LIFE

I'm not talking about those weird non-competitive sports that some schools insist on: no winners, no losers and everyone gets a prize. Not only are such games dull and pointless for children, but life is simply not like that. Competitive sport teaches us to cope with losing and disappointments. Sure, we're not all naturally sporty, but then I'm rubbish at crosswords. You just have to find your own level and learn to enjoy your own performance. You can feel the same sense of achievement as Real Madrid winning a game, by beating an opponent who is at a slightly higher (though still low!) level than you. Similarly, I'm happy completing a puzzle others would find easy.

## SOCIAL AND FUN

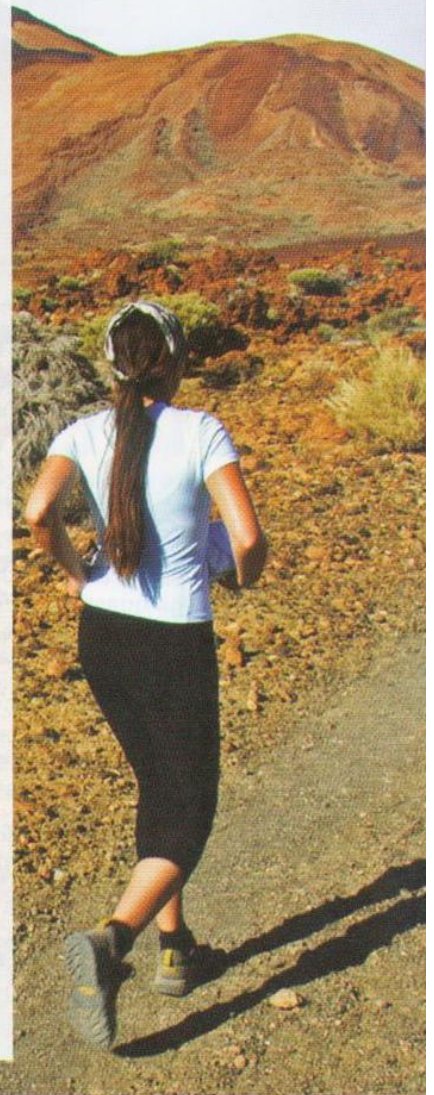
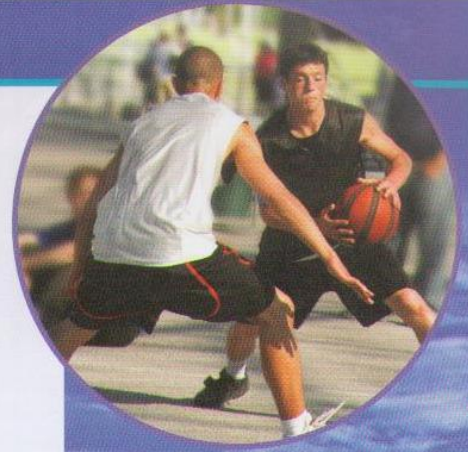
What would we do without sport? Read? Play computer games? Hang around on the street? Obviously, these aren't necessarily all bad things – reading in particular brings many benefits – but the first two are hardly social, and the last not that interesting or purposeful. Playing sports helps to build relationships and teaches the importance of supporting each other whether you win or lose. I'm reminded of a lovely, funny scene in a film called *Gregory's Girl*, where two teenage characters compare injuries they've had after a bad game. Likewise, sports fans often enjoy sharing the pain of their team losing almost as much as the joy of winning.

## CRIME AND MORALITY


Just going back to hanging around on the streets, if you need proof that it's not that fun, why do so many of those kids end up committing crime? It's simply out of boredom – something which sport can often replace. So making sport more widely available is good for society. It also benefits society by showing children the importance of rules and moral choices. Of course people cheat and perhaps you've been denied the chance to win something as a result. You think 'I shouldn't have stuck to the rules! Then I would've won'. However, the rules are the sport and you know if everyone starts cheating, the game falls apart and stops being fun. That's how we learn about making the correct moral decisions in sport, but we also learn why, in life, cheats are looked down on or excluded.

## SPORT IS LIFE

But sport isn't just learning about life. It IS life. I play tennis; I'm basically fairly hopeless, regularly serving double faults or weakly hitting the ball into the net. However, there are moments when somehow everything comes together and I hit a great shot down the line or serve a clean ace. I suddenly feel like a world-beater and it's a great feeling, even if the next ball flies miles out. Isn't life all about having those feelings? And sport – playing or watching – provides many of them. No-one looks back at the end of their life and says, 'I should've worked more. I could've bought a better car' or 'I'll never forget that time my kids watched TV'. No, what we remember are things like Usain Bolt smashing the world 100-metre record in Beijing – beating everyone else so easily that he could actually slow down in order to start celebrating ten metres before he crossed the line. And we're more likely to think 'I should've played with my kids more' or 'I wish I'd done more sport'.



## PRONUNCIATION

- 10  28 Listen and write down the six sentences you hear. Check your sentences by looking at the audio script on page 198. Then practise saying the sentences.

## SPEAKING

- 11 Choose one of the topics below and take turns to tell your partner about it. Give details using vocabulary from this unit and *should(n't) have / could(n't) have / would(n't) have*. Then swap roles.
- a sporting event where something went wrong
  - something you regret doing – or not doing
  - something a famous person has done wrong





# A BIT EXTREME

## LISTENING

- 1 Work in pairs. Look at these activities. Then discuss the questions. Use the sentence frames below to explain your reasons.

ballroom dancing	ice-skating	tai chi
handstands	parachuting	windsurfing
hang-gliding	shooting	yoga

- Have you ever done any of these activities? When?
- Would you like to try any of them in the future? Why? / Why not?

I think it'd be fun / amazing / really exciting.

I think I'd really enjoy it because I like other similar kinds of things.

I don't have the hand-eye coordination.

I'm not flexible enough.

I'd be scared of breaking my leg.

I'd worry about making a fool of myself.

I wouldn't be able to stand up.

- 2 ▶ 29 Listen to a conversation between three people – Chloe, Molly and Kyle. They talk about Molly's uncle, a health and fitness fanatic. Find out which of the activities in Exercise 1 he has done. Then compare your answers with a partner.

- 3 ▶ 29 Work in pairs. Decide if the sentences about Molly's uncle are true (T) or false (F). Then listen and check.

- 1 He taught Chloe and Kyle how to do handstands at his home.
- 2 He stopped ice-skating after an hour because Molly and Kyle were bored.
- 3 He used to go hang-gliding three or four times a month.
- 4 He gave up hang-gliding because he badly injured his neck.
- 5 He's only taken up windsurfing recently.
- 6 He lives by the sea now.
- 7 He drinks lemon juice every day because he thinks it's good for him.
- 8 Kyle admits Molly's uncle can be fun – but only for very short periods of time.

- 4 Discuss these questions with your partner.

- Does Molly's uncle sound mad to you? Why? / Why not?
- Do you know anyone who's unusual for their age? In what way?
- Do you know anyone who's only OK in small doses? Why?
- Do you know any other things (like lemons) that are supposedly good for your skin, feet, hair, eyesight, etc.? Do you think it's true?
- Do you know anyone who had a lucky escape? What happened?



## VOCABULARY Injuries and accidents

5 Work in pairs. Discuss which of the problems you think is worse in each case.

- 1 He had some cuts and bruises.  
He broke his leg.
- 2 I tore my knee ligaments.  
I bruised my knee.
- 3 She knocked herself out.  
She banged her head.
- 4 I twisted my ankle.  
I broke my ankle.
- 5 She lost consciousness.  
She drowned.
- 6 He lost an arm.  
He was killed.

6 Practise the vocabulary in Exercise 5 by having conversations like this.

A: Was he OK?

B: Well, he had some cuts and bruises.

A: Really? That's bad / terrible!

B: I know. It could've been worse, though. He could've broken his leg.

7 Work in pairs. Tell each other about an accident you know about that had one of the results in Exercise 5. Was the person who had the accident lucky or unlucky? Do you think the accident or result could have been avoided? Why?

## GRAMMAR

8 Look at these sentences from the unit. Then work in pairs to answer the questions below.

### The present perfect continuous and simple

- a I've **put on** five kilos since January.
- b I've **been doing** knitting for six months now.
- c That's the third double fault I've **served**.
- d The last few years he's **been** really into windsurfing.
- e For the last few months he's **been rubbing** lemon in his hair every day.
- f I've **been meaning** to go round and see him, because he's not been well, but Kyle's a bit reluctant.

- 1 Which sentences (a–f) in the box are present perfect continuous and which are present perfect simple? How do you know?
- 2 Which sentences describe something that has finished before now and which show something that is possibly unfinished?

**G** Check your ideas on page 172 and do Exercise 1.

9 Complete the conversations using the words in brackets and the present perfect continuous or simple.

- 1 A: \_\_\_\_\_ to buy the tickets for the game yet?  
(you / manage)  
B: No. \_\_\_\_\_ all morning, but I can't get through.  
(I / call)
- 2 A: \_\_\_\_\_ *The End of the Day* yet?  
(you / see)  
B: No. \_\_\_\_\_ to for ages now, but \_\_\_\_\_ the chance. Is it still on?  
(I / mean, I / just / not / have)
- 3 A: So why \_\_\_\_\_ to leave? It's a bit sudden, isn't it?  
(Wayne / decide)  
B: Not really. \_\_\_\_\_ about it for a while, but \_\_\_\_\_ the right job – and now he \_\_\_\_\_ it.  
(he / think, he / look for, he / find)
- 4 A: I played tennis with her yesterday. She's really good, considering \_\_\_\_\_ a few times.  
(she / only / play)  
B: I can imagine. \_\_\_\_\_ good at sports. She's just got that natural fitness and coordination.  
(she / always / be)

## PRONUNCIATION

- 10 **▶ 30** Listen to examples of the present perfect simple and continuous from Exercise 9. Notice the weak forms of *have* and *been*. Then repeat the sentences.
- 11 Work in pairs. Practise the conversations in Exercise 9. Try to continue them for as long as you can.

12 Complete these sentences using *because* or *but* and the present perfect continuous or simple. Then share your ideas with a partner.

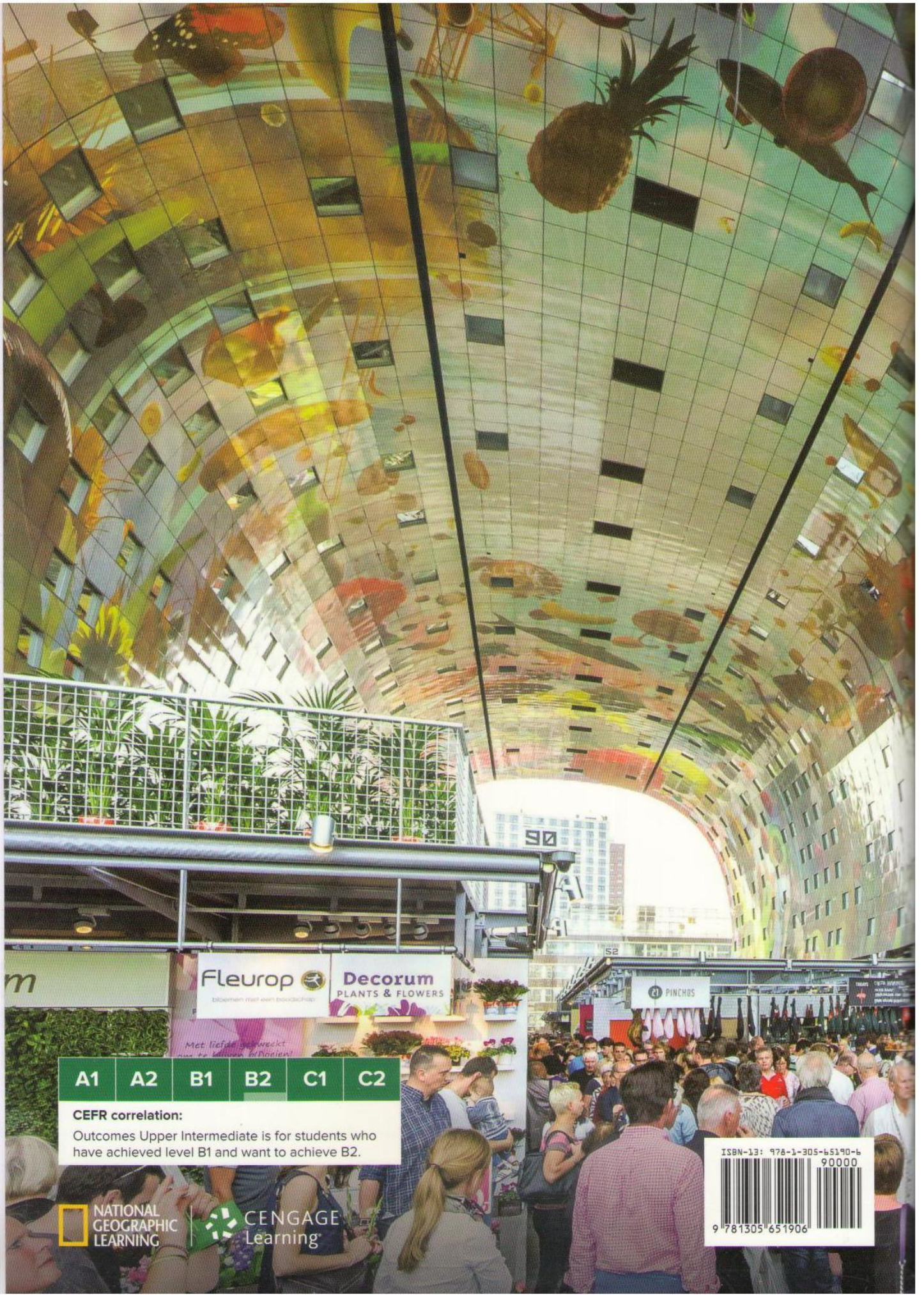
*I'm getting quite good at tennis now, because I've been practising three times a week.*

*I'm getting quite good at tennis now, but I still haven't beaten my brother!*

- 1 I'm getting quite good at tennis now ...
- 2 I've always wanted to do parachuting ...
- 3 I've never been abroad ...
- 4 I know Maria quite well ...
- 5 The company is doing a lot better now ...
- 6 The government's changing its policy on education ...
- 7 I should really go to the doctor about it ...

**G** For further practice, see page 172 and do Exercise 2.





A1 A2 B1 B2 C1 C2

**CEFR correlation:**  
Outcomes Upper Intermediate is for students who have achieved level B1 and want to achieve B2.

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