

# UNIT 10

## UNIT 10

### SPEAKING

- ▶ Discuss ideas for eco-living
- ▶ Recommend a city for food
- ▶ Ask for/Give travel advice
- ▶ Talk about a special place

### LISTENING

- ▶ Listen to descriptions of the world's best food cities
- ▶ Listen to people giving advice/warnings
- ▶ Watch a BBC documentary about the Arctic's melting ice caps

### READING

- ▶ Read about a man who tried to live ethically for a year
- ▶ Read advice about what not to do in an airport

### WRITING

- ▶ Write a restaurant review
- ▶ Write an email campaigning for action

### BBC CONTENT

- ▶ Video podcast: What are the biggest problems facing the world today?
- ▶ DVD: Nature's Great Events: The Great Melt

# world



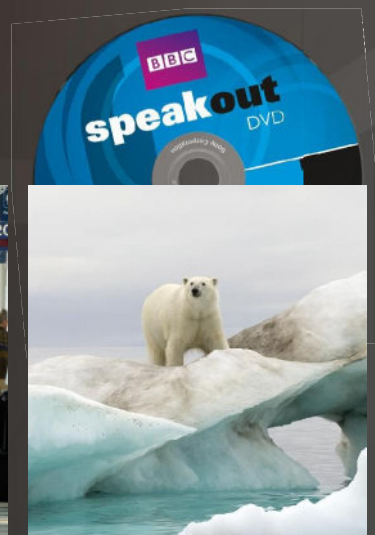
▶ Ethical man p116



▶ World food p119



▶ When you travel, ... p122



▶ The great melt p124



the environment

**1A** Work in pairs and discuss. How important is 'green living' to you?

**B** Look at the sentences below and try to explain the meaning of the words/phrases in bold. Then use a dictionary to check.

- How much of the food you buy is **pre-prepared** or **processed**? How much is **organic**?
- How much of the food you eat is produced in the country you live in?
- How is your home heated? Do you use **energy-saving** light bulbs?
- Is your house **insulated** and/or **double-glazed**?
- Do you turn lights/machines off or leave them **on standby**?
- When you're buying a product, do you consider how to recycle the **packaging**?
- How often do you buy, sell or give away **secondhand items**?
- How much of your rubbish is **recycled**?
- How many hours, on average, do you spend flying a year?
- How often do you use a car?

**C** Answer questions 1–10 above.

**D** Work in pairs and compare your answers.

▶▶ page 157 **VOCABULARYBANK**

**READING**

**2A** Justin Rowlatt, a BBC journalist, decided to try living a greener lifestyle for a year. What changes do you think he made?

**B** Read the article to find out.

**C** Work in pairs and answer the questions below.

- Why did Justin decide to try living ethically for a year?
- Did he and his family enjoy the experience?
- What kinds of things did they try to change?
- What kinds of challenges does Justin say that other journalists have to face?
- Did Justin and his family manage to reduce their impact on the environment?
- Did the 'experiment' change the way that they have decided to live?

**D** Discuss. Do you think the 'Ethical Man' experiment is a good idea? Why/Why not?

**1** Hi – I'm Justin Rowlatt and I'm the BBC's 'Ethical Man'. So, what does living ethically mean? Giving up the car, recycling wine bottles, not using plastic bags? I spent a year trying to find out.



**2** I want to be clear about one thing right from the start – it wasn't my idea to become the BBC's ethical man. I had just started working for the BBC and on my first day the editor asked me to come into his office.

**3** What did I think about the idea of a journalist trying to live as ethical a lifestyle as possible for a year, he wanted to know. He asked me if I liked the idea. What did I think? It was my first day; I said I thought it was a great idea!

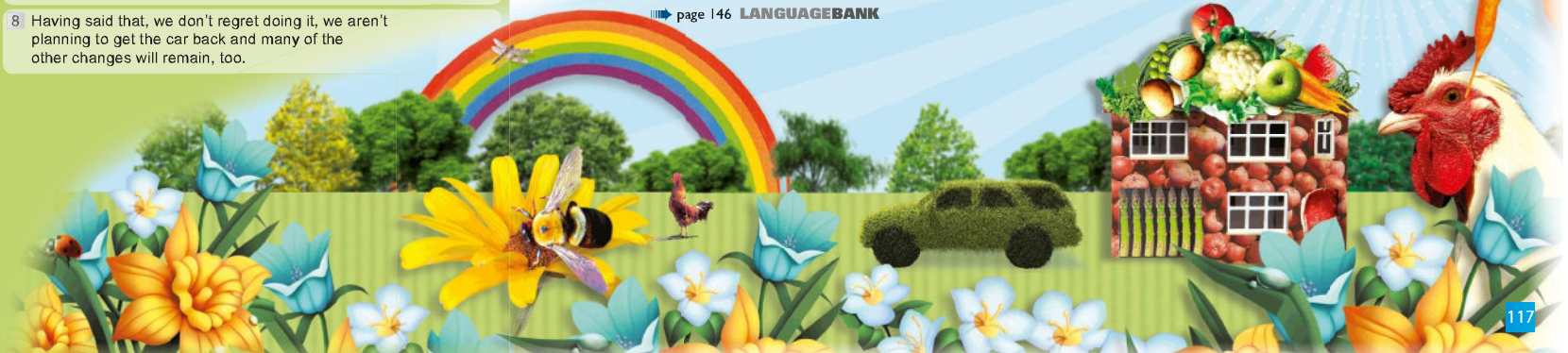
**4** That's why my family (Bee, my wife, thirty-five, and daughters Eva, five and Zola, four) and I agreed to spend a year doing everything we could to try to reduce our impact on the environment. We changed the light bulbs in our house to energy-saving bulbs. We changed the way we heat and power our home. We stopped flying and we got rid of the car. Instead we walked, used bicycles, or took public transport. We did our supermarket shopping online, ate organic vegetables and I even stopped eating meat (for a month). My heavily pregnant wife, Bee, walked two miles to hospital in the middle of the night, to give birth to our third daughter, Elsa. When we went on holiday to France, instead of choosing a two-hour flight, we went on a nightmarish twelve-hour journey on the train, in a heatwave.

**5** You expect to face challenges as a journalist. Many of my colleagues regularly report from war zones. Others have just minutes to prepare before they are expected to give a clear explanation of complex economic data. Some have to work with criminal gangs. But few journalists have faced the sorts of challenges I have during my year of living ethically.

**6** It has been a tough year. I put my family through hell and there were many rows and arguments. But the overall result? We managed to reduce our carbon footprint by 37 percent – nearly double the total we had hoped to achieve a year ago.

**7** Being forced to go green has shown me that anyone can achieve more than we think. However, I believe most people are too busy to go through all this without being compelled – as I was – to give it a go.

**8** Having said that, we don't regret doing it, we aren't planning to get the car back and many of the other changes will remain, too.



**3** Read the article again. Underline words/phrases in the text that match meanings 1–6.

- the amount of damage we do (by our actions) to the air, water and land on Earth (paragraph 4)
- threw away or destroyed (paragraph 4)
- terrible – like a bad dream (paragraph 4)
- period of very hot weather (paragraph 4)
- made my family go through a bad experience (paragraph 6)
- be forced to do something (paragraph 7)

**GRAMMAR** reported speech

**4A** Complete the table to show how tenses change in reported speech.

direct speech	reported speech
'We <sup>1</sup> _____ planning to get the car back ...'	He said they <b>weren't planning</b> to get the car back ...
'Many of the other changes <sup>2</sup> _____ remain.'	He said many of the other changes <b>would</b> remain.
'My heavily pregnant wife, Bee, <sup>3</sup> _____ two miles to hospital.'	He said he that his wife <b>had walked</b> to hospital.
'I think it's a great idea!'	He said he <sup>4</sup> _____ it <b>was</b> a great idea!
'It <sup>5</sup> _____ been a tough year.'	He said it <b>had been</b> a tough year.
'I <sup>6</sup> _____ just started working for the BBC.'	He said he <b>had just started</b> working for the BBC.
'Do you like the idea?'	He asked me if I <sup>7</sup> _____ the idea.

**B** Check your answers using the article in Exercise 2B.

**C** Look at the table again and underline the correct alternatives to complete rules.

**Rules:**

- When we report speech, we often move the tenses *back (backshift)/ forwards*, e.g. present simple → past simple, present continuous → past continuous, present perfect → past perfect, *will* → *would*.
- If what the person says is still true, we can *keep the tenses the same/change the tense to a future form*, e.g. 'It's the 16th.' → She said it's the 16th.
- In reported speech, we may also need to change *names and places/ pronouns and time references*, e.g. 'I'll see you tomorrow.' → He said he would see her the next day.
- In reported questions, the word order is *the same as/different to that* for statements.

▶▶ page 146 **LANGUAGEBANK**

**PRACTICE**

**5A** Complete the sentences by adding one word.

- I'll see you in my office. [Editor to Justin]  
He said he would see Justin in his office.
- I've got a new job. [Justin to his wife]  
He said he \_\_\_\_\_ a new job.
- We're going to try and live a more ethical lifestyle. [Justin to Bee]  
They said that \_\_\_\_\_ were going to try and live a more ethical lifestyle.
- I'm going to take a taxi to hospital. [Bee to Justin]  
She said she \_\_\_\_\_ going to take a taxi to hospital.
- We're hot. [children to parents]  
The children said \_\_\_\_\_ were hot.
- We've achieved a lot. [Justin and Bee]  
They said they \_\_\_\_\_ achieved a lot.
- I didn't eat meat for a month. [Justin]  
Justin said he \_\_\_\_\_ eaten meat for a month.
- I had expected to face challenges as a journalist. [Justin]  
He said he \_\_\_\_\_ expected to face challenges as a journalist.

**B** ▶ 10.1 Listen to check your answers. Listen again and shadow the sentences.

## SPEAKING

**6A** Work in two groups. Group A: look at the photo, read the fact file below and discuss the questions. Group B: look at the photo and read the fact file on page 162.

## The plastic bag problem

## Did you know ...?

- The world uses 1 million plastic bags per minute.
- The 'Pacific Ocean Garbage Patch' is an area in the Pacific Ocean filled with waste plastic. The area may be as big as 5 million square km (more than twice the size of the USA). Millions of marine animals die when they eat the plastic, become caught in it, or feed it to their young.
- Plastic bags can now be found in all parts of the world, from the top of Mount Everest, to the bottom of the oceans, and the deserts of Mongolia. Each plastic bag takes more than 1,000 years to disintegrate and never completely disappears.



- 1 Why does the problem exist?
- 2 What should be done about it?
- 3 What laws/schemes would you introduce to deal with the problem?

**B** Work in pairs with a student from the other group. Tell them about the discussions you had in your group, and any ideas you had.

*We talked about the problem of plastic bags. We thought it would be a good idea to make people pay for plastic bags in shops.*

## VOCABULARY PLUS word-building (prefixes)

**7A** Look at the example sentences 1–10 and underline the prefixes.

- un-*
- 1 It's very unusual to have snow in April.
  - 2 The whole situation was completely unreal.
- re-*
- 3 Most glass bottles and aluminium cans can be recycled.
  - 4 Don't throw away the bottles. They are reusable.
- dis-*
- 5 Roth doesn't like anybody who disagrees with him.
  - 6 She would never disobey her parents.
- mis-*
- 7 Don't misunderstand me. I want to help.
  - 8 I always mispronounce his name.
- over-/under-*
- 9 She hardly eats anything, and she's very underweight.
  - 10 I think I've overcooked the pasta.

**B** Match the prefixes above with meanings 1–5.

- 1 not: un- and \_\_\_\_\_
- 2 again: \_\_\_\_\_
- 3 too much: \_\_\_\_\_
- 4 too little: \_\_\_\_\_
- 5 wrong: \_\_\_\_\_

**8** Add prefixes to the words in brackets to complete the sentences.

- 1 He's lying. His story about how he cycled across Africa was completely \_\_\_\_\_ (believable).
- 2 It's easy to \_\_\_\_\_ (judge) somebody's character by looking at the clothes they wear.
- 3 Much of the snow in the Arctic has completely \_\_\_\_\_ (appeared).
- 4 These organic potatoes are delicious. Be careful not to \_\_\_\_\_ (cook) them.
- 5 Jessica decided not to accept the job because the company's policies were \_\_\_\_\_ (ethical).
- 6 I think I've done this all wrong. I probably \_\_\_\_\_ (understood) the instructions.
- 7 My house is always \_\_\_\_\_ (tidy). I don't have enough time to organise my things.
- 8 She walks to work every day, despite her \_\_\_\_\_ (ability).

## speakout TIP

Use prefixes to guess the meaning of words you don't know. Look at the words in bold below. Can you use the prefix to guess their meaning?

**9** Work in pairs and take turns. Ask and answer the questions.

- 1 Which professions in your country do people often **mistrust**?
- 2 Who in your country is very famous now, but was **unknown** last year?
- 3 What kinds of documents do you sometimes need to **renew**?
- 4 Do you believe scientists have **overestimated** or **underestimated** the problem of climate change?
- 5 Do you **disapprove** of people who drive their cars everywhere? Why/Why not?

▶▶▶ page 157 VOCABULARYBANK

## WORLD FOOD

▶ GRAMMAR | verb patterns

▶ VOCABULARY | reporting verbs

▶ HOW TO | talk about food culture



## READING

**1** Work in pairs and discuss.

- 1 What countries do you think the food in the pictures comes from?
- 2 Would you eat these dishes? Why/Why not?

**2A** Read the text. Why is Osaka the world's greatest food city?

## What's the greatest, most exciting food city in the world today?

There used to be one great food city in the world, and that was Paris. At least, that's what most people believed. People now agree that there is incredible food all around the world. Michael Booth, a writer, traveller and food-lover, thinks that the Japanese city of Osaka is the best.

With its busy food halls and small, exclusive restaurants, Osaka is 'bursting' with amazing places to eat. All around the city, you can find delicious fast food dishes which were invented here. Osaka is the city that invented both sushi and instant noodles in the same year (1958), but there are many more local dishes, too.

In Osaka, people love life and they love their food. They even have a saying, '*kuidaore*', which means 'eat until you are bankrupt' because they love to spend money on food. So, what about you? Which city is your culinary favourite?

**B** Read the text again and answer the questions.

- 1 What type of food is Osaka famous for?
- 2 Where can you eat it?
- 3 How do the people of Osaka describe their food?

## LISTENING

**3A** ▶▶▶ 10.2 Listen to two people talking about their favourite food city. According to the speakers, which city, Hiroshima (H) or Madrid (M), has the following:

- 1 a small, cheap restaurant which serves wonderful seafood?
- 2 informal restaurants where you order lots of dishes which everyone shares and eats from the middle of the table?
- 3 something to eat which is like a cross between a pancake and a pizza?
- 4 people getting together at Sunday lunchtime to have a few bites to eat?
- 5 a restaurant which specialises in grilled chicken?

**B** Listen again and complete the extracts below. Then check your answers in the audio script on pages 174–175.

- 1 They've got the very famous sushi that everyone thinks about when they think of Japanese food, but they've got so much else to \_\_\_\_\_.
- 2 Hiroshima is really \_\_\_\_\_ for its *okonomiyaki*.
- 3 *Tempura* is prawns and \_\_\_\_\_ deep fried in a really light, fluffy batter.
- 4 I lived in Madrid, in Spain for around \_\_\_\_\_ years on and off.
- 5 The quality of the food is \_\_\_\_\_.
- 6 *Tarta de Santiago* is a great pastry \_\_\_\_\_.
- 7 I once tried pig's ear, which I have to say was possibly the \_\_\_\_\_ thing I've ever tasted.

**C** Do you know any cities which are good for food? What types of food are they best known for? Which areas have good restaurants? Plan to talk about your favourite food city. Use these phrases from the listening to make some notes.

My favourite food city is ... They've got all sorts of ...  
 XXX is really famous for its ... It's a kind of ...  
 It's really good (for) ... I think my favourite restaurant in ... is ...  
 One of my favourite restaurants is a place called ... which specialises in ...  
 It's a cheap/basic/smart/expensive ... You can get ...  
 I'd love to take you to XXX; you'd love it!  
 I know a really good ... that I should take you to.

**D** Work in groups and take turns to talk about your favourite food city.

**VOCABULARY** reporting verbs

**4A Match the verbs with the statements.**

- 1 offer a) I can't eat anything else, thank you.
- 2 warn b) Would you like a coffee?
- 3 refuse c) Be careful. It's hot.

**B Look at the statements/questions below. Rewrite each statement in reported speech using a verb from the box.**

warned explained refused promised invited suggested offered

- 1 'You have to be careful not to eat too much.'  
She \_\_\_\_\_ us not to eat too much.
- 2 'Why don't you come to Palermo and I'll take you to my favourite restaurant?'  
He \_\_\_\_\_ us to Palermo, and he \_\_\_\_\_ to take us to his favourite restaurant.
- 3 'It will definitely be good value for money. I'm 100 percent certain of that.'  
She \_\_\_\_\_ that it would be good value for money.
- 4 'I think Lima could be one of the greatest food cities in the world.'  
She \_\_\_\_\_ that Lima could be one of the greatest food cities in the world.
- 5 'The restaurant specialises in grilled chicken.'  
He \_\_\_\_\_ that the restaurant specialises in grilled chicken.
- 6 'I don't believe that there is any better food than in Singapore.'  
He \_\_\_\_\_ to believe that there was any better food than in Singapore.

**GRAMMAR** verb patterns

**5A Look at the verb patterns in bold in sentences a)–e). Then complete the table below with the sentences.**

- a) We **explained that** it was our first trip to the area.
- b) He **agreed to show** us around Palermo.
- c) She **suggested trying** some of the local dishes.
- d) They **promised to cook** for us.
- e) He **warned us not to eat** the chillies.

verb + infinitive with to	verb + -ing
She offered to show us around. 1 _____	They recommended taking the bus 3 _____
Verb + object + infinitive with to 4 _____	Verb + that 5 _____

**B** **▶ 10.3 Listen to the sentences above and underline the stressed words.**

**C Listen again and check your answers. Pay attention to the weak forms of /tə/, for /fə/ and that /ðət/. Then listen and repeat.**

**D Some verbs use more than one pattern. Find two examples in Exercise 4B of verbs which can use different patterns.**

Agree: She **agreed to show us around.** They **agreed that it was a good idea.**

**PRACTICE**

**6 Complete the second sentence so that it means the same as the first. Use the correct form of the verbs in bold.**

- 1 'During the festival, street vendors sell nothing but chocolate.'  
**explain**  
She \_\_\_\_\_ during the festival street vendors only sell chocolate.
- 2 People should come to the Tomatina festival in Spain. **suggest/visit**  
Beatriz \_\_\_\_\_ Spain during the Tomatina festival.
- 3 You shouldn't eat anything before the cheese-tasting festivals. There are more than 1,000 cheeses to try. **warn/eat**  
He \_\_\_\_\_ us not \_\_\_\_\_ anything before going to the cheese-tasting festivals.
- 4 'We'll definitely go to the Mango festival in India in July.'  
**promise/take**  
He \_\_\_\_\_ me to the Mango festival.
- 5 'Would you like me to show you around the Eurochocolate festival?' **offer/show**  
The tour guide \_\_\_\_\_ us around the Eurochocolate festival.



**SPEAKING**

**7A Read the comments about food below. Do any of the people have similar ideas to you?**

- 1 'I love good food, but I never cook it myself. I would rather go to a restaurant.'
- 2 'Food isn't at all important to me. I just eat when I'm hungry.'
- 3 'Food is like a passion for me. I love cooking for lots of people.'
- 4 'People who eat in restaurants are lazy. It's such a waste of money.'

**B Work in pairs. Tell your partner how you feel about food and cooking. Try to give examples.**

**C Work with another student. Tell them about your last partner.**

**WRITING** a restaurant review

**8A Match headings a)–e) with questions 1–5 to complete the guide to writing a restaurant review.**

- a) Information about the price
  - b) Information about the menu
  - c) Details of the restaurant
  - d) Information about the service
  - e) Information about the atmosphere
- 1 \_\_\_\_\_: Where is it? How can you contact them? How do you get there? What are the opening hours?
  - 2 \_\_\_\_\_: What's the décor like? Is it child-friendly? Is it noisy? Is it romantic?
  - 3 \_\_\_\_\_: What kind of food does it serve? Are there any specialities? Do they serve vegetarian food? Are there any particular dishes you recommend?
  - 4 \_\_\_\_\_: Are the staff friendly? Do you have to wait a long time?
  - 5 \_\_\_\_\_: Is it good value for money? How much does it cost per person? Are there any special offers?

**B Read the reviews below. Try to answer the questions above for each restaurant. Which one would you like to visit and why?**

**Are you hungry? You will be at some point. Here's a guide to some of the best restaurants in town.**

**4,550 Miles from Mumbai (Indian): Boxhill Way, 0265 958 834**

An unusual name for an unusual Indian restaurant, **4,550 Miles from Mumbai** offers diners a totally different kind of curry experience. This restaurant has such incredibly stylish and modern décor that it goes against everything you expect from an Indian restaurant, and they even have jazz music playing in the background. Whilst the food is not cheap, it's delicious, so considering the surroundings, it is reasonably priced. They also offer different kinds of Indian treats such as deep fried stuffed green chillies and salmon tikka.

**Feast (Vegetarian), Long Row, off Market Square, 0265 955 101**

**Feast** specialises in vegetarian and vegan food and offers mainly light meals and snacks. Although the room is quite small, the atmosphere is cosy, due to the size of the room. And the coffee and homemade cakes which they serve during the day are so good that you'll want to come back. **Feast** becomes more of a bar in the evening, so look out for different DJs during the week.

**Marcelo's (Italian), Lower East Street, 0265 979 994**

**Marcelo's** is a large restaurant that is good at catering for big parties. They serve a wide variety of Italian food, and all pizzas and pasta dishes are reasonably priced. The restaurant itself is decorated in an elegant Mediterranean style and has such an authentic Italian atmosphere, complete with soft Italian music in the background, that you could easily forget which country you're in. They do a two-for-one deal on selected meals throughout the week so be sure to check which nights these are available.



**LEARN TO** link ideas

**9A Look at the examples and answer questions 1–3.**

The food was **so delicious that I didn't mind spending more than usual.**

It was **such an enjoyable meal that I would recommend this restaurant to anybody.**

It was **so expensive that I wouldn't go back there unless I wanted to impress a client.**

**Although it's a five-star restaurant, the service was appalling.**

**While the staff are friendly, and the atmosphere is fun, the food isn't anything special.**

- 1 Which linking words do we use to connect ideas which contrast with each other?
- 2 Which do we use to talk about the consequences of a situation?
- 3 Which do we use to suggest a condition?

**B Read the reviews in Exercise 8B again. Find and underline the linking words.**

**C Write sentences to connect the five pairs of ideas below. Use the words in brackets to help.**

- 1 Starbucks has been very successful. Now they want to open new stores in China. (so)
- 2 The restaurant has had very bad reviews. Nobody wants to go there. (such)
- 3 The food was very bad. I will only go back there again if they get a new chef. (unless)
- 4 The food was delicious. The service was poor. (although)
- 5 The restaurant had a good atmosphere. The food was disappointing. (while)

**10 Choose a restaurant in your town/city. Write a short review (80–100 words). Use the guide in Exercise 8A to help you. Use the linking words in Exercise 9B to connect your ideas.**

▶ **FUNCTION** | giving advice/warnings

▶ **VOCABULARY** | airports

▶ **LEARN TO** | make generalisations



## VOCABULARY airports

### 1A Discuss the questions.

- 1 Do you ever travel by plane?
- 2 Do you enjoy it?
- 3 What do you like/dislike about air travel?

### B Complete the questions/statements you might hear in an airport with the words in the box.

proceed aisle card passport  
priority X-ray hand gate  
check boards

- 1 Can I see your \_\_\_\_\_?
- 2 Your \_\_\_\_\_ number is 42.
- 3 In a few moments we will be calling all passengers with \_\_\_\_\_ boarding.
- 4 Would you like an \_\_\_\_\_ seat or a window seat?
- 5 Your flight \_\_\_\_\_ at 09.30.
- 6 Please have your boarding \_\_\_\_\_ ready for inspection.
- 7 How many bags do you have to \_\_\_\_\_ in?
- 8 Do you have any \_\_\_\_\_ luggage?
- 9 Please \_\_\_\_\_ to gate number 30.
- 10 Put your hand luggage through the \_\_\_\_\_ machine.

### C Put the phrases in the order you might hear them in an airport.

## FUNCTION giving advice/warnings

### 2A Work in pairs. Write a list of three things you must and mustn't do in an airport.

### B Read the article. Does it mention your ideas?

### C Work in pairs and discuss. Do you agree with the advice? Have you ever experienced any of these problems?

## Ten things NOT to do in an airport

**1 Pick the wrong terminal** – Most airports have more than one terminal, so check which terminal you need before your taxi drops you off and drives away.

**2 Annoy the check-in desk** – They may be taking a long time, but getting annoyed with them will get you nowhere.

**3 Make jokes about bombs or drugs** – You might end up in jail instead of enjoying your holiday.

**4 Take more than one bag** – If it says one bag only for hand luggage, then you can't bring your handbag and shopping bags, too.

**5 Go crazy on liquids** – 100 ml is the limit. No extra bottles of sunscreen, shampoo and hair conditioner.

**6 Waste people's time** – Take off your jewellery, watch and belt before you go through the X-ray machine, so people don't have to wait while you go through the machine again and again.

**7 Leave things in the trays** – Don't wait until you get to the departure gate before you remember that you left your phone, iPod, keys and passport in the tray.

**8 Use the airport internet terminals** – They are slow and expensive, and you'll soon wish you hadn't bothered.

**9 Shop because you're bored** – You got cheap flights and a budget hotel, so why waste money on things you don't need, like giant-sized chocolate bars?

**10 Leave the toilet stop until it's time to board** – You'll keep the other passengers waiting, and then have to make that embarrassing walk down the aisle when you finally board.

### 3A 10.4 Listen and match conversations 1–4 with situations a)–d).

- a) crime in a city
- b) the journey to Heathrow airport
- c) travelling in the north of the country
- d) arriving at the airport

### B Listen again. What problems do they talk about in each conversation?

### 4A Match 1–10 with a)–j) to complete the warnings/advice.

- 1 Watch out for
  - 2 Make sure
  - 3 Don't ... (or else)
  - 4 You'd better
  - 5 If I were you,
  - 6 Be careful
  - 7 Don't forget to
  - 8 Whatever you do,
  - 9 You need to
  - 10 The most important thing is
- a) when you take trips into the jungle.
  - b) you find out how much the journey is supposed to cost.
  - c) watch out for groups of young children on the streets.
  - d) the taxi drivers who tend to hang around outside.
  - e) I'd allow about an hour and a half.
  - f) don't drink the water.
  - g) leave plenty of time.
  - h) get in until you've agreed the price with the driver, or else you could ...
  - i) to remember to hold on to your handbag.
  - j) take your malaria tablets.

### B 10.5 Listen and check your answers. Then listen and repeat the phrases. Which words are stressed?

▶▶▶ page 146 **LANGUAGEBANK**

### 5 Find and correct the mistakes. There is one mistake in each sentence.

- 1 The most important thing to remember is not going out alone.
- 2 If I were you I'll bring waterproof clothes.
- 3 Make sure if you wear a helmet and protective clothing when you ride a bike.
- 4 Be carefully when you're on the main roads. They're always very busy.
- 5 Don't forgetting to keep your luggage with you at all times.
- 6 Whatever you are do, don't buy food from the street sellers. It's terrible.
- 7 Watch out for people try to sell you fake watches.
- 8 You'll better leave your valuables in the hotel.

## LEARN TO make generalisations

### 6A Look at how the speakers make generalisations. Cross out the alternative which is **not** possible.

- 1 Watch out for the taxi drivers who *tend to/are tend to/ have a tendency to* hang around outside the airport.
- 2 You'd better leave plenty of time, because *often/never/ usually* there are delays on the tube.
- 3 Be careful when you take trips into the jungle. *Sometimes/ Generally/Always* there are a lot of mosquitoes there, so remember to take mosquito nets and insect cream.
- 4 *On the whole/It doesn't often happen/It's not very common,* but don't walk around the city obviously carrying money in a big money belt or anything.
- 5 There isn't really much crime. *On the whole/For the whole/ Generally,* it's a pretty safe city.

### B 10.6 Listen and underline the words/phrases the speakers use.

## speakout TIP

English speakers often make generalisations because they want to 'soften' a statement. Generalisations sound less direct and less aggressive. Can you use any of the phrases in italics in Exercise 6 to talk about travelling in your country?

### 7 Look at the sentences below. Then make generalisations using the prompts in brackets.

- 1 Men use the internet more than women. (*tend*)  
*Men tend to use the internet more than women.*
- 2 I go to bed early in the winter. (*whole*)
- 3 The beaches are clean and safe. (*generally*)
- 4 The trains to the airport are not delayed. (*not common*)
- 5 Criminals target tourists. (*tendency*)
- 6 English people complain about the weather. (*often*)

## SPEAKING

### 8A Work in pairs and role-play the situation. Student A: read the instructions below. Student B: turn to page 160.

**Student A:** you are a tourist. You want to go on a tour in the Australian Outback. Ask the Tourist Information for advice, e.g. *Are there any animals to be careful of? What special clothes/equipment do you need?*

*I'd like some information about going into the Outback. First of all, what animals do I need to be careful of? ...*

**B** Change roles and role-play the following situation. **Student A:** you work in a diving centre. A customer would like to go snorkelling on the reef. Give him/her some advice using the prompts below:

- 1 most important thing / wear T-shirt / don't get sunburn  
Suncream / washes off in the sea
- 2 whatever do / not / touch the coral / break pieces off
- 3 watch out / stingrays – they can give you nasty sting
- 4 careful – strong currents – make sure / you can swim to shore/the boat
- 5 make sure / take underwater camera – take photos

## DVD PREVIEW

1 Read about the BBC documentary. Why do you think life gets difficult for the polar bears?



### BBC Nature's Great Events: The Great Melt

This BBC nature documentary, narrated by Sir David Attenborough, shows how life changes when the Arctic ice melts in the summer. This is the greatest seasonal change on the planet. During the long winter, the sun never rises, and temperatures plummet to minus 40 degrees. When the ice melts in the summer, the landscape changes completely and life gets difficult for the polar bears.

## DVD VIEW

2 Watch the programme and answer the questions.

- 1 Why is the melting ice a problem for the polar bears?
- 2 Is the problem worse than it was in the past?

3A Complete the sentences using the words in the box below.

ice flicker rises down summer sea islands

- 1 The Northern Lights \_\_\_\_\_ across the sky.
- 2 Polar bears are in their element, hunting for seals on the frozen \_\_\_\_\_.
- 3 In February, the sun \_\_\_\_\_ for the first time in four months.
- 4 At the height of \_\_\_\_\_, even the permanent ice-caps are touched by the power of the sun.
- 5 Over 2.5 million square miles of ice have melted away, uncovering thousands of \_\_\_\_\_, surrounded by open ocean.
- 6 A mother bear and her adolescent cub rest on a fragment of \_\_\_\_\_.
- 7 If future melts are as extreme as this one, bears like these may either starve or \_\_\_\_\_, lost at sea.

B Watch the programme again to check your answers.

4 Work in groups and discuss.

- 1 Do you think man can do anything to improve the situation? What?
- 2 Do you think television programmes like this help to change the situation? How?



## speaktout an endangered place

5A 10.7 You are going to give short presentations about 'Places to see before they disappear'. First, listen to someone else's presentation. Which question below does he not answer?

- 1 What is the place?
- 2 Why is it in danger?
- 3 Why should you go there/see it?
- 4 How much does it cost to go there?
- 5 What can be done to change the situation?

B Listen again and tick the key phrases you hear.

### keyphrases

- One of the most beautiful places ... (is under threat)
- One of the most endangered places is/has ...
- One of the biggest problems ...
- Something that everyone should have the chance to see is ...
- The problem is that ...
- Fortunately/Unfortunately, ...
- Interestingly/Hopefully, ...
- Many/Much of the ... have/has been
- We have an opportunity to ...
- In the past, ... but now ...
- ... before it's too late.

6A Work on your own and plan a three-minute presentation. Do some research if necessary, or turn to page 163 for ideas. Use the prompts below and the key phrases to help.

- What is the place?
- Why is it in danger?
- Why should you go there/see it?
- What can be done to change the situation?

B Work in pairs and take turns.

Student A: practise your presentation. Use your notes, but try not to read all the information. Try to look up when you're talking.

Student B: help your partner improve their presentation. Time the presentation. Was it long enough? Give him/her feedback about his/her style and language.

Then change roles, and practise your presentations again.

C Give your presentation to the whole class. Watch the other students' presentations. Which places would you like to visit?

## writeback email for action

7A Read the email and answer the questions. Where is Little Green Street? What is the problem?

Little Green Street is an old cobbled street just outside the centre of London. It is only 2.5m wide, and the houses here were built more than 225 years ago. The street, with its pretty, painted houses, and cobblestones, survived World War II. But now it is under threat from a developer who plans to build a car park and houses on the land near to it. The houses on Little Green St are protected by law (nobody can get permission to demolish them), but the street itself is not. In order to build his car park the developer plans to send heavy work lorries and machinery up and down this little old street. We are in no doubt that the lorries would destroy the street, and possibly the houses along with it. If you would like to join us in our protest against these plans, please sign your name at the bottom of the email. Thank you.

B Write an email calling for action to protect one of the places talked about in Exercise 6. Use the email above and the key phrases to help.

## THE ENVIRONMENT

**1A** Complete the words/phrases in bold with the missing letters.

- I only eat **o\_\_\_\_\_c** food because it's grown without using chemicals.
- I buy **p\_\_-r\_\_\_\_\_d** food because I don't have time for cooking.
- I don't use **e\_\_\_\_\_g\_-s\_\_\_\_\_g** light bulbs because they're expensive.
- My house isn't in **\_\_\_l\_\_\_\_\_d** very well, so it's always cold in the winter.
- I try to **r\_\_y\_\_\_\_\_** glass, plastic and paper, but nothing else.
- I'm careful to turn the computer and TV off at night, and not leave them **o\_ s\_\_d\_\_**.
- I buy a lot of **s\_\_\_\_\_dh\_\_\_\_\_** clothes – I like them and they're cheap.
- I think **p\_\_\_\_\_ss\_\_\_\_\_** food is great because you can always make a quick meal at home.

**B** Write two statements that are true for you using the words/phrases in bold. Compare your sentences with a partner.

## REPORTED SPEECH

**2** Rewrite the reported conversation using direct speech.

Samantha introduced me (Franco) to Tom who said he was pleased to meet me. I replied that it was a pleasure to meet him, too, and that I hoped Tom was enjoying his stay in Milan. He said he thought Milan was a beautiful city, and he had very much enjoyed his stay there. He said that he had met lots of wonderful people and eaten some delicious food. I asked Tom if he had had the chance to do any sightseeing. Tom told me that unfortunately he hadn't had very much time at all, but that he had enjoyed seeing the cathedral. I asked Tom if he planned to visit Italy again soon. He replied that he would have loved to, but that Italy was a long way from Queensland. I said that was true, and then invited Tom to come and join us for a coffee before he had to leave for the airport. Tom accepted.

**Samantha:** *Franco, this is Tom.*

**Tom:** *Pleased to meet you, Franco.*

**Franco:** *It's ...*

**3A** Work in pairs. Take turns to ask and answer questions 1–5. Make a note of your partner's answers.

- What are your plans for your next holiday?
- Where did you grow up? Is it different there now?
- What do you usually do on a Saturday afternoon?
- What are you going to do later?
- What two promises can you make concerning your English studies?

**B** Work with another student. Tell them what you learned about your partner using reported speech.

**4** Work in pairs and take turns. Student A: choose a word from the box. Don't say the word, but say something in the manner of the word. Student B: listen and guess which word your partner is describing.

explain refuse promise  
warn invite suggest offer

**A:** *If you do that again, I'm leaving.*

**B:** *warn?*

**A:** *That's right.*

## VERB PATTERNS

**5A** Circle the correct alternative.

- He promised *to give/giving* me back the money.
- I refused *to answer/answering*.
- She invited us *to stay/for staying*.
- He's offered *pay/to pay*.
- In the end, everyone agreed *it to be/that it was* the best thing to do.
- They explained *wanting/that they wanted* our address.

**B** Work in pairs and discuss. When was the last time:

- you promised to do something?
- you agreed with someone's idea?
- someone explained something to you?
- you warned someone about something?
- someone offered to do something for you?

## GIVING ADVICE/WARNINGS

**6A** Complete the advice/warnings using the words in brackets to help.

- \_\_\_\_\_, don't tell the teacher. (whatever)
- \_\_\_\_\_ buy a phrase book. (forget)
- \_\_\_\_\_ you get fit before you do it. (make)
- \_\_\_\_\_ wear that old shirt, \_\_\_\_\_ you'll never get the job. (else)
- If \_\_\_\_\_, I'd buy her some flowers. (were)
- \_\_\_\_\_ you don't oversleep and miss the plane. (careful)
- You \_\_\_\_\_ look for a hotel on the internet (better)
- \_\_\_\_\_ ask your manager who can approve it. (need)

**B** Match the advice/warnings above with situations a)–h).

- I haven't done my homework.
- I forgot my mother's birthday.
- I arrive in New York late at night. I don't know where I'm going to stay.
- My plane leaves at 6a.m., but I don't have an alarm.
- I'd like to have a holiday but I'm not sure who I have to get permission from.
- I'm planning to run a marathon, but I haven't done any training.
- I can't speak the language.
- I've got a job interview, but I don't have any clean clothes to wear.

**C** Work in pairs. Take turns to give each other advice using the situations above.

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