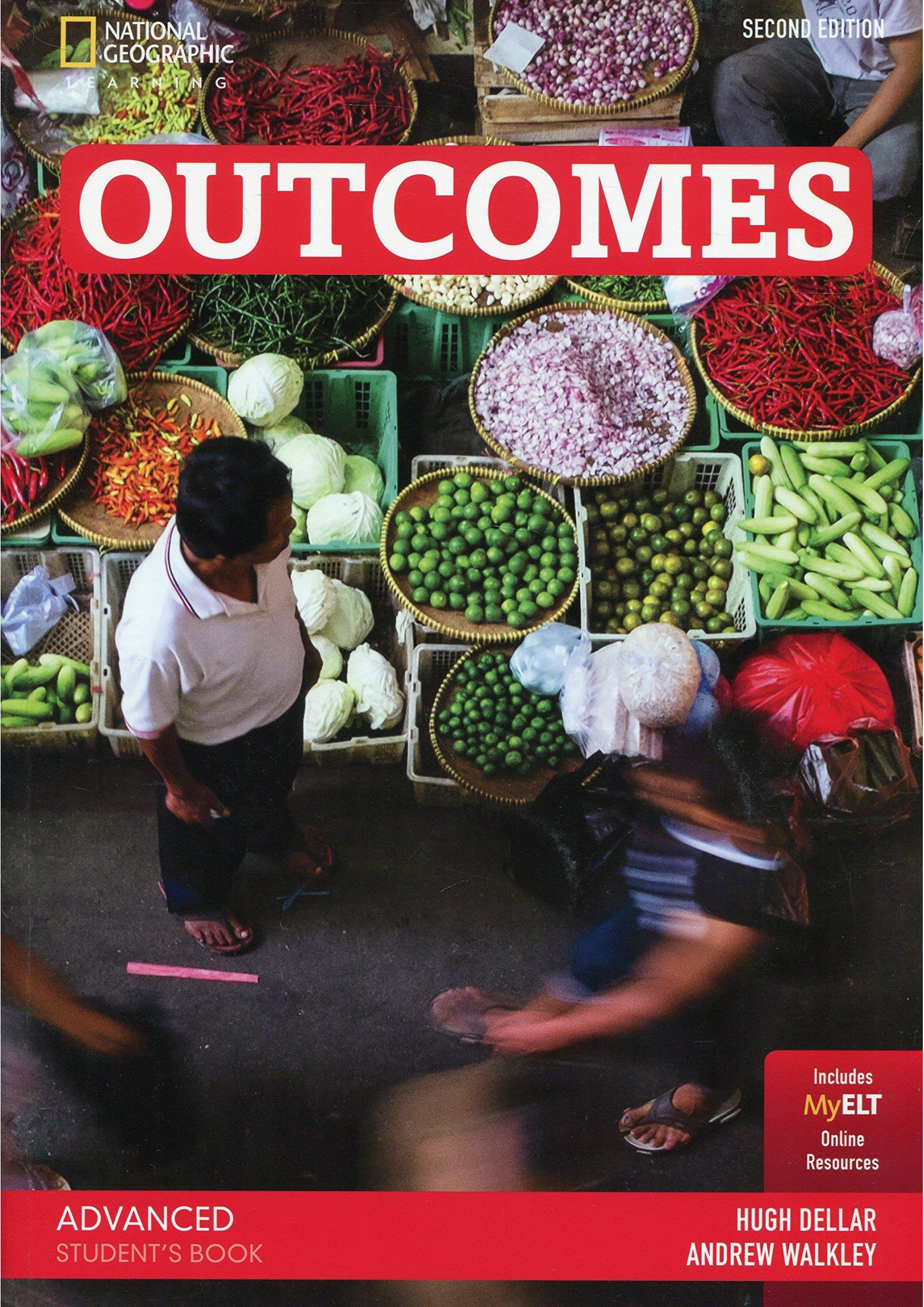


OUTCOMES



Includes
MyELT
Online
Resources

ADVANCED
STUDENT'S BOOK

HUGH DELLAR
ANDREW WALKLEY

1



IN THIS UNIT YOU LEARN HOW TO:

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

SPEAKING

- 1 **Work in groups.** Look at the photo. Make a list of as many advantages and drawbacks of living in this place as you can think of.
- 2 **Work in pairs.** Discuss to what degree you think each adjective would apply to West Palm Beach. Explain your ideas.

dull	well-run	congested	spotless
chaotic	run-down	sprawling	hot and humid
compact	affluent	vibrant	safe and secure
polluted			

- 3 **Would you like to live in a place like this? Why? / Why not?**

CITIES



A REAL BUZZ ABOUT THE PLACE

VOCABULARY City life

- 1 Check you understand the words and phrases in bold in the sentences below. Then put these words into the correct place in the sentences. The first one is done for you.

springing up	showing off	choke	condemned
muggings	smoothly	crawl	dropping

- springing up*
- There are new businesses/all over the place. There's a real **buzz** about the place.
 - The **crime rate** is pretty high. There are a lot of and **shootings**.
 - There's a big **network of buses and trams** and it all runs very.
 - The **smog** is awful – you have to wear a mask or you'd on the **fumes**.
 - The cars just along most of the time – you **might as well** walk.
 - There's a lot of **conspicuous consumption** with people their wealth.
 - There's not a **trace** of litter anywhere. Apparently, you can **get fined heavily** for it.
 - The area is a **slum**. A lot of buildings should just be and rebuilt.

- 2 Work in pairs. Answer the questions.

- Which adjectives from Exercise 2 on page 7 would you use to describe the places in Exercise 1? How would you say the opposites?
- What other things might give a place a buzz?
- What else might you choke on?
- What are examples of conspicuous consumption?

LISTENING

- ▶ 1** Listen to two conversations about cities. List the good and bad things you hear about each place.
- Work in pairs. Compare your ideas. What cities do you think the speakers could be describing? Why? Which place would you rather live in? Why?
- ▶ 1** Listen again and complete the sentences.

Conversation 1

- It's really wild. It _____, actually.
- We went out with these people and _____ at about four in the morning.
- Actually, that was _____, the congestion.
- Honestly, you walk out of your hotel and _____ this thick wall of heat.
- It does _____ but, as I say, it just has a real buzz.

Conversation 2

- 6 It is, if you like _____.
- 7 It's more lively. There's _____, you know.
- 8 So you wouldn't _____ to live there?
- 9 Don't _____, it is a good place to live if you're bringing up kids.
- 10 So if I _____, I might move back. It's just not what I want right now.

6 Work in groups. Discuss the questions.

- What places, people, etc. have taken you by surprise?
- Have you ever been out till four? Where? When?
- What drawbacks are there to the place you live in?
- What 'scenes' are there where you live?
- Where's a good place to settle down in your country / region? Why?

UNDERSTANDING VOCABULARY**Emphasising and exaggerating**

We often use particular vocabulary and patterns to emphasise how we feel or to make an experience sound more interesting. For example, we use:

- repetition: **really, really vibrant** / **loads and loads of people** / **see for miles and miles**
- intensifying adverbs: **unbearably humid** / **incredibly lively**
- 'extreme' words that include the meaning of 'very': **packed** / **spotless** / **crawl** / **stink**
- expressions with *like*: *it's like hitting this thick wall of heat*

7 Work in pairs. Do the following:

- 1 List four other intensifying adverbs.
- 2 List six other 'extreme' adjectives or verbs.
- 3 Decide in what situations people might say the following *like* expressions.
 - It was like being at a rock concert.
 - It was like living in a war zone.
 - It's like Buckingham Palace.
 - It was like the Arctic in there.
 - It's like talking to a brick wall.

8 With your partner, rewrite these sentences to make them more interesting. Try to use all the different patterns in the box above.

- 1 *It's an absolutely enormous city.*
- 1 It's a big city.
- 2 They're doing a lot of building work.
- 3 The city's a bit run-down.
- 4 It's not very expensive there.
- 5 Some parts of the city are quite dangerous.
- 6 It's quite interesting.

DEVELOPING CONVERSATIONS**Reinforcing and exemplifying a point**

When we emphasise or exaggerate, the listener may question us using *Really?*, *Yeah?*, etc. We often respond by giving an example. Notice the adverbs we often use to reinforce the truth of what we're saying.

B: ... *the nightlife is **totally insane**.*

A: **Really?**

B: **Honestly.** *We went out with these people and ended up in a place at about four in the morning and it was **absolutely packed**.*

A: **Yeah?**

B: **Seriously.** *You **literally couldn't move**.*

9 Match the sentences (1–5) to the examples (a–e).

- 1 The place is like a war zone.
 - 2 The place is absolutely spotless.
 - 3 The way people drive is insane.
 - 4 We were staying in a really, really posh area.
 - 5 There's a real buzz about the place.
- a They race along the main roads at about 100 miles an hour.
 - b There isn't a trace of litter or chewing gum on the pavements.
 - c It was like Beverly Hills. I felt a bit conspicuous walking around there.
 - d There's a huge music scene. There are loads of venues springing up.
 - e There's so much crime and hundreds of places have been condemned.

10 Use the sentences and examples in Exercise 9 to have conversations. Add words like *honestly*, *seriously* and *literally* where appropriate.

A: *The place was like a war zone.*

B: *Really?*

A: *Honestly. There's so much crime and literally hundreds of places have been condemned.*

CONVERSATION PRACTICE

- 11 Write the names of two cities you have been to. Make notes about aspects of the cities and think of at least one thing that happened to you in each city. Use as much language from this lesson as you can.
- 12 Work in pairs. Have conversations about your chosen cities. Start with *Have you been to ...?* Keep the conversation going by asking questions to get more details or by using comments like *Really?* or *Yeah?*

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

URBAN RENEWAL

READING

1 Work in groups. Discuss the questions.

- What effects do you think the following can have on a city? How serious are they?
- Which three things are of greatest concern where you live and which is of least concern? Why?

an economic downturn	a hurricane	an armed conflict
an earthquake	flooding	a high crime rate
severe pollution	terrorism	a huge fire

2 Work with the same group. You are going to read about a city and how it was affected by one or more of the problems in Exercise 1. Find out what happened.

Group A: read the text in File 1 on page 185.

Group B: read the text in File 2 on page 186.

Group C: read the text in File 3 on page 197.

3 With a person from your group, do the following:

- 1 Compare what you understood and what you think of the story.
- 2 Discuss what you learnt about the city.
- 3 Check you understand the phrases in bold – and try to remember them.

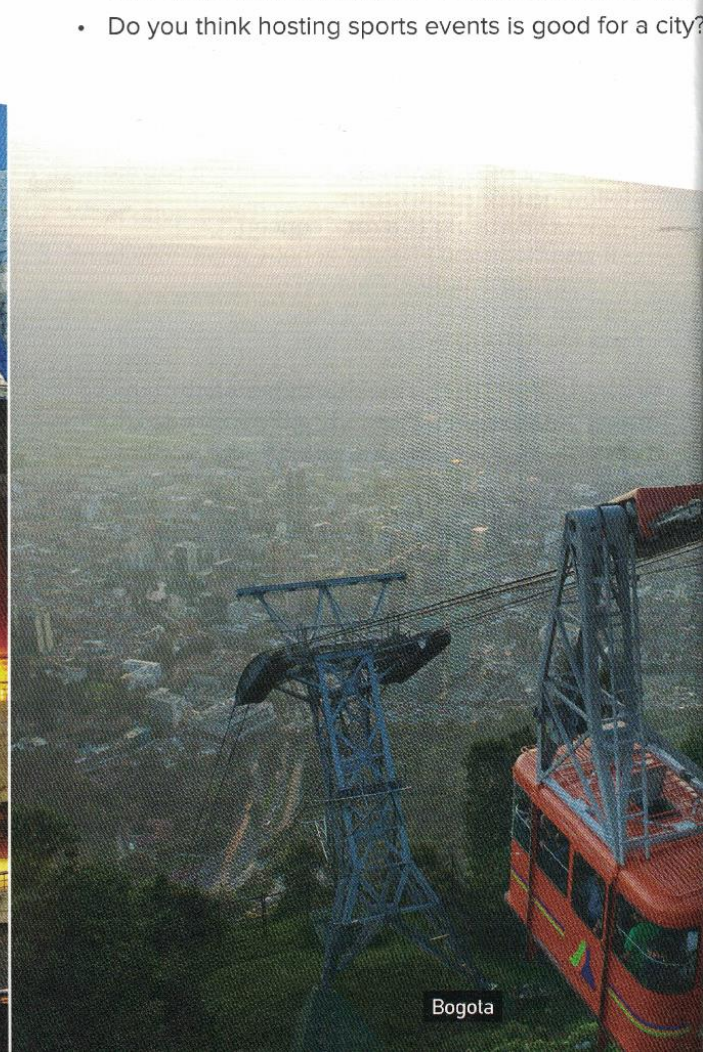
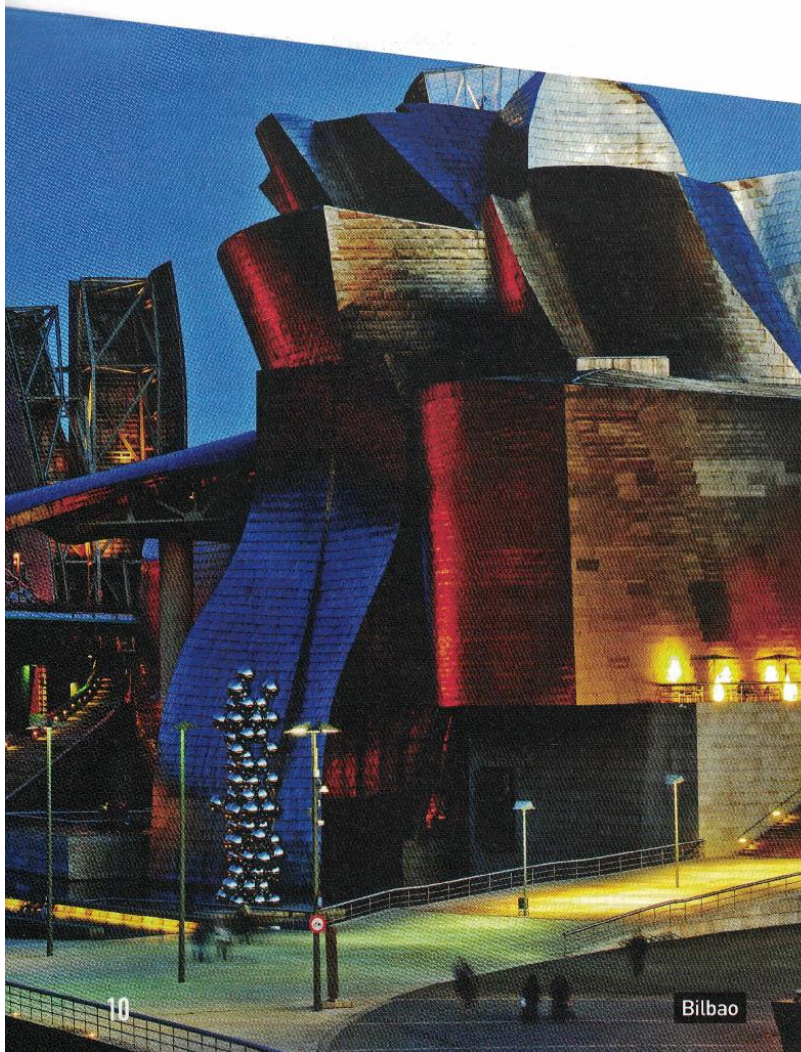
4 Make new groups: a Student A, B and C. Close your books. Tell each other about the cities you read about, using some of the words in bold that you learnt. Decide what similarities there are between the three cities.

5 With your group, decide which city each sentence refers to: Bilbao, Bogota or Manchester. Look back at the texts if you need to.

- 1 Some other cities have unsuccessfully tried to copy what it did.
- 2 The government forced people to sell something.
- 3 Sport has played a role in the city's redevelopment.
- 4 Some of the changes were paid for by motorists.
- 5 It has a more diverse economy than it did in the past.
- 6 It has aimed to create a child-friendly environment.
- 7 The changes made it better able to survive a second downturn.
- 8 A bad event turned out to be fortunate.

6 With your group, discuss the questions.

- Which of the cities you read about has the most interesting story? Why?
- Are there comparable cities in your country? In what ways are they similar / different?
- How child-friendly is your city?
- What cities in your country have new iconic buildings?
- Why do you think some redevelopment projects fail?
- Do you think hosting sports events is good for a city?



VOCABULARY Recovery and change

- 7** Replace the words in *italics* with the correct form of these verbs. Then decide which of the synonyms are more common in academic / written English.

undergo	flourish	pour	be neglected
impose	demolish	soar	initiate

- The city has *gone through* huge changes in recent years – not entirely for the better.
- The government will have *invested* £3 billion into the transport system by the end of this parliament.
- The slums were *knocked down* to make way for a golf course and the inhabitants were re-housed nearby.
- The previous mayor *set out* an ambitious plan to develop the city centre, but it's run into financial difficulties and the new mayor has cancelled the project.
- The whole area has *become run-down* and the council has managed to secure EU funding to halt the decline.
- The city has managed to attract a lot of inward investment and businesses are springing up and *doing very well*.
- Crime had *gone up a lot* in the 1980s and the mayor's zero-tolerance policy was credited with reversing the trend.
- In order to ease congestion, the government *brought in* restrictions on car use.

- 8** Work in pairs. Give one example of each of the following:

- a place or institution that has undergone big changes
- a place or section of society that has been neglected
- a plan or strategy the government has initiated
- someone or something that is flourishing
- something the government has poured money into

GRAMMAR**Perfect forms**

Perfect forms use a form of *have* + past participle. Passive perfect forms use a form of *have* + *been* + past participle. Primarily, perfect forms emphasise that something happened or started before another event or point in time.

- 9** Work in pairs. Complete the sentences from the texts with the correct perfect form of the verbs. Decide what time or event each one happened before.

- Since its completion in 1997, the Guggenheim Museum in Bilbao, the capital of the Basque region of northern Spain, _____ one of the most famous buildings in the world. (become)
- There _____ some voices of opposition that suggest the process did not benefit the working-class people ... (be)
- The slum _____ effectively _____ a barrier between the affluent north and the more deprived south of the city. (create)
- Up until the early 80s, Bilbao _____ by steel plants and shipbuilding. (dominate)
- If other mayors _____ the city's finances before him ... the changes wouldn't have been so successful. (not / secure)
- If we ever achieve a successful city for children, we _____ the perfect city for all citizens. (build)
- Other cities trying to replicate the so-called 'Guggenheim effect' _____ because they didn't take up the other strands of Bilbao's regeneration project. (fail)
- _____ one space, Peñalosa's administration then expropriated the land of a private country club. (clear)

G Check your ideas on page 166 and do Exercise 1.

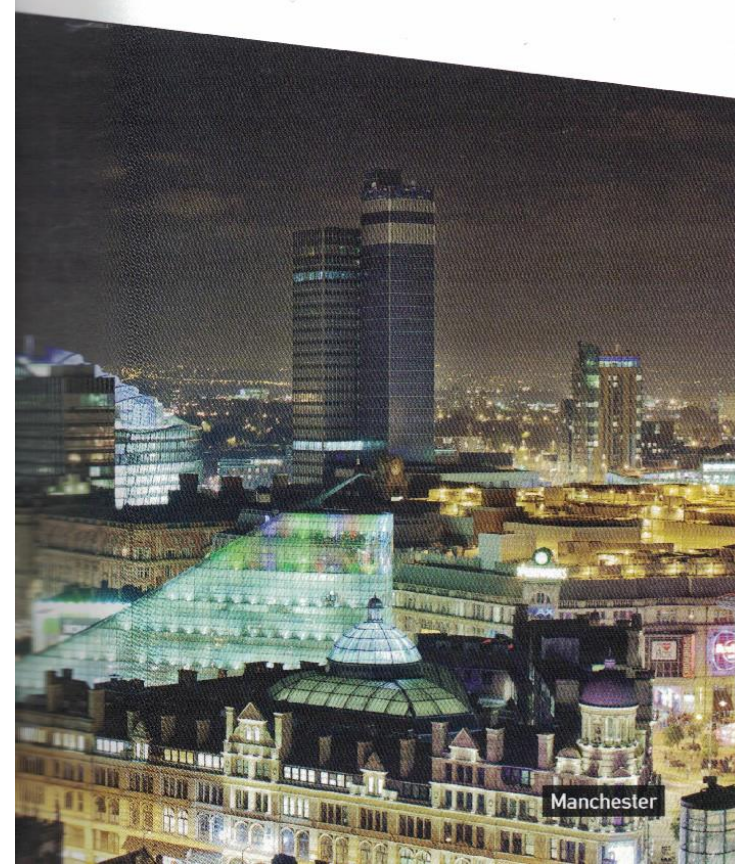
- 10** Work in pairs. Discuss the questions.

- How has your city changed in the last few years?
- How do you think your city or country will have changed in ten years' time? Why?
- What are the two most important events in your city's / country's history? Why?
- Can you think of any places that have suffered any of the situations or events in Exercise 1? What happened?

G For further practice, see Exercise 2 on page 166.

SPEAKING

- 11** Work in groups. You are going to decide how to spend some funding on a town called Oldbury. First read the information and the ideas on how to spend the money in File 4 on page 186. Then put the ideas in order of priority and decide how much should be spent on each idea and an approximate timescale for change.
- 12** Write a short pitch for your proposal to present to the class. Explain the reasons for your choices, the timescale for the different strands and what the outcomes will be.



Manchester

URBAN TALES

SPEAKING

- 1 **Work in groups. Look at the comments below, then discuss the questions.**
 - Have you heard about any of these stories before?
 - Which stories would you find most / least interesting to talk about? Why?
 - What connection might there be between the six comments?

Did you see that thing about Google Street View capturing a murder in Edinburgh?

In any big city, you're never more than two metres from a rat.

I read somewhere that we only use 10% of our brain capacity.

Did you know that Walt Disney had his body frozen after he died?

I heard somewhere that they think lemon peel can cure cancer.

I heard they've spotted these huge alligators in the sewers under New York.

READING

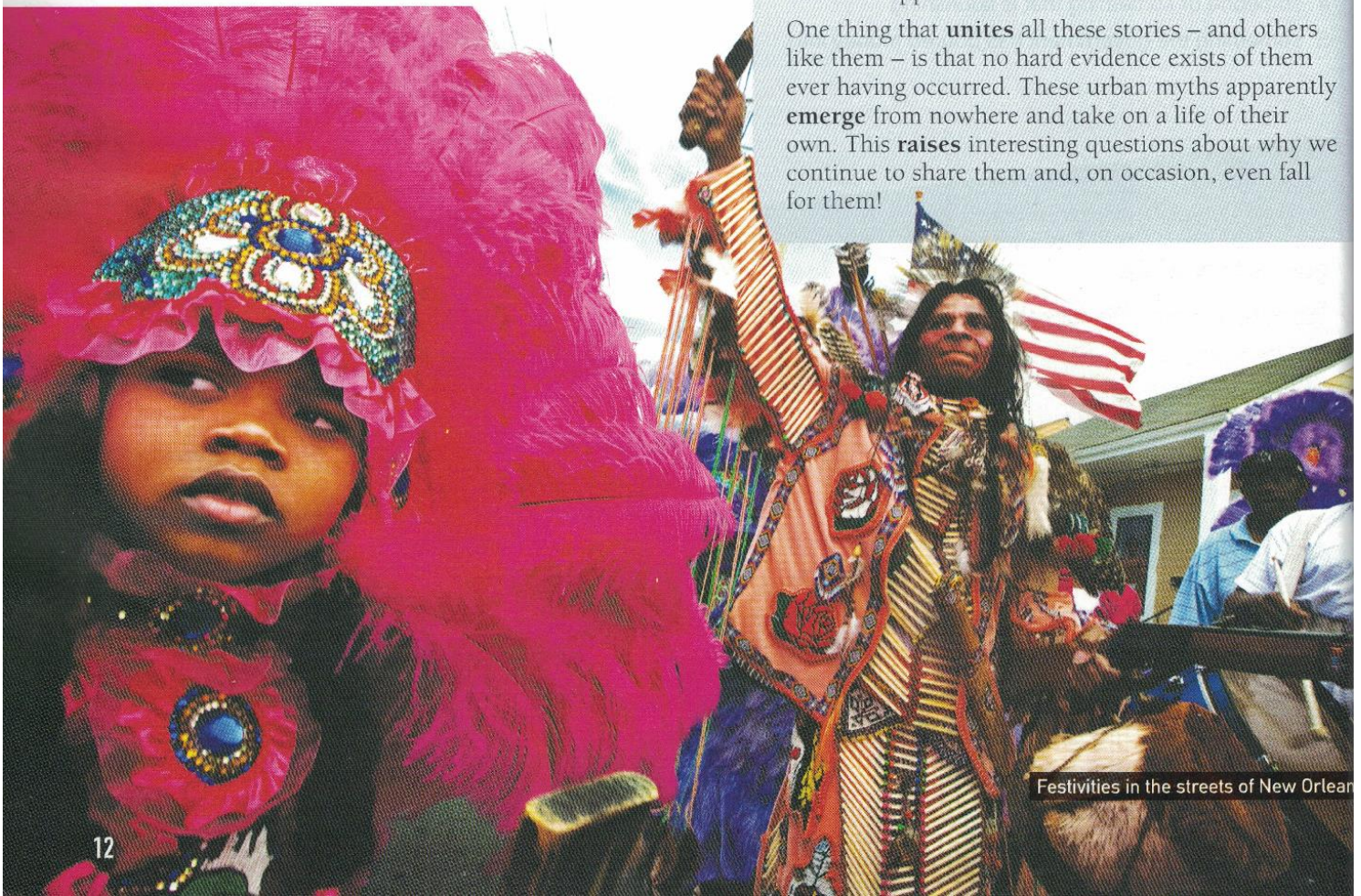
- 2 **Read this article about a similar story. Find out:**
 - 1 what the story is and what impact it had in New Orleans.
 - 2 what's known about the roots of the story and how it spread.
 - 3 what connects this story to the six comments in Exercise 1.

BUYING INTO THE MYTH

In early 1997, as the city of New Orleans was busy getting ready for its annual Mardi Gras carnival, an email entitled 'Travellers beware' went viral, **sparking** hundreds of calls to the local police department, who felt **compelled** to issue an official statement designed to **calm** public fears.

The email claimed that an organised gang was planning to **drug** visitors to the city, surgically remove their kidneys and sell them on the black market. Now, you may well be thinking this story sounds familiar. If so, that's because versions of it have been around for over three decades now. Back in the 1980s, Guatemala was **gripped** by stories of Americans kidnapping local children and harvesting their organs. By the early 1990s, there were stories in the States about Latino women tempting American men to a similar fate, and before long the idea appeared in TV dramas and movies – and variations started to appear all over the world.

One thing that **unites** all these stories – and others like them – is that no hard evidence exists of them ever having occurred. These urban myths apparently **emerge** from nowhere and take on a life of their own. This **raises** interesting questions about why we continue to share them and, on occasion, even fall for them!



Festivities in the streets of New Orleans

- 3 **Work in pairs.** Discuss what you think the words in bold in the article mean. Then use the words in bold to complete each group of phrases below.

- 1 ~ the issue at the meeting / ~ fears / ~ doubts about ...
- 2 be ~ to appear as a witness / feel ~ to resign / feel ~ to respond
- 3 ~ and rob tourists / ~ someone's drink / ~ his victims
- 4 ~ as a global power / ~ from recession / the ideas ~ from ...
- 5 ~ the markets / ~ my nerves / ~ the angry crowd
- 6 ~ a wave of protests / ~ criticism / ~ fears
- 7 ~ the whole community / what ~ them is ... / ~ the (political) party
- 8 the country is ~ by recession / the trial has ~ the nation / ~ by fear

- 4 **Work in groups.** Make a list of reasons why people both tell urban myths and believe them. Then compare your list with another group. Which do you think is the most likely reason?

LISTENING

- 5 **▶ 2 Listen to three people telling urban myths. You won't hear the end of each story yet. Answer the questions about each story.**

- 1 Who did it (supposedly) happen to?
- 2 Where did it happen?
- 3 Who else appears in the story?
- 4 What was the key thing that happened?

- 6 **▶ 2 Work in pairs. Retell the stories in as much detail as you can using these words. Then listen again and check your ideas.**

- 1 stolen – reported – driveway – note – ill – concert – fantastic time
- 2 collapsed – rushed – diagnosed – poisoned – incident – the case
- 3 elderly – desperately sad – a loaf – freaked out – run out of – cashier – trolley – the spitting image – favour – good deed

- 7 **▶ 3 With your partner, discuss how you think each story will end. Then listen and see if you guessed correctly.**

- 8 **Work in groups. Discuss the questions.**

- Which story do you like best? Why?
- What do you think of the main characters in the three stories? Why?
- What do you think the moral message of each story is?
- Do you agree with the messages?

UNDERSTANDING VOCABULARY

Binomials

Binomials are pairs of words usually linked together by *and*. The words are always used in the same order. The two main words in a binomial may: start with the same letter or contain similar sounds; be near synonyms; be connected in meaning or be opposites.

*He went to a supermarket to buy a few **bits and pieces**.*

*He was walking **up and down** the aisles.*

- 9 **Complete the binomials in the sentences with these words.**

foremost	miss	order	regulations	there
hard	off	quiet	then	tired

- 1 I've been studying Russian for about six years now **on and** _____.
 - 2 There's a huge number of places to eat in the city, but the quality is a bit **hit and** _____.
 - 3 I still like to party **every now and** _____, but I've calmed down a lot.
 - 4 It's quite hard to find **peace and** _____ in the city.
 - 5 I **thought long and** _____ about it before deciding.
 - 6 It's a fairly affluent area, but there are still little pockets of poverty **here and** _____.
 - 7 I can't take it anymore. I'm **sick and** _____ of the constant noise.
 - 8 After the hurricane struck, there was a complete breakdown of **law and** _____ in the city.
 - 9 The city's being ruined by the ever-growing number of stupid **rules and** _____.
 - 10 Cities should be **first and** _____ places for kids.
- 10 **Work in groups. Think of examples of the following:**
- 1 three places where people who live in cities can go to get a bit of peace and quiet
 - 2 three big decisions people usually have to think long and hard about
 - 3 three things people that live in cities may get sick and tired of
 - 4 two reasons why law and order might break down
 - 5 two examples of stupid rules and regulations

SPEAKING

- 11 **Work in pairs. Choose one of these tasks.**

- a Student A: read the urban myth in File 5 on page 187.

Student B: read the urban myth in File 6 on page 185.

Try to remember the details. Then tell your partner your story.

- b Search the Internet for an urban myth that you find interesting and want to share with other students. Try to remember the details. Then tell your partner your story.

GRAMMAR REFERENCE

1 CITIES

PERFECT FORMS

Present perfect simple

The present perfect simple shows that something happened or started before now. There is usually a present result.

*The Guggenheim Museum **has become** one of the most famous buildings in the world.* (= The change happened before now.)

*There **have been** some voices of opposition.*

Compare these present perfect and present simple forms:

*They **have invested** a lot of money in the area.* (= before now, we don't know if it's continuing)

*They **invest** a lot of money in the area.* (= generally)

*I've **had** a car for six years.* (= from six years ago to now)

*I **have** a car.* (= a present fact, time unknown)

Past perfect simple

The past perfect simple emphasises that something happened or started before another event or time in the past.

*The slum **had** effectively **created** a barrier between the affluent north and the more deprived south of the city.* (= before it was demolished)

*Up until the early 80s, Bilbao **had been dominated** by steel plants and shipbuilding.* (= before the 1980s)

Compare these past perfect and past simple forms:

*He **had gone** when I arrived.* (= He left before I arrived.)

*He **went** when I arrived.* (= First I arrived and at that moment he left.)

*He said he'd **been** a teacher.* (= When we spoke, he no longer taught.)

*He said he **was** a teacher.* (= When we spoke, he still taught.)

We also use the past perfect simple to refer to hypothetical events in the past (i.e. before now).

*If other mayors **hadn't secured** the city's finances before him, ...* (= The finances were secure.)

*I wish I **hadn't done** it, but I did.*

will have done (future perfect) and other modals

After a modal verb, we use infinitives without *to*. The perfect form is *will / may / should + have + past participle*.

*If we ever achieve a successful city for children, we **will have built** the perfect city for all citizens.* (= Before achieving it, you have to build it!)

*Other cities **may have failed** because they didn't take up the other strands of Bilbao's regeneration project.* (= before now; *may* shows possibility here)

*I **should have finished** work by six, but I'll call you if I haven't.*

Participle clauses

Sometimes we need an *-ing* form to form a participle clause.

***Having cleared** one space, Peñalosa's administration then expropriated the land of a private country club.* (= After they cleared / had cleared ...)

Compare these sentences:

*I was disappointed when I got there, **having read** so many good things about it.*

***Reading** about it now makes me want to go there.*

Exercise 1

Complete the pairs of sentences with the verbs in bold – one sentence with a perfect form, one not.

- not / call**
 - If I _____ by six, it means I'm not coming.
 - As a rule, I _____ anyone after nine at night.
- be done up**
 - It _____ a few years ago, but the place is already falling apart.
 - It used to be very run-down, but it _____.
- be struck**
 - It was the second time the city _____ by an earthquake.
 - Our house _____ by lightning last year.
- change**
 - I doubt anything _____ by this time next year.
 - I think things _____ if the Freedom Party wins power in the election.
- consult**
 - They should _____ the people who live here to find out what they want.
 - They should _____ more widely, but they just weren't interested in what others wanted and that's why the regeneration failed.
- be**
 - I wish he _____ here now.
 - It sounds like you had a great time. I wish I _____ there.
- spend**
 - _____ millions on the project, the city centre still looks awful!
 - _____ any amount of time there, you quickly start to feel stressed.
- undergo**
 - Following the disaster, the city _____ a huge transformation.
 - When the disaster struck, the city _____ a number of changes already.

Infinitive form

Sometimes we use an infinitive with *to* after certain verbs.

Compare the perfect and simple forms:

*I **seem to have lost** my wallet.* (= before now)

*He **seems to lose** things all the time.* (= generally)

*He **is believed to have killed** several people.*

*He **is believed to be** dangerous.*

Exercise 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 three and five words, including the word given.

- I don't think my flight will get in in time to catch the last train home.
LEFT
The last train _____ the time my flight gets in.
- The first time I saw anything like that was when I went to Mumbai.
NEVER
I _____ like that before I went to Mumbai.
- I'm not sure I can give you any advice as it's so long since I've been there.
RECENTLY
Not _____, I don't think I can give you any advice.

- 4 When the current government came to power, they largely continued the previous government's policies.

INITIATED

The current government's policies _____ by the previous one.

- 5 People were moved out of the area before the storm hit so there were very few casualties.

EVACUATED

There would have been a lot more casualties if _____ before the storm.

- 6 As far as I can tell, things are much better than they were when I was there last.

IMPROVED

Things appear _____ since my last visit.

DID YOU KNOW?

We sometimes use *will* / *will have* to refer to the present to talk about what we believe.

Many people **will have visited** the city just to see it and found a flourishing city with a vibrant nightlife. However, fewer **will be aware** of the profound change that the gallery symbolises.

A: Where are you from?

B: You **won't know** it. / You **won't have heard** of it. It's tiny.

2 RELATIONSHIPS

WOULD

Conditionals

Would introduces the hypothetical result or consequence in a conditional sentence.

I probably would've stayed with him if he'd apologised.

If they'd intervened, the situation would be a lot worse now.

If it hadn't been for my friend Andrew, I would never have got together with Ana.

Would have + past participle refers back to a hypothetical past situation. Note that compared to *might*, *would* shows more certainty here.

Habits

We can use *would* instead of *used to* or the past simple to talk about habits in the past.

When he was a toddler, I'd do the childcare most days.

Before the anger management classes, he'd often get into unnecessary confrontations.

Note we also use *would* with *wish* to talk about present habits we (don't) want people to have.

I wish he'd show a bit more commitment.

I wish they wouldn't interfere.

Past of will

We use *would* as the past form of *will*. It tends to follow verbs such as *knew*, *said*, *thought*, *promised*, *threatened*, etc.

I knew it would come to no good, but you can't really interfere, can you?

They said it would be miserable today, but it's actually turned out quite nice.

She promised she'd come, so I'm sure she'll be here soon.

We often use *won't* to refuse to do something and so we use *would* to report it. Notice that this can also be applied to animals and machines!

I remember once I asked him to change desks and he just wouldn't – just refused point blank.

For some reason, the car wouldn't start this morning so I'm waiting for the breakdown people.

Advice

We use *I'd* to give advice. It sometimes goes with expressions such as *if I were you*, *if I were in your shoes*, etc., but it is more often used on its own.

He should obviously be punished, but after that I'd still give him another chance.

I'd consider talking it over with a therapist.

We sometimes use *would* in other advice expressions.

I'd advise you to see a therapist.

I'd recommend taking a class.

You'd be best talking it over with someone.

Being more cautious with opinions

We often use *I would* / *I wouldn't say* to introduce our opinions about people or a situation. Note we can also sometimes use *I would've said* / *I wouldn't have said* in the same way. These structures show more caution.

I would say he has a stubborn streak and he's been prone to outbursts and answering back.

I wouldn't say it's a disaster – just a slight setback.

I wouldn't have said it's a big problem.

Sometimes we use *would* to make a prediction or speculation sound more cautious. Compare the examples to the less cautious versions in brackets:

Although he's a little frail now, I'd expect him to recover well. (I expect him to ...)

I don't imagine there'd be a problem with that. (I don't think there'll be a problem ...)

I'd hope to be back by six. (I hope to be back by six.)

I would think / I would've thought they'd get married at some point. (I think they will get married ...)

We also sometimes do this with requests because it can sound more polite.

Would it be OK to leave early? (Is it OK to leave early?)

Would you mind helping me with this? (Do you mind helping me with this?)

Exercise 1

Use **would**, the word in bold and up to four other words to complete the second sentence so it has the same meaning as the first sentence.

- 1 I'm completely with you on that.

AGREE

I _____ about that.

- 2 If you ask me, it wasn't his fault.

SAY

I _____ to blame.

- 3 We made several offers, but they rejected all of them.

NOT

They _____ our offers.

- 4 I think the best thing to do is walk away.

INVOLVED

I _____ if I were you.

- 5 He's always saying nasty things behind people's backs.

BITCH

I wish _____ behind their backs.

- 6 They shouldn't let him stay if he's going to behave like that.

KICK

If he behaved like that in my house, _____.

- 7 I'm unlikely to replace it.

IMAGINE

I _____ a new one.

- 8 It shouldn't take more than a week to arrive.

EXPECT

_____ get here before next Friday.