

Where we live

1



Speaking

1 Discuss the questions.

- 1 What do you like most about the area where you grew up?
- 2 What are the advantages and disadvantages of living abroad for a short time?
- 3 If you could live in another country, where would you choose? Why?

Interview (Part 1)

talking about yourself

▶ EXAM FOCUS: p.204

2 **01 Listen to two candidates talking to an examiner. Which of the questions in Activity 1 does the examiner ask?**

3 Which of the candidates, Karl or Elena, provides responses of an appropriate length?

EXAM TIP

Don't just give single-word answers to the examiner's questions. Try to use introductory phrases like *Well, ...*, *Actually, ...*, *Now I come to think of it, ...*

4 Look at responses to the questions Karl and Elena were asked. They are too short. Make the responses longer and more interesting.

- | | |
|------------------|----------------|
| 1 Spain. | 3 The weather. |
| 2 I'm a student. | 4 My friends. |

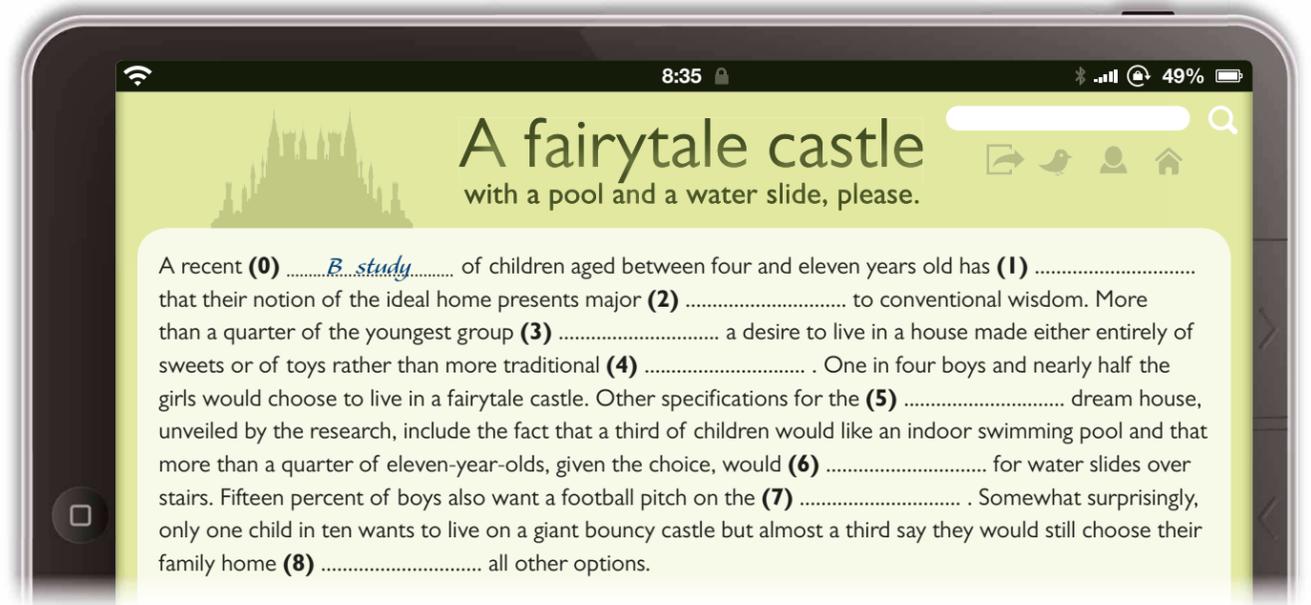
5 Work in pairs. Turn to page 152 and do the activities.

6 How would you evaluate your own performance? Use the General marking guidelines on page 207 to help you. Can you suggest any ways in which the other students you worked with could improve?

Multiple-choice cloze (Part 1)

▶ EXAM FOCUS: p.197

7 Look at the title of an article about children's dream homes. What other features do you think the children included in their dream homes?



EXAM TIP

When you meet a new word, always record and learn it with its collocates (e.g. *dream + home*).

8 Read the article. Were your predictions correct? Which findings do you think are most and least surprising?

- | | | | |
|----------------|--------------|--------------|---------------|
| 0 A research | B study | C enquiry | D inquest |
| 1 A exposed | B revealed | C outlined | D uncovered |
| 2 A questions | B issues | C challenges | D tests |
| 3 A claimed | B expressed | C uttered | D announced |
| 4 A substances | B components | C materials | D elements |
| 5 A supreme | B ultimate | C great | D fundamental |
| 6 A choose | B select | C decide | D opt |
| 7 A zone | B area | C premises | D grounds |
| 8 A over | B rather | C instead | D between |

9 Read the first sentence of the article again and look at the example (0). The correct answer is B. Look at the reasons why the other alternatives are not possible and match them with the incorrect alternatives (A, C and D).

- 1 possible in the context but followed by the preposition *into*, not *of*
- 2 an uncountable noun, so cannot be used with the indefinite article
- 3 often collocates with the phrase '*into the death of*'

10 Read the article again. For questions 1–8, decide which answer (A, B, C or D) best fits each gap. Use the criteria you used in Activity 9 to help you.

11 How closely does the place you live now correspond to your ideal home?

Speaking

- 1 What are the advantages and disadvantages of living in a small town or village as opposed to a big city?
- 2  02 Listen to a woman talking about moving to a remote village. Does she mention any of the things you talked about?



Perfect and continuous forms

► GRAMMAR REFERENCE p.181

- 3 Choose the correct verb form in each sentence. In which sentences are both forms possible? Then listen again. Which form does the speaker use in each case?
 - 1 For years *I'd told/I'd been telling* all my friends that I wanted to get away from the hustle and bustle of London.
 - 2 *I had, in fact, always been/I had, in fact, always been being* a real city person.
 - 3 By the beginning of next month *I will have lived/will have been living* here for exactly a year.
 - 4 *I've looked back, retraced my steps and come/I've been looking back, retracing my steps and coming* to understand just how great a change it has actually been.
 - 5 *I've spent/I've been spending* hours exploring the glorious countryside by bicycle and on foot and *have discovered/been discovering* a taste for silence and solitude I didn't know I had.
 - 6 By the time the first year comes to an end, almost all my London friends *will have been/will have been being* here to stay.

- 4 Work in pairs and discuss the difference in meaning between the pairs of sentences.
 - 1 A We've been renovating all the bathrooms. It's taking ages!
B We've renovated all the bathrooms. It cost a fortune!
 - 2 A I'll have walked more than 200 kilometres by the time I get to Santiago.
B I will have been walking twenty kilometres a day for nearly a month by then.
 - 3 A When it struck midnight, Tim had written the essay.
B When it struck midnight, Tim had been writing the essay for more than twenty-four hours.
- 5 Divide the stative verbs in the box into five groups: emotions, knowledge, possession, communication, senses.

agree believe belong care deny hear know like love own possess promise smell taste understand

LANGUAGE TIP

Some verbs have both stative and dynamic meanings. They can only be used in continuous forms with a dynamic meaning.

I'm feeling unwell. (*feel* = experience a feeling or emotion)

Compare this with the stative meaning.

I feel we should give him a chance. (*feel* = have an opinion)

- 6 Complete the sentences with the correct form of the verb in brackets.
 - 1 I (*think*) that living in a small village would be a bit boring.
 - 2 I (*think*) of spending a week in Ireland in early June.
 - 3 I (*see*) a friend of mine for dinner tomorrow night.
 - 4 I (*see*) your point but I think cities can be very lonely places.
 - 5 I (*taste*) the sauce to see if it needs more salt.
 - 6 This sauce (*taste*) a bit strange.
- 7 Imagine you have won the lottery and have been living in your dream home for a year now. Tell the class what changes there have been in your life over the last year.

Reading

- 1 Work in pairs and discuss the questions. Which city noises do you find most irritating? Are there any big city noises you actually like?
- 2 Read the magazine article. How many of the noises you discussed are mentioned?

Sounds of the city

Cities are noisy places. The whine of scooters, the wail of ambulance sirens, the rumble of an underground train deep in the belly of the earth – all these are part of the city soundscape and contribute to our perception of cities as vibrant places to be.

Perhaps the most characteristic of city noises is the constant buzz of traffic. But that could be about to change. Newer electric and hybrid vehicles are actually completely silent and, as attractive as that may sound, it represents a safety problem – they creep up on unsuspecting pedestrians and on one another, and that means accidents.

One way to prevent this happening is to give them a voice. And it seems we will be able to choose just what kind of voice that should be. Since city dwellers often miss the sound of the wind in the trees, the laughter of children or birdsong, these are all sounds that acoustic engineers are considering. Imagine a fleet of electric taxis chirping happily like sparrows, sighing like a summer breeze in long grass or giggling like toddlers. Sounds pretty good to me!

Figurative language

- 3 Complete the sentences with the correct form of the underlined words in the article in Activity 2.
 - 1 The teacher said it wasn't funny and she should stop
 - 2 The child kept that she had a smaller cake than her sister.
 - 3 He with sadness over all the old friends he had lost.
 - 4 When the little girl's ice cream dropped into the gutter, she started to in distress.
 - 5 I hadn't eaten anything all day and my stomach kept
 - 6 The fly against the window made it difficult to concentrate.

LANGUAGE TIP

We also use verbs that describe sounds animals make for human speech.

'Get out of there!' he roared.

- 4 Decide which of the words in the box are associated with humans (H), animals (A) or both (B).

bark clap cough groan purr roar shudder sigh stutter tremble

- 5 Complete the sentences with the literal meaning of the words in Activity 4. Change the form of the words if necessary.
 - 1 Her hands as she handed him the letter.
 - 2 Our cat only if you massage his ears.
 - 3 He when he said words beginning with t.
 - 4 Everyone when Dad told that terrible old joke again.
 - 5 Only a few people in the audience at the end of the recital.
 - 6 I had no idea a lion's could be so loud.
 - 7 My neighbour's dog only ever at the postman.
 - 8 I'm allergic to pollen – it makes me
 - 9 Even the idea of eating liver makes me
 - 10 He was safe! He breathed a of relief.

- 6 Choose the correct alternative in each of the sentences.

- 1 There was a sudden *clap/bark* of thunder and all the lights went out.
- 2 I couldn't hear a word he was saying over the *roar/purr* of the plane taking off.
- 3 The earth *groaned/coughed* and then began to *shudder/clap* violently.
- 4 The sergeant *barked/purred* a command and the troops sprang into action.
- 5 We were in the centre of the lake when the motor *coughed/groaned* and then *stuttered/sighed* a couple of times before cutting out altogether.
- 6 The leaves *trembled/shuddered* in the autumn breeze.

- 7 Work in pairs. Turn to page 161 and do the activity.

Speaking

1 Discuss the questions.

- How well do you know your way round your town or city?
- What do you do to help you navigate in a town or city you don't know well?
- Have you ever got completely lost?

Multiple choice (Part 5)

▶ EXAM FOCUS p.199

2 Read the title and the first paragraph of the newspaper article and guess what it will be about. Then read the rest of the article to see if you were right.

EXAM TIP

Don't answer questions using your beliefs or experience. Always look for evidence in the text.

3 Read the article again. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- The writer suggests that it is difficult to find your way round London
 - if you are from Manhattan.
 - if you are used to cities that are laid out differently.
 - if you don't have a good map or street directory.
 - if you are not familiar with the one-way system.
- The writer's view of people who pass The Knowledge is that they
 - are very fortunate.
 - are very studious.
 - deserve the right to drive a taxi.
 - should learn even more about their city.
- What aspect of The Knowledge does the writer find most surprising?
 - Candidates cannot use anything but their visual memory during the test.
 - Candidates have to describe a number of different routes.
 - The length of time it takes candidates to prepare for the test.
 - The quaint name that has been given to the oral examination.

- Why does the writer give three examples of groups of people whose brains have not changed?
 - to show how surprised she is that a person's brain can change
 - to highlight the results found in similar studies
 - to show that cabbies have a very special ability
 - to show that cabbies have superior intelligence
- The writer suggests studies done on the Paris and Chicago cab driver are surprising because the researchers
 - copied what Eleanor Maguire had done.
 - chose to study two such different cities.
 - didn't check to see if the cabbies had passed a test.
 - didn't find what they had expected.
- What is the writer's attitude to stories about taxi drivers around the world?
 - She is appalled that such poor drivers could exist.
 - She is uncertain how far the stories can be relied upon.
 - She thinks these criticisms of drivers are without justification.
 - She thinks potential passengers should take them as a warning.

4 Work in pairs and discuss the questions.

- How well do taxi drivers know their way around the city or town where you live?
- Have you ever encountered a taxi driver who actually got lost?

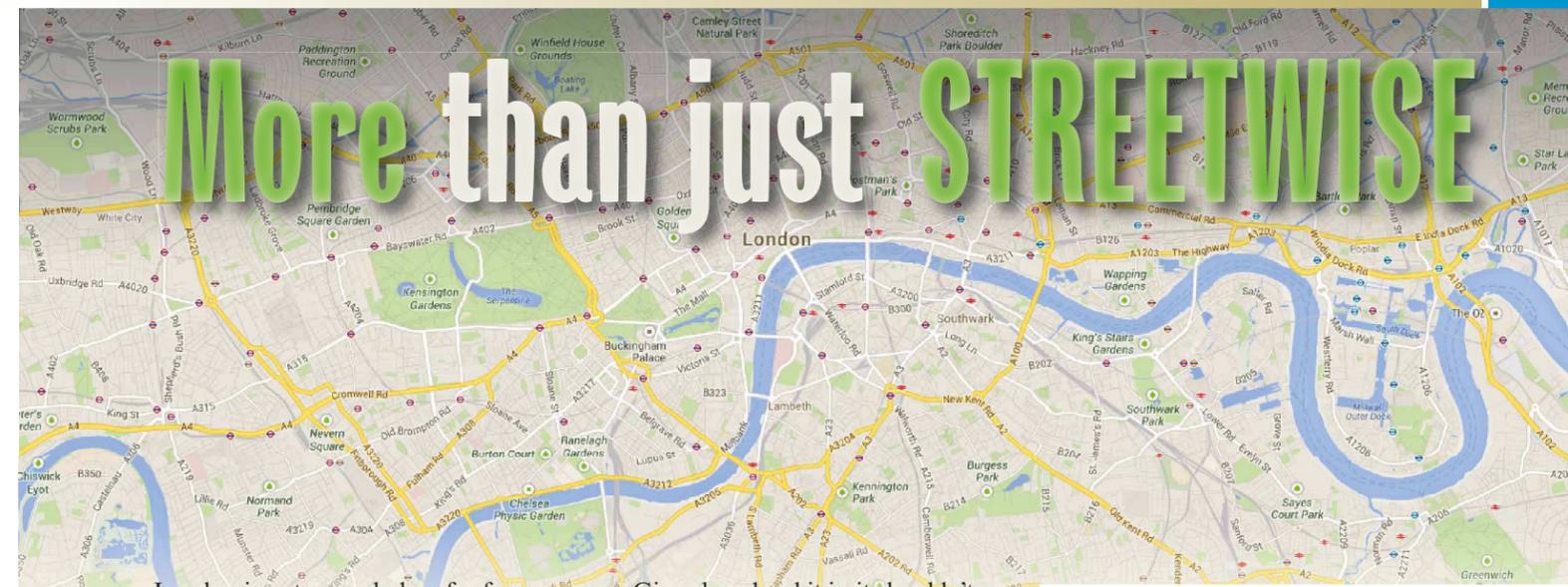
Vocabulary

working out meaning from context

5 Match the underlined words in the article with meanings 1–8.

- a feeling of great respect
- more than a little but not very much
- a terrible or painful experience that continues for a period of time
- confused
- confusing
- an impressive achievement
- be successful
- extremely worried and frightened

6 Write one sentence for each of the words in Activity 5. Compare your sentences with a partner.



London is not a good place for fans of right angles. People who like the methodical grid system of Manhattan are baffled by the bewildering network of knotted streets. It's entirely possible to take two right turns and end up in the same place. Even with a map, some people manage to get lost. And yet there are thousands of Londoners who have committed the city's entire layout to memory – cab drivers. Piloting London's distinctive black cabs is no mean feat. To earn the privilege, drivers have to pass an intense intellectual ordeal, known charmingly as The Knowledge. Ever since 1865, they've had to memorise the location of every street within six miles of Charing Cross. Today this implies familiarity with all 25,000 of the capital's arteries, veins and capillaries. They also need to know the locations of 20,000 landmarks – museums, police stations, theatres, clubs and more – and 320 routes that connect everything up.

It can take two to four years to learn everything. To prove their skills, prospective drivers do oral examinations called 'appearances' at the licencing office, where they have to recite the best route between any two points. Incredible as it may seem, they have to do this without any reference to maps aside from the mental map they have in their head. They have to narrate the details of their journey, complete with passed landmarks, road names, junctions, turns and maybe even traffic lights. Only after successfully doing this several times over can they earn a cab driver's licence.

Given how hard it is, it shouldn't be surprising that The Knowledge changes the brains of those who acquire it. Eleanor Maguire from University College studied those changes and showed that the brains of London taxi drivers do indeed undergo a change which makes them very different from those of mere mortals like us. Doctors, for example, with their extensive knowledge of human anatomy and physiology, don't exhibit the change Maguire found. You don't see it in memory champions who have trained themselves to remember seemingly impossible lists and who go on to win quizzes and competitions. You don't see it in London's bus drivers who have similar driving skills but work along fixed routes. Among all of these groups, only the London cabbies, with their heightened spatial memories, have the change Maguire was looking for.

One reason this might be is that London, as a cluster of what were once villages, simply demands higher order skills. Cab drivers in Paris and Chicago face similar challenges when it comes to traffic and navigation and also have to get through a test that demands an in-depth knowledge of the city concerned. Strange as it may seem, though, when researchers looked at drivers in these cities in a bid to replicate Maguire's London study, they found none of the same changes in brain structure. Even among cabbies, the Londoners who pass The Knowledge are unique. But it's not just their skills and the ways in which these have changed their brains that set the London cabbies apart.



Their passengers generally trust them and can even be somewhat in awe of their navigation skills. Their colleagues elsewhere in the world do not fare so well when it comes to passenger attitudes. Rudeness, impatience and poor driving skills are among their many sins if the many customer complaints on the internet are to be believed.

Cabbies in other countries also find themselves accused of possessing too limited a knowledge – or no knowledge whatsoever – of the cities where they ply their trade. Stories abound of drivers making frantic appeals on their radios for guidance or relying too heavily on GPS. Believe these tales if you choose to but should you find yourself going round in circles in the labyrinth that is London for many a foreign visitor, don't hesitate to hail a cab. The cabbie may not ooze charm but will certainly know the quickest and most direct way of getting you where you want to go.



Speaking

1 Draw a floor plan of the flat or house where you live. Then work in pairs.

- 1 Explain your floor plan to your partner.
- 2 Explain how you use the space available to you.
- 3 Say whether you need more space than you currently have. Why/Why not?

Multiple matching (Part 4)

► EXAM FOCUS p.203

2 Look at the exam tasks. Tick (✓) the things that you like least about the place where you live. Then tick the advantages it has over other places you have lived in. Compare your answers with a partner.

Task 1

For questions 1–5, choose from the list (A–H) what each speaker likes least about the place where they live.

- | | | |
|--|-----------|--------------------------------|
| A feeling unsafe | Speaker 1 | <input type="text" value="1"/> |
| B the absence of a garden | Speaker 2 | <input type="text" value="2"/> |
| C the smell of other people's cooking | Speaker 3 | <input type="text" value="3"/> |
| D the uninspiring view | Speaker 4 | <input type="text" value="4"/> |
| E the lack of space for preparing meals | Speaker 5 | <input type="text" value="5"/> |
| F being obliged to get rid of favourite possessions | | |
| G the sense of claustrophobia | | |
| H the noise from other people living in the building | | |

Task 2

For questions 6–10, choose from the list (A–H) what each speaker sees as the main advantage of the place where they live.

- | | | |
|---|-----------|---------------------------------|
| A plenty of storage | Speaker 1 | <input type="text" value="6"/> |
| B entertainment facilities nearby | Speaker 2 | <input type="text" value="7"/> |
| C the freedom to furnish the home without limitations | Speaker 3 | <input type="text" value="8"/> |
| D spending less time on domestic chores | Speaker 4 | <input type="text" value="9"/> |
| E having a close friend next door | Speaker 5 | <input type="text" value="10"/> |
| F social contact with others living nearby | | |
| G being able to make good use of the entire space | | |
| H knowing you can always ask a neighbour to help | | |

EXAM TIP

Don't worry if you don't understand every word and expression the speakers use. As long as you understand the general message, you should be able to answer the questions.

3 **03** Do the exam tasks in Activity 2. You will hear five short extracts in which people are talking about the places where they live. While you listen, you must complete both tasks.

4 What kind of person do you imagine each of the speakers is?

Vocabulary

expressions with *space* and *room*

5 Decide if it is possible to complete the sentences with *space*, *room* or both words.

- 1 That chest of drawers takes up too much We ought to get rid of it.
- 2 I don't think I've got enough in my suitcase for these boots.
- 3 Could you make for people to get past, please?
- 4 It was such a popular event that there was standing only by the time we got there.
- 5 There isn't really enough here to do aerobics.
- 6 I like cities with plenty of open
- 7 That was delicious but if I have any more, I won't have any for dessert.
- 8 The only explanation she gave for breaking up with him was that she needed more

6 Work in pairs. Turn to page 161 and do the activity.

Speaking

1 Work in pairs and discuss the questions.

- 1 What attracts visitors to your town or city?
- 2 Does it have any landmarks?
- 3 Are they well-known to people who have never been there?

2 Read the extract from an article about branding cities. Does your town or city have any of the characteristics mentioned in the extract?



City brands

Does your city have a famous landmark, a rich cultural tradition or is it home to a major industry, a world-renowned hotel or even a distinctive way of getting around like London's black cabs or Amsterdam's barges? Perhaps it's a mecca for theatre-goers, musicians or party animals. Or maybe it's just a nice place to be. Top brand cities seem to have it all. Not only can they boast lists as long as your arm of magnificent buildings, museums and galleries, they are also home to famous restaurants, glorious parks, iconic sports stadiums and all sorts of places to see and be seen.

For cities and towns less favourably endowed the first step in establishing a brand is to identify assets and find a way of communicating these, usually by means of a logo and slogan. But getting the logo and slogan right is no mean feat. Under no circumstances should visitors be led to believe a city can promise something it cannot deliver.

No one is impressed if a place calls itself the 'sunshine capital' but is in fact cold, wet and windy, or claims to 'never sleep' when by-laws oblige all bars and restaurants to close by midnight. ■



Emphasis with inversion

► GRAMMAR REFERENCE p.175

3 Look at the underlined sentences in the article. What do you notice about the verb forms? Rewrite the sentences so that they are less emphatic.

LANGUAGE TIP

You are more likely to find structures with subject-verb inversion in more formal or literary written contexts than you are in speech.

Hardly had he arrived when Jo rushed in.

4 Rewrite the sentences using inversion. Start with the word given.

- 1 This city has seldom been in greater need of energy-efficient public transport than it is today. *Seldom*
- 2 We had just ordered our meal when the waiter rudely asked us if we would mind paying the bill. *Scarcely*
- 3 I have rarely seen such a brilliant display of artistry and expertise. *Rarely*
- 4 You have failed to hand in your essay on time and you have also copied several paragraphs directly from the internet. *Not only*
- 5 You should not let people who don't respect the dress code into the club under any circumstances. *Under no circumstances*
- 6 She posted the letter and then began to regret what she had said. *No sooner*
- 7 My client has never revealed the contents of this document to the media. *At no time*
- 8 I had only just finished the assignment when my boss asked me to do something else for her. *Hardly*

5 Work in pairs. In which situations would you expect to hear or read the sentences in Activity 4?

6 Write sentences beginning with the words in italics in Activity 4. Compare your sentences with a partner.

Listening

1 **04** Work in pairs and listen to a podcast about a way to improve contact between neighbours. How would people react to a scheme like this where you live?

Essay (Part 1)

using the task input to help you plan

▶ **WRITING REFERENCE** p.186

2 Work in pairs and imagine that you have been asked to write an essay on promoting greater contact between neighbours.

- 1 Brainstorm ideas, including the ones in the podcast and your own ideas.
- 2 Think of points for and against your ideas.
- 3 Choose three ideas and include a supportive and a critical comment for each one.

3 Look at two plans for a similar essay and then turn to the checklist on page 185. Which plan do you think would produce the better essay?

4 Write a plan for the essay in Activity 2. Show it to other students. Can they suggest improvements to your plan?

5 Look at the task input and use it to help you write another plan.

- 1 Think of what specific ideas might be connected to each of the three headings (legislation, education and special taxes).
- 2 Use the opinions expressed to give you a clue.
- 3 For each opinion expressed, think of a supportive or critical comment to balance the opinion.

Your class has attended a panel discussion on what methods governments should use to discourage the use of private cars in the centre of the city. You have made the notes below.

Methods governments could use to discourage the use of private cars in the city centre

- investment
- education
- taxes

Some opinions expressed in the discussion

'Make businesses pay parking levies for their employees and they'll move out of the city centre.'

'Improve the public transport system, then people won't need their cars.'

'If people understood how much better pedestrianised city centres are, they wouldn't want to bring their cars in.'

Write an essay for your tutor, discussing **two** of the methods in your notes. You should **explain which method you think is more important** for governments to consider, **giving reasons** to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion but you should use your own words as far as possible. Write your essay in **220–260** words in an appropriate style.

EXAM TIP

Try to avoid copying phrases from the input in Part 1. Use your own words.

6 Write a draft of the essay in Activity 5. Show it to two other students and see if they can offer any advice on ways of improving your work.

1 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 six words, including the word given.

- 1 I only managed to buy my own place after years of sharing with other people. **DID**
Only after years of sharing with other people my own place.
- 2 The neighbours are really noisy and they are not very friendly either. **ONLY**
Not really noisy, they are also not very friendly.
- 3 You shouldn't ever put your full address on a luggage label. **TIME**
At put your full address on a luggage label.
- 4 It will be six years since I moved here next Saturday. **FOR**
By next Saturday I will six years.
- 5 You shouldn't tell anyone about this under any circumstances. **NO**
Under tell anyone about this.
- 6 I closed the door and immediately realised I had left my keys inside the house. **SOONER**
No the door than I realised my keys were inside the house.

2 Complete the sentences with the present simple or continuous form of the verb in brackets.

- 1 I (*smell*) smoke. Is there something burning?
- 2 The soup is almost ready. Dad (*taste*) it to see if it's hot enough.
- 3 I (*see*) Josh on Friday evening but perhaps you and I could get together on Saturday.
- 4 Look at the cat! He (*smell*) the roses!
- 5 We (*think*) of renting a small plot of land to grow our own vegetables.
- 6 This tea (*taste*) of mangoes.

3 Read the article and decide which answer (A, B, C or D) best fits each gap.

- | | | | | |
|---|------------|-----------|-------------|--------------|
| 1 | A draw | B create | C make | D come |
| 2 | A reverse | B back | C rear | D underside |
| 3 | A led | B brought | C produced | D saw |
| 4 | A history | B past | C ages | D time |
| 5 | A holding | B storing | C bearing | D exhibiting |
| 6 | A seems | B looks | C resembles | D reminds |
| 7 | A appealed | B charmed | C attracted | D enticed |
| 8 | A get | B bring | C set | D put |

Weekly Herald

The logo that everyone loves

It was 1977 and the American graphic designer Milton Glaser had been asked to (1) up with a logo for New York State. He pulled a red crayon from his pocket and began to sketch on the (2) of an envelope: first an I, then the simple outline of a heart, followed by two letters, N and Y. Glaser's doodle (3) to the development of one of the most successful advertising campaigns of all (4) It was so successful, in fact, that the torn envelope (5) his original idea is now in a permanent collection in a museum. The upbeat message of Glaser's design, which (6) the kind of joyful graffiti that a young lover might carve into a tree, (7) to New Yorkers as well as tourists. Glaser himself acknowledges that it seems strange that a logo could have such an impact but it seems his design really did (8) about a change in people's attitudes at a time when the city had been going through difficult times.



A

PLAN

Introduction: Say why the move to the suburbs has been such a big problem.

Solution 1: Invest in urban renewal schemes in the centre of the city.

+ It will attract businesses that had moved out to the shopping malls.

- Money should be spent on schools and hospitals, not prettying up the centre of town.

Solution 2: Offer incentives for moving back to the centre.

+ If there are financial and lifestyle benefits, people will come back.

- Unless life in the suburbs is made harder for them, no one will bother to make the move.

Conclusion: Say which solution I believe will be most effective.

PLAN

Introduction: Reasons we have to get people to move back to the city centre.

Paragraph 1: The government should invest more money.

Paragraph 2: People should realise that infrastructure for suburban living is too costly.

Conclusion: If all these things are done, people will move back.