

5A

On the move



- › **Goal:** take part in a discussion on commuting
- › **Grammar:** continuous forms
- › **Vocabulary:** commuting

Vocabulary

1 Work in pairs and discuss the questions.

- 1 What do you think has happened in each of the photos?
- 2 What problems might this lead to?
- 3 How long does your journey to work/class take?
- 4 Do you go by public transport? If so, what's it like?
- 5 What do you usually do on your journey?

2 5.1 Listen to some travel news on the radio. Put the stories in the order you hear them.

- a a suspicious package
- b a pile-up
- c delays on the railway
- d roadworks

3 Work in pairs. Can you remember how many of the things in the box are mentioned in the stories in Exercise 2? Listen again and check your ideas.

the all-clear a bypass crawling debris
diversions evacuated flowing freely hold-ups
northbound carriageway a power failure
a replacement bus service a roadblock
shed its load a tailback

4 Choose four things from Exercise 3 that are connected with experiences that you have had while travelling. Tell your partner about them.

I recently drove past a lorry that had shed its load and there were hundreds of pineapples all over the road!

Go to page 160 or your app for more vocabulary and practice.

Listening

5 5.2 Listen to the next part of the radio programme with a discussion on commuting. Which of the following are mentioned?

- 1 a criticism of how animals are transported
- 2 the claim the UK has the longest commute times
- 3 a job that exists in Tokyo
- 4 a story about someone falling ill on their commute
- 5 concern about how much time people spend working
- 6 a blog someone is writing about their commute
- 7 someone holding a party on the way to work
- 8 not wanting a serious discussion early in the morning

6 Listen again and take notes on each point mentioned in Exercise 5.



7 Work in pairs and compare your ideas. Then discuss the questions.

- 1 Would you like to read or take part in something like the commute blog mentioned? If so, why?
- 2 Would you like to join a book club? If so, what book would you suggest? If not, why not?
- 3 In what other ways could commuting be made more social or creative?

Grammar

8a Read the grammar box on page 39. Then try to complete the sentences from the radio programme using the verbs in brackets in a continuous form.

- 1 You _____ to afternoon radio with me, Angela Hassan. (listen)
- 2 After the break, the phone lines will be open and we _____ whether we've reached breaking point with our daily commute. (discuss)
- 3 I've got bad news, I'm afraid, for those who _____ to get home on the M79 motorway this evening. (try)
- 4 Queues _____ and there's already a tailback of about three kilometres. (form)
- 5 People _____ something more productive than just staring into space. (can do)
- 6 It worries me that wifi now means that our daily lives _____ by work. (increasingly / take over)
- 7 No, I _____ about doing something creative. (talk)
- 8 I _____ the same train for about two years and I'd see the same people a lot of the time. (take)
- 9 We ended up talking about a book we _____. (read)

b 5.3 Listen and check your ideas. Then work in pairs and discuss why you think each form is used.



Continuous forms

We make a continuous form using the verb *be* + verb + *-ing*.

Present continuous

I'm waiting for my train.

Present perfect continuous

I've been commuting for the last six years

Past continuous

I was looking for that.

Past perfect continuous

I'd been thinking about it for a while

Future continuous

I'll be talking to him later.

I'm going to be seeing them tonight.

Modals + continuous

He might be waiting outside.

It's not so bad. It could be raining.

If I'd known, I wouldn't be sitting here right now.

We use the continuous when, at a particular point of time, the action is, was or will be:

- temporary.
- unfinished.

It may also emphasise that an action is repetitive or constant during a particular period of time.

- 9 a 5.4 Listen and write the six sentences you hear. Each sentence is said twice. Notice how the auxiliary verbs are reduced.

- b 5.5 Work in pairs and compare what you wrote. Then listen and repeat.

- 10 Choose the correct alternatives. Where both options are possible, what is the difference in meaning?

I ¹was cycling/cycled to work the other day and this guy pulled out in front of me without signalling and I crashed into him. Fortunately, I ²was wearing/wore a helmet and I wasn't badly injured, but my bike was damaged. Anyway, the driver got out of his car and had a go at me because I ³had been scratching/had scratched his car. He ⁴was being/ was very aggressive and I thought he might actually hit me. Fortunately, there was a guy who ⁵d been standing/ had stood nearby waiting to cross the road and had seen the whole thing. Basically, he ⁶was coming/came over and backed me up and the driver then got back in his car and just drove off. I contacted the police and it ⁷'s been/'s being investigated, but I'm not very hopeful anything will happen. I just feel these kinds of incidents are too common and discourage people from commuting by bike.

- 11 Work in pairs and discuss the questions.

- 1 What are your regular journeys and how long have you been doing them?
- 2 Have you experienced any incidents on any of these journeys? If so, what happened and did you learn any lessons from it/them?
- 3 Are there any plans to change roads or transport where you live? What consequences do you expect and how will it affect you? If not, what changes would you like to make to improve local transport in your area?



Go to page 144 or your app for more information and practice.

Speaking

PREPARE

- 12 a Work in groups. You're going to have a similar discussion to the one in Exercise 5. Choose one person to be host. Other group members each choose a topic below to talk about.

- current travel news
- a funny thing happened to me on my commute
- how commuting could be improved
- working from home rather than commuting
- the best way to commute
- your own idea

- b The host should think about how to introduce the show and start the discussion. Other members plan what to say about their chosen topic.

SPEAK

- 13 The host starts the discussion and introduces the speakers. After each speaker the host comments and invites others to share their ideas. Use the Useful phrases to help you.

Useful phrases

OK. So today we'll be talking about commuting.
We're going to start with ...
Has anyone had a similar experience?
That reminds me of a time ...
That doesn't bother me so much. What annoys me is ...

Develop
your
listening
page 90

5B

In the wild

- **Goal:** talk about ways to attract more investment to or protect a place you know
- **Grammar:** participle clauses
- **Vocabulary:** geographical features



A

Vocabulary

- 1 Work in pairs. Look at the photos of travel destinations and discuss the questions.**
 - 1 Would you like to visit any of the places? Why/Why not?
 - 2 Are there similar places in your country? Where?
 - 3 What's good about a National Park? Are there any problems with them? Why?

- 2 a Which of the things in the box might you find in the places in the photos?**

a glacier a marine reserve a marsh a ridge
a rocky shoreline sand dunes a valley a waterfall

- b Complete the descriptions of two different places using the words in the boxes.**

channel dunes mainland sandy shoreline



I love my little island and I can't imagine not living by the sea. Most mornings, I walk along the ¹_____ with my dog, looking out across the water. We have a lovely ²_____ beach and behind that are the ³_____, where you're a bit more out of the wind. If I do need to

visit the ⁴_____, which is maybe eight or nine miles away, there's a ferry that runs every other day. During the winter, though, it can get quite wild out in the ⁵_____.

mountainous pass ridge sea level valley



We sometimes spend the summer in my uncle's place up in the highlands, which is quite a ⁶_____ area. Hidden away in its own little ⁷_____, the house is about a thousand metres above ⁸_____ and to get there, you have to drive over this steep mountain

⁹_____. We relax in the garden, go swimming in the river, or climb up the mountainside behind the house and walk along the ¹⁰_____ that overlooks the valley.

- 3 Work in pairs. Use words and phrases from Exercise 2 to describe two places you have visited. Or use the photos on page 167 to imagine a visit.**

 Go to your app for more practice.

Reading

- 4 Work in pairs. Read the title of the article. Discuss what you think it might be about. Read and check.**

- 5 Read the article again and answer the questions.**

- 1 What was the initial research carried out?
- 2 How does the writer feel about the findings?
- 3 What reasons are put forward to explain the findings?
- 4 Why are parents and grandparents mentioned?
- 5 What's the significance of the hashtag #PokeBlitz?

Lost words lead to lost world

How good are young people at recognising and naming plants and animals? Wanting to find out the answers to this question, researchers showed hundreds of primary school children cards depicting common species of wildlife, and another set featuring Pokémon characters. Having analysed the data, they published their rather shocking findings in the journal *Science*. It turned out that the kids knew far more names for the characters in the game than they did for things in the natural world around them.

In many ways, of course, this should not surprise us, given the major changes there have been to the way childhood is experienced. The area within which children are allowed to play without supervision from parents has shrunk by more than 90% since the 1970s.

At the same time, online culture has boomed. There's more traffic on the roads, school has become more pressurised, parents are more worried and green space is less available. Taken together, all these factors mean that not only young people but also their parents often see nature as something to watch, to consume ... and to ignore. Spending far less time outside than our grandparents did, we now lack the words to describe that natural world and this, in turn, may mean we have less desire to protect and preserve our valleys, hillsides and shorelines.

However, technology doesn't have to be the enemy of nature. Some members of the conservation movement are seeing opportunities in the rise in popularity of geocaching – games which use the GPS software on our phones to hide and find 'treasure', which get people outdoors. One notable example of such games is Pokémon Go, an augmented reality version of the original game. In this version, players go out and 'catch' characters 'hidden' in real world places, and, in the process, may encounter real creatures they're not familiar with. Indeed, images of these real creatures are often shared – and identified – using the hashtag #PokeBlitz.

The game's popularity suggests we need to do more to inspire interest in the natural world. If its user-friendly, hi-tech approach could be used to encourage greater interaction with nature, kids may yet learn to see the world with fresh eyes.

- 6 Work in groups. Tell each other about the following:**

- how good you are at recognising and naming wildlife
- whether you share the writer's optimism about Pokémon Go



Grammar

7 a Choose the correct alternatives.

- Most mornings, I'll walk along the shoreline with my dog, looking/looked out across the water.
- Hiding/Hidden away in its own little valley, it's about a thousand metres above sea level.
- Analysing/Having analysed the data, they published their rather shocking findings in the journal *Science*.

b Work in pairs and discuss the questions about the underlined clauses in Exercise 7a. Then read the grammar box and check your ideas.

- Are the underlined clauses the main clauses in the sentences, or do they add extra information?
- Which clause has a passive meaning? How do you know?
- Which clauses have an active meaning? Why do they have different structures?

Participle clauses

Clauses starting with a participle (-ing or -ed form of verb) are most commonly found in writing, especially in stories. The participle clause can have the same meaning as one starting with *when*, *while*, *because* or *as*.

- The subject of the participle clause is the same as the subject in the main clause of the sentence.

Because we spend less time outside than we used to, we lack words to describe the natural world.

→ *Spending less time outside than we used to, we lack words to describe the natural world.*

- Participle clauses with a **present participle** (-ing form of the verb) have an active meaning.

When we neared the top of the mountain, we came to a glacier.

→ *Nearing the top of the mountain, we came to a glacier.*

- Participle clauses with a **past participle** (-ed form) have a passive meaning.

Because the group was based in a mountainous region, it operated very independently.

→ *Based in a mountainous region, the group operated very independently.*

- We use participle clauses with **perfect participles** (having + past participle) to emphasise that one action happened before another.

As I had climbed the ridge before, I was feeling confident.

→ *Having climbed the ridge before, I was feeling confident.*

- 8 a 5.8 Listen to six sentences from Exercises 7a and the grammar box. Notice how the two clauses in each sentence are said as separate chunks.

b Listen again and repeat.

9 Complete the sentences by putting the verbs in brackets into the correct form.

- _____ 2000 metres above sea level, the hotel offers great views across the channel. (locate)
- _____ the ridge, we had to stop to let a herd of mountain goats pass us. (climb)
- _____ the valley many times before, I was already familiar with the landscape. (visit)
- _____ in such a mountainous area, I'm used to the weather changing at a moment's notice. (live)
- _____ in 1846, the cottage is only a three-mile walk from a spectacular waterfall. (build)
- _____ to reduce development along the coast, the law has helped protect the remaining dunes. (introduce)
- _____ across the water to the mainland, I collapsed onto the beach, exhausted. (struggle)

10 Using participle clauses, write three sentences about the places you described in Exercise 3 and what you did there. Share your sentences with a partner.



Go to page 144 or your app for more information and practice.

Speaking

PREPARE

11 5.9 Listen to two people describing natural places they know. Answer the questions for each speaker.

- What do you learn about the places they describe?
- Do they want more tourists or greater protection? Why?

12 Think of a place you know that either needs more visitors/investment or greater protection. Decide:

- what there is to see and do there.
- what words you could use to describe its appeal.
- three different ways you could either encourage visitors or increase protection.

SPEAK

13 a Work in pairs. Explain your ideas to each other. Use the Useful phrases to help you.

Useful phrases

One of the most ... things about the area is ...

What makes it really unique is ...

I think the best way to ... would be to ...

I can't decide if it'd be better to ... or ...

Another way to ... would be ...

b Decide which is the best proposal.

Develop
your
writing
page 124

5c

House or home?



- **Goal:** describe different homes
- **Language focus:** translation and collocation
- **Vocabulary:** homes and decoration



Language focus

1 a Look at the photos. What type of person do you think lives in each place? Which place would you most like to live in? Why?

b Work in pairs and answer the questions.

- Do you have a different word for *house* and *home* in your language? Do you use them in the same way as we do in English?
- How can you make a *house* a *home*?
- Do you know any words in English that don't translate exactly into your language? How do you learn to use these words?

2 Read the language focus box and discuss:

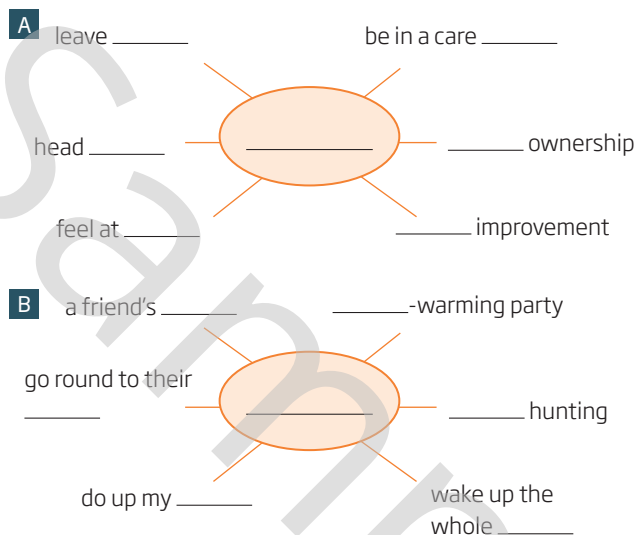
- the benefits of each suggestion.
- which of the suggestions you already do.
- which you might start doing.

Translation and collocation

Many words have a single direct translation from one language to another, but words like *house* and *home* or *make* and *do* may have no direct translation. This can make them difficult to learn and use. Here are some things you can do.

- Record words in a phrase or collocation. (Collocations are combinations of two or more words often used together.)
- Pay attention to the grammar that is connected to the word.
- Translate the whole phrase or collocation.
- Write a separate list of phrases for each word to revise them.
- Make mind maps of these phrases.
- Keep the list or mind map in a folder and add to it when you find new examples.

3 a Complete these mind maps with the words *house* and *home* to make common collocations.



b Add one more example to each mind map.

4 a Cover the mind maps and complete the questions.

- What's the average age people _____ home in your country? Is that the ideal age?
- How common is home _____ compared to renting in your country? Is that a good thing?
- Are there many _____ homes for old people or children in your city? Are there enough?
- Have you ever been to a house- _____ party? Whose? What happened?
- How often do you go _____ to friends' houses? When? What for?
- Are there many home _____ or design shows on TV in your country? What happens in them?

b Work in pairs. Ask and answer the questions.

Go to page 144 or your app for more practice.

Reading

- 5** Read the blog post about home improvement shows. How do you think the author would answer the last question in Exercise 4a?

If you turn on the television, there seems to be a home improvement show on every channel. You know the ones I mean, where couples discuss whether to buy a half-a-million-pound dream home, or we follow their progress as they transform an old farm house into a dream mansion.

There was a time I would have been grabbed by one of these programmes – greedy for the gorgeous design and envying the choices these people could make – but I have finally kicked the habit. I realised the programmes were all beginning to feel the same. Fitted kitchen with an island – tick; polished concrete flooring – tick; floor to ceiling window overlooking fields or water – tick; spacious living room, the size of a small town square – tick. And it's filmed with those long, loving close-ups of the shiny surfaces without a bit of dust in sight, all accompanied by inspiring music. These shows are, in effect, only about buildings and buying stuff, when really what's interesting is how we make a house a home. Often, that's not to do with design, but comes down to the people and the clutter that surrounds them, whether it's the random photos and ornaments we have or the kids and pets that scratch and stain even the most stylish furniture.

- 6** Which of these statements do you think the author would agree with?


- 1 People spend too much money on their houses.
- 2 I'm not interested in design.
- 3 Design programmes are a bit addictive.
- 4 A lot of modern design has become a bit boring.
- 5 I couldn't live in an untidy home.
- 6 You can tell a lot about a person from their home.


- 7** Work in pairs. How far do you agree with the statements in Exercise 6?

Vocabulary

- 8** Complete the descriptions with the words in brackets in the correct place.

- 1 They live in this exclusive block of flats that looks out over the beach. I can't imagine what it is _____. They also have a lot of _____ furniture and a cupboard full of _____ plates. (antique, china, exclusive, worth)
- 2 His office is a tip and full of _____. There are _____ of magazines on the floor, a broken coffee maker, various cups and awards on the _____. And these dusty old _____ over the windows. I don't know how he can work in there. (blinds, clutter, bookshelves, stacks)
- 3 She's got African _____ on the shelves from when she lived in Kenya and the _____ are filled with framed _____ and letters of thanks from clients. (walls, certificates, ornaments)
- 4 They have quite a _____ living room, which has these big glass doors that slide open on to this _____ little patio with _____ plants and a barbecue. It's lovely in the summer. (pot, shady, spacious)
- 5 Their place always looks _____; there are never any toys or clothes in sight. They have all these _____ cupboards and if you open them, everything's all _____ arranged and every surface is _____ and shiny! (fitted, neatly, polished, spotless)

- 9 a**  **5.10** Listen and write down six phrases. Notice how *of* is reduced.

- b**  **5.11** Work in pairs and check what you wrote. Then listen and repeat.

- 10** Work in pairs. Discuss the questions about the descriptions in Exercise 8.

- 1 Which words and phrases can you use to describe the rooms?
- 2 What kind of people do you think live in or use the places described?
- 3 What can you tell about the peoples' interests or lives based on the descriptions?
- 4 Which words can you use to describe your own home?


-  Go to page 160 or your app for more vocabulary and practice.

Speaking

PREPARE

- 11** Think of two different homes you know well. Then answer the questions.

- 1 Whose homes are they?
- 2 Where are they?
- 3 What are they like generally?
- 4 What do you like most about the place (if anything!)?
- 5 Are there any particular things you've noticed?
- 6 Do they reflect the life or interests of the people who live there?

- 12 a**  **5.12** Listen to two people describing homes that they know well. Take notes.

- b** Work in pairs and compare your notes. What information do the speakers give to answer the questions in Exercise 11?

SPEAK

- 13 a** Take turns to tell your partner about the homes you chose in Exercise 11. Comment and ask questions to find out more. Use the Useful phrases to help you.

Useful phrases

One thing that really strikes you when you go in is ...
The main thing I remember about it is that ...
One thing I really love is ...
How big is it? How many rooms do they have?
How long have they been living there?

- b** Decide which home sounds the most interesting and why.

Develop
your
reading
page 104



► **Goal:** make suggestions about what to do in an area

► **Vocabulary:** hosting guests

Vocabulary

1 Work in pairs. Discuss what's happening in the pictures and answer the questions.

- What other things might be good or bad about being a paying guest in someone's house?
- What might be good or bad about being a host and letting out a room in your house?
- How could you find guests or a host?
- Do you know anyone who hosts people or has been a paying guest? How was it?

2 a Decide what the words in bold mean in 1–10 below.

- Is the room **en suite** or will I have to share a bathroom?
- There's a **communal** garden outside that you can use.
- I'm not sure if I'm doing something wrong or not, but the toilet doesn't seem to **flush**.
- I'll email you a receipt once the payment has **cleared**.
- If you do use the kitchen, please try not to **set off** the smoke alarm.
- Do you know what the **dimensions** of the room are?
- I can sort you out a parking permit for £10 a day - **payable** on arrival.
- You need to stick the rubbish in the black bin and use the **recycling bins** outside.
- Do you have a **safe** where I could put my valuables?
- It's quite chilly. Do you have a spare **duvet** we could use?

2 b Look at sentences 1–10 again. Answer the questions.

- Which things are said/written by a guest (G) and which by a host (H)?
- Which things are said/written during the booking process (D) and which after the guest has arrived (A)?

3 Work in pairs and discuss the questions.

- What other things in a house or building might be communal, apart from a garden?
- What would you normally do if your toilet at home didn't flush?
- How long do payments usually take to clear? Why might they not clear?
- How might you set off a smoke alarm? A car alarm? A burglar alarm?
- Do you know the dimensions of any of the rooms where you live?
- What else might be payable on arrival?
- What are five things you might keep in a safe?
- What's the opposite of 'It's quite chilly'? What might you need in that case?



Listening

4 **5.13** Listen to a conversation between a host and a guest. Which four things do they talk about? In what order?

- | | |
|---------------------------|---------------------|
| a a good place to go out | e avoiding problems |
| b getting around | f where they work |
| c crime in the local area | g where to eat |
| d photography | h reading |

5 Tick the sentences that are true in the conversation. Then listen again to check.

- The local area is busy and full of people who are enjoying themselves.
- There's an amazing Chinese restaurant nearby.
- The host recommends phoning to reserve a table before visiting Dotori.
- The arts centre used to be a factory.
- It doesn't cost anything to go to the Friday night event.
- The guest is impressed by what the area has to offer.
- There's an all-night bus service.
- If you're coming back late at night, you can just grab any taxi on the street.
- There's no iron the guest can use.

6 a Work in pairs and complete the sentences from the conversation in Exercise 4. The first letters are given.

- If you're into Korean or Japanese food, c_____ o_____ Dotori on the main road. It's a m_____.
- It depends a bit on the day, but I think it'd probably be w_____ to.
- You really o_____ to go and have a look at Factory.
- I guess your b_____ b_____ would be to just get the 154 bus, to be honest.
- Any later than that and it's a_____ to just get a cab. M_____ s_____ you get a licensed one, though, preferably.
- Yes of course, but p_____ ask me first - just in case I need it.

b Read the Useful phrases box and check your ideas.



Useful phrases

Advising and suggesting

If you're into ..., (you might want to) check out ...
It's a must.

You really ought to ...

It'd (probably) be wise (to ...)

Your best bet would be to ...

Make sure you ...

Preferably/Ideally, ...

There's no harm in -ing.

It's advisable to ...

You'd be well advised to ...

Note that *It's advisable to/You'd be well advised to* are a bit more formal than the other examples.

7 Complete the sentences with the words in brackets. Add any other necessary words.

- I know you're only here for two days, but do _____ visit the castle. It's worth it. (make)
- You _____ come again, ideally in the summer when the weather's better! (ought)
- You _____ take out comprehensive travel insurance before you come. (advised)
- To be honest, I doubt you'll be able to get tickets, but _____ trying. (harm)
- If you're into dance music, you _____ a club called Volt. It's amazing. (check)
- Don't miss the Jardin de Majorelle whatever you do. _____. (must)
- If you're coming from the main station, your _____ get the 147 and then walk. (bet)
- Out in the countryside, _____ carry some cash, just in case. (advisable)
- It gets really busy there, so _____ get there early, preferably before eight. (wise)

8 5.14 Listen and write the six sentences you hear. Which word is in every sentence?

9 a Read the information box. Then listen again to the sentences in Exercise 8 and repeat.

Changing sounds of words in speech

The sounds of words vary a lot when heard at different speeds and with different words around them. This is especially true for grammar words like *would*.

b Match the sentences you wrote in Exercise 8 with descriptions a–f.

- On its own, *would* sounds like /wʊd/.
- It blends with the following word, e.g. with *you* = /wʊdjə/.
- It loses the *d*, e.g. before *be* = /wʊbi:/.
- It is reduced to *d* and can blend with the next word, e.g. before a word beginning with a vowel like *ask* = /dɑ:sk/.
- It is reduced to a /ə/ sound, e.g. between *it* and *be* = /ɪtəbi:/.
- It disappears completely!

Speaking

PREPARE

10 a Imagine you have a paying guest coming to stay. Make a list of things you want them to know about.

- their room
- your house/flat
- house rules
- the area
- places to visit
- places to avoid

b Choose items from the Useful phrases box and write five sentences to welcome your guest.

SPEAK

11 a Work in pairs. Student A is the host and Student B is the guest. Roleplay a conversation using this pattern.

b Change roles and roleplay again.

Host	Guest
Welcome your guest. Ask about journey and offer food/drink	Comment and accept/refuse.
Give a guided tour of the house/flat. Explain the house rules.	Ask any questions. Ask about the local area.
Describe the area. Make suggestions and give advice.	Comment and ask extra questions. Ask questions about the centre of town.
Explain where (and where not to) go.	

12 What's the best thing about your host's place? Why?

For more practice go to your Workbook or app.



5A

Develop your listening

► **Goal:** understand public address announcements

► **Focus:** understanding public announcements



1 Work in pairs. Make a list of situations in which you might hear public announcements.

on a train, in a shop ...

2 a **5.6** Listen to eight public announcements and note where each one happens.

b Work in pairs and check your answers. Then listen again and answer one question for each announcement 1–8.

- 1 Which train has been cancelled? Why?
- 2 What do passengers need to do?
- 3 What should Doctor Issac do?
- 4 What is the announcer asking people to do?
- 5 What is the purpose of the announcement?
- 6 What do customers need to do?
- 7 What do passengers for this flight need to do?
- 8 How big is the discount and on what?

3 a Read the Focus box then match the beginnings of public announcements 1–8 with their informal meaning a–h.

- 1 In the interests of customer security ...
- 2 Please be aware that ...
- 3 Please make your way to ...
- 4 We ask that you ...
- 5 Please move right down inside ...
- 6 The service has been delayed due to ...
- 7 Please exit via ...
- 8 Your attention please, ...

- a Go to ...
- b It's late because ...
- c Please listen, ...
- d Please (do what I am about to say) ...
- e In order to keep you safe, ...
- f Make room for other passengers ...
- g Note that ...
- h Leave by (this way) ...

b Work in pairs and check your answers.

Understanding public announcements

Public announcements made on public address systems (PA systems) can be hard to understand because the sound quality is often not good and there is a lot of competing noise. However, certain expressions are very common in public announcements and recognising these often makes the announcement easier to understand. The expressions are usually formal ways of saying something simple, for example:

We are sorry to announce that ... = Unfortunately ...

In the event of an emergency, please ... = If there is an emergency ...

Other commonly heard phrases include:

on behalf of = used when speaking for someone else

please proceed to = please go to

is about to commence = is going to start soon

your belongings = your possessions

4 **5.7** Listen to some public announcements where the sound quality is poor. Choose the correct summary for each (a or b). Sometimes **both** options are correct.

- 1 a Wait.
b Get off the bus.
- 2 a Leave via the south side.
b Don't leave via the south side.
- 3 a The train is delayed.
b The journey may take longer.
- 4 a Someone is going to check your bus ticket.
b Find your bus ticket now.
- 5 a Sit down now.
b Turn off all electronic devices.
- 6 a This message is for customers only.
b This message is for staff only.
- 7 a Leave as fast as you safely can.
b Do nothing. This is just a practice.
- 8 a If this is your flight, go to gate 8.
b This flight has just arrived at gate 8.
- 9 a Be careful.
b Don't put your bags somewhere and walk away.
- 10 a If this is your car, move it.
b If this is your car, it has been taken away.

5 Work in pairs and discuss the questions.

- 1 What public announcements do you often hear? Which annoy you?
- 2 Would you be a good public announcer? Why/Why not?
- 3 What could be done to make public announcements more attention-grabbing?

► **Goal:** understand an article

► **Focus:** when to check the meaning of words

1 a Answer the questions in the Consumerism quiz.

THE CONSUMERISM ? ? ? QUIZ

- 1 How many possessions are there in the average US home?
a) 3,000 b) 30,000 c) 300,000
- 2 How many toys does the average British 10-year-old own?
a) over 100 b) over 200 c) Over 300
- 3 What percentage of teenage girls in the US say that shopping is their favourite activity?
a) over 50% b) over 70% c) over 90%
- 4 In today's money, how much would it have cost to buy a shirt in 1750?
a) £200 b) £2,000 c) £20,000
- 5 How much more do we consume now compared to fifty years ago?
a) twice as much b) three times as much
c) four times as much

b Work in pairs. Compare your answers and then check on page 174. Which fact surprised you most?

2 Read the article without a dictionary and match titles a–g with paragraphs 1–6. One title is not needed.

- a The facts and figures
- b The future of self-storage
- c What's on offer?
- d Working in a self-storage centre
- e A typical customer
- f Home from home
- g A new trend towards minimalism

3 Read the article again. Are the statements true (T), false (F) or not mentioned (NM)?

- 1 Conrad shares his house with friends.
- 2 Conrad doesn't feel able to throw anything away.
- 3 There are two kinds of self-storage facilities.
- 4 Some companies will put your stuff in boxes for you.
- 5 The woman who uses self-storage as a wardrobe was living in a small apartment.
- 6 People often use self-storage because they have no other choice.
- 7 British people have more self-storage space on average than people in the US.
- 8 Self-storage is growing less quickly than before.



The madness of SELF-STORAGE

1 Conrad Bailey has a quintessentially 21st-century problem; he has a lot of stuff but nowhere to put it. Conrad rents a room in a shared house. Working as a psychiatric nurse with a modest income, he can sometimes afford to buy things such as clothes, books or ornaments (he has a collection of china teacups), but the chance of him being able to afford a place of his own, at least in the medium term, is slim. What then, does he do with all his stuff? The answer is self-storage. Every month or so, Conrad goes to the Easy-Pack Self-Storage Centre about five kilometres from his home and either deposits things in his storage unit or tries to find things, usually unsuccessfully. 'It's ridiculous', he admits 'to pay to store all this clutter that I don't need, but somehow I can't bring myself to get rid of any of it.'

2 Conrad is not unique. Modern society has turned us all into hoarders and the self-storage industry has arisen to offer us a place to put our possessions. Facilities now come in a variety of flavours from the budget end of the market, where you have to give three days' notice if you want to **1 retrieve** something, to luxury, air-conditioned, temperature-controlled units offering 24-hour access. Some companies will even come to your house, label everything, give it a barcode, box it up and then bring your items back to you as and when you want them. 'As easy as ordering a pizza', according to the marketing brochure. But all of this comes at a price and if you **2 neglect** to pay your bill, the self-storage companies can sell your possessions to recover their costs.



3 Some self-storage facilities are so **extravagantly** nice that customers have moved in. A YouTuber made a video that showed how he had managed to spend two-months living in a self-storage facility in the US. Unfortunately for him, he was caught, but his video still went viral. Another woman uses her self-storage unit as a kind of wardrobe. She keeps most of her clothes there and goes every morning to choose what to wear for the day.

4 Most people, however, are forced to use self-storage when they are affected by one of the three most stressful events in life: moving house, **separation** or death of a loved one. Often the plan is only to use the self-storage for a couple of months, but as the saying goes, 'out of sight is out of mind' and more than a third of units are rented for three years or more. In the UK alone, there are well over 1100 self-storage sites with almost half a million customers between them taking up over four million square metres of storage space. This is still well behind the US where the average person has ten times as much self-storage space.

5 However, is a sea change to our materialistic attitudes on the way? There are many blogs and TV shows around these days which give you pointers on how to streamline your life, and the impetus for this change is coming from the younger generation. Jerson, a trainee nurse at Nottingham Hospital, has a strict rule that if an item in his house is not used within a year, it gets given away to charity. 'The psychological benefits of not being surrounded by clutter far outweigh the benefits of the actual things themselves', he says.

6 It's just possible, then, that as a society we are beginning to see the madness of paying to store things that we don't need and will never see. Compared to previous generations, millennials have less need of self-storage. With big student debts and with little hope of owning their own home, they focus on experiences rather than possessions. It's a lesson their **materialistic** parents might do well to learn.

4 a Read the Focus box and decide which words 1–5 in the article are more important to know the meaning of.

When to check the meaning of words

When reading, stopping to check the exact meaning of every word can spoil our enjoyment. It's often better to continue reading. Look at this example from the article.

*Conrad Bailey has a **quintessentially** 21st-century problem.*

In this sentence, it is probably not necessary to check the meaning of the word *quintessentially*. The word doesn't give us any information that changes the meaning of the sentence.

*Modern society has turned us all into **hoarders**.*

In this sentence it probably is necessary to try to work out the meaning of the word *hoarders*. If we don't understand this word, we can't understand the sentence.

When deciding if a word is worth checking, consider these questions.

- 1 Is it an adverb?
- 2 Do you understand what the word means approximately?
- 3 Can you understand the sentence without understanding the word?

If the answer is yes to any of these questions, it is probably not worth stopping to check the exact meaning.

b Work in pairs. Compare your answers and explain your ideas.

5 a Read the two article extracts. Decide which words 1–6 it would be more useful to know the exact meaning of. Guess their meaning.

The **1paradox** is that we keep buying more and more stuff. Much of it we only use a few times and for a short while and then it is **2promptly** thrown away. Because much of it is also made of plastic, however, it will still exist hundreds of years after we are dead. Even the plastic bags that we carry it home in will probably **3outlast** us.

This habit of buying more and more stuff that we **4patently** don't need has **5baffled** economists. What's more baffling still is that we pay to store it somewhere and never use it. Economists expect us to behave **6rationally** but there is nothing rational about this behaviour.

b Work in pairs and compare your ideas.

6 Work in groups and discuss the questions.

- 1 Have you ever used self-storage or do you know anyone who has? How was it?
- 2 Do you buy more than you need? If so, what in particular do you buy too much of?
- 3 What do you think should be done about the problem of people buying more and more stuff that they don't need and the damage it does to the environment?

5B

Develop your writing

› **Goal:** write a narrative

› **Focus:** using evocative and descriptive language

1 a Label the parts of a volcano A–F with the words in the box.

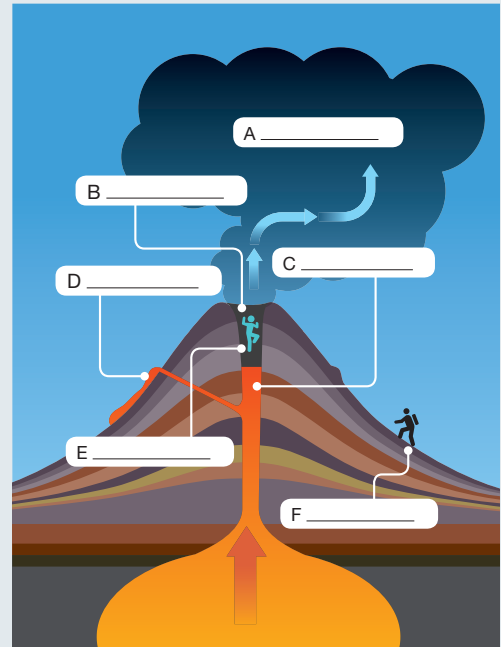
ascent crater core descent fumes lava

b Look at the photos of volcanos below. What words or phrases can you think of to describe them? Make a list, then compare as a class.

2 a Read the text and answer the questions.

- 1 How many nights did the team wait at the top of the volcano?
- 2 Why did they have to turn back on their first attempt?
- 3 What was the purpose of their mission?

b Work in pairs and check your answers. Would you like to be a part of a mission like this? Why/Why not?



JOURNEY TO THE BOTTOM OF A VOLCANO

Sleeping on a ridge above a volcano is not for the **1nervous**. You have to wear a gas mask to protect yourself from the toxic fumes and at night you only snooze, constantly aware that if you roll too far in your sleep you will fall off the narrow ridge and into the **2hot** core below. Having spent three nights there, we were ready to make our descent.

Using ropes to rappel down in stages we made good progress but after half an hour **3heavy rain** forced us to turn back. The volcanic gas turned the rain water to acid and the acid threatened to eat through our ropes and send us **4falling** into the lava below. We spent a fourth sleepless night at the top of the crater, waiting for morning.

When morning came, the rain had cleared so we decided to try again. Supplies were **5almost gone** and we knew that if this attempt failed we would have to **6give up** and return home. Fortunately, the rain held off and we made good progress. As we got closer to the core we put on shiny aluminium suits to protect ourselves from the **7very strong** heat. We felt like astronauts but ones who were travelling in the wrong direction. The ground shook and trembled and the volcano felt like a bomb that might explode at any moment. The descent from the rim of the crater to the bottom took seven hours.

Reaching the bottom we looked out across a lake of lava as big as a football field. The earth beneath our feet trembled and the noise was **8very loud**. It was without doubt the most **9amazing** experience of my life. We unpacked the delicate equipment that we had brought with us and began the series of experiments which were the purpose of our journey. Then, experiments done, we packed up, took selfies and began the long journey back – a **10hard** climb which took almost twice as long as the journey down.

3 a With your partner think of more descriptive alternatives for the words and phrases in **bold** in the narrative.

1 nervous *easily scared*

b Now look at the original narrative on page 167 and find the actual words or phrases that the author used.

4 a What effect does the original choice of words for 1–10 have?

b Read the Focus box and check your ideas.

Using evocative and descriptive language

When writing a narrative, our aim is to engage the reader's imagination. We use imaginative and descriptive language to achieve this aim. Here are three techniques:

1 Replace standard adjectives and verbs with more descriptive and evocative ones.

very hot - *fiery* fall - *tumble*

2 Compare a thing to something else entirely using as + adj + as + noun.

as tall as a skyscraper

as hot as a furnace

3 Compare an experience to something else entirely using (feel) like + clause.

It's like you are walking on jelly.

It felt like returning home after a long journey.

5 Find examples for points 2 and 3 in the Focus box in the description in Exercise 2a.

6 Work in pairs. Choose the more engaging sentence (a or b). Explain what makes it more engaging.

1 a She called his name just as he jumped on the train.

b She cried out his name just as he leapt for the train.

2 a My fingers were as cold as icicles.

b My fingers were cold.

3 a It felt like coming home to a place you'd never been before.

b The place was strange, yet familiar.

4 a I wandered the melancholy streets with the soft rain caressing my face.

b I walked through the sad streets, with the soft rain falling on my face.

5 a My head really hurt.

b I felt like a million tiny hammers were tapping on my skull.

6 a My mind was empty.

b My mind was as empty as an abandoned house.

7 a Rewrite these short descriptions to make them more engaging. Decide which words or phrases to change and use the techniques in the Focus box.

1 The most vivid memory from my childhood is of me standing under a tree in the middle of a storm. I was very wet.

2 I feel most relaxed when I'm lying on a beach, the sand under me and the sea in front of me.

3 I'm very scared of dogs. When I meet a big one my mouth goes dry and legs start to shake. I want to run away fast.

4 On my first day at school, the school felt very big and I was surrounded by a lot of other children.



b Take the beginning of each sentence in Exercise 7a and complete it to make it true for you. Then compare with your partner.

Prepare

8 a Think of an important event from your past that you would like to describe or use the ideas in Exercise 7a to imagine an event. Make notes on:

- what you saw, smelt and heard.
- what you or other people said.
- your feelings and thoughts at the time.

b Organise your notes into a clear order. Check they focus on *what* to describe as well as *how* to describe the event.

Write

9 Write your description. Remember to use language that is engaging for readers.

10 a Reread your description and check for use of evocative and descriptive language. Make any necessary changes.

b Exchange descriptions with a partner and read about their important event. Give feedback on your partner's use of evocative and descriptive language.