NATIONAL GEOGRAPHIC LEARNING
THIRD EDITION
OUTCOMES
ADVANCED C1
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with Mike Sayer

THIRD EDITION

STUDENT'S BOOK

OUTCOMES

ADVANCED

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NATIONAL GEOGRAPHIC LEARNING

Australia • Brazil • Canada • Mexico • Singapore • United Kingdom • United States

SPEAKING

1 Cities

page 6

- Describe and relate your experiences of a city
- Tell stories and share urban myths
- Work together to create a plan to improve a city

Developing conversations: Reinforcing, emphasizing and exemplifying a point

2 Relationships

page 14

- Explain what people are like and describe their traits
- Discuss issues around love and long-term relationships
- Roleplay sharing and talking through personal problems

Developing conversations: Giving your impression

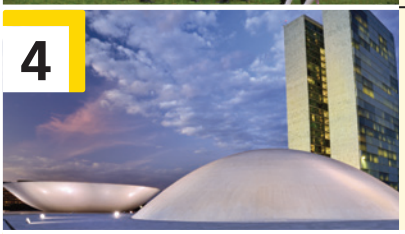
WRITING 1: Describing visual data page 22 **Review 1** page 24

3 Culture and identity

page 26

- Discuss the things you like and don't like about where you live
- Talk about the cultural meanings of different household objects
- Explore and explain your own personal cultural identity

Developing conversations: Challenging overgeneralizations



4 Politics

page 34

- Discuss how you feel about proposals for your city
- Compare and contrast political systems
- Present and vote on policies

Developing conversations: Giving opinions

WRITING 2: Writing an introduction to an argumentative essay page 42 **Review 2** page 44

5 Going out, staying in

page 46

- Have conversations about a memorable night out
- Share and discuss fun or unusual activities to do
- Organize a book club and research titles you could read

Developing conversations: Speculating on what is said

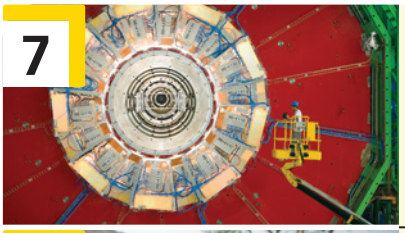
6 Conflict and resolution

page 54

- Roleplay disagreements where you reach a solution
- Relate what you have found out about different conflict and peace processes
- Debate issues connected to conflict and peace

Developing conversations: Defending and justifying

WRITING 3: Writing an arts review page 62 **Review 3** page 64



7 Science and research

page 66

- Explain and discuss news stories about science
- Discuss issues around science and science fiction
- Practise thinking critically about particular statistics

Developing conversations: Expressing surprise and disbelief

8 Nature and nurture

page 74

- Tell the stories behind photos
- Describe animals, their habitats and habits
- Debate issues around stereotypes

Developing conversations: Emphatic tags

WRITING 4: Describing processes page 82 **Review 4** page 84

GRAMMAR	VOCABULARY	READING	LISTENING
• Intensifying adverbs and adjectives • Passive structures for plans and predictions	• City life • Binomials • Urban plans and policies	• A wiki entry explaining urban legends	• Two conversations about cities • A radio discussion about an urban project
• Phrasal verbs • *Would*	• Describing people • Relationships	• An article about long-term partnerships and science	• Three short conversations about different people • Five people talk about an incident involving a young man
• Cleft sentences	• Society and culture • Things in the house • Phrases with *thing*	• An article about surprising objects in different cultures	• Three conversations about society and culture in different countries • Three British people talking about their own cultural identities • A lecture about identity
• Alternatives to *if* • Alternative conditional patterns	• Consequences • Elections and politics • Voting	• An article about democracy in Switzerland.	• Two conversations about current social topics • Five people talking about voting
• Participle clauses	• Nights out • Describing books	• An opinion piece about free-time activities, children and parenting	• Two conversations about nights out • A radio feature about books and reading
• Ellipsis and substitution	• Arguments and discussions • Conflict and resolution • War metaphors	• An article about a degree programme called Peace Studies	• Two conversations in which arguments occur • Three radio debates about news stories connected with conflict
• Passive infinitive and *-ing* forms	• Talking about science • Word families • Statistics	• An article about predictions in sci-fi	• Two conversations about science stories in the news • An extract from a radio programme about statistics
• Compound adjectives • Using auxiliaries to add emphasis	• Describing scenery • Animals • Stereotypes	• Descriptions of different animals and how they live	• Two conversations about holiday photos • A lecture about language and gender

		SPEAKING
9	**Work** page 86	• Introduce a place of work and explain people's roles • Give personal responses to a story from someone's work life • Reach a judgement based on evidence and justify your decision **Developing conversations:** Deductions
10	**Health and illness** page 94	• Describe different medical and surgical procedures • Share and discuss information about different health hacks • Carry out a survey about attitudes to health **Developing conversations:** Replacing forgotten words
WRITING 5: Writing a covering letter page 102 **Review 5** page 104		
11	**Play** page 106	• Talk about sporting successes and failures • Describe games you like playing • Revise vocabulary using word games **Developing conversations:** Irony and humour
12	**History** page 114	• Describe key events in people's lives • Discuss historical mysteries • Explain the importance of certain historical events **Developing conversations:** Similes
WRITING 6: Writing a magazine article page 122 **Review 6** page 124		
13	**News and the media** page 126	• Share and comment on different news stories • Debate the pros and cons of a media regulation • Discuss choices of news stories and create a short bulletin **Developing conversations:** Using heads and tails for emphasis in spoken language
14	**Business and economics** page 134	• Make calls for business and networking purposes • Discuss your views on financial and economic matters • Roleplay a business meeting to take decisions **Developing conversations:** Small talk
WRITING 7: Writing a proposal page 142 **Review 7** page 144		
15	**Trends** page 146	• Discuss views on fashion and styles • Discuss current trends in different areas of life • Plan a marketing campaign for a new fashion product **Developing conversations:** Backtracking and correcting
16	**Danger and risk** page 154	• Describe accidents and injuries • Think and talk critically about texts • Roleplay a radio phone-in programme **Developing conversations:** Interjections
WRITING 8: Citing other people's work page 162 **Review 8** page 164		

GRAMMAR REFERENCE page 166 IRREGULAR VERBS page 186

GRAMMAR	VOCABULARY	READING	LISTENING
• Continuous forms	• Roles and tasks • Adverb-adjective collocations • Work rights and benefits	• A story from *The Living Dead,* a business management book	• Someone being shown round their new workplace • A summary of the lessons David Bolchover takes from his experience • News stories about labour issues
• *Will* for habits and assumptions	• Medical procedures • Actions, processes and the body • Nouns based on phrasal verbs	• A blog about different hacks for health and well-being	• Two conversations about surgical procedures • Five doctors talking about their jobs and issues connected to their work
• Linking words and phrases	• Sports and events • Talking about gaming • Phrases with repeated sounds	• A blog post about the impact of gaming on students	• Three conversations about sport • A podcast about word games and word play
• Emphatic inversion	• Personal histories • Historical events	• An article about mysterious historical sites	• A conversation about a remarkable person • A short academic presentation about an aspect of history
• Reporting verbs with the passive	• Commenting on news stories • Common sayings • News headlines	• An article about a paparazzo	• Five short conversations about the news • A mock radio news bulletin
• Relative clauses and prepositions	• How's business? • The economy and finance • Business situations	• An article about money and debt	• Two phone calls between business colleagues • Part of a business meeting where the speakers discuss a financial loss and a new product
• Prepositions	• Style and fashion • Trends • Verb forms and word families	• An article about a trend that seems to have no end	• Six short conversations about clothes and style • A discussion on a radio programme about the media and mental health
• Probability and future phrases	• Accidents and injuries • Laws and regulations • Talking about danger	• A news report and a newspaper editorial related to compensation culture	• Two conversations about accidents • A radio phone-in about the internet.

VOCABULARY REFERENCE page 187 **INFORMATION FILES page 189** **AUDIO SCRIPTS page 201**

1 Cities

IN THIS UNIT, YOU:

- describe and relate your experiences of a city
- tell stories and share urban myths
- work together to create a plan to improve a city

SPEAKING

1 **Work in pairs. How many adjectives can you come up with to describe the place in the photo?**

2 **Work in groups. Make a list of as many advantages and drawbacks of living in this place as you can think of. Decide if you would live there or not.**

3 **In what ways is the place in the photo similar or different to where you live?**

7 **Look at the Grammar box and correct the mistakes in the sentences. One sentence is already correct.**

1 There are some absolutely fancy shops around there, despite the crumbling buildings.
2 There was just a really buzz about the place and we had an absolute whale of a time.
3 It was just a simply amazing thing to experience – an absolute dream come true.
4 The area is incredibly quiet and the streets are very, very deserted at night.
5 It was really and really run-down, with some buildings just completely derelict.

8 **Think of three examples for these categories and write a comment using intensifying adverbs and adjectives. Then share your ideas in groups.**

- a city / area you know
- a night out you had
- a weather experience
- something in the news
- something that went wrong
- something you'd recommend

G See Grammar reference 1A.

DEVELOPING CONVERSATIONS

Reinforcing, emphasizing and exemplifying a point

We often use similes to emphasize or exaggerate a point in our anecdotes. The listener may respond with *Really? Yeah?,* etc. and we then reinforce the point with a further example introduced with *Honestly*, *Absolutely*, *I swear,* etc.

A: It's like hitting this thick wall of heat.
B: Gosh. Really?
A: Honestly. You'd just die if you walked for any length of time.

9 **Match the sentences (1–6) with the examples (a–f).**

1 It's like Beverly Hills round there.
2 The place is like a building site.
3 They treated us like royalty.
4 They treat the road like a race track.
5 It was like talking to a brick wall.
6 It was like a fridge in there.

a They drive along there at 100 miles an hour.
b They just refused to do anything whatsoever to help.
c It's all just massive, gated mansions with fancy cars parked outside.
d The aircon was on so high, I had to put my coat on.
e They provided this incredible five-course dinner.
f They're constantly repairing the roads and crumbling buildings.

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

A: It's like Beverly Hills round there.
B: Really?
A: Seriously. It's all just massive, gated mansions with fancy cars parked outside.

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.**

12 **Now have conversations about your chosen cities. Begin with *Have you been to …?* Keep the conversation going by asking questions to get more details or by making comments like *Really?* or *Yeah?***

Chinatown at night in Bangkok, Thailand.

1A

A real buzz about the place

IN THIS LESSON, YOU:
- describe and relate your experiences of a city
- talk about city life and places you know
- practise listening to conversations about city experiences
- practise adding emphasis to descriptions and anecdotes

VOCABULARY City life

1 Work in pairs. Read the sentences about different cities and areas. Discuss what you think the words in bold mean.

1 There are new businesses **springing up** all over the place. There's **a real buzz** about the place.
2 There are lots of **grand houses** and **gated apartments** in the area alongside fancy restaurants and designer shops.
3 They've invested heavily in the **transport infrastructure, including trams and a metro system,** and it all **runs very smoothly**.
4 The **smog** is awful because of the traffic and the climate. You have to wear a mask or you'd **choke on the fumes**.
5 There's **not a trace of** rubbish on the pavements. Apparently, you can get heavily fined for **littering**.
6 It takes ages to get anywhere because the transport infrastructure is so poor. The traffic often just **grinds to a halt** and you get everyone **sounding their horns**.
7 It was quite working class, but it's **experiencing gentrification** now, with a lot of middle-class professionals **settling down** there and investing in the area.
8 The city centre was once quite grand, but it's **been somewhat neglected** and you see a lot of peeling paint and **derelict buildings**.
9 There are a lot of new residential **developments** springing up **on the outskirts of the city** as people seek more space and access to the countryside.
10 There are hundreds of blocks **crammed** into a small area with lots of narrow, **dark and dingy** streets.

2 Work in pairs. Answer the questions.

1 What other things might give a place a buzz?
2 What's the opposite of buildings springing up?
3 What other infrastructure is essential for the smooth running of a city?
4 What else apart from traffic might grind to a halt?
5 What other signs of gentrification might there be? Why do you think it happens?
6 Why might an area become neglected? What other signs might there be?
7 Which of these words could describe each place in Exercise 1?

affluent	chaotic	congested	deprived
polluted	run-down	spotless	sprawling
up-and-coming	vibrant	well-run	

LISTENING

3 Listen to two conversations about cities. List the good and bad things you hear about each place.

4 Work in pairs. Compare your ideas from Exercise 3 and discuss the questions.

1 What cities do you think the speakers could be describing? Why?
2 Which place would you rather live in? Why?

5 Listen again and complete the sentences.

Conversation 1

1 It's really wild. It _____ actually.
2 We went out with these people and ended up in a place _____.
3 You _____ walk really.
4 Honestly, you walk out of your hotel and _____ this thick wall of heat.
5 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.

1 What places, people or things have taken you by surprise?
2 Have you ever been out or up till the early hours? What happened?
3 What drawbacks are there to the place you live in?
4 What 'scenes' are there where you live?
5 Where's a good place to settle down in your region? Why?

GRAMMAR

Intensifying adverbs and adjectives

Some adjectives like *spotless* or *fantastic* are ungradable and cannot be used with *very.* They can be made stronger with other intensifying adverbs.

*It's **absolutely / completely / utterly / really** spotless.*

We can also use the adjective form of these adverbs to intensify nouns.

*It was **complete** chaos.*

We sometimes combine two intensifiers like these with *and* for added emphasis. *Utter(ly)* usually comes second.

*It was **totally and utterly** fantastic.*

*It was a **complete and utter** waste of time.*

With gradable adjectives, we don't usually combine different intensifying adverbs, but you can repeat *very* or *really*.

*It's just **very, very** conservative.*

*It was **really, really** good.*

1B

Urban tales

IN THIS LESSON, YOU:
- tell stories and share urban myths
- talk about monuments and legends where you live
- practise avoiding assumptions when reading a text on urban myths
- learn about binomials and use them to discuss city life

SPEAKING

1 Work in groups. Discuss the questions.

1 Are there any monuments or places where you live connected to a legend or fairy tale?
2 Were you read fairy tales or legends when you were young, or did you learn about them at school? Which ones? Did you like them? Why? / Why not?
3 What morals do different legends and fairy tales teach kids? Do you think these are still important lessons for modern kids to learn?
4 Have you heard of the term *urban legend*? What do you think it means? Do you know any examples?

READING

2 Read the extract from a wiki entry explaining urban legends on page 11. Then with a partner discuss how far it matches your ideas in Exercise 1. Did you find any new information?

3 Work in pairs. Read the extract again and decide if the following statements are true (T), false (F) or not given (NG) according to the information in the extract.

1 Jan Brunvand was the first to talk about urban legends.
2 Folklore studies was started by the Brothers Grimm.
3 Brunvand believed urban legends aren't simply told for entertainment.
4 Some of the stories in Brunvand's collections came from his students.
5 Urban legends involve either a crime, injury or death.
6 Urban legends are about particular cities.
7 Modern society isn't misogynistic.
8 Rumour and fake news is becoming more widespread.
9 It's easy to differentiate urban myth and rumour.

4 Make a list of six words or phrases from the text that were new for you and that you think might be useful to remember.

5 Work in groups. Compare your lists and agree on the most useful six words or phrases.

6 Work in pairs. Choose two sets of questions to discuss.

1 Do you think folklore is a good thing to study and research? Why? / Why not? What tradition or story would you pass on to the next generation?
2 Have you heard any variations of the urban myths mentioned in the text? What moral do they teach or what aspects of modern life do they reflect?
3 Are there any derelict buildings where you live? Who owns them? What's going to happen to them? Are there any stories about them?
4 Do you think rumour, conspiracy and fake news are increasing? Why? Are there any particular rumours circulating at the moment?

VOCABULARY Binomials

V See Vocabulary reference 1B.

7 Binomials are common pairs of words usually linked with *and* / *or* (e.g. *complete and utter* or *dark and dingy*). Read the text and find six more examples.

8 Find twelve more binomials by matching words from each box.

checks	here	hit	hustle	law	long
out	rise	rules	safe	straight	to

about	balances	bustle	fall
fro	hard	miss	narrow
order	regulations	sound	there

9 P ▶ Listen to the binomials from Exercises 7 and 8. Practise saying them. Which ones do you find hard to say? Practise saying them again.

10 Now complete the sentences with binomials from Exercises 7 and 8.

1 _____, cities should be good places for children.
2 A certain amount of crime is just _____ of life in the city, I'm afraid. It's unavoidable.
3 It can be quite hard to get away from the _____ in the city and find some peace and quiet.
4 Our capital is very affluent and only has small pockets of poverty _____.
5 We should keep _____ around planning and life in the city to a minimum.
6 The fortunes of different cities naturally _____.
7 Anyone thinking about moving out of a city should think _____ because it'll be impossible to move back.
8 When you're _____ in the city, you'll see a lot of homeless people begging.
9 There are plenty of places to eat in the city, but the quality is very _____.
10 There has been a breakdown in _____ in some cities and crime is out of control.

11 Work in groups. Discuss to what extent the sentences in Exercise 10 are true or not.

SPEAKING

12 M Work in pairs. Use the notes to tell each other urban legends.

Student A: Choose one of the urban myth outlines in File 1 on page 189.

Student B: Choose one of the urban myth outlines in File 19 on page 196.

READING

Urban Legends

'Urban legend' is a term popularized by Professor Jan Brunvand in collections such as *The Choking Doberman and Other 'New' Urban Legends*. Brunvand taught folklore studies, a subject which encompasses a wide range of traditions and culture typically passed on from generation to generation by word of mouth or by imitation rather than the written word. One area of folklore is fairy tales and myths, such as those collected by the Brothers Grimm in the early 19th century, which typically involve magic or monsters and carry a moral. In his early days at Utah University, Brunvand found that students saw folklore as fundamentally old and not something that was part and parcel of modern life. Partly to counteract this attitude, he introduced his students to the idea of the urban legend.

Urban legends have much in common with ancient myths like Medusa.

Brunvand argued there were many stories that circulate in our own society and function in much the same way as fairy tales. He started collecting these urban legends and asked his students to contribute stories they heard or saw reported in the media.

Similarities with myths and fairy tales

Listeners might not immediately recognize urban legends as essentially modern fairy tales because they are typically introduced as happening to 'a friend of a friend' rather than set 'Once upon a time'. Other realistic details are added by the teller, such as setting the events in a real city, using common names or reporting specific dialogue. However, while these additions vary from place to place, the core plot remains the same everywhere and as these same stories are told so far and wide, they are clearly as fictional as any fairy tale.

Similarly, the modern-life contexts of most urban legends – crime, office work, sewage systems, suburban homes – may give an air of authenticity but, on closer examination, the stories actually share many unreal features of older legends: magic, monsters, violence and horror. For example, the 'magic' may be the mystery of someone returning a 'lost' item only to find the owner has been dead for some time; the monster may be a spider living in a woman's hairdo; the violence and horror could be a burglar being maimed by a dog, or a boyfriend coming to a grisly end after he abandons his partner.

And just as stories such as *Medusa* or *Hansel and Gretel* may have reflected those societies' misogynistic attitudes or fear of famine, Brunvand suggested urban legends may reveal something about the darker side of city life and what we are afraid of in contemporary society.

Differences to rumour and conspiracy

Urban myths have much in common with rumours, conspiracy theories or fake news, and the boundaries between them are not cut and dried. They are all fictions that get retold orally or through social media but, by and large, rumours and conspiracy theories arise in response to particular events which we feel threatened by. For example, a rumour could 'explain' why a building has collapsed or what might replace it. Rumours are often pieces of information, whereas urban myths are first and foremost 'horror' or entertainment stories with a beginning, middle and end.

Urban Legend examples

The babysitter: a babysitter gets phone calls time and again telling them to check the kids who are sleeping upstairs. The babysitter phones the police who trace the next call to the same house the babysitter is in.

Cockroach eggs in drinking straws: someone in a fast food restaurant notices their coke tastes off and finds lots of tiny specks. Subsequent research reveals an epidemic of cockroach eggs in fast food straw dispensers throughout the city.

The jogger's wallet: a man chases down a mugger and reclaims his wallet … only to find his own wallet is actually at home.

Alligators in the sewers: wild animals – usually gators, but also wild pigs! – are discovered by labourers doing work on the city sewer.

1C

Urban planning

IN THIS LESSON, YOU:
- work together to create a plan to improve a city
- talk about urban plans and policies
- practise identifying main ideas in a podcast about Neom
- explain predictions and expectations related to plans

VOCABULARY Urban plans and policies

1 Complete the sentences with the correct pair of words.

consultation + imposed	demolish + from scratch
envisaged + materialize	harness + renovate
initiated + spiralled	inward + thriving
pump + beacon	pilot + scale it up
undertook + credited	

1 The council cut business taxes to **attract** _____ **investment** and invested heavily in skills training to **establish a** _____ tech **industry**.
2 They've decided to _____ **the derelict buildings** and **start** _____ with a new development.
3 The plan is to _____ **billions into** renewables and **become a** _____ **for** green technology and sustainable living in the future.
4 It **was originally** _____ the museum would attract tourists and inward investment, but few tourists came and the investment **failed to** _____.
5 The plan aims to _____ existing **expertise** in the community to _____ parks and buildings.
6 The previous mayor _____ **an ambitious plan** to redevelop the city centre, but it's run into financial difficulties as the **costs have** _____.
7 The city _____ **a big campaign** against antisocial behaviour, which **was** _____ **with** reversing rising crime rates.
8 **The** _____ **project** to encourage more cycling was a success and now there are plans to _____ **to the whole** city.
9 The housing was **developed in close** _____ **with** locals rather than being _____ **top-down**.

2 Work in pairs. Discuss if each of these plans could happen / could have happened where you live. Why? / Why not?

LISTENING

3 FS ▶ Speakers will often quickly add a short explanatory phrase that's not essential to the main sentence. Listen and write what you hear.

4 ▶ Listen to an introduction to a radio discussion about a project called Neom. Find out the significance of the following:

St Petersburg	500,000	two	170	2030	2045

5 Work in groups. Share your initial thoughts on Neom and think of at least six questions about the project that your discussion raises.

6 ▶ Listen to the rest of the discussion and see if any of your questions are answered.

Urban planning students discuss a city model.

7 ▶ **Complete the notes with one to three words from the discussion in each space. Then listen again and check your answers.**

1 Neom is part of Saudi Arabia's attempts to transition to a post-oil _____.
2 The two blocks that make-up Neom will be separated by _____.
3 The transport system that's envisaged is comparable to one in _____.
4 Ambitious plans can often help to boost _____.
5 Cities grow as a result of economic migrants who may start _____.
6 Planners can't easily predict the emergence or failure of _____.
7 In 2013, the city of Detroit went _____.
8 Some argue the best way for places to recover is through _____.
9 Positive changes and renovations in areas are often instigated by _____.
10 In the future we're going to see an increase in _____.

8 **Work in pairs. Choose three questions to discuss.**

1 From what you have heard, do you think Neom will thrive? Why? / Why not?
2 Do you know of any new cities or towns that were planned from scratch? What are they like now?
3 Do you know of any cities that have grown a lot over the last few decades? Why? How? What's good or bad about very large cities?
4 Do you know any public spaces that have changed where you live? In what way? What do you think of the changes?
5 What examples of public art are there where you live? What do you think of them? Do you think it's good to spend money on public art? Why? / Why not?

GRAMMAR

Passive structures for plans and predictions

We often use a limited number of verbs in the passive to talk about plans and predictions, especially in more formal communication.

The building work ***is projected to be completed*** *by 2030.*

It's intended to be *a beacon for international business.*

The budget ***is set to rise*** *to nearer a trillion dollars.*

The population ***is expected to have reached*** *nine million by 2045.*

Companies that ***were expected to provide*** *thousands of jobs are failing.*

9 **Work in pairs. Look at the examples in the Grammar box. Answer the questions.**

1 How do you show a plan / prediction has changed?
2 How do you emphasize the plan / prediction is achieved before a certain time?
3 Which verb describing the plan / prediction is in the passive?

10 **Work in pairs. Think about a city or town you know. Write at least six sentences using the patterns in the Grammar box. Think about things like:**

demographics	size / building work
politics and elections	different areas
jobs and industry	past developments

G See Grammar reference 1C.

SPEAKING TASK

11 M **Work in groups. You are going to decide how to improve the city of Oldbury. You have $50 million available. Read the information and follow the instructions (not necessarily in this order).**

Oldbury is a small city of 250,000 inhabitants. There's an important chemical works on the southern outskirts of the city which generates employment. A coal mine in the surrounding area had also been a source of work but has closed. There's also some tourism related to mountains to the west of the city, a castle and a very run-down historical centre that dates back 300 years. The city has a well-known sports team (which is struggling), and a good university specializing in engineering. There's high unemployment, mainly concentrated in the old centre and in the suburb near the chemical works. The city is quite congested as the transport system is limited to buses.

- Choose a leader.
- Identify the biggest issues.
- Brainstorm some ways to improve the city and research how other cities have made improvements.
- Decide what you'll spend the $50 million on.
- Discuss how you could raise more money for further improvements and what they might be.
- Estimate the time scale and what results are expected.
- Prepare a presentation for the class.

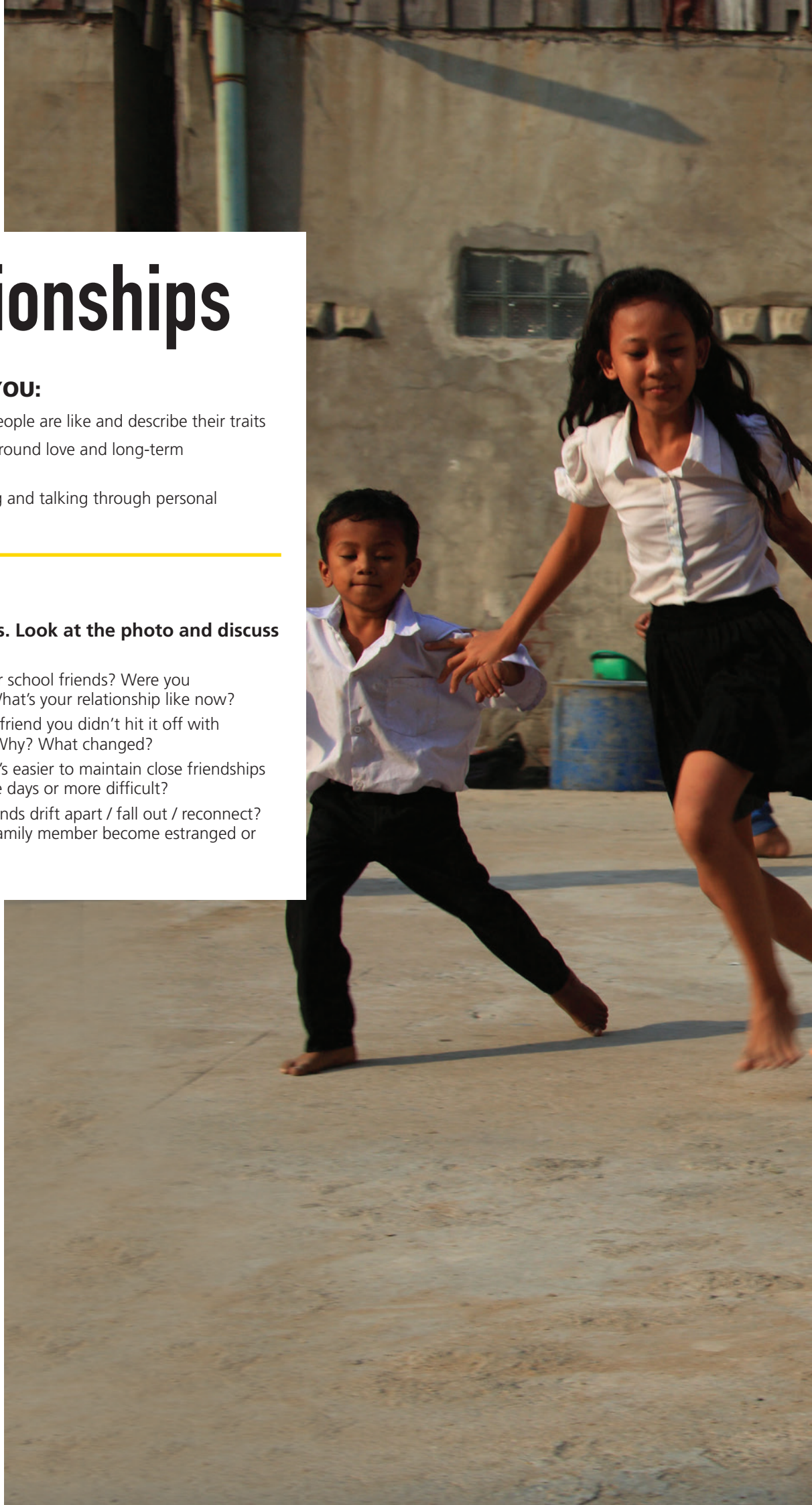
12 **Take turns to present your group's ideas. Ask questions about the other presentations and raise any concerns.**

MY OUTCOMES

Work in pairs. Discuss the questions.

1 What did you find intriguing or educational about this topic?
2 Have you gained confidence in telling anecdotes? In what ways?
3 What lexical or grammatical problems did you have?
4 How will you reuse and recycle language from this lesson outside of class?

2 Relationships



IN THIS UNIT, YOU:

- explain what people are like and describe their traits
- discuss issues around love and long-term relationships
- roleplay sharing and talking through personal problems

SPEAKING

1 Work in groups. Look at the photo and discuss the questions.

1 Who were your school friends? Were you inseparable? What's your relationship like now?
2 Do you have a friend you didn't hit it off with immediately? Why? What changed?
3 Do you think it's easier to maintain close friendships over time these days or more difficult?
4 Why might friends drift apart / fall out / reconnect? Why might a family member become estranged or ostracized?

Kids play football in a school yard in Phnom Penh, Cambodia.