

 NATIONAL  
GEOGRAPHIC  
LEARNING

THIRD EDITION

# OUTCOMES

UPPER INTERMEDIATE **B2**

Hugh Dellar  
Andrew Walkley



**ON THE COVER**

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Volunteers tending to staghorn coral cuttings as part of efforts to restore the Great Barrier Reef, Australia.

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THIRD EDITION

STUDENT'S BOOK



# OUTCOMES

UPPER-INTERMEDIATE

**Hugh Dellar**  
**Andrew Walkley**





**SPEAKING**

- Discuss how you spend your free time
- Discuss different films and TV series
- Talk about pictures and art

**Developing conversations:** Disagreeing politely

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# Entertainment

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# Sightseeing

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GRAMMAR	VOCABULARY	READING	LISTENING
<ul style="list-style-type: none"> <li>• Habits</li> <li>• Adjectives and adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• Describing films, music and books</li> <li>• Plots</li> <li>• Talking about pictures</li> </ul>	<ul style="list-style-type: none"> <li>• An article about the boom in non-English-language programming</li> </ul>	<ul style="list-style-type: none"> <li>• Two people talk about films</li> <li>• A guide talks about paintings in an art gallery</li> </ul>
<ul style="list-style-type: none"> <li>• Relative clauses</li> <li>• Talking about the future</li> </ul>	<ul style="list-style-type: none"> <li>• Buildings and areas</li> <li>• Festivals and carnivals</li> </ul>	<ul style="list-style-type: none"> <li>• Three texts about carnival around the world</li> </ul>	<ul style="list-style-type: none"> <li>• Two friends visit the sights in Belgrade</li> <li>• Five people talk about issues around tourism</li> </ul>
<ul style="list-style-type: none"> <li>• Explaining purpose</li> <li>• <i>Should</i> and <i>should have</i></li> </ul>	<ul style="list-style-type: none"> <li>• Useful things</li> <li>• Collecting things</li> <li>• How things go wrong</li> </ul>	<ul style="list-style-type: none"> <li>• A blog post about collecting and hoarding</li> </ul>	<ul style="list-style-type: none"> <li>• A man talks about something he needs</li> <li>• A radio show about consumer rights</li> </ul>
<ul style="list-style-type: none"> <li>• <i>So</i> and <i>such</i></li> <li>• Comparatives with <i>the ...</i>, <i>the ...</i></li> </ul>	<ul style="list-style-type: none"> <li>• The government, economics and society</li> <li>• Development goals</li> <li>• Campaigns</li> </ul>	<ul style="list-style-type: none"> <li>• An article about reducing inequality</li> </ul>	<ul style="list-style-type: none"> <li>• Two people talk about the situation in their country</li> <li>• Five short news stories about social issues</li> </ul>
<ul style="list-style-type: none"> <li>• Past modals</li> <li>• The present perfect simple and continuous</li> </ul>	<ul style="list-style-type: none"> <li>• Health and fitness</li> <li>• Sport</li> <li>• Injuries and accidents</li> </ul>	<ul style="list-style-type: none"> <li>• An article about the benefits of sport</li> </ul>	<ul style="list-style-type: none"> <li>• Three conversations about free-time activities</li> <li>• Three people talk about someone who loves extreme activities</li> </ul>
<ul style="list-style-type: none"> <li>• Modifiers</li> <li>• <i>Have / Get something done</i></li> </ul>	<ul style="list-style-type: none"> <li>• Where you stayed</li> <li>• Common idioms</li> </ul>	<ul style="list-style-type: none"> <li>• Four emails from someone who has moved abroad</li> </ul>	<ul style="list-style-type: none"> <li>• Two conversations where people talk about places they have stayed</li> <li>• An extract from a radio programme about culture shock</li> <li>• Four conversations about accommodation problems</li> </ul>
<ul style="list-style-type: none"> <li>• Narrative forms</li> <li>• Participle clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Weather the storm</li> <li>• Plants and metaphor</li> </ul>	<ul style="list-style-type: none"> <li>• Four news stories about animals in the headlines</li> </ul>	<ul style="list-style-type: none"> <li>• Two people share experiences of extreme weather</li> <li>• Five conversations connected to plants</li> </ul>
<ul style="list-style-type: none"> <li>• Showing degrees of certainty with modal verbs</li> <li>• Nouns with prepositions</li> </ul>	<ul style="list-style-type: none"> <li>• Crimes</li> <li>• Trends and statistics</li> <li>• Crime and punishment</li> </ul>	<ul style="list-style-type: none"> <li>• An article about crime trends in Riga and around the world</li> </ul>	<ul style="list-style-type: none"> <li>• Three conversations about crimes</li> <li>• A radio programme about different attitudes to punishment and rehabilitation</li> </ul>



**SPEAKING**

- Roleplay conversations about how your job is going
- Talk about people and events that have had a big impact on you
- Give a short presentation

**Developing conversations:** Feelings about the future

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## Careers and studying

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## Socializing

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- Plan a celebration with friends
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## Travel and transport

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- Have conversations about how to make dishes
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page 154

- Call about a business issue and arrange a meeting
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**Developing conversations:** Using *would* to show formality

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GRAMMAR	VOCABULARY	READING	LISTENING
<ul style="list-style-type: none"> <li>Conditionals with present forms</li> <li>Conditionals with past forms</li> </ul>	<ul style="list-style-type: none"> <li>Working life</li> <li>Introducing a presentation</li> </ul>	<ul style="list-style-type: none"> <li>Four texts about first jobs</li> </ul>	<ul style="list-style-type: none"> <li>A conversation between two friends about their jobs</li> <li>An extract from a podcast about young people and the job market</li> <li>A presentation about the PISA study</li> </ul>
<ul style="list-style-type: none"> <li>The future perfect</li> <li>Question tags</li> </ul>	<ul style="list-style-type: none"> <li>Celebrating</li> <li>Parties</li> </ul>	<ul style="list-style-type: none"> <li>An article about people making embarrassing mistakes</li> </ul>	<ul style="list-style-type: none"> <li>A conversation between three friends planning a celebration</li> <li>Five conversations about social situations</li> </ul>
<ul style="list-style-type: none"> <li>Compound adjectives</li> <li>Emphatic structures</li> </ul>	<ul style="list-style-type: none"> <li>Problems when renting</li> <li>Driving</li> </ul>	<ul style="list-style-type: none"> <li>A blog recommending films, books and podcasts about travel</li> </ul>	<ul style="list-style-type: none"> <li>A conversation in a car rental office</li> <li>Five people talk about problems related to driving</li> </ul>
<ul style="list-style-type: none"> <li>Positive expectations and changed plans</li> <li><i>Not only / Not just ...</i></li> </ul>	<ul style="list-style-type: none"> <li>Health problems</li> <li>Parts of the body and operations</li> </ul>	<ul style="list-style-type: none"> <li>An article about the role of humour in healthcare</li> </ul>	<ul style="list-style-type: none"> <li>Two telephone conversations about health problems and cancelling arrangements</li> <li>A radio programme about medical tourism</li> </ul>
<ul style="list-style-type: none"> <li>The past perfect simple and continuous</li> <li><i>Be always / constantly -ing, wish and would</i></li> </ul>	<ul style="list-style-type: none"> <li>Major life events</li> <li>Values and concepts</li> </ul>	<ul style="list-style-type: none"> <li>An article about self-care</li> </ul>	<ul style="list-style-type: none"> <li>Two conversations where people give news about old friends</li> <li>Four people talk about ceremonies or rites they have experienced</li> </ul>
<ul style="list-style-type: none"> <li>Passives</li> <li><i>Wish</i></li> </ul>	<ul style="list-style-type: none"> <li>Money problems</li> <li>Metaphors connected to money</li> </ul>	<ul style="list-style-type: none"> <li>A Chinese folk tale about attitudes to work and wealth</li> </ul>	<ul style="list-style-type: none"> <li>Two conversations involving problems with banks and money</li> <li>Two speakers take part in a debate about banning lotteries</li> </ul>
<ul style="list-style-type: none"> <li>Linking words</li> <li>Patterns after reporting verbs</li> </ul>	<ul style="list-style-type: none"> <li>Food and cooking</li> <li>Prefixes</li> </ul>	<ul style="list-style-type: none"> <li>A blog post about food on TV and in films</li> </ul>	<ul style="list-style-type: none"> <li>Two people talk about cooking a dish</li> <li>Four news stories about food</li> </ul>
<ul style="list-style-type: none"> <li>The future continuous</li> <li>Expressing obligation and ability</li> </ul>	<ul style="list-style-type: none"> <li>Business meetings and communication</li> <li>How's the business doing?</li> </ul>	<ul style="list-style-type: none"> <li>The profile of a new African entrepreneur</li> </ul>	<ul style="list-style-type: none"> <li>Two business-related phone calls</li> <li>A radio discussion about a reality TV programme</li> </ul>



# 1

# Entertainment

## IN THIS UNIT, YOU:

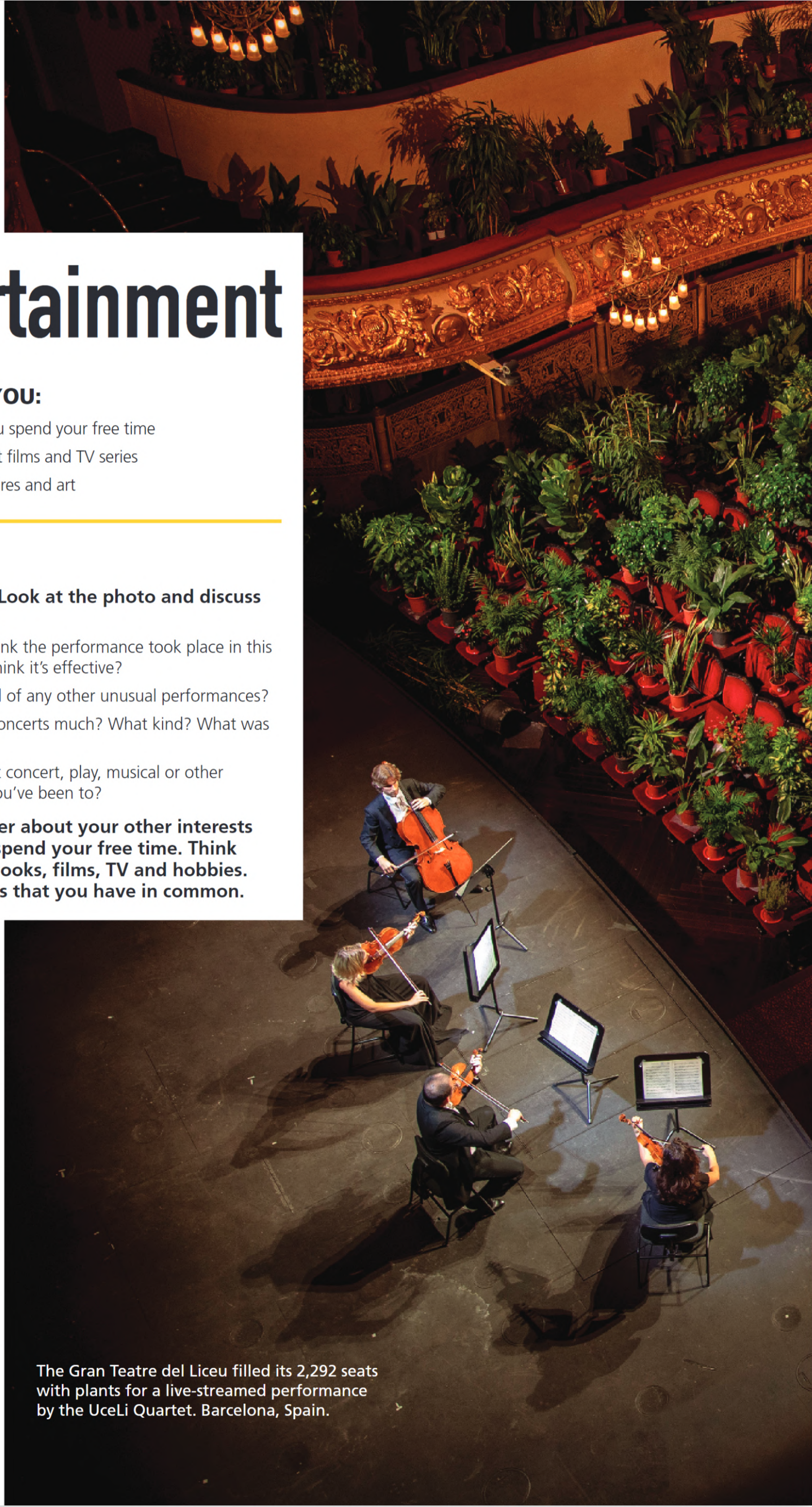
- discuss how you spend your free time
- discuss different films and TV series
- talk about pictures and art

## SPEAKING

### 1 Work in pairs. Look at the photo and discuss the questions.

- 1 Why do you think the performance took place in this way? Do you think it's effective?
- 2 Have you heard of any other unusual performances?
- 3 Do you go to concerts much? What kind? What was the last one?
- 4 What's the best concert, play, musical or other performance you've been to?

### 2 Tell your partner about your other interests and how you spend your free time. Think about music, books, films, TV and hobbies. Find five things that you have in common.



The Gran Teatre del Liceu filled its 2,292 seats with plants for a live-streamed performance by the UceLi Quartet. Barcelona, Spain.








# What kind of things are you into?

## IN THIS LESSON, YOU:

- discuss how you spend your free time
- describe films, books and music
- practise listening to people talk about films
- politely disagree with opinions

## LISTENING

- 1  Eight people were asked questions using the structure *Do you ... much?* Listen and write the question you think each person was asked.

## GRAMMAR

### Habits

To talk about habits, we use the present and past simple as well as structures such as *tend to* and *used to*. We also use words and phrases such as *rarely*, *not as much as I'd like to* and *all the time* to show how often.

- My friends and I go out all the time.*
- I sometimes played it for eight or nine hours a day.*
- I don't tend to / I tend not to read much fiction.*
- Did you (ever) use to watch 'Betty, la fea'?*
- We'd hang out all the time, but now we hardly ever do.*
- Not as a rule, no, but I do listen to some jazz (every) now and then.*

- 2 Look at the examples in the Grammar box. Find:

- three sentences about present habits.
- a verb that describes a current habit – it means (*not*) *usually / generally*.
- three different structures we use to talk about past habits.
- phrases that mean *always*, (*not*) *normally*, *sometimes* and *almost never*.

- 3 Complete the sentences by adding one word in each gap.

- I don't \_\_\_\_\_ to go to many concerts these days. I'm too busy working.
- I mostly read stuff for work, but I do read novels every now and \_\_\_\_\_.
- He's basically on TikTok all the \_\_\_\_\_. It's taken over his life.
- We don't go to the cinema as much as we \_\_\_\_\_ to before we had kids.
- I \_\_\_\_\_ ever read books, to be honest. I just read stuff online.
- I used to go out a lot. I \_\_\_\_\_ often go clubbing four or five nights a week.
- As a \_\_\_\_\_, I tend not to listen to dance music. It's not my kind of thing.
- \_\_\_\_\_ you ever use to go to the Teatro Colón when you lived in Buenos Aires?

- 4 Take notes on how your habits have changed. Think about these areas.

- work
- study
- holiday
- eating
- family

Share your ideas with a partner, using some of the structures from Exercise 2. Ask your partner questions to find out more.

**G** See Grammar reference 1A.



*Sunday at the Cinema on the Champs-Élysées. Paris, France.*



## VOCABULARY

### Describing films, music and books

**V** See Vocabulary reference 1A.

#### 5 Complete the sentences with these words.

astonishing    catchy    commercial    disturbing    dreadful  
gripping    hilarious    over-the-top    uplifting    weird

- It's one of those tunes that's very easy to remember – very \_\_\_\_\_.
- It's \_\_\_\_\_ – just really, really funny.
- It didn't do much for me. It's typical big-budget Hollywood – very \_\_\_\_\_.
- It's not an easy read. It's quite upsetting, quite \_\_\_\_\_.
- It's just too much for my liking – really \_\_\_\_\_.
- You can't stop reading it. It's so exciting, so \_\_\_\_\_!
- It's a really inspiring story, really \_\_\_\_\_.
- I can't explain it. It's really strange, really \_\_\_\_\_.
- It's just \_\_\_\_\_ – just a wonderful piece of music.
- Don't go and see it! It's terrible, absolutely \_\_\_\_\_.

**6 P** Listen to words from Exercise 5 said on their own and then with other words. Practise saying them. Which words / phrases do you find hard to say? Practise saying them again.

**7** Write at least two words or phrases that are connected to each adjective in Exercise 5. Tell a partner the words you thought of. Your partner should guess the adjectives.

*astonishing – just incredible / amazed by it / made me think / watched it ten times*

## LISTENING

**8 FS** When said fast, three-word chunks often have linking between the words. Listen and write the words you hear.

**9** Listen to two people talking about films. Which statement is true?

- They agree on everything.
- They agree on most things.
- They don't agree on very much.
- They don't agree on anything.

**10** Listen again and answer the questions.

- Do the two speakers go to the cinema much?
- What kind of films are they mainly into?
- Have they seen any films recently?
- What did they think of them?

## DEVELOPING CONVERSATIONS

### Disagreeing politely

You heard the speakers disagree with viewpoints like this:

*Yeah, I guess, but to be honest, I'm not that keen on action movies.*

*It was all a bit too weird for my liking.*

*As I say, it's not really my kind of thing.*

The Suicide Squad was OK / well made / not bad, **I suppose / guess, but ...**

When disagreeing with someone's tastes, instead of saying directly *I don't like it* or *it's really weird*, we often soften our responses by using phrases such as *I'm not that keen on*, *I guess, I suppose, to be honest, for my liking*, etc. We also use *a bit* to soften negative adjectives.

**11 M** Look at the Developing conversations box. Read three short conversations. Soften B's responses using some of the ideas from the box.

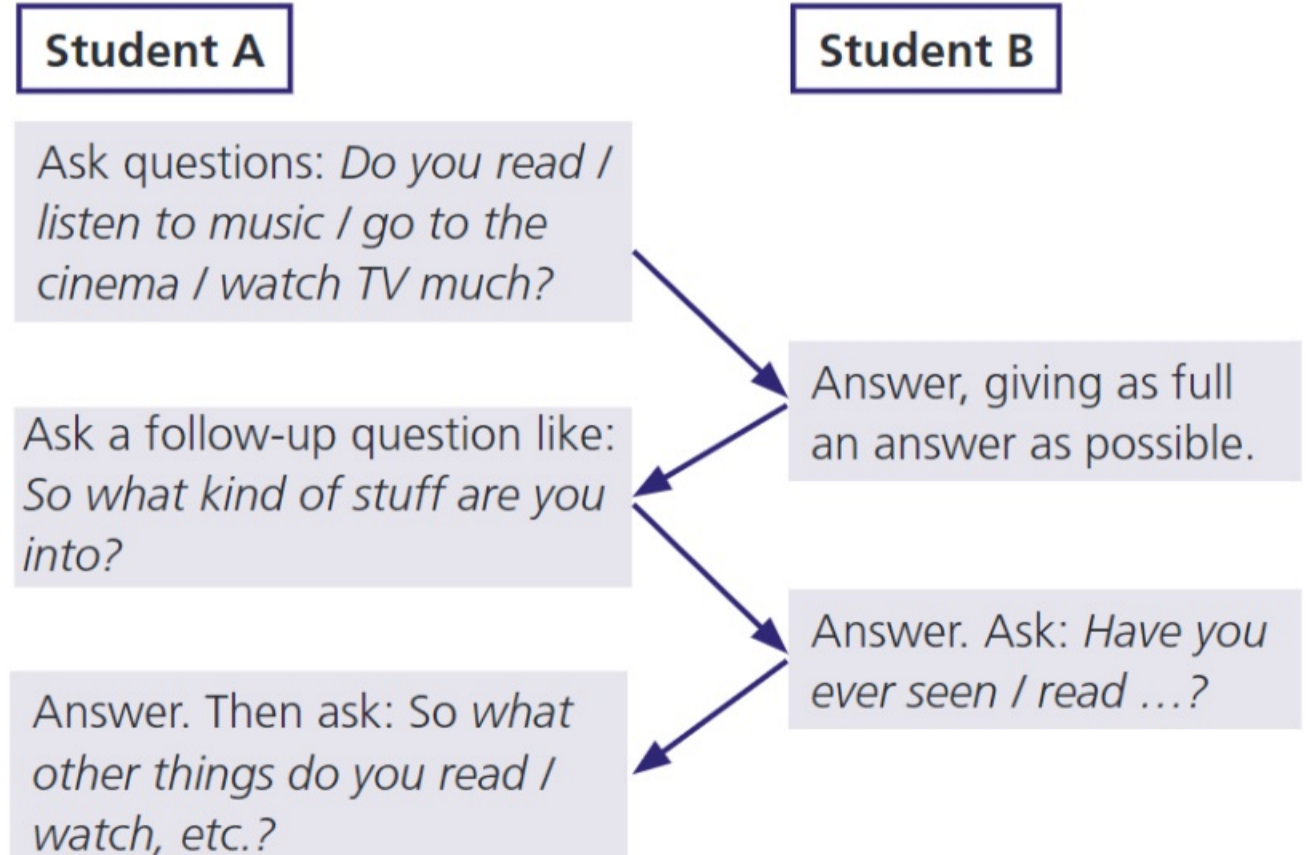
- A: I'm really into music from the 1990s. Nirvana, Pearl Jam, stuff like that.  
B: Yeah? I don't like it. It's the kind of stuff my dad listens to.
- A: Do you like Tarantino? I love his films.  
B: He's all right, but I'm not keen on his stuff. It's very over-the-top.
- A: Have you ever read anything by Daniel Alarcón? His books are fantastic.  
B: Yeah. I've read one. It was OK, but it didn't do much for me.

**12** Write a response to each of these sentences, disagreeing politely. Then work in pairs and have conversations using your ideas.

- I love crime novels like *The Girl With The Dragon Tattoo* and stuff like that.
- I'm really into opera. It's fantastic.
- I love pretty much any reality TV show.

## CONVERSATION PRACTICE

**13** Work in pairs. Have conversations about your habits using this guide. Then swap roles.





# It's a big world out there

## IN THIS LESSON, YOU:

- discuss different films and TV series
- read about the growth of non-English-language films
- summarize key ideas in a text
- explain the plot and the appeal of films you have seen

## READING

### 1 Work in pairs. Discuss the questions.

- 1 Do you pay for any streaming services like Netflix? If so, which ones? Why?
- 2 Which country do most of your favourite shows and films come from?
- 3 Do you watch many shows or films from your country? Why? / Why not?

### 2 Read the article on page 11 about the boom in non-English-language programming. Answer the questions.

- 1 Why was the film *Parasite* significant?
- 2 What theory is suggested to explain the film's popularity?
- 3 What's behind the increase in non-English-language films?
- 4 How have technological developments helped?
- 5 What positive comment is made about American films?
- 6 What problems with them are also mentioned?

### 3 Work in pairs. You will each read about two films from different countries. Note down six words, phrases or facts that are most important for each film.

**Student A:** Read the text in File 1 on page 190.

**Student B:** Read the text in File 16 on page 197.

### 4 Work with a new partner who read the same file as you. Follow these steps.

- Compare the words, phrases and facts that you noted down. Explain your choices.
- Help each other with any words or phrases you aren't sure of.
- Discuss why you think the films have been so popular.

### 5 **M** Work with your partner from Exercise 3. Share what you learned about the different film industries and popular local films. Then discuss these questions.

- 1 Have you seen any of the films / shows mentioned in the article or in the texts at the back of the book? If so, which ones? What did you think of them?
- 2 Which of the four films you read about appeals the most / least to you? Why?
- 3 How would you explain the popularity of each film?

## VOCABULARY Plots

### 6 Match each group of three words with one of the texts (a–d). Then complete the texts with these words.

tackles, twists, remake	flaw, adaptation, shot
sequel, smash, revolves	cast, touches, classic

- a *Casablanca* is an all-time <sup>1</sup>\_\_\_\_\_. I must've watched it more than twenty times and every time I notice something new in it. It's got an amazing

<sup>2</sup>\_\_\_\_\_ – including Humphrey Bogart and Ingrid Bergman – and it <sup>3</sup>\_\_\_\_\_ on the fears people experienced and the terrible things they lived through during the Second World War.

- b *Old* is an <sup>1</sup>\_\_\_\_\_ of a graphic novel and it was <sup>2</sup>\_\_\_\_\_ in the Dominican Republic. It's a very weird thriller about people on a beach who suddenly start getting old very quickly. If the film has a <sup>3</sup>\_\_\_\_\_, it's that it doesn't leave much to the imagination.
- c *Captain America: The Winter Soldier* was a <sup>1</sup>\_\_\_\_\_ hit when it came out in 2014. It's the <sup>2</sup>\_\_\_\_\_ to *The First Avenger*, which was released a few years earlier. The plot <sup>3</sup>\_\_\_\_\_ around Steve Rogers – Captain America – who's in a race against time to stop a terrorist attack.
- d *Hide and Seek* is an English-language <sup>1</sup>\_\_\_\_\_ of a South Korean film. It's a psychological thriller filled with shocking <sup>2</sup>\_\_\_\_\_ and turns. Set in New York City, the film <sup>3</sup>\_\_\_\_\_ issues around the wealth gap and the way certain areas are becoming ever-more expensive.

### 7 Work in pairs. Discuss the questions.

- 1 Can you think of five different **issues** a film might **tackle**?
- 2 Can you agree on five **all-time classics**?
- 3 Can you think of three films that are **adaptations of books**?
- 4 What's the opposite of a film that's filled with **twists and turns**?
- 5 Can you think of three films that are **sequels**?
- 6 Can you think of three common **flaws** many films have?
- 7 Can you agree on two films you both think have an **amazing cast**?
- 8 Can you think of any films that were **shot** in your town or region?

## SPEAKING

### 8 Choose three of these topics and make notes on what you'd like to say about them.

- 1 the best film your country has ever produced
- 2 the best TV series you've seen recently
- 3 a film that all the family can enjoy
- 4 a film that made you cry
- 5 a film or TV series that makes you laugh out loud
- 6 the best film / TV series you've ever seen
- 7 a film or TV series from your country that you really hate
- 8 the film industry in your country

### 9 Work in groups. Share your ideas. Are there any recommendations you'd like to check out?





Bong Joon-ho's Oscar-winning film, *Parasite*.

## A WORLD OF DIFFERENCE

21/3/2022

8 comments

Back in 2020, the South Korean film *Parasite* made history by becoming the first ever non-English-language film to win the prestigious Best Picture award at the Oscars. Directed by Bong Joon-ho and set in Seoul, the film is a sharp satire about two families from very different classes – one who live in poverty in a basement flat, and another very wealthy family who live in a huge house on top of a hill. Indeed, many feel that it was the focus on tensions around social divisions that made the film so popular with audiences around the world.

However, the success of *Parasite* is simply the tip of a much bigger iceberg. Over recent years, there's been an explosion of non-English-language films, driven largely by the desire of major streaming services like Netflix, Amazon Prime and HBO to expand their global reach. Local-language programming has helped attract new users as the platforms move into new markets, and shows from places like Germany, France, Spain and South Korea have all been popular both in their home countries and elsewhere. With more than 60% of Netflix viewers now outside the US, maybe it's not surprising

that series such as *Lupin*, *Squid Game* and *Money Heist* were so popular when they came out.

One of the main reasons for the success of many shows is the fact that dubbing technology has improved dramatically. This means it's now possible for people to watch films in their local languages – and the dubbing is no longer anything like as dreadful or as funny as it used to be.

In addition, the growth of interest in non-English-language content perhaps reflects a desire for different stories, and for more variety and creativity. Viewers also seem to enjoy finding common ground across different cultures. While American films are still big business at box offices everywhere, it is perhaps no real surprise that these changes are coming at a time when Hollywood is increasingly reliant on remakes of old classics, sequels to earlier successes and superhero movies. So as Hollywood becomes less ready to take creative risks, audiences are looking elsewhere for original entertainment.



# In the picture

## IN THIS LESSON, YOU:

- talk about pictures and art
- practise listening to a guide in a gallery telling visitors about two paintings
- present a description of a painting

## SPEAKING

- 1 Work in pairs. Read the quotations about art. Discuss what you think each quotation means. How far do you agree with each one? Explain why.

*Modern art = I could do that + Yeah, but you didn't.*  
—Craig Damrauer

*Advertising is the greatest art form of the 20th century.*  
—Marshall McLuhan

*Art is eternal, but life is short.*  
—Evelyn de Morgan

*The more minimal the art, the more maximum the explanation.*  
—Hilton Kramer

## VOCABULARY Talking about pictures

- 2 Work in pairs. Look at this painting. Discuss who the character might be and what you think is happening.



- 3 Read the definitions. With your partner, discuss which adjectives could describe the painting in Exercise 2.

- 1 **Bold** colours are very bright, strong and clear, whereas **subtle** colours are not strong or bright. They're softer and more delicate.
- 2 If a painting is **conventional**, it's traditional and not new or different in any way.
- 3 If a painting is **dramatic**, it contains a lot of exciting action.
- 4 If it's **atmospheric**, a painting creates a special mood – such as a feeling of romance or mystery.
- 5 **Abstract** paintings represent concepts, ideas or emotions, whereas **realistic** paintings show people, objects or events in a more photographic way.
- 6 If it's **ambiguous**, the meaning of the work isn't clear – it's **open to interpretation**.
- 7 If a painting shows a **domestic** scene, you see moments related to home and family.

- 4 Which of these sentences about the painting do you agree with?

- 1 The main character has his back to the viewer, which **creates** a feeling of mystery.
- 2 He **looks as if** he's lost in thought.
- 3 He's **obviously** a sad and lonely man.
- 4 He **seems to** be the most important thing in the painting.
- 5 He **appears to** be looking for something better than what he has.
- 6 He **looks** very proud. I **get the impression** he feels very pleased with himself.
- 7 He **looks like** a very wealthy man.
- 8 It **must** be somewhere in Europe. It **could well** be France.

- 5 Cover Exercise 4. Complete the sentences describing different paintings using words and phrases from Exercise 4.

- 1 I think it could \_\_\_\_\_ be Spain or Italy in this picture.
- 2 Everyone looks \_\_\_\_\_ they're having a really good time in this picture.
- 3 I get the \_\_\_\_\_ she's been crying. She \_\_\_\_\_ really upset.
- 4 They've \_\_\_\_\_ just moved in and are redecorating the whole flat, from the look of it.
- 5 They \_\_\_\_\_ all be students. That looks \_\_\_\_\_ a university canteen to me.
- 6 Everyone in this picture \_\_\_\_\_ to be queuing or waiting for something.

## LISTENING

- 6 Work in pairs. Discuss these questions. Use language from Exercises 3 and 4.

- 1 What do you think the paintings on page 13 show?
- 2 Who do you think the people in the two paintings might be?
- 3 How do you think they're feeling – and why?
- 4 What might the connection between the two works be?

- 7 ▶ Listen to a guide in a gallery telling visitors about the two paintings on page 13. Which six adjectives from Exercise 3 does the guide use?

- 8 ▶ Listen again and answer the questions.

- 1 Where was the artist from?
- 2 Was he well known when he was alive?
- 3 In what way are the two paintings connected?
- 4 In what way might the viewer's first impression of the paintings be wrong?
- 5 Why did the painter include the globe and the Turkish rug?
- 6 Why did the painter include the landscape and seascape paintings within these paintings?





## GRAMMAR

9 Look at these examples from the talk in Exercise 7. Then work in pairs to complete the rules.

### Adjectives and adverbs

#### Adjectives

a symbol of the **difficult, stormy** nature of love

She looks **calm** and **content**.

#### Adverbs

Look **carefully** and you'll notice that ...

These may look like **fairly** conventional, **fairly** realistic pieces.

**Sadly**, though, he died at the age of 37.

- 1 Adjectives are often used *before / after* nouns. Adjectives are also often used *before / after* the verbs *be, look, become, seem, get, taste*, etc. to describe the subject of the verb.
- 2 Most adverbs are formed by adding \_\_\_\_\_ to the adjective, but some have the same form as the adjective: *fast, hard* and *later*. Adverbs can be used to modify verbs, \_\_\_\_\_, other adverbs and whole clauses or sentences.

10 Complete the sentences using the adjectives in brackets. Change the adjectives into adverbs where necessary.

- 1 \_\_\_\_\_, Van Gogh did much of his best work while suffering from \_\_\_\_\_ depression. (severe / famous)
- 2 The painting was \_\_\_\_\_ damaged in a fire and, \_\_\_\_\_, it couldn't be restored. (severe / unfortunate)
- 3 This \_\_\_\_\_ landscape is by the British artist, Kieron Williamson. \_\_\_\_\_, he was only nine when he painted it. (amazing / lovely)
- 4 \_\_\_\_\_, some people will just think it's \_\_\_\_\_, but \_\_\_\_\_ some will like it and it may even change the way they think. (obvious / hopeful / weird)

- 5 \_\_\_\_\_, Picasso's work was quite realistic, but it soon changed and \_\_\_\_\_ became more and more \_\_\_\_\_. (experimental / gradual / initial)
- 6 There is a \_\_\_\_\_ debate about these \_\_\_\_\_ Chinese prints, because, well, \_\_\_\_\_ speaking, they were stolen before they were donated to the museum. (honest / serious / amazing)

**G** See Grammar reference 1C.

## SPEAKING TASK

11 **M** Work in pairs.

**Student A:** Look at the painting in File 2 on page 191.

**Student B:** Look at the painting in File 17 on page 198.

**Make notes on the following.**

- what's happening in the painting
- the impression and feelings you have about it
- information about the painter and people in the picture (you can invent this if you want)
- additional comments you want to make about the painter and the painting. Start some comments with adverbs such as *Interestingly, Sadly, Actually*, etc.

12 Show the painting to your partner and present your comments and ideas.

## MY OUTCOMES

Work in pairs. Discuss the questions.

- 1 What conversations, listening texts or reading texts did you enjoy the most and why?
- 2 Can you talk about music, books and films more confidently? If so, why? How has this unit helped?
- 3 Which of the four skills (reading, writing, speaking, listening) do you find the most challenging? How has this unit helped with this skill?
- 4 What can you do outside the classroom to revise language or skills from this unit?