

12A | Around the world



SPEAKING

1 Work in groups. Answer these questions.

- What do you know about the people below?
- Where did they come from?
- Why are they famous?
- What else do you know about them?

Christopher Columbus	Neil Armstrong
Jacques Cousteau	Roald Amundsen
Marco Polo	

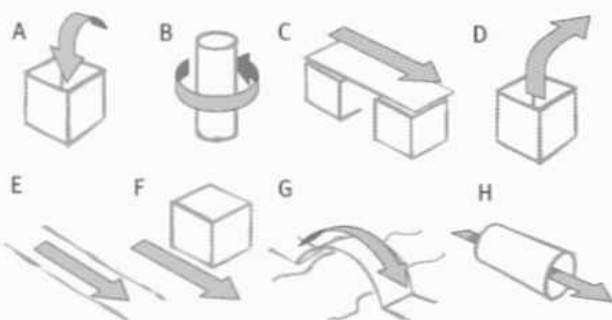
Compare your answers with another group.

2 Do you know of any explorers or adventurers from your country?

GRAMMAR: prepositions of movement

1 Match the prepositions in the box to the pictures A–H.

across along around into out of
over past through



2 Choose the correct preposition to complete these sentences.

- 1434 The Portuguese explorer, Gil Eannes, was the first European to sail *over / past* Cape Bojador on the coast of Africa.
- 1492 Columbus first sailed *across / along* the Atlantic Ocean.
- 1522 Juan Sebastian del Cano became the first man to sail *around / through* the world.
- around 1800 The Scottish explorer, Mungo Park, travelled on horse and on foot *along / into* the Niger River in West Africa.
- around 1800 The German explorer, Alexander von Humboldt, travelled *out of / through* the Amazon jungle and collected plants.
- 1928 Amelia Earhart was the first woman to fly *over / past* the Atlantic Ocean.
- 1961 Yuri Gagarin was the first man to go *across / into* space.
- 1969 Neil Armstrong climbed *around / out of* his spaceship and became the first man on the Moon.

3 Describe your journey from home to school. Use as many prepositions of movement as possible.

I go out of my house and get into my car. I drive along Green Street ...


LISTENING

- 1  2.54 Listen to a news report about an American adventurer, Steve Fossett. Answer these questions.



- What is the latest world record that he has broken?
- Which of these activities has Steve Fossett **not** tried?

ballooning dog racing flying space travel
long-distance swimming speed sailing

- 2  2.54 Listen again and complete the sentences with the correct number.

- Steve Fossett landed at Lake Yamma Yamma, which is _____ miles north of Sydney.
 - He has tried to fly around the world in a balloon _____ times.
 - The journey took him a little less than _____ days.
 - His journey began on June _____ at Northam in Western Australia.
 - His departure was delayed for _____ hours because of high winds.
 - He swam the Channel between France and England in _____.
 - In 2001, he sailed across the Atlantic in four days and _____ hours.
 - He holds the world gliding record for 500 and _____ kilometres.
- 3 For some people, Steve Fossett is a hero. Other people think that his achievements are a waste of time and money. What do you think?

PRONUNCIATION: /3:/

- 1  2.55 Listen and repeat these phrases.

first person	third world
journey to work	word search

- 2 Underline the word in each group that does **not** contain the sound /3:/.

- | | | | |
|------------|---------|-------|---------|
| 1 burn | circle | heart | journey |
| 2 birth | compare | early | nervous |
| 3 earn | girl | heard | record |
| 4 interest | learn | nurse | service |

- 3  2.56 Listen to the recording to check your answers.

VOCABULARY: phrasal verbs

- 1 Replace the words in *italics* with a phrasal verb from the box.

called off	carried on	gave up	put off
sorted out	took off		

- Steve Fossett's balloon *left the ground* from a town in Western Australia.
- He almost *cancelled* his attempt to fly round the world.
- He had to *delay* his departure because of a problem with the wind.
- He *found a solution* to his difficulties.
- He *continued* with his journey.
- He *stopped* ballooning after this journey.

Look at tapescript 2.54 on page 146 to check your answers.

- 2 In these sentences, one of the words or phrases is **not** possible. Cross out the incorrect words.

- Unfortunately, the *concert* / *weather* / *wedding* was called off.
- Are you going to carry on *seeing him* / *the Atlantic Ocean* / *with your studies*?
- He has decided to give up *his job* / *his wife* / *smoking*.
- The *decision* / *meeting* / *world* was put off until next week.
- She needs to sort out her *good health* / *money problems* / *relationship with her boss*.
- The *helicopter* / *plane* / *ship* took off one hour late.

SPEAKING

- Imagine that you have a 'round the world' plane ticket that allows you to make five stop-overs. Decide where you want to make the stop-overs.
- Work in pairs. Compare your lists and decide on five places you both want to visit. Plan your route and decide what you are going to do in each place.
- Tell the other students in your class what you are going to do.

Our first stop-over is going to be Sydney. We want to go there to see the koalas and kangaroos and also to visit the Opera House.

Who has planned the most interesting journey?

12B | Let's dance

SPEAKING

1 Work in pairs. Discuss these questions.

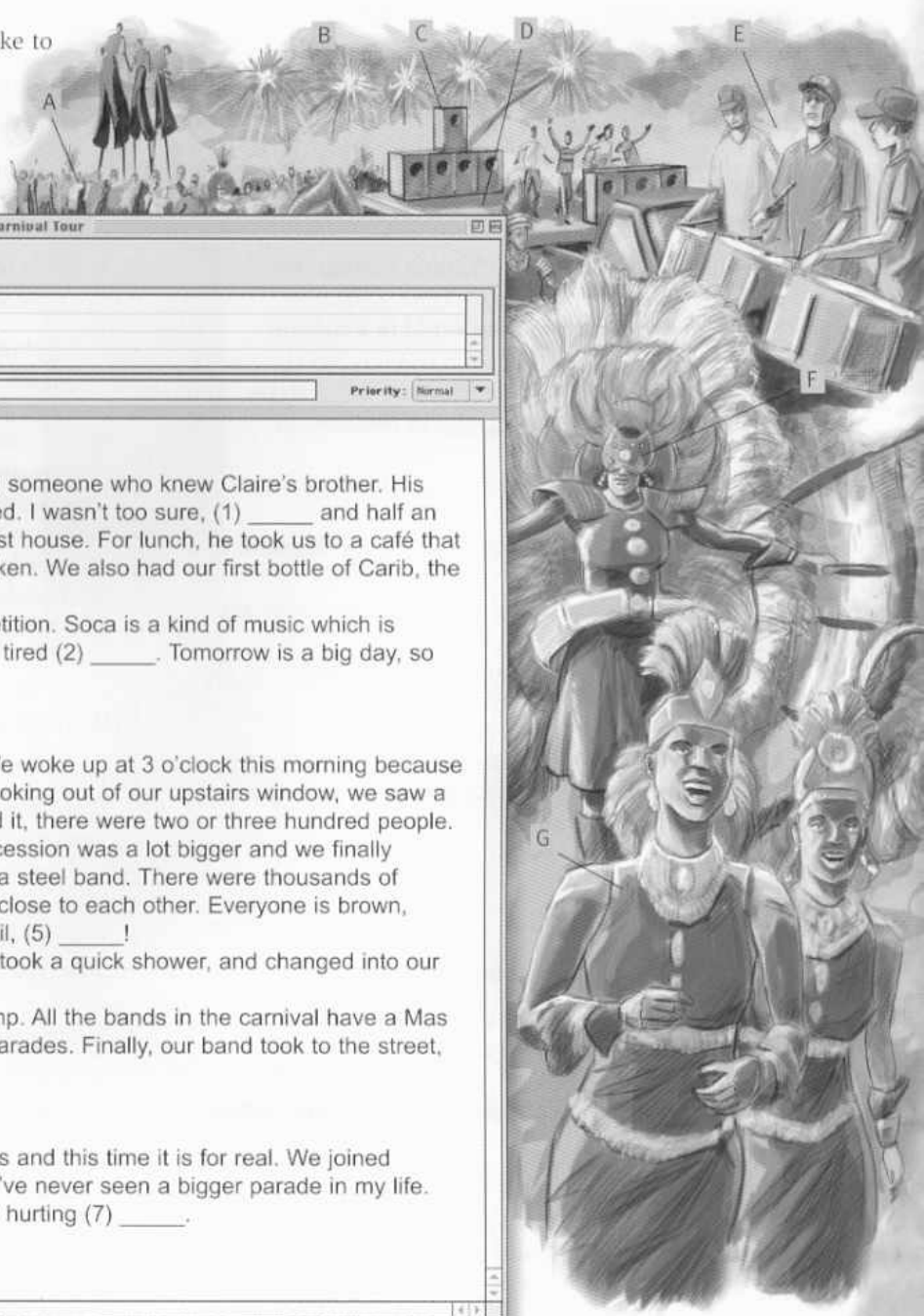
- Which of these festivals have you heard of? What do you know about them?
Rio de Janeiro Carnival (Brazil)
Venice Carnival (Italy)
Las Fallas (Valencia, Spain)
Notting Hill Carnival (London, England)
Mardi Gras (New Orleans, USA)
- Which of these festivals would you most like to go to? Why?
- What festivals are there in your country? Which is the best?

VOCABULARY & READING: festivals

1 Match the words in the box to the pictures A-H.

band costume fireworks display float
parade/procession mask speakers traditional food

2 Read the email about a carnival in Trinidad. Which of the things in exercise 1 does the writer **not** mention?



Pam and Claire-Carnival Tour

Send Quote Address Attach Options Spelling Save Security Stop

To: []

Subject: Pam and Claire-Carnival Tour Priority: Normal

Sunday
Early this morning, we had a telephone call from someone who knew Claire's brother. His name was James. Did we want a guide, he asked. I wasn't too sure, (1) ____ and half an hour later, James came to pick us up at our guest house. For lunch, he took us to a café that serves pelau – a traditional dish of rice and chicken. We also had our first bottle of Carib, the most popular beer here.
Later in the afternoon, we went to a soca competition. Soca is a kind of music which is played at carnival time. I loved it, but Claire was tired (2) _____. Tomorrow is a big day, so we said goodnight to James (3) _____.

10 Monday
Today is J'Ouvert – they pronounce it joo-vay. We woke up at 3 o'clock this morning because of the music that was coming from the street. Looking out of our upstairs window, we saw a float which was covered in speakers and, behind it, there were two or three hundred people. We got dressed (4) _____. By this time, the procession was a lot bigger and we finally
15 decided to join it behind another huge float with a steel band. There were thousands of people and they were all 'winning' – dancing real close to each other. Everyone is brown, because they cover themselves with dirt, mud, oil, (5) _____!
We got back to Mrs Yorke's at about 10 o'clock, took a quick shower, and changed into our costumes.

20 At 11, James arrived and took us to his Mas camp. All the bands in the carnival have a Mas camp, a place to practise and meet before the parades. Finally, our band took to the street, (6) _____.

Tuesday
Yesterday was just practice. Today, it is High Mas and this time it is for real. We joined
25 James and his Mas camp early in the morning. I've never seen a bigger parade in my life. We danced until midday, but our feet were really hurting (7) _____.

3 Read the email again and put the phrases a–g into the gaps 1–7.

- a and even chocolate sauce
- b and for the next four hours, we 'wined' and danced with James and his friends
- c and wanted to get an early night
- d so we found a place to watch
- e and went downstairs to join the parade
- f but Claire said yes
- g and went back to the guest house

4 Look at the email again and say what these words refer to.

- 1 he (line 3) James
- 2 it (line 8) _____
- 3 it (line 11) _____
- 4 it (line 13) _____
- 5 us (line 20) _____

GRAMMAR: relative clauses

We can join two sentences with a relative pronoun (*who, that, which*).

He took us to a café. It serves pelau.

*He took us to a café **that** serves pelau.*

We use *who* for people, *which* for things, and *that* for both people and things.

The relative pronoun takes the place of *he, she, it* or *they*.

*We had a phone call from someone **who** ~~he~~ knew Claire's brother.*

*Soca is a kind of music **which** ~~is~~ played at carnival time.*

➤ SEE LANGUAGE REFERENCE PAGE 124

1 Replace *that* in the following sentences with *who* or *which*.

- 1 James was a Trinidadian *that* looked after us.
- 2 We were woken up by some music *that* was very loud.
- 3 They stayed in a guest house *that* was near the town centre.
- 4 We joined the people *that* were 'wining' behind the float.

2 Three of these sentences have a word which should not be there. Cross out the unnecessary words.

- 1 Pelau is a dish *that* it is made from rice and chicken.
- 2 Soca is a kind of music *that* started in the 1970s.
- 3 She went to a soca competition *which* it started in the afternoon.
- 4 The writer went to Trinidad with a friend *who* was from college.
- 5 They bought costumes *that* cost \$250.
- 6 They stayed with a woman *who* she was very friendly.

3 Join the pairs of sentences to make one sentence with a relative clause.

- 1 Venice has a carnival. It is famous for its beautiful masks.
- 2 Belgium has an important festival. It takes place in Binche.
- 3 The summer festival in Verona is for music lovers. They like opera.
- 4 During the Rio carnival, the keys of the city are given to a man. He is called King Momo.
- 5 At Las Fallas, the people of Valencia make statues of famous people. They are burnt on the last night.
- 6 At Notting Hill in London, people wear costumes. They cost thousands of pounds.

SPEAKING

1 You are going to talk about a festival that you have been to. Before you speak, prepare your answers to these questions.

- Where and when did the festival take place?
- What does the festival celebrate?
- Does the festival have any special traditions (costumes, food, drink, music, dance, etc)?
- Who did you go to the festival with?
- How long did you stay?
- What did you do there?
- What did you like most and least about the festival?

2 Describe your festival to other students in the class and listen to their descriptions.



12c | Global English



SPEAKING

- 1 In your town, where can you find signs that are written in English?
What do the signs say?
Where can you hear people speaking English? Why is English used?

VOCABULARY: countries & languages

- 1 Where are these cities?

1 Greece

- | | | |
|-------------|------------|-----------|
| 1 Athens | 5 Riyadh | 9 Madrid |
| 2 Budapest | 6 Tokyo | 10 Paris |
| 3 Sao Paolo | 7 Beijing | 11 Rome |
| 4 Moscow | 8 Istanbul | 12 Warsaw |

Put the countries in order from 1–12 (1 = nearest to your country → 12 = furthest from your country).

- 2 Which languages are spoken in the countries in exercise 1? Write the languages in the correct place in the table.

ending in -an	ending in -ish	ending in -ese	with other endings
Hungarian			

Can you add one more language to each column?

- 3 In how many different languages can you say *hello*?
- 4 Which of the languages in exercise 2 are the most widely-spoken in the world?
Complete the list with the languages from exercise 2.

The World's Most Widely-Spoken Languages

- 1 Mandarin Chinese
- 2 Indian language family
(Hindi, Bengali, etc)
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

- 5 2.57 Listen to the recording to check your answers.

READING

1 Work in pairs. Discuss these questions.

- How many different countries can you name where English is the first language?
- What kind of English do you find it easiest to understand?
- Is it better to learn American or British English?

2 Read the article. Does the writer think that it is better to learn American or British English?

English as an International Language – no problem, OK?

'You say to-may-to, I say to-mah-to'

The British and the Americans like to talk about the differences between British and American English. There are a few small differences in the grammar and there are a few words that are different on either side of the Atlantic, but the big difference is the accent. Some British films have subtitles in America because people can't understand what the actors are saying, and some American TV series (*The Sopranos*, for example) are difficult for the British to understand.

However, if you listen to Standard English (the language that TV newsreaders use, for example) in Britain or the US, there are no problems of understanding at all. The problems are with the different kinds of American and British English. These different dialects and accents depend on people's social class and the geographical area where they live. It is possible, for example, that a middle-class speaker from the south of England will find it difficult to understand a working-class speaker from the north. In the same way, a wealthy Californian may not understand a working-class New Yorker. All of these people have accents, but the middle-class accents are usually closer to Standard English.

With so many different Englishes, it is difficult for learners of the language. What sort of English should they learn? Is American English better than British English, or the other way round? The answer depends on their reasons for learning English. If they are learning English for their work, the choice will probably be easy. But for many students, it doesn't matter. What matters is that they understand and are understood.

The world is changing and English is no longer the property of the British, Americans or Australians. Most English that you hear and see around the world is spoken or written by non-native speakers – between, for example, a Greek and a German, or between a Russian and an Italian. English is the main language of business, academic conferences and tourism, of popular music, home computers and video games. English has become the Latin of the modern world.

Because of this, the question of American or British English is becoming less and less important. More and more people now talk about English as an International Language – a language that is not American or British. It has hundreds of different accents, but if people can understand what you are saying, no problem. OK?

3 Read the article again and say if these sentences are true (T) or false (F).

- 1 There are a lot of important differences between British and American grammar.
 - 2 Some Americans can't understand British films.
 - 3 There is only one British accent.
 - 4 For many students, it doesn't matter if they learn British or American English.
 - 5 Many different nationalities use English to communicate.
 - 6 English as an International Language is a kind of American English.
- 4 Which accents in your language do you find difficult to understand? What do other people think of your accent?

What is the best accent in your language for a student to learn?

PRONUNCIATION: British & American accents

1 2.58 You will hear these words said twice. Which speaker is American and which is British?

answer ask banana castle
dance example France glass

2 2.59–2.60 Listen to another group of words. You will hear each word said twice: first by an American speaker, then by a British speaker. Mark the stress on the words.

US	UK
<input type="checkbox"/> <input type="checkbox"/> address	<input type="checkbox"/> <input type="checkbox"/> address
café	café
cigarette	cigarette
magazine	magazine
weekend	weekend

12D | Global issues



SPEAKING & VOCABULARY: global issues

- 1 Match the newspaper headlines A–N to the global issue above.

A LA children who cannot read

B Police need more money to fight online crime

C Protesters destroy fields

D Brazil opens rainforest reserve

E European Parliament to vote on minimum wage

F NEW AIDS DRUG

G Temperatures reach record high

H Researchers find new flu virus

I Who will save the Javan rhinoceros?

J FOREST FIRES IN SOUTHERN FRANCE

K Computer virus shuts down government websites

L More teachers needed in Central city schools

M Scientists clone 12 sheep

N NEW HOSTELS FOR HOMELESS MEN

- 2 Work in pairs. Discuss these questions.

- Can you think of any other global issues?
- Which three issues are most important to you? Why?
- Which issues are important in your country at the moment?
- Do you know any stories in the news at the moment that are connected to these issues?

LISTENING

- 1 2.61–2.64 Listen to four conversations at a party. Which global issues above are discussed?

- 2 2.61–2.64 Listen to the conversations again to check your answers. Complete the sentences with a word from the box.

global warming homeless internet junk organic newspapers poor virus

Conversation 1

- 1 Mike has had a problem with a computer ____.
- 2 Bella thinks that the police should do more to stop ____ criminals.

Conversation 2

- 3 Mademoiselle Lajolie doesn't want to eat ____ food.
- 4 Patrick thinks that ____ food is a waste of money.

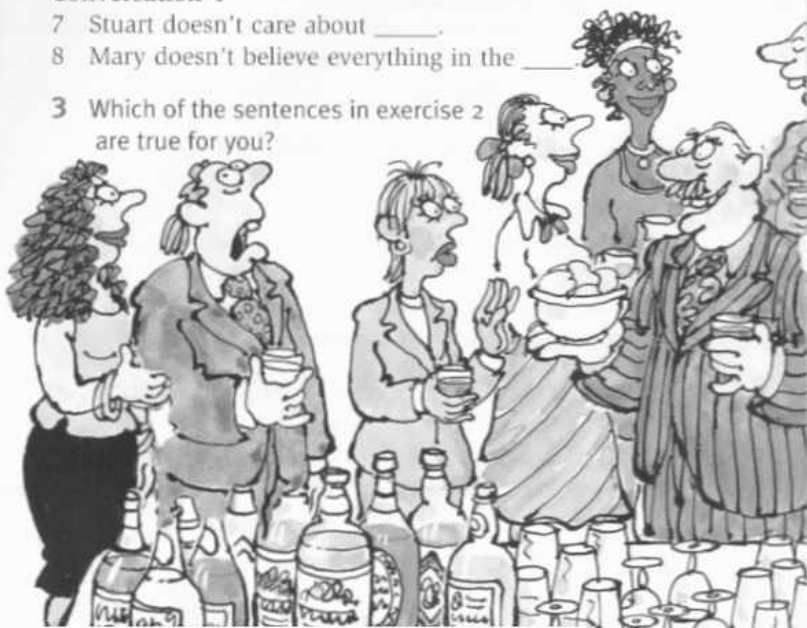
Conversation 3

- 5 Ruby thinks life is very hard for the ____.
- 6 Davina thinks that everyone should give money to the ____.

Conversation 4

- 7 Stuart doesn't care about ____.
- 8 Mary doesn't believe everything in the ____.

- 3 Which of the sentences in exercise 2 are true for you?




FUNCTIONAL LANGUAGE: agreeing & disagreeing

1 Complete the table with these phrases.

- a I see what you mean, but ...
- b I'm not sure about that.
- c Oh, absolutely/definitely.
- d That's how I feel, too.
- e That's not the way I see it.
- f That's what I think, too.
- g Well, maybe, but ...
- h You must be joking!

agree	partly agree
I agree with you. (1) _____ (2) _____ (3) _____	I see your point, but ... (4) _____ (5) _____
disagree	strongly disagree
I'm afraid I disagree. (6) _____ (7) _____	You can't be serious! (8) _____

- 2  2.65 Listen to the phrases and repeat.
- 3 Work in pairs. Complete and continue the conversation. Use as many of the phrases in exercise 1 as possible.

- A: Have you heard the news about _____? It's terrible, isn't it?
- B: Yes, I agree with you. I think we should all do something about it.
- A: _____. But what?
- B: _____.



4 Look at these sentences and decide if you agree, partly agree, disagree or strongly disagree.

- 1 We should find solutions to our own problems before we try to help the rest of the world.
- 2 Women worry about the world's problems more than men do.
- 3 Politicians will find solutions to the world's problems.
- 4 There is nothing that I can do about the world's problems.
- 5 It is the job of the United Nations (not national governments) to solve the world's problems.

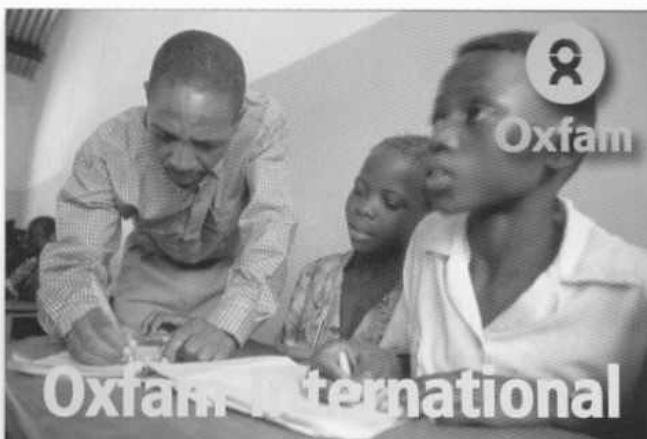
Work in small groups and compare your opinions.

DID YOU KNOW?

1 Look at the information about Oxfam.

Work in pairs and discuss these questions.

- What charities are there in your country?
- What do these charities do?
- Do you ever give money to charities? Which ones?



Oxfam International is one of the world's biggest charities. Oxfam's aim is a simple one: to work with others to find lasting solutions to poverty and suffering.

- Oxfam has programmes in more than 70 countries. It works with local people to improve their lives. Oxfam trains health workers and sets up schools, for example.
- Oxfam responds to emergencies, providing food and shelter for people who have lost their homes in floods, hurricanes and war.
- Oxfam speaks to governments and powerful organizations about the problems of poor people. It encourages people to speak for themselves and change their lives for the better.

Oxfam was started in Oxford in 1942. It now has 3,000 partner organizations in 100 countries, including the US, Australia and many countries in Europe.

12 | Language reference

GRAMMAR

Prepositions of movement



How long does it take to sail **across** the lake?



They walked **along** the street until they found the restaurant.



The tour guide took them **around** the walls of the old city and back to their starting point.



The family got **into** the car.



She took her lipstick **out of** her handbag.



We are now flying **over** London.



He drove **past** my house but he didn't stop.



It took a long time to go **through** passport control.

Relative clauses

We can join two sentences with a relative pronoun (*who*, *that*, *which*).

We often go to a restaurant. It serves Chinese food.

*We often go to a restaurant **that** serves Chinese food.*

We use *who* for people, *which* for things, and *that* for both people and things. The relative pronoun takes the place of *he*, *she*, *it* or *they*.

*Yesterday, I met someone **who** went to my old school.*

*Cheddar is a kind of cheese **which** is very popular in England.*

The examples above are defining relative clauses. A defining relative clause identifies the thing that we are talking about. We do not use a comma before the relative pronoun in a defining relative clause.

FUNCTIONAL LANGUAGE

Agreeing & disagreeing

agree

I agree with you.

That's how I feel, too.

That's what I think, too.

Absolutely.

Definitely.

I see your point, but ...

I see what you mean, but ...

Well, maybe, but ...

I'm not sure about that.

I disagree, I'm afraid.

That's not the way I see it.

You can't be serious!

You must be joking!

disagree

WORD LIST

Phrasal verbs

call (sth) off	/kɔːd 'ɒf/
carry on (+ verb + -ing)	/kæri 'ɒn/
give (sth) up	/gɪv 'ʌp/
pick (sb) up	/pɪk 'ʌp/
put (sth) off	/pʊt 'ɒf/
sort (sth) out	/sɔːt 'aʊt/
take off	/teɪk 'ɒf/

Festivals

band <i>n</i> C ***	/bənd/
carnival <i>n</i> C	/kɑːnɪvl/
costume <i>n</i> C	/kɒstjʊm/
display <i>n</i> C **	/dɪ'spleɪ/
fireworks <i>n</i> plur	/faɪəwɜːks/
float <i>n</i> C	/fləʊt/
mask <i>n</i> C	/mɑːsk/
parade <i>n</i> C	/pə'reɪd/
procession <i>n</i> C	/prə'seɪʃn/
(loud) speaker <i>n</i> C	/spi:kə/

Countries & languages

Arabic	/æ'ræbɪk/
Brazil	/brə'zɪl/
China	/tʃaɪnə/
Chinese	/tʃaɪ'nɪz/
France	/frɑːns/
French	/frentʃ/
German	/dʒɜːmən/
Greece	/griːs/
Greek	/griːk/
Hungarian	/hʌŋ'geəriən/
Hungary	/hʌŋ'gəri/
Italian	/ɪ'tælɪən/
Italy	/ɪ'tali/
Japan	/dʒə'pæn/
Japanese	/dʒə'pəniːz/
Latin	/læ'tɪn/
Poland	/pəʊlənd/
Polish	/pəʊlɪʃ/
Portuguese	/pɔːtʃu'ɡɪz/
Russia	/rʌʃə/
Russian	/rʌʃn/
Saudi Arabia	/saʊdi ə'reɪbiə/
Spain	/speɪn/
Spanish	/spæɪnɪʃ/
Turkey	/tɜːki/
Turkish	/tɜːkɪʃ/

Global issues

clone <i>n</i> C/v	/kləʊn/
crime <i>n</i> C/U ***	/kraɪm/
environment <i>n</i> C/U ***	/ɪn'vaɪrənmənt/
genetic engineering <i>n</i> U	/dʒə'netɪk endʒɪ'nɪərɪŋ/
genetically modified <i>adj</i>	/dʒə'netɪkli 'mɒdɪfaɪd/
global warming <i>n</i> U	/gləʊbl 'wɔːmɪŋ/
health <i>n</i> U ***	/helθ/
homeless <i>adj</i>	/həʊmləs/
minimum wage <i>n</i> C	/mɪnɪmə 'weɪdʒ/
nature conservation <i>n</i> C	/neɪtʃə kɒnsə'veɪʃn/
organic food <i>n</i> C	/ɔː'ɡænɪk fud/
poverty <i>n</i> U	/pɒvəti/
protester <i>n</i> C	/prə'testə/
rainforest <i>n</i> C/U	/reɪnfɒrɪst/

Other words & phrases

academic <i>adj</i> *	/ækə'demɪk/
adventurer <i>n</i> C	/əd'ventʃ(ə)rə/
aeroplane <i>n</i> C	/eə'rəpleɪn/
attempt <i>n</i> C **	/ə'tempt/
balloon <i>n</i> C	/bə'lun/
ballooning <i>n</i> U	/bə'lunɪŋ/
charity <i>n</i> C/U **	/tʃærəti/
climatologist <i>n</i> C	/klaɪmə'tɒlədʒɪst/
coast <i>n</i> C **	/kəʊst/
collect <i>v</i> ***	/kə'lekt/
compare <i>v</i> ***	/kəm'peə/
delay <i>v</i> *	/dɪ'leɪ/
dialect <i>n</i> C	/daɪə'lekt/
dirt <i>n</i> U	/dɜːt/
emergency <i>n</i> C **	/ɪ'mɜːdʒ(ə)nsɪ/
epic <i>adj</i>	/epɪk/
field <i>n</i> C ***	/fiːld/
flood <i>n</i> C *	/flʌd/
forest <i>n</i> C ***	/fɒrɪst/
fortunate <i>adj</i>	/fɔːtʃənət/
generous <i>adj</i> *	/dʒenərəs/
geographical <i>adj</i>	/dʒɪə'græfɪkl/
glider <i>n</i> C	/glɑɪdə/
gliding <i>n</i> U	/glɑɪdɪŋ/
guest house <i>n</i> C	/gest haʊs/
guide <i>n</i> C **	/gaɪd/
handsome <i>adj</i> **	/hæns(ə)m/
helicopter <i>n</i> C	/helɪ'kɒptə/
helium <i>n</i> U	/hiːliəm/
horse <i>n</i> C ***	/hɔːs/
hostel <i>n</i> C	/hɒstl/
hurricane <i>n</i> C	/hʌnkeɪn/
middle-class <i>adj</i>	/mɪdl 'klɑːs/

mud <i>n</i> U	/mʌd/
native speaker <i>n</i> C	/neɪtɪv 'spi:kə/
newsreader <i>n</i> C	/njuːzrɪːdə/
ocean <i>n</i> C *	/əʊʃn/
onion <i>n</i> C	/ʌnʃən/
opera <i>n</i> C/U	/ɒp(ə)rə/
politician <i>n</i> C **	/pəlɪ'tɪʃn/
property <i>n</i> U ***	/prə'pəti/
respond <i>v</i> **	/rɪ'spɒnd/
rhinoceros <i>n</i> C	/raɪ'nɒs(ə)rəs/
sail <i>v</i> **	/seɪl/
sailing <i>n</i> U	/seɪlɪŋ/
soca <i>n</i> U	/sɒkə/
social class <i>n</i> C	/səʊʃl 'klɑːs/
solo <i>adj/adv</i>	/səʊlə/
solution <i>n</i> C **	/sə'ljuːʃn/
solve <i>v</i> **	/sɒlv/
speed <i>n</i> C/U ***	/spiːd/
steel <i>n</i> U *	/stiːl/
suffering <i>n</i> C/U	/sʌfərɪŋ/
virus <i>n</i> C *	/vaɪrəs/
wage <i>n</i> C ***	/weɪdʒ/
wealthy <i>adj</i>	/welθi/
working-class <i>adj</i>	/wɜːkɪŋ 'klɑːs/