



Corsica



Cape Town



Cali

## Speaking and reading

**1** Work in pairs and discuss the questions.

- 1 What do you know about the places in the photos?
- 2 What do you think they are like?
- 3 Would you like to visit them? Why/Why not?

**2 a** Work in small groups. Read about a place and make notes on the topics below.

**Student A:** read about Cali.

**Student B:** read about Cape Town on page 149.

**Student C:** read about Corsica on page 153.

- atmosphere
- things to do
- things to see
- food
- the local community

**b** Use your notes to describe the place to your group.

**3** Work in pairs and discuss the questions.

- 1 Each place is described as a type of 'paradise'. Which aspects sound good to you? What makes them unique?
- 2 Which place would you prefer to go to? Why?
- 3 Do you think tourism is good for these three places? What problems might it bring?

## Cali

In Cali, they say, even the ghosts dance salsa. Its rhythms, born in Cuba, nurtured in New York and carried on the winds all the way to hot Cali, can be heard in bars, on buses, along the avenues of Juanchito and Plaza Caicedo. And here too, in a taxi moving at the speed of light, taking me to the heart of the bustling city. The driver slows down at a traffic light, turns to me and says '*las caleñas*,' (the women from Cali) 'are the most beautiful women in the world!' And we're off again, driving past gangs of *mulato* men laughing in the street. It's no wonder this city is adored by everyone who visits.

My hotel is a run-down old building whose blue skin is peeling in the heat. It has a stunning view from my balcony and I gaze down on the square. The guidebooks tell you to visit the Gold Museum and the Museum of Colonial Art, the churches of San Antonio and La Merced, but there's only one thing on my mind as I leave the key at reception: salsa.

The *salsotecas* don't get busy until midnight so instead I stop at a restaurant serving typical Colombian food:

## Vocabulary | adjectives to describe places

**4** Work in groups. Match the definitions (1–10) to words/phrases from the articles.

- 1 energetic and noisy, full of life (Cali, line 6; Cape Town, line 25; Corsica, line 29)
- 2 in poor condition, uncared for (Cali, line 13; Cape Town, line 18; Corsica, line 31)
- 3 amazingly beautiful (Cali, line 14; Cape Town, line 14; Corsica, line 16)
- 4 having variety (Cali, line 26; Cape Town, line 43; Corsica, line 19)
- 5 not damaged in character or atmosphere (Cali, line 30; Cape Town, line 39; Corsica, line 44)
- 6 next to each other (Cali, line 31; Cape Town, line 21; Corsica, line 22)
- 7 extremely large (Cali, line 32; Cape Town, line 20; Corsica, line 36)
- 8 peaceful (Cali, line 34; Cape Town, line 38; Corsica, line 45)
- 9 in areas people don't normally go to (usually outside the city) (Cali, line 35; Cape Town, line 17; Corsica, line 48)
- 10 very busy, crowded (Cali, line 44; Cape Town, line 32; Corsica, line 47)

**5 a** Complete the sentences (1–8) with words/phrases from exercise 4.

- 1 The roof is falling off and the windows are broken. The old house looks very \_\_\_\_.
- 2 It's hard to find the little villa in the countryside because it's \_\_\_\_.
- 3 You can hardly move during carnival time because the streets are absolutely \_\_\_\_.
- 4 There are many different nationalities living there, so the culture is very \_\_\_\_.
- 5 Huge skyscrapers stand \_\_\_\_ with tiny wooden houses.
- 6 The Sahara Desert is 9,100,000 square kilometres. It's absolutely \_\_\_\_.
- 7 We're going to spend a \_\_\_\_ few days camping, far from the noisy city.
- 8 The town remains \_\_\_\_, even though there are lots of tourists now. It hasn't changed at all.

**b** Describe the places in photos A–C with the words/phrases from exercise 4.



*sancocho* – a stew made with chunks of beef, vegetables, cassava (a tropical plant with edible roots) and plantain (a type of banana, but not so sweet) served with rice. Then I must choose from the amazingly diverse selection of Colombian fruit. I settle for guanabana and maracuya and I'm not disappointed. I stroll for a while, tempted by dark smoky cafés, the fans spinning weakly on the ceilings. This is the old, unspoilt Cali, which lives side by side with a newer version, the Cali of junk food, Internet cafés and vast touristy discos. I walk past the trees and sculptures that line the river, and into San Antonio park, a tranquil spot off the beaten track.

Later, on Avenida Sexta – Sixth Avenue – I find what I'm really looking for: a *salsoteca*. Some charming young Colombians teach me a few dance steps and we chat about Cali. They say that when times are tough, they dance away their worries. And I must never forget '*las caleñas* are the most beautiful women in the world!' By 2.00 a.m. the salsa is swinging, the drinks are flowing, the place is packed and I know one thing for sure: I've found the Cali that I was looking for – the salsa dancer's paradise.

## Speaking

**6 a** Think of places you have been to that match the topics below.

- it has stunning views
- it is tranquil
- it is off the beaten track
- it is bustling at the weekends
- it is unspoilt despite tourism
- it has some run-down parts
- it has modern parts side by side with the old parts

**b** Work in pairs. Describe the places you thought of to your partner.

## Grammar | introductory *it*

**7 a** Read the paragraph below. Is it about Corsica, Cape Town or Cali?

With its wonderful food, semi-tropical climate, and great nightlife, it appears that the city has everything going for it. Local bartender Juan Hernandez tells me, 'It's no coincidence that the city is growing. We've worked hard to improve everything: the infrastructure, the standard of

living, the nightlife. When I think back to 20 years ago, it's surprising how fast things are changing here. We love it when tourists come to stay. It cannot be denied that the city is on the way up and it's a pity I only have a few days here, but I'll be back!

**b** Look at the underlined phrases above. What do they have in common? Find another example in the first paragraph of the article about Cali from exercise 2.

**c** Read rule A in the Active grammar box. Complete examples 2–4 with underlined phrases from the paragraph in exercise 7a.

**d** Read rule B in the Active grammar box. Complete example 8 with an underlined phrase from the paragraph in exercise 7a.

### Active grammar

**A** We often use introductory *it* when we describe our feelings and opinions. This sounds less direct than using *I think*, *I believe*, etc.

- 1 *I thought there would be more tourists.*  
→ **It's surprising that there aren't more tourists.**
- 2 *I'm sorry to say ...* → \_\_\_\_\_
- 3 *I have the impression ...* → \_\_\_\_\_
- 4 *There's no doubt, in my opinion, ...* → \_\_\_\_\_

**B** We also use *it* in the middle of a sentence (after certain verbs) to introduce a clause.

- 5 *I could hardly believe it when I saw how much the city had changed.*
- 6 *I'd appreciate it if you could send me information about the city.*
- 7 *I hate it when I go to see a tourist attraction and it's closed.*
- 8 \_\_\_\_\_

**8** Match the sentence beginnings (1–8) to the sentence endings (a–h).

- 1 It's no coincidence that the
- 2 It's a shame that
- 3 It shocked me to
- 4 It cannot be denied that
- 5 It's no use
- 6 It's no wonder people
- 7 It seems strange,
- 8 It's essential that

- a you have to leave this wonderful town.
- b the food here is the best in the country.
- c see so much poverty in the city centre.
- d love this place. It's absolutely perfect!
- e you learn the basics of the language before you travel.
- f but I actually prefer cold, rainy climates to hot weather.
- g complaining about the transport infrastructure. You should walk!
- h crime rate is lower. They've doubled the number of police.

**9 a** Complete six of the sentences so they are true for you.

- 1 It's really wonderful to think that ...
- 2 It always surprises me when ...
- 3 It's a pity that ...
- 4 It's no use ...
- 5 It cannot be denied that ...
- 6 It appears to me that ...
- 7 I always appreciate it when ...
- 8 I hate it when ...

**b** Work in pairs and compare your sentences.

## 2 Vocabulary | Phrasal verbs

**1** Read the texts below. Would you like to join any of these communities? Why/Why not? Would you like to join them temporarily or permanently?

**1** They said it was a passing trend that would never catch on. They were wrong. When I turned up at the Chrysalis Hippy Commune 40 years after I'd left it, nothing had changed. Living here, you can still get by on \$50 a week and you'll have no problems fitting in. Everyone is welcome.

**2** We decided to do up a small barn in a tiny rural village. No water, no electricity, no Internet! We filled in some forms to get planning permission, and this took months. Then the terrible weather held us up so we couldn't start renovating. Finally, a year later, the house was finished. We knew nobody in the community except John, who had carried out most of the work.

**3** I first came across Claudio and the surfing community in São Paulo. I'd never surfed before, but I took to it immediately. Claudio told me they were expecting giant waves at the end of the summer, so I practised every day and saw to it that I was ready. When the big waves came, I got through it OK.

**4** I came up with the idea of starting an online book community. It seemed like a good way to keep up with the latest books. Anyone is welcome to write reviews and post them on the site. It really comes down to democratising the process, because we wanted to get away from the idea that you need a degree in order to write and read reviews.

**2** Find four phrasal verbs in each text and match them to the correct meanings (a–p).

Text 1

- a arrive
- b feel comfortable in a social group
- c survive financially
- d become fashionable

Text 2

- e complete paperwork
- f restore/redecorate
- g delay someone
- h put ideas/instructions into practice

Text 3

- i finish successfully
- j meet/find by chance
- k organise/manage
- l like something/someone

Text 4

- m escape/avoid
- n be essentially
- o invent/think of
- p know about recent developments

**3** There are four types of phrasal verb. Match the types (a–d) to the examples (1–4).

- a transitive (1)
- b transitive (2)
- c intransitive
- d three-part phrasal verbs

- 1 The plane took off.  
(verb + particle, no direct object)
- 2 I paid back the money. / I paid the money back.  
(verb + particle, with a direct object. If the object is a noun, it can come between the verb and the particle or after the particle.)
- 3 She looked after me. *NOT: She looked me after.*  
(verb + particle, with a direct object that always goes after the particle)
- 4 I went on a spa break to get away from it all.  
(verb + particle + preposition, with a direct object that usually goes after the preposition)

**4 a** Work in pairs and discuss the questions.

- 1 Did you take to your partner or best friend immediately? Why/Why not?
- 2 Do you have to come up with ideas at work/school?
- 3 Have you come across any interesting people/books/places in the last few months?
- 4 Do you usually turn up early, on time or late for appointments? What does it depend on?
- 5 Do you do anything special to get away from your daily routine? What?
- 6 Do you keep up with new developments in your work/hobby? How?
- 7 When was the last time you filled in a form? What was it for?

**b** Tell the class one thing about your partner.

**5** Read the Lifelong learning box and do the exercise.

### Note it down

! When you read/hear phrasal verbs that you think are useful, write them down in context. Note what type of phrasal verb they are (see the four types from exercise 3) and look for patterns in the use of particles.

Circle four phrasal verbs in the paragraph below and add them to your notes. What types of phrasal verb are they?

*I visited Sydney, Australia, for a few days so I could catch up with my long-lost cousin. He put me up in his spare room. In the end, he looked after me so brilliantly and we became such good friends that I stayed on an extra month and did all his cooking and cleaning!*