

Language Leader is a general adult course that provides a thought-provoking and purposeful approach to learning English. With its engaging content and systematic skills work, it is the ideal course for students who want to express their ideas and develop their communicative abilities. It includes:

- Motivating and informative texts which improve reading and listening skills
- Scenario lessons that focus on key language and work towards a final communicative task
- Systematic grammar and vocabulary practice with extensive recycling and frequent review units
- A strong focus on study skills encouraging independent learning
- A stimulating and comprehensive writing syllabus

Other components:

- Workbook with Audio CD
- Class Audio CD
- Teacher's Book with Test Master CD-ROM
- Companion Website: www.pearsonlongman.com/languageleader

We recommend the *Longman Dictionary of Contemporary English* for use with this course



LANGUAGE LEADER Coursebook • UPPER INTERMEDIATE • Cotton Falvey Kent

UPPER INTERMEDIATE



www.pearsonlongman.com/languageleader

ISBN 978-0-582-84782-8



9 780582 847828 >



David Cotton David Falvey Simon Kent

In this unit

6.1 THE NOBEL PRIZE

Grammar

- narrative tenses
- used to, would

Vocabulary

- literature
- people in literature
- word sets: light and dark, sounds

Scenario

- A book deal

Study skills

- improving listening skills

Writing skills

- a travel blog



I took a speed reading course and read *War and Peace* in 20 minutes. It involves Russia.
Woody Allen, 1935–, US film-maker and actor

VOCABULARY: literature

1a What do you like reading? Do you read literature? What do you understand by (the term) *literature*?

1b Look at the list of types of writing in the box. Is each one fiction or non-fiction?

autobiographies biographies
blogs crime stories diaries
essays history memoirs
novels plays poetry romances
science fiction short stories
thrillers travel writing

2 Which of the types of writing in the box do you consider to be literature? What makes a work of literature 'great'?

3 Discuss the following opinions about literature. Which do you agree/disagree with? Why?

- 'A work of literature is not often a bestseller.'
- 'It's well written, but often boring.'
- 'It's art, not just entertainment.'
- 'Children's books can never be considered great works of literature.'
- 'Literature should make you think.'
- 'It often makes disappointing films.'
- 'The characters should be believable and realistic.'
- 'It remains relevant to people. It's timeless, even if it was written 200 years ago.'
- 'Popular fiction is not literature.'

READING

4a Which of the following writers do you think have won the Nobel Prize for Literature?

Jane Austen	Agatha Christie	Ian Fleming
Leo Tolstoy	Vladimir Nabokov	William Shakespeare
Stephen King	J.K. Rowling	Winston Churchill

4b Read the information about the Nobel Prize. Which writers in Exercise 4a have won the prize, haven't won the prize or can't have won the prize?

5 Read the text again. Are the statements true, false or not given in the text?

The Nobel Prize for Literature ...

- is only for writers who are alive.
- is only for writers in English.
- is only for writers who sell more than a certain number of books a year.
- is given every two years.
- is given for a single book.
- has not been accepted by all recipients.

VOCABULARY: people in literature

6 Find words in the text which mean the following.

- a writer
- a writer of fiction
- a writer of books about people's lives
- a writer of books for other people
- a writer of plays
- a writer of poetry
- a person whose job is to give their opinion of books, plays, etc.
- a person who decides who has won a competition

7 In small groups, discuss the questions.

- Why do you think so few women have won the Nobel Prize?
- Who are the most famous writers in your country?
- Which writers who are popular now do you think will be read in 50 years' time?

LISTENING AND SPEAKING

8a **2.10** Listen to some members of a book group discussing the book *The Da Vinci Code*. Who liked/disliked it? Why?

1 Michael 2 Jenny 3 Jarvis 4 Erika

8b Listen again and tick the adjectives they used.

awful brilliant disturbing dreadful dull
exciting gripping interesting lightweight
moving overrated shocking tedious
thought-provoking

9 Complete the following expressions used by the members of the group. Check your answers in Track 2.10 on page 181. Which express a positive and which a negative opinion?

- It's a real ____.
- It's not my ____ of thing.
- I couldn't ____ it down.
- The ending was a real let-____.
- I just couldn't get ____ it.
- It's light and ____ to read.
- It was very ____ going at the beginning.
- It certainly lived up to all the ____.

10 Work in small groups. Using the adjectives and expressions above, talk about a book you really

The Nobel Prize for Literature

Background

The Nobel Prize for Literature was founded in 1895 when Alfred Nobel (1833–1896), the Swedish inventor of dynamite, left much of his vast wealth to the establishment of the Nobel Prizes, including one for literature. This is an annual award to a living author from any country who has produced 'the most outstanding work of an idealistic tendency'. This refers to a body of work rather than a single work, although individual books are sometimes mentioned when the prize is awarded. The prize consists of a gold medal, a Nobel diploma and prize money which at present stands at 10 million Swedish krona (1.3 million dollars).

The winners

A wide variety of writers have won the award working in a range of fiction and non-fiction genres. Novelists, poets, dramatists and biographers have all received the award, but not ghostwriters. Perhaps one of the more unusual winners was Winston Churchill – the former British Prime Minister won the prize in 1953 for his 'mastery of historical and biographical description'. The most common language of the winners is English, although the country with the most winners is France. To date, only ten women have won the prize. Two writers have refused the award – Boris Pasternak and Jean-Paul Sartre.

Controversy

In the early years (from about 1901 to 1912), the Swedish Academy chose more idealistic writers and rejected many important and world-famous writers, such as Leo Tolstoy, Emile Zola and Henrik Ibsen, who they did not consider 'idealistic' enough. Later on, the Academy began awarding the prize for lasting literary value.

Many prominent and very popular writers have not been awarded the prize or even nominated. In 1974, for example, Graham Greene, Vladimir Nabokov and Saul Bellow were considered, but all lost when the award went to two Swedish writers, who were both Nobel judges. Bellow went on to win the prize in 1976, but neither Greene nor Nabokov won before their deaths. The 1997 award went to the Italian Dario Fo, who was felt to be rather lightweight by some critics.



SPEAKING AND LISTENING

1 Have any characters in books really impressed you? Why?

2a **2.11** Listen to someone talking about a character that has impressed them. Was Sherlock Holmes a real person?

2b Listen again. Note the words and phrases you hear to describe Holmes. In pairs, decide which are positive and which negative.

brilliant intellect (positive)

3a **2.12** Listen to another person describing a book.

1 Why does the speaker like the book?

2 Describe Atticus Finch.

3 What does the book teach the speaker?

3b Listen again and match the following pairs of words.

- | | |
|----------------|------------------|
| 1 incredibly | a) tale |
| 2 moral | b) character |
| 3 extremely | c) heart-warming |
| 4 evocative | d) read |
| 5 charming | e) well-written |
| 6 child's | f) language |
| 7 key | g) characters |
| 8 richly-drawn | h) perspective |

READING

4 In pairs, each read an extract from a novel and answer the questions. Then ask each other the questions.

Student A: read Text A, the extract from *The Speckled Band* opposite.

Student B: read Text B, the extract from *To Kill a Mockingbird* on page 163.

- Who tells the story?
- Who are the main characters?
- Where is the extract set?
- What happens?
- What is / could be the danger?

A

In *The Speckled Band*, a well-known Sherlock Holmes story, a young woman's life is threatened. In the extract below, Holmes and Watson are at the house of the main suspect.



Holmes had brought up a long thin cane, and this he placed upon the bed beside him. By it he laid the box of matches and the stump of a candle. Then he turned down the lamp and we were left in darkness.

...
Suddenly there was the momentary gleam of a light up in the direction of the ventilator, which vanished immediately, but was succeeded by a strong smell of burning oil and heated metal. Someone in the next room had lit a dark lantern. I heard a gentle sound of movement, and then all was silent once more, though the smell grew stronger. For half an hour I sat with straining ears. Then suddenly another sound became audible – a very gentle, soothing sound, like that of a small jet of steam escaping continually from a kettle. The instant that we heard it, Holmes sprang from the bed, struck a match, and lashed furiously with his cane at the bell-pull.

'You see it, Watson?' he yelled. 'You see it?'
But I saw nothing. At the moment when Holmes struck the light I heard a low, clear whistle, but the sudden glare flashing into my weary eyes made it impossible for me to tell what it was at which my friend lashed so savagely. I could, however, see that his face was deadly pale, and filled with horror and loathing.

He had ceased to strike, and was gazing up at the ventilator, when suddenly there broke from the silence of the night the most horrible cry to which I have ever listened. It swelled up louder and louder, a hoarse yell of pain and fear and anger all mingled in the one dreadful shriek. They say that away down in the village, and even in the distant parsonage, that cry raised the sleepers from their beds. It struck cold to our hearts, and I stood gazing at Holmes, and he at me, until the last echoes of it had died away into the silence from which it rose.

5 Have you read the books? Which of the two books did you most enjoy / would you most like to read? Why?



VOCABULARY: word sets

6 Look at Text A and find words connected with light, darkness and fire, e.g. *turned down the lamp*. Compare with a partner. Together, can you find any other word sets in the text?

GRAMMAR: narrative tenses

7a Underline and label the tenses in these sentences from the extracts.

- ... Atticus was sitting propped against the front door. He was sitting in one of his office chairs, ...
was sitting = past continuous
- We were taking a short cut across the square when four dusty cars came in ...
- Nobody got out. We saw Atticus look up from his newspaper. He closed it, folded it deliberately ...
- Someone in the next room had lit a dark lantern.

7b Which tense is used to describe the following?

- events which took place one after the other in the story and are seen as complete actions
- events which set the scene and provide the background against which a story happens
- an activity that was already in progress, and which was interrupted by another action
- events which took place in the past, before another event in the past

8 Choose the correct form of the verb.

- All children, except one, grow up. They soon know that they will grow up, and the way Wendy knew was this. One day when she was two years old she *played / was playing* in a garden, and she plucked another flower and *had run / ran* with it to her mother. (J.M. Barrie, *Peter Pan*)
- Having no near relations or friends, I *had tried / was trying* to make up my mind what to do, when I ran across John Cavendish. I *had seen / was seeing* very little of him for some years. (Agatha Christie, *The Mysterious Affair at Styles*)
- The last minutes of the day *had been ticking / were ticking* away, and Martin Turner *could not / had not been able* to wait to be set free. The minutes dragged on as Mr Lincoln, the form tutor, lectured the class ... (Benjamin Zephaniah, *Face*)

9a Look at the example of the past perfect continuous and complete the description of its use.

A lady dressed in black and heavily veiled, who had been sitting in the window, rose as we entered.
'Good-morning, madam,' said Holmes cheerily.
'My name is Sherlock Holmes.'

The past perfect continuous is used to emphasise the *completed / ongoing* nature of an action which happened *before / after* another action or time in the past. The action usually continues up to the second action or time.

9b Complete the rule to show the three parts of the past perfect continuous.

_____ + _____ + _____ form of the verb

➔ Language reference and extra practice, pages 144–145

10 Complete this story, using the correct tense of the verbs in brackets.

The clock struck ten. Lucien ¹_____ (sit) alone in the kitchen and he ²_____ (shake) uncontrollably. After he ³_____ (wait) for over an hour, he ⁴_____ (hear) a key in the front door.

His parents ⁵_____ (come) in. He ⁶_____ (tell) them what ⁷_____ (happen) earlier that evening. He ⁸_____ (borrow) their car without asking, and ⁹_____ (crash) into a lamppost because he ¹⁰_____ (drive) too fast. Then the door bell ¹¹_____ (ring). It ¹²_____ (be) the police.

WRITING

11 You were walking in the mountains when there was a huge thunderstorm and you got lost. Write the story in three paragraphs. Use the notes on page 172 to help you.

It was only 5 p.m. but it was getting really dark and the rain was ...

READING

- 1 Describe some bad characters you know from literature.
- 2 Read the two texts quickly and find:
 - 1 the name of the book described.
 - 2 the author of the book.
 - 3 the inspiration for the book.
 - 4 how the main character expresses his evil nature.

A



It is commonly believed that the character of Dracula is based on a Romanian ruler from the 15th century, who used to inflict horrible punishments on his enemies. Vlad the Impaler, as he was known, would capture whole villages and enslave the people, or sometimes he would just burn the whole village, inhabitants and animals included.

Vlad used to sign his name Draculea or Draculya, meaning 'the devil's son'. This name was distorted into Dracula. Many of his victims were Saxons, who were horrified by his atrocities and printed books and pamphlets about Vlad's cruelty. The booklets reached Germany and Western Europe and Dracula became known as a vicious tyrant.

In 1897, the Irish writer Bram Stoker wrote his novel *Dracula*, and used Vlad the Impaler as a source of inspiration. The novel is about a mysterious and sinister nobleman from Transylvania who can turn into a wolf-like animal. He is also a vampire, who bites humans and turns them into vampires too.

Dracula is one of the most famous names in fiction. There have been more films about Dracula than about any other person in fiction except Sherlock Holmes.

- 3 Discuss the questions in pairs.
 - 1 Was each evil character born evil?
 - 2 Which, in your opinion, is the more evil of the two characters?
 - 3 Would people these days find the characters very frightening in comparison with modern characters?
 - 4 Can an evil character be considered attractive or interesting?

B



People in the late 19th century used to be fascinated by the idea of two characters in one person. They used to be intrigued by the good and bad sides of people.

The Strange Case of Dr Jekyll and Mr Hyde was written in 1886 by Robert Louis Stevenson. Stevenson had been thinking about the duality of man's nature and he had wanted to incorporate the interaction between good and evil into a story. He had a dream that gave him the idea for the beginning of his book. The book is a dark story, showing the split personality of a kind and intelligent doctor, Dr Henry Jekyll, who turns into an evil monster.

The story tells how Dr Jekyll creates a drink in his laboratory which changes him into Mr Hyde, a man with a totally different personality. Hyde goes on to commit a number of brutal murders. He is a disgusting, depraved man, who truly is the embodiment of evil.

The book is not a detective story because we know from the outset the identity of the murderer: Mr Hyde. Instead, it is a mystery story which examines the potential for evil in all human beings.

- 4a Look at these words from the texts and match them with their definitions.

inflict atrocities tyrant sinister brutal

- 1 making you feel that something bad or dangerous is likely to happen
- 2 very cruel or violent actions
- 3 to make a person or place suffer something unpleasant
- 4 someone who uses their power in a cruel and unfair way
- 5 very cruel and violent

- 4b Write a short description of an evil character.

GRAMMAR: *used to, would*

- 5a Look at the highlighted examples of *used to* in the texts. Are the following statements true or false?

- 1 *used to* + infinitive can describe a habit in the past
- 2 *used to* + infinitive can describe a state in the past
- 3 *used to* + infinitive can describe a present action

- 5b Look at these examples. How does the form of *used to* change in the negative and question forms?

I didn't use to read books when I was young.
Did you use to read a lot when you were young?

- 6 Look at the highlighted examples of *would* in Text A and the ones below, and answer the questions.

- 1 My mother *would* often talk about her childhood.
- 2 When we were teenagers, we'd watch horror films at the cinema on Saturday mornings.
 - a) Do we use *would* to talk about past habits?
 - b) we use *would* to talk about past states?
 - c) Can we use *would* in all the cases where we use *used to*?

➔ Language reference and extra practice, pages 144–145

- 7 Find the mistakes of form or use in each sentence and correct them.

- 1 Bram Stoker would to live in Sandycove in Dublin.
- 2 Women of Jane Austen's time use to write anonymously.
- 3 Vlad the Impaler was used to sign himself Dracula.
- 4 George Orwell is used to work in a bookshop.
- 5 I use to read a lot of short stories at the moment.
- 6 He didn't used to read a lot as a child.
- 7 Did Lewis Carroll used to tell stories to young listeners?
- 8 The Brontë sisters all would suffer from bad health.

- 8 Choose the correct answer. Sometimes both forms may be correct.

The tourist guide for lovers of literature

This guide is a travel guide devoted to places connected to literature, rather than to restaurants, museums and hotels. It contains the following interesting facts.

Bram Stoker ¹*used to / would* take his holidays at Cuden Bay and used Ecclescraig House nearby as an inspiration for Count Dracula's castle.

He ²*used to / would* live in a house in Sandycove in Dublin.

George Orwell ³*used to / would* sleep on insect-infested mattresses when he was down and out in Paris.

The book also answers the following questions:

Did Ernest Hemingway really ⁴*use / used to* catch pigeons in the Luxembourg Gardens and cook and eat them?

⁵*Did Lewis Carroll use to / Would Lewis Carroll go to* Whitburn for his holidays?

This guide provides excellent walking tours. For example, you can take a walk through Spitalfields with a 'Jack the Ripper' tour. You can start in Dorset Street, where Miller's Court, site of the most horrific Ripper murder, ⁶*used to / would* be.

pronunciation

- 9 ^{2.13} *used to* Listen to two sentences from Exercise 8. Choose the correct way of saying *used to*. Then listen and repeat the sentences.

- 1 We pronounce the s in *used to* like which s in *says*?
- 2 The vowel sound in *to* is *strong / weak*.

SPEAKING

- 10 Discuss things you used to / didn't use to do, think or believe when you were a child.

What sort of books did you use to read as a child?

Did your parents use to tell you stories about monsters who chased naughty children?

Did you use to get frightened when your parents told you about scary characters?

Did you use to believe in giants?



SITUATION

- 1 Read the article about Lee Hart from a music magazine. Discuss the questions.

Lee Hart to write memoirs

Great news for fans of Lee Hart, lead singer of the band Outer Edge! According to his agent, Hart will spend most of next year writing his memoirs. There is interest from a publisher to buy exclusive rights to the book.

Thirty-six-year-old Hart has led a colourful life, like all pop stars. The band had a number of hits a few years ago, but now its popularity has declined. Hart announced recently that the band would do one final tour of their favourite venues in Germany and the Netherlands, then call it a day, and split up.

Since Lee Hart has had little formal education, it seems highly likely that he will employ a ghostwriter to help him write the memoirs.

- 1 Why is it the right time for Lee Hart to write his memoirs, dealing with some of the events in his life?
- 2 What are the advantages for Lee Hart of using a ghostwriter for his memoirs?
- 3 Can you think of any problems or issues that might need to be resolved if Lee Hart uses a ghostwriter? For example: will the ghostwriter be able to interview all members of Hart's family? Will the pop singer have final approval of the contents of the book?

- 2 Read Hart's proposal for his memoirs. It contains his ideas for a bestseller.

- 1 Do you think Lee Hart's ideas will result in a bestseller?
- 2 If not, what advice can you give him to improve his proposal? Should there be more about the singer's childhood / his family / his personal life?

Proposal:
My memoirs

I think I should start with a short chapter about my family and early years, then move on quickly to how we got our first contract to perform in a club in Amsterdam. Then we could have some chapters about the band's first world tour, which was really successful. I wrote a diary at the time, so the information will be accurate about our venues and the reaction of our audiences. Then we could have a chapter about our hit records and another about our opinion of other bands. And a final chapter about our future plans. All that should make it a bestseller.

KEY LANGUAGE: proposing, bargaining, talking about needs/expectations

- 3a ^{2.14} Listen to the conversation between Lee Hart and James Douglas, his literary agent. Which two topics do they discuss?

- 3b Listen again. Match each sentence with its correct language function below.

- 1 ... if we included more chapters about your background, it'd add a lot of human interest ...
- 2 Why don't you talk to her?
- 3 If you agreed to write two or three chapters ... you'd probably double or triple sales of the book.
- 4 But in this case, I think 15 percent is more appropriate.
- 5 Really? I wasn't expecting to pay as much as that.
- 6 You'll find I'm good value for money.
- 7 Look, I'd like to make a proposal.
- 8 I need time to think about this, and take some advice.
- 9 How about if I talked to him ...?
- 10 Could I suggest we meet towards the end of the month?

Language functions

- a) bargaining
- b) proposing
- c) talking about what you need / expect

- 4 Complete the beginning of each sentence with an appropriate ending.

- 1 If you wrote about your father,
 - 2 Why don't you talk to
 - 3 The ghostwriter will need a year
 - 4 If I find a really good ghostwriter,
 - 5 How about if one of us
 - 6 As this is quite complicated,
 - 7 Could I suggest we meet
 - 8 I'd like to make a proposal –
- a) I think a 20 percent share is appropriate.
 - b) in two weeks' time?
 - c) will you contribute towards his or her fee?
 - d) wanted to cancel the contract?
 - e) it'd greatly increase our sales.
 - f) to write the book.
 - g) that you should talk to my financial adviser.
 - h) all the members of my band?

TASK: negotiating a contract

- 5a Work in pairs to role-play a negotiation between James Douglas and a publisher. Prepare to negotiate the points in Exercise 5b. Use the Key language and the Other useful phrases to help you.

Student A plays the role of James Douglas. Look at your information on page 159.

Student B plays the role of the publisher. Look at your information on page 164.

- 5b Negotiate with each other to reach agreement on the following points.

- 1 the content of the memoirs
- 2 the percentage of the royalty to be paid to Lee Hart
- 3 the deadline for submitting the final draft of the book
- 4 help in setting up interviews with family and contacts
- 5 the names which will appear on the cover of the book
- 6 what happens if one side wants to cancel the contract

OTHER USEFUL PHRASES

Asking for information

I'm interested in knowing ... (what kind of advance payment you want).

How much do you have in mind?

Talking about what you need/expect

He'd expect to receive ... (a generous advance payment).

It's important to have ... (several chapters about his childhood).

He'll have to / need ..., so ...

Bargaining

If you ... we might be able to ...

How about if we were to ... (deliver the final draft earlier)?

Proposing

Could I make a suggestion ... ?

I propose (that) we ...

STUDY SKILLS: improving listening skills

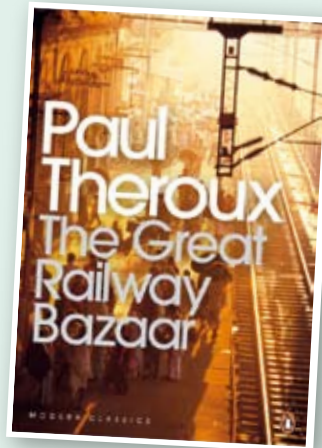
When you listen to English, you often have to make informed guesses to understand. There are three types of guessing which you usually do:

- you predict what the speaker is going to say from your general knowledge or other clues;
- you guess the meaning of new words;
- you guess the meaning of words you did not hear clearly.

You are now going to practise each of these techniques.

1 Predicting from clues

You are going to hear extracts from a book by Paul Theroux, a well-known travel writer. Look at the cover of the book and the photo.



- 1 What do you think the book is about?
- 2 What area of the world does the book probably describe?

2a 2.15 Guessing meaning of words

Paul Theroux describes an experience he had at a railway station in Burma when he was offered an unusual type of food. Listen to Extract 1 and guess the meaning of the underlined words you heard in the extract.

- 1 a shining assortment of beady objects on her tray
a) display b) choice c) mixture d) sale
- 2 I beckoned her over and had a look.
a) asked her b) shouted out to her
c) waved my hand at her d) ordered her

2b What do you think the 'beady objects' are? Choose the best answer.

- a) grapes b) chicken c) crabs d) insects

2c 2.16 Listen to Extract 2 to check your answer.
3 2.17 Listen to Extract 3. Choose the correct word/phrase in each pair.

- 1 (the train) pulled away = *began to leave / was about to start*
- 2 bound with knotted vine = *tied / covered with knotted vine*
- 3 door hinge = *a piece of metal to open a door / hold a door in place*
- 4 skewer = *a metal or wooden box / stick*
- 5 lumps = *small pieces with no special shape / large pieces with a regular shape*

4 2.18 What do you think the 'lumps of burned meat' are? Listen to Extract 4 and check.
5a 2.19 Extract 5 describes an incident at Tokyo Central railway station. Three words in the extract have been obscured. Listen and guess the words.

- 1 A hundred Japanese men in grey suits stood watching my train. ... They had no ____.
- 2 The ____ was blown; the train started up, but before it moved an inch ...
- 3 ... and outside on the ____, the hundred men did the same.

5b Listen to Extract 5 again and answer the questions.

- 1 Who are the hundred Japanese men on the platform?
- 2 Why are they watching the train?
- 3 What does everyone do after the train starts up?
- 4 Paul Theroux comments to a Japanese man, 'It's quite a send-off.' What do you think he means?


WRITING SKILLS: a travel blog
6a What is a blog? Do you read blogs? Why / Why not?
6b Read the information about travel blogs. Discuss the questions.

Travel blogs are online travel diaries or journals. Blogs are often written and published while the traveller(s) are still on their journey. They sometimes include maps and other visual effects.

- 1 Have you ever composed a travel blog? If so, what was it about?
- 2 Have you ever read a travel blog? If so, was it interesting? Why / Why not?
- 3 Why do people write travel blogs? Why do others read them?
- 4 Do you think it is better to read travel blogs or travel guidebooks before you visit a foreign country? Why?

7 You are going to read a travel blog about Havana, Cuba. What aspects of the city do you think the authors will mention (the people, shops, etc.)?
8a Read the blog and check your answers. Then discuss the questions.

- 1 Do the authors use a formal, neutral or informal style? Give reasons for your answer.
- 2 What do the following expressions mean? Try to work out their meanings from the text.
a) choc-a-bloc
b) drove like the wind
c) checked out
d) grabbed my wallet
- 3 What information or incident in the blog is most likely to interest readers? Explain your answer.

8b Adverbs of degree The authors use several adverbs of degree to emphasise adjectives, e.g. *extremely* old. What other adverbs of degree + adjective can you find in the blog?

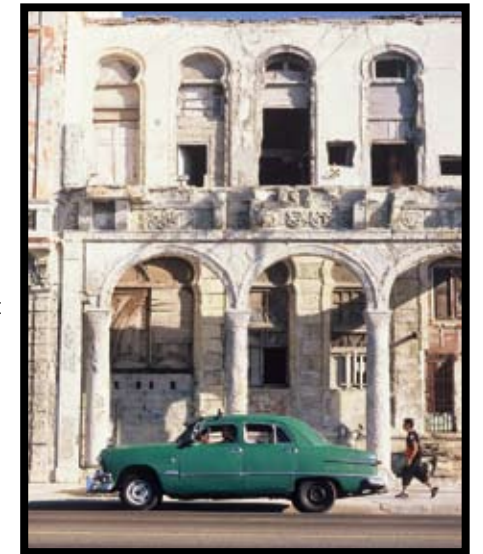
9 Write a travel blog about one of these two situations. Remember, you write a blog when you are in the situation.

- 1 Imagine that you are in a foreign country/ place you have travelled to and know quite well.
- 2 Imagine that you are a foreign tourist visiting your country.

September 6, ...

Havana, Cuba – first impressions

We arrived four days ago and are now staying in a four-star hotel in Vedado, close to the centre of Havana.



The journey from the airport was a bit of a nightmare. Our taxi was extremely old, it had an incredibly noisy engine and the door didn't

close properly. The roads were choc-a-bloc with old American cars, huge over-filled trucks and funny-looking buses with hundreds of people in them. Our taxi driver drove like the wind, hooting his horn continually. Wow! What an unforgettable experience! But we got to the hotel in the end. It is absolutely beautiful, lots of space and really comfortable.

The next day, we strolled down the Malecon towards the centre of Havana. The Malecon's a long sea wall, by the way. In the evening, the locals go there to relax, enjoy the cool air and chat with friends. During the walk, we were able to take in the buildings in the area. The houses are worn and crumbling, but the colonial architecture is really impressive – one of the best things to see in Havana.

Yesterday, we checked out the centre of Havana, visiting the shops and bars, and wandering through the narrow, winding streets. We saw some Cuban women, sitting on the pavement, smoking huge Cuban cigars. If you want a photograph with them, you have to pay them a dollar! There are lots of beggars and pickpockets in some areas. In one street, a couple of pickpockets tried to steal my wallet. A guy pushed me hard in the back, and his partner, a young woman, grabbed my wallet. But she was pretty unlucky as my wallet was chained to my belt! The two of them ran away really quickly, so we couldn't be bothered to chase after them.

Today, we're going to visit the house of Ernest Hemingway, the famous American writer. He lived in a villa outside Havana for many years, and you can visit the building and garden. I'm looking forward to the visit, as I've read almost everything Hemingway has written. I'll report on the visit in my next blog.