UNIT 2: EXTRA PRACTICE

Your profile

What do you like about the place where you live?
What would you like to change?



1 Match the sentence halves. Are the adjectives used for people, places or both?

Where would you like to live?

When I leave home, I'd like to live ...

1 somewhere quiet with a **relaxed**	a in the middle of nowhere.
2 somewhere busy and **urban**, with	b **welcoming** and easygoing.
3 in a place that's **remote** and **rural**,	c atmosphere, like a **residential** suburb.
4 in a community which is	d estate or in an **inner city** neighbourhood.
5 somewhere friendly, with a **close**	e masses of entertainment and leisure facilities.
6 near an **industrial**	f with shops and restaurants from around the world.
7 in a city that's culturally **diverse**,	g community, where everyone knows everyone else.

2. Listen to John, a British student, asking for advice about place to study. Answer the question

1. What is he going to do next year? Where?.....

2. Which adjectives from exercise 1 describe his parents' village? .....

3. Which adjectives describe Bristol? .....

4. Which adjectives describe the kind of place where he'd like to study? .....

3. Read five recommendations for John of places to study. For questions 1-10 choose from people (A-E). The people may be chosen more than once.

WHICH PERSON

0. recommends studying the local language? _____

1. recommends a winter sport? _____

2. complains about public transport? _____

3. mentions the quality of education? _____

4. mentions a family connection to the city? _____

5. describes some modern architecture? _____

6. mentions food from around the world? _____

7. says the city offers varied form of musical entertainment? _____

8. recommends visiting some places of historical interest near the city? _____

9. says the students all get on well with each other? _____

10. describes a university set in a natural environment within a city?

LIVEWORKSHEETS

A DORUK – ISTANBUL

How about Turkey? I'm about to start at Koç University, 30 km from Istanbul city centre. It has a reputation for excellent teaching and international students are welcome. It would make a big difference if you learned some Turkish before coming, but don't worry about the classes – all of the university's undergraduate degrees are taught in English. When I visited, the campus seemed quite a close community and it's set in woods, so it feels as if you're in the middle of nowhere even though the city isn't far away. Istanbul itself is exciting because it's where the East meets the West and the old part of the city is a United Nations World Heritage Site.

B NATALIA – BARCELONA

It sounds as if you'd love Barcelona. The main university dates from the 1450s and there's a huge student population in the city, making it very culturally diverse. The inner city neighbourhoods are full of fascinating old buildings and squares with cool cafés. The city isn't all old, though. There are Gaudí's crazy, nature-inspired houses in the suburbs and incredible contemporary buildings like The Forum on the outskirts. La Rambla is always busy with people walking up and down looking at the stalls, but my favourite spot is Parc Güell, on a hillside behind the city. There's always a performance or something going on. I go up there all the time – I think I'll go again this weekend, but the bus leaves at six in the morning!

C SIMON – SYDNEY

It would make sense to go to an Australian university – they really cater for overseas students. I'm at Macquarie University and I love it. The campus is in the suburbs, surrounded by parkland, so it actually feels as if it's quite rural. There's a relaxed atmosphere and for me the only drawback is the location. I live 25 km away and my bus leaves once an hour, so if I miss it, I'm in trouble! There isn't much to do near the university, so most students meet up in Surry Hills. The city has a fantastic outdoors lifestyle and at the weekends you can check out the city's world-famous beaches. Sydney is wonderful – no wonder everyone here is so optimistic.

D MARCO – MILAN

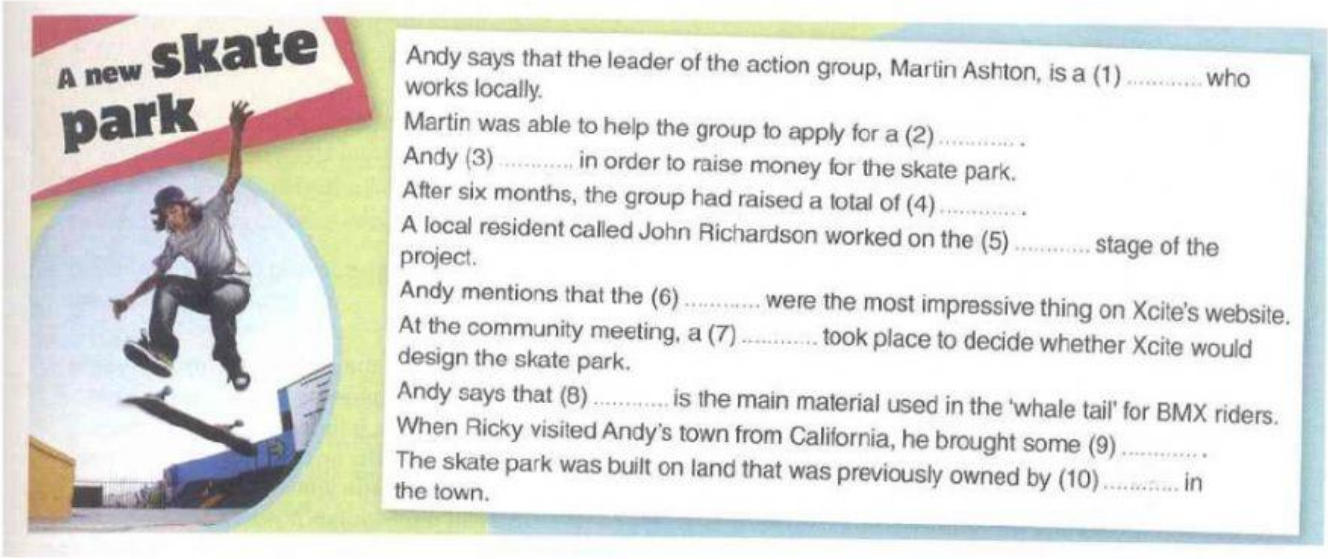
You should consider Milan. Lots of places offer undergraduate degrees in architecture, often in English. I don't live there, but I know Milan quite well because we visit relatives there every New Year. It's a lively university city, so you'll have a great social life. It's a major cultural centre too with everything from theatre and opera to festivals and pop concerts. After you've spent a few weeks there, you'll never want to leave. I've already decided I'm going to live there when I'm older. Milan is the centre of the Italian fashion industry, so it's great for window-shopping. You may find yourself sitting next to some very stylish classmates, but don't be put off – underneath, people are welcoming and down-to-earth.

E CRISTINA – MÉXICO, D.F.

I study geography at the Tecnológico de Monterrey university, where all the classes are in English rather than Spanish. A friend on the architecture course says it's fascinating. Mexico City is a massive urban centre with millions of things to do – you'll certainly never be bored. There are restaurants from every continent and lots of surprises – you should definitely make use of the ski slopes on Popocatépetl, the nearby volcanic mountain. At the weekends, you can easily make your way out to the Aztec pyramids in the ancient city of Teotihuacan. If you're into archaeology, you'll definitely be impressed by the scale of the ruins. I'm a real fan and I'm going again next weekend.

LIVEWORKSHEETS

4. You will hear a teenager called Andy Wood talking about a new skate park. Listen and complete the sentences with a word or short phrase



1.	2.	3.	4.	5. .....
6.	7.	8.	9.	10.....

5. Read the text below and decide which answer (A,B,C or) best fits each gap. There is an example at the beginning (0)

Amanda Wright, aged 17, has surprised everyone she knows by writing for weeks on (**0**) ...C... to produce a full-length science-fiction novel. She frequently worked right through the night to complete the 375-page story, *Parallel Decades*.

Amanda's teachers and family began to get (**1**) ..... about her when she stopped being her usual cheerful self. She was (**2**) ..... falling asleep during classes and she would wander around (**3**) ..... quietly to herself about imaginary characters and faraway civilisations. No one had a clue what was going on, until a teacher asked her to talk about the most important thing she'd (**4**) ..... in her life. 'I've written a novel,' she said. The class fell silent with astonishment. Back at home, her parents were immensely proud as soon as they found out. When it (**5**) ..... out that this was the reason for her moods, they (**6**) ..... with relief. Finally, Amanda's odd behaviour made (**7**) ..... .

Will there be more? 'Yes, I'll write another, but I won't (**8**) ..... up every night writing it,' she promises.

0	A time	B weeks	C end	D finish
1	A optimistic	B concerned	C furious	D irritated
2	A absolutely	B readily	C rarely	D constantly
3	A muttering	B whistling	C yelling	D shaking
4	A made	B been	C achieved	D compared
5	A went	B worked	C made	D turned
6	A sighed	B charged	C bounced	D mumbled
7	A impression	B use	C sense	D understanding
8	A back	B give	C wake	D stay

1.	2.	3.	4. .....
5.	6.	7.	8. .....

LIVEWORKSHEETS