



INSTITUTO CULTURAL PERUANO NORTEAMERICANO

AMERICAN
BIG PICTURE



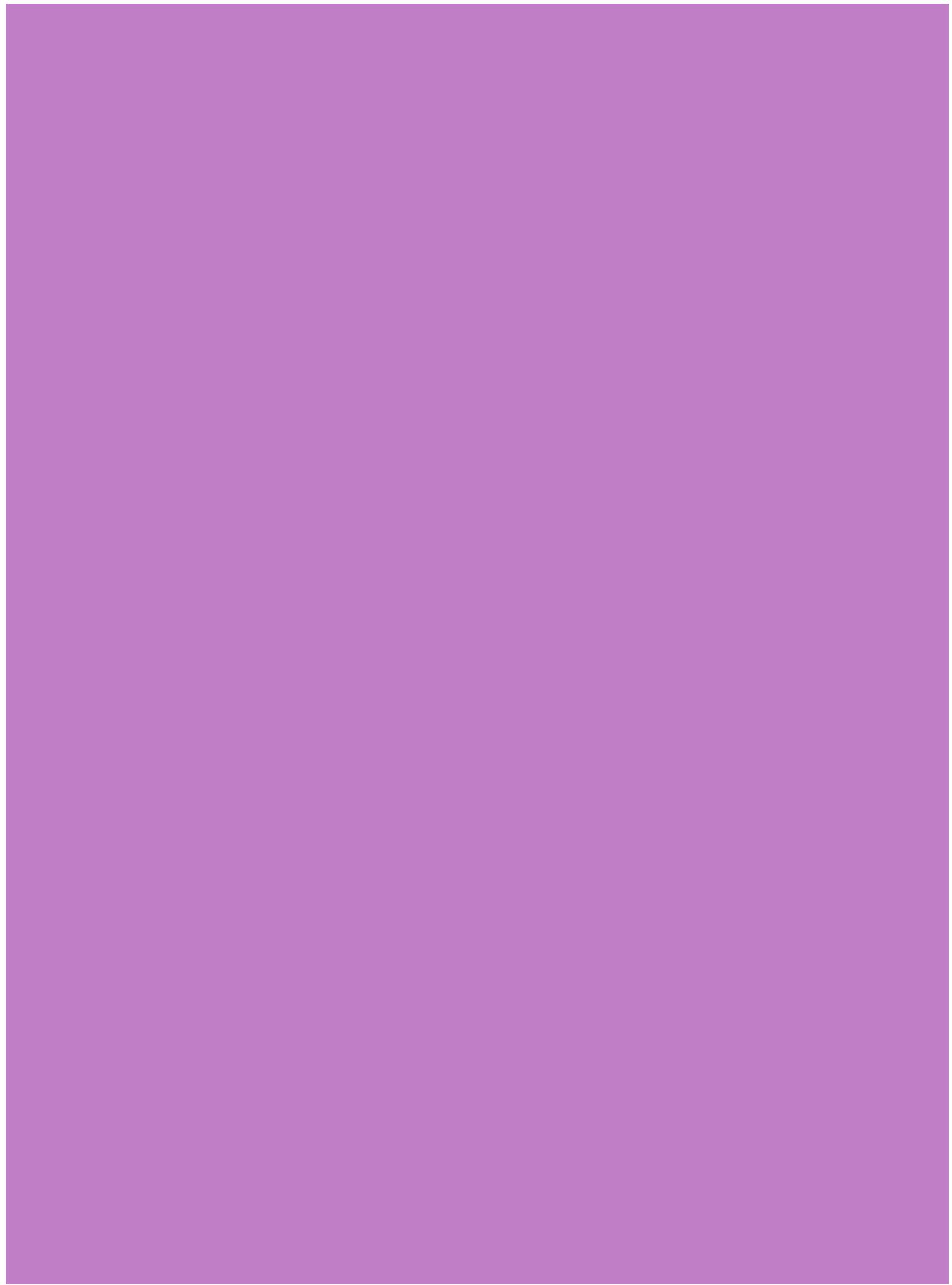
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Series editor: Ben Goldstein



Richmond

INTERMEDIATE 10





WELCOME UNIT INTERMEDIATE 10

Strategies to move from B2 to C1: Vocabulary

It's essential to expand your vocabulary **every single day**. Whenever you hear a word you don't recognize, **write it down**. Here are some tips to help you learn vocabulary and organize it.

Review vocabulary on a **daily basis**. 5 minutes are enough if you study every day. Review the same list of words for an entire week using flashcards, sticky notes around the house and ask someone to quiz you.

Create categories of vocabulary with relevant sections. Choose a weekly category, fill with existing vocabulary knowledge and then add 5 words daily to your category of the week. Choose categories related to the vocabulary you are studying at school or material you are reading in your free time. e.g. Category: relationships People: sibling, in-laws, acquaintance.

Create a word form chart. When you learn a new word, try to find out its part of speech. This means that you need to find out if the new word is a noun, adjective, verb, adverb, etc. Once you know what type of word it is, you can more easily identify other words in the same family.

Noun	Verb	Adjective	Adverb
reservation	reserve	reserved	X
anticipation	anticipate	anticipated	anticipatedly

Use a **thesaurus** to look up synonyms and antonyms to expand on the words you selected. www.thesaurus.com

To understand native speakers, you need to learn **idioms** as native speakers use them a lot. An idiom is a group of words (expression or phrase) which has a meaning different from the literal meaning of the individual words. e.g. It's raining cats and dogs. To understand idioms, we need to visualize, identify the key word that carries the meaning, look at the context, and pay attention to the tone of voice of the speaker.

Easily confused words

1. Choose the correct option from the box for each sentence.

occupied / entertained	life / living	offered / promised	unfortunately / for my bad luck
pass / spend	give / say	cook / cooker	feel / fell
		clear / clean	tasteful / tasty

1. The guests were _____ by a wonderful magician.
2. I don't like to do the cooking at home because our _____ is very difficult to use.
3. Our teacher went home today because she didn't _____ very well.
4. The food at the restaurant we went to last night was very _____.
5. Sara likes to _____ the weekends watching films with her friends.
6. When I arrived at my grandma's house, she _____ me a glass of water, but I wasn't thirsty.
7. My hosts asked me to _____ my opinion on the paintings they had received.
8. _____, they'd cooked fish for dinner which I don't eat.
9. The local people will only swim where the water is very _____.
10. The way of _____ is totally different in Japan

2. Verbs with similar meanings

1. Read the sentences. What do the verbs have in common?

1. The protesters marched to the White House.
2. I like strolling along the seafront on my vacation.
3. The best way to get to know a city is to wander around it.

2. Match the verbs with the definitions

- | | | |
|--|----------------|---------------|
| 1. march____ | 2. stroll ____ | 3. wander____ |
| a. walk in a slow, relaxed way | | |
| b. walk in a casual way, without intention | | |
| c. walk vigorously, with regular steps | | |

3. Read the sentences. What do the verbs have in common?

1. The staff spend their breaks chattering around the coffee machine.
2. There are lots of TV programs where people gossip about famous stars.
3. Can you whisper, please? The baby is sound asleep.
4. The coach shouted instructions to the basketball players.

4. Match the verbs with the definitions.

1 chatter ____ 2 gossip ____ 3 whisper ____ 4 shout ____

- A talk very quietly so that other people can't hear you
- B talk about someone or local events
- C talk very loudly so that everyone can hear you
- D talk quickly and continuously about unimportant matters

5. Match these verbs with the people and situations.

Ways of moving: jog, rush, crawl, limp

Ways of making noise: scream, cry, sigh, groan

1. a student who is late for class _____
2. a person with a sore leg _____
3. a baby who can't walk yet _____
4. exercising in the park _____
5. you are unhappy or in pain _____
6. you are bored or tired _____
7. watching a horror film _____
8. you feel sad _____

Idioms

1. Choose the correct meaning of each idiom.

1. My boss is not afraid to get his hands dirty; he gets involved in everything.

To get your hands dirty means...

- a. to refuse to do extra tasks at work
- b. to be prepared to do any task at work

2. I'm tired! I'm completely snowed under at work at the moment.

To be snowed under means...

- a. you have little work to do.
- b. you a lot of work to do

3. I'm fed up of doing his dirty work. He's so lazy.

To do someone's dirty work means...

- a. you clean for the other person.
- b. you do the tasks the person doesn't like.

4. When Sue left work after twenty-five years, she got a golden handshake.

A golden handshake means...

- a. a reward or present for your work.
- b. a physical gesture which means goodbye.



GRAMMAR

VOCABULARY

READING & LISTENING

PRONUNCIATION

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4 REINVENTION



a



b

- 1 Work in pairs. Look at the images and answer the questions.

- 1 What do the images show? What is the connection between the images and the title of the unit?
- 2 How have the people changed their appearance?
- 3 Why do you think they have done this?
- 4 What else do people do to change their appearance?

- 2 **a** Listen to an interview with an image consultant talking about a band. Match band members 1–3 to the looks in images a–c.

- 1 the drummer
- 2 the singer
- 3 the guitarist

- b** Listen again. How is each band member going to change his/her look?

- 3 Work in pairs. Complete **A** in the **KEY VOCABULARY PANEL**. Which words can you match to the images?

- 4 **a** Complete the extracts with words from **A** in the **KEY VOCABULARY PANEL**.

1 His face and body are covered in beautiful tribal _____.

2 It's also common in Polynesia to get a _____ like this red one in his ear.

3 He's going to grow a _____ and a _____.

4 Goths put on white makeup so they look very _____.

5 The contrast of the girl's black and _____ blue hair looks amazing.

6 I love the straight _____ —it's a really impressive look.

- b** Listen and check.



- 5** Work in pairs. Use the words in A to describe someone in the class or a famous person. Can your partner guess who it is?

She has a fair complexion and dark, wavy hair with bangs...

- 6** Work in pairs. Complete B in the KEY VOCABULARY PANEL.

- 7** Work in groups. Answer the questions.

- Which ways of changing your appearance are a) the easiest? b) the most extreme? c) the most popular?
- Do you know anyone who has changed their appearance a lot? What did they do?
- Did you like the new look? Why/Why not?

KEY VOCABULARY

Appearance

A Describing appearance

- Put the words in the box in the correct column. Some words go in more than one column. Use a dictionary to help you.

bald bangs beard complexion curly
dark dyed fair freckles mustache
pale piercing tattoos wavy wrinkles

Hair	Skin/Face
<i>bald</i>	<i>complexion</i>

- Which words in the box are a) nouns?
b) adjectives?

B Common collocations

- Fill in the blanks with the words in the box to make collocations.

a beard your head your look
a mustache muscle a piercing
a tattoo weight

- | | |
|-------------------|--------------------------------|
| 1 change | your hairstyle, _____ |
| 2 get/have | a haircut, a tan, _____, _____ |
| 3 grow | your hair, _____, _____ |
| 4 shave | your legs, _____ |
| 5 put on | makeup, _____ |
| 6 build up | _____ |

- Answer the questions.

- 1 Can you add any more words to the lists?
- 2 Which of the collocations a) usually refer to men?
b) usually refer to women? c) can refer to both?
- 3 Which can you do yourself?
- 4 Which do you need someone's help to do?

NOTICE PUT ON

The phrasal verb **put on** has different meanings:

put on makeup = to apply makeup to your face

put on weight = to gain weight/become fatter

SPEAKING & LISTENING

- 1 Work in small groups. Look at the two ads and answer the questions.

- 1 What products do you think they are advertising?
- 2 What country do you think they are from?
- 3 Do you think they are good ads? Why/Why not?

- 2 a Listen to two friends discussing ideas about beauty. Were your answers to 1 and 2 in 1 correct?

- b Listen again and complete the sentences.

- 1 Kate has recently started...
- 2 The word "tanorexia" means being obsessed with...
- 3 In recent years it's become fashionable to...
- 4 Tanning beds can be dangerous because...
- 5 In India, many people think fair skin is...
- 6 Last year, Shantum went to India for...
- 7 Shahid Kapur is a famous...
- 8 According to Shantum, Indian men have started...

- 3 Work in groups. Discuss the questions.

- What does the audio tell you about concepts of beauty in different cultures?
- What other aspects of beauty/appearance can you think of that are different between cultures?

PRONUNCIATION: Schwa /ə/

- 1 a 4.4 Look at the underlined words in the sentence. Are they stressed or unstressed? Listen and notice how they are pronounced.

/ə/ /ə/ /ə/
They go to tanning salons all the time, and this

/ə/ /ə/ /ə/
can be really bad for the skin.

- b Complete the explanation.

The schwa /ə/ is /is not a very common sound in spoken English. Vowel sounds in stressed / unstressed words are often pronounced as a schwa.

- 2 Which of the underlined words in 1a are...

- 1 modal verbs?
- 2 prepositions?
- 3 articles?
- 4 conjunctions?

- 3 a Underline all the schwa /ə/ sounds in the sentences.

- 1 I've had the site for about a month now.
- 2 What kinds of things are you going to write about?
- 3 What does that mean? I've never heard of it.
- 4 We didn't really hear about the problems they can cause.

- b 4.5 Listen and check. Practice saying the sentences in 3a using the schwa /ə/.

GRAMMAR

- 1 a** Work in pairs. Look at extracts 1–6 from Transcript 4.3. Who said each one, Kate (K) or Shantum (S)?
- 1 I've had the site for about a month now.
 - 2 You've already had almost a thousand hits.
 - 3 Tanorexia? I've never heard of it.
 - 4 Experts only started using the word in 2004.
 - 5 In August, I went back home for my sister's wedding.
 - 6 The market hasn't peaked yet.
- b** Underline the verbs and time expressions in the sentences in **1a**. Then choose the correct option to complete 1–7 in the GRAMMAR PANEL .
- 2** Complete the pairs of sentences with the verbs in parentheses in the present perfect or past simple.
- 1 a I _____ my hair. (*never/dye*)
 - b I _____ my hair for the first time a few years ago. (*dye*)
 - 2 a Jasmine's a tattoo artist. She _____ her first tattoo in 2005. (*do*)
 - b She _____ some amazing tattoos of snakes and eagles. (*do*)
 - 3 a My grandpa _____ a beard in the sixties. (*have*)
 - b My grandpa _____ a beard since the sixties. (*have*)
 - 4 a I'm only 22, and I _____ my first gray hair! (*already/find*)
 - b I _____ my first gray hair yesterday morning—I'm so upset. (*find*)
- 3 a** Use the words in the box to make five sentences that are true for you. Write about...

- appearance
- family
- interests
- travel
- work/study.

a few years ago in 2010 in the summer
last week/month/year never recently
since the nineties yet/already

I've been to India three times, and I went to Sri Lanka last year.

b Compare your sentences with a partner's. Are there any similarities?

PRESENT PERFECT OR PAST SIMPLE?

A Present perfect

The present perfect connects the past with the present. We can use the present perfect for...

- 1 experiences in our lives ⁽¹⁾up to now / at a specific time in the past:
I've never heard of it.
- 2 a state or action that started in the past and ⁽²⁾continues in the present / finished before the present time:
I've had the site for about a month now.

B Past simple

We use the past simple to talk about a(n) ⁽³⁾finished / unfinished action that happened at a specific time in the past:

*Experts only started using the word in 2004.
In August, I went back home for my sister's wedding.*

C Present perfect with *already* & *yet*

We often use the present perfect with *already* and *yet*.

We use ⁽⁴⁾*already / yet* in affirmative sentences to mean "before now," especially when the news is surprising:
You've ⁽⁵⁾already / yet had almost a thousand hits.

We use ⁽⁶⁾*already / yet* in negative sentences to mean an event didn't happen in the past but you expect it to happen in the future:

The market hasn't peaked ⁽⁷⁾already / yet.

We usually use *yet* in questions:

Have you launched your new website yet?

See page 36 for grammar reference and more practice.

SPEAKING

- 1**  Work in groups. Look at the image and answer the questions.

- What is the man doing? Why do you think he's doing this? Think of as many reasons as you can.
- Do you think that men in your country are more or less interested in their appearance today? What kinds of beauty products do they buy?



SPEAKING & READING

1  Work in groups. Look at the images. How do you think the lives of the two people have changed? Was the change positive or negative?

2 a Read the article and check your answers to the questions in 1.

b Choose the best title 1–3 for the article.

- 1 Five Steps to Business Success
- 2 Dramatic Career Changes
- 3 Facing Professional Challenges

3 Answer the questions with Cantona (C), Stewart (S) or both (B). Who...

- 1 works in the media?
- 2 made a surprising career change?
- 3 had a bad experience that he/she learned a lot from?
- 4 had difficulty controlling his/her temper?
- 5 behaved in a negative way in his/her first career?
- 6 has been involved with an online campaign?
- 7 has actively tried to improve his/her public image?
- 8 has been more successful in his/her second career than in the first one?



Eric Cantona has never been a stranger to controversy. Born in Marseilles in 1966, he made his debut as a professional soccer player when he was 17. Because of his fiery temperament, he was often in trouble for fighting with other players. Nevertheless, Cantona was able to continue his soccer career in England, where teams like Manchester United were happy to pay million-dollar transfer fees to acquire his services.

So it is something of a surprise that Cantona's subsequent career has mostly been in the movies as an actor and director. He has appeared in more than 15 movies. He has also starred in TV commercials, some of them for Nike, so he hasn't missed his soccer player's salary

too much. In fact, he has recently been appearing as a stage actor in a play directed by his wife.

30 Cantona has also been in the news because he has been calling on the public to take their money out of major banks as one way of opposing the worldwide power of the financial sector. This idea has been gaining support via an Internet campaign.

A very different career change happened in the case of American style guru Martha Stewart. After 40 obtaining a degree in history in New York, she started her career as a stockbroker. Later, she built a successful career as a business magnate. Her impressive CV includes 45 roles as both television host and magazine publisher.

In 2004, she was convicted of lying about a stock sale and served five months in prison as well as paying 50 a fine of \$30,000. However, she was able to benefit from her stay inside.

"The experience of the last five months... has been life altering and life affirming," Stewart said on her website. "Someday, I hope to have the chance to talk more about all that has happened, the extraordinary people I have met here and all that I have learned."

60 A stay in prison would normally destroy a person's reputation, no matter what great references their business contacts might give them. However, in recent years, Stewart 65 has been successfully rebuilding her image. She has participated in the American TV series *The Apprentice* and recently received a \$2 million book deal. Incredibly she has become 70 more successful than ever.

NOTICE THAN EVER

We use *than ever* to mean "than at any time before in your life":
She's been busier than ever this year.

4 Find words in the article that mean...

- 1 payments made for professional advice or services (*line 12*).
- 2 a chosen profession (*line 16*).
- 3 a fixed payment given to an employee for work performed (*line 27*).
- 4 an academic title given by a college or university (*line 40*).
- 5 a written description of work experience, skills and education (*line 44*).
- 6 a statement about the qualities/experience of a person looking for a job (*line 62*).

5  Work in pairs. Whose story, Cantona's or Stewart's, do you think is more interesting? Why?

GRAMMAR

1 a Read extracts 1–4 from the article. Do they refer to Cantona (C) or Stewart (S)?

- 1 ... has been appearing as a stage actor.
- 2 ... has become more successful than ever.
- 3 ... has appeared in more than 15 movies.
- 4 ... has been rebuilding her image.

b Answer the questions about the sentences in **1a**.

- 1 Which sentences emphasize a) completion? b) an ongoing action?
- 2 Which sentence says how many times something has happened?
- 2 Choose the correct option to complete a and b in the GRAMMAR PANEL . Then complete 1–4 with the correct form of the verbs in parentheses.
- 3 **a** Complete the text with the present perfect simple or continuous form of the verbs in parentheses.

I ⁽¹⁾ _____ (*look*) for a new job for three months now, but I ⁽²⁾ _____ (*not find*) anything yet. I ⁽³⁾ _____ (*surf*) the Internet every day so I'm really tired! I ⁽⁴⁾ _____ (*send*) out 20 CVs so far, but I ⁽⁵⁾ _____ (*not have*) a single interview! A friend of mine ⁽⁶⁾ _____ (*do*) some freelance work for a publisher recently, and she ⁽⁷⁾ _____ (*tell*) me about a possible job with that company... so fingers crossed!

b  Work in pairs. Imagine you have been looking for a job. Tell your partner what you have been doing, and what good/bad things have happened.

PRESENT PERFECT SIMPLE OR CONTINUOUS?

A Present perfect continuous

The present perfect continuous emphasizes ^(a)completion / duration. We use it to talk about...

1 an action that started in the past and continues now:
She's been writing the book for over a year.
(= she's still writing it)

2 a longer action that has recently finished and has a present result:

I ⁽¹⁾ _____ (coach) the soccer team all morning—I'm exhausted!

3 an action that happened repeatedly in the past and is still happening now:

Pam ⁽²⁾ _____ (visit) a style guru for advice on home furnishings.

B Present perfect simple

The present perfect simple emphasizes ^(b)completion / duration. We use it to talk about...

1 finished actions with a present result:

She ⁽³⁾ _____ (write) a book about how to set up a new company. (= it's finished)

2 how much or how many:

I ⁽⁴⁾ _____ (see) his new movie three times.

NOTE: We do not usually use state verbs (e.g., *love*, *know*, *believe*) in the present perfect continuous:

I've known him for 15 years. (NOT I've been knowing him...)

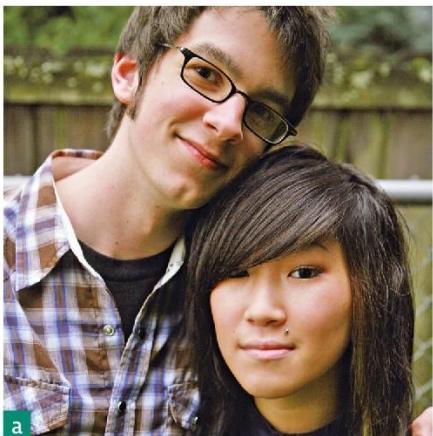
See page 36 for grammar reference and more practice.

SPEAKING

1  Work in small groups. Discuss the questions.

- For what reasons do people change their careers?
- Do you know anyone who has made an important life change?
- What change did he/she make? Why?
- In what ways is his/her life different now?
- Do you think it was a positive change? Why/Why not?





a



b



c

SPEAKING

- 1 a** Work in pairs. Look at the images. What reasons for learning a language do you think they show? What other reasons can you think of for learning a language?
- b** Read the quotes about learning a language. Match three to images a-c. Have you ever learned a language for these reasons?



I'm learning Arabic because I'm studying Middle Eastern history and need to read old documents. I'm not **confident** enough to have a conversation though. I feel **self-conscious** when I make a mistake.

Michael678 July 4, 9:16



I've recently retired, but I'm very **outgoing**. I didn't want to sit around getting bored so I've started German classes. The grammar is very difficult—there's so much to learn. I have to be really **dedicated** so I don't fall behind.

Steeleg777 July 4, 9:22



Rio.girl I have a new job in Brazil, and I've been taking a course in Portuguese here in Rio. I'm really enjoying it. The other students are really **talkative** so the class is fun. And the people here are so **laid-back** it's like being on vacation. 😊

posted at 11:42 a.m. • Like



Desharker I've been studying Chinese because my girlfriend's from Shanghai. She speaks good English, but she's more **lively** in Chinese. When she's with her friends, she's really **witty**—she makes them laugh all the time. I want to get to know that side of her character. 😊

posted at 11:42 a.m. • Like

- 2** Why are you learning English? Have your reasons changed as you have gotten older?

VOCABULARY: Describing people

- 1 a** Match the words in bold in **SPEAKING 1b** to definitions 1–8.
- 1 funny and quick-thinking
 - 2 relaxed, doesn't worry about anything
 - 3 very friendly and sociable
 - 4 sure of your abilities
 - 5 wanting to talk a lot
 - 6 nervous, insecure
 - 7 hardworking, doesn't give up
 - 8 full of life and energy

- b** Complete the e-mail with the words in **1a**.

Hi James,

My new English class is so much fun! Our teacher's really ⁽¹⁾ _____ . He's always full of energy!

I felt a little ⁽²⁾ _____ at first because I'm worried about my pronunciation, but it's getting better. I sit next to Ahmed. He's very ⁽³⁾ _____ —always the first person to say hello and introduce himself. He's really ⁽⁴⁾ _____ , too. He can talk about anything to anyone so he's helped me feel more ⁽⁵⁾ _____ in class. He's also very ⁽⁶⁾ _____ —he makes everyone laugh.

I've also made friends with Freya. She's very ⁽⁷⁾ _____ though the teacher thinks she's a little **too relaxed** and needs to work harder! I don't have that problem; I'm as ⁽⁸⁾ _____ as ever! I know all the grammar because I study every night! Talk soon, Kimeko

- 2 a** Work in pairs. Use the words in **1a** to describe people you know.

- b** Think of five more qualities you appreciate in a person. Compare your ideas with a partner's. Explain why each quality is important.

LISTENING

- 1 a** Listen to a radio program about how people feel when they speak a different language. Complete the chart.

Speaker	Country	Second language
1 Paulina		
2 Silvia		
3 Manami		
4 Chizoba		

- b** Listen again. Match speakers 1–4 to statements a–f. Who...

- a is more serious in her second language?
- b is more relaxed in her second language?
- c feels the same in both languages?
- d has to concentrate to use grammar correctly in her second language?
- e makes a lot of mistakes in writing in her second language?
- f likes planning things in her second language?

- 2 a** Can you remember who says these things? Listen again and check.

- 1 I hate making mistakes.
- 2 I find it very good for organizing things.
- 3 My speaking is really good.
- 4 Writing is really difficult.

- b** Work in pairs. Are the statements in **2a** true for you in English? Why/Why not?

GRAMMAR

- 1 a** Look at sentences 1–4 in **LISTENING 2a**. Underline the -ing forms.
- b** Use the sentences in **LISTENING 2a** to complete a–d in the **GRAMMAR PANEL**.
- 2** Mark the sentences that are grammatically correct. Change the incorrect ones.
- 1 We're practicing to speak Italian for our trip to Rome next month.
 - 2 Learn lists of irregular verbs is difficult but necessary.
 - 3 Your driving is terrible! You need to be more careful.
 - 4 No running in the pool area! Walk at all times!
 - 5 I'm not very good at talk to new people—I'm very shy.
 - 6 I can't get used to work at night.

- 3** Complete the sentences so they are true for you. Compare with a partner's.

- 1 I'm interested in...
- 2 My reading in English is... and/but my listening is...
- 3 I'm really looking forward to...
- 4 I really love... but I hate...
- 5 I always try to avoid... because...
- 6 A warning notice you often see in my country is...

USES OF THE -ING FORM

We use the -ing form...

- 1 as the subject of a sentence:

(a) _____

- 2 after a preposition. When a verb follows a preposition, it is always in the -ing form:

(b) _____

NOTE: in some expressions/phrasal verbs, to is used as a preposition (e.g., *get used to, look forward to*):

I'm looking forward to using it again.

- 3 after certain verbs, e.g., *avoid, consider, enjoy, hate, imagine, like, love, practice*:

(c) _____

- 4 after an article or *my, your, his, etc.*:

(d) _____

- 5 after "no" on warning notices:

No swearing!

See page 36 for grammar reference and more practice.

SPEAKING

- 1 a** How do you normally act in these situations? How would you like to act? Prepare notes.

- 1 at a big family gathering
- 2 in a meeting at work
- 3 at a party where you don't know anyone
- 4 giving a formal presentation
- 5 in a country where you don't speak the language

- b** Compare your notes with a partner's. How different are you?



4.4 FUNCTIONAL LANGUAGE: COMPLAINING



a



b



c

TUNE IN

- Work in pairs. Look at images a–c. Where are the people? Who do you think they might complain about?
- a Listen to three conversations. Match them to images a–c.

b Answer the questions.

- What two things does the neighbor do to annoy the speaker?
- Why are the new manager's e-mails so annoying?
- Why does Ryan annoy his teacher?

FOCUS ON LANGUAGE

- Listen again and complete the expressions.

- They're really _____ on my _____.
2 She's _____ her car in front of my entrance.
3 She _____ up when it makes a mess.
4 He's not exactly _____ people skills.
5 The thing that _____ me the _____ is his e-mails.
6 It really _____ me the _____ he tells you to do things.
7 They're _____ me _____.
8 I can't _____ the way he _____ interrupting me.

b Work in pairs. Use the expressions in 3a to talk about...

- something that drives you crazy when you use public transportation.
- an annoying habit of someone you know.
- something that gets on your nerves when you go out to eat.
- the thing that annoys you most about your neighbors/someone else you know.
- something you can't stand at work/school.

“Stress problems”

4.8 Listen to sentences 1–3. Which word has the strongest stress? Does the intonation go up or down at the end of the sentence?

- She's selfish, rude and totally inconsiderate!
- They're short, rude and really badly written!
- He's noisy, badly behaved and completely disrespectful.

Practice saying the sentences with the correct stress and intonation.

OVER TO YOU

- Work in pairs. Read the situations. Student A, think of three complaints to make in situation 1. Student B, think of three complaints for situation 2.

Situation 1

You're a student. One of your teachers doesn't seem to like you. He criticizes your work, gives you low grades and ignores you in class. He's not like this with anyone else.

Situation 2

The woman in the apartment next door is a problem. She has noisy parties, parks her car in your space and has a dog that barks all night and has attacked another neighbor.

- Act out situation 1. Student A, complain to your partner. Student B, listen and respond. Ask questions and give advice.

- Switch roles and act out situation 2.



TUNE IN

- 1 a** Work in pairs. Look at the images and answer the questions.
- 1 Who are the people? What do they do?
 - 2 How would you describe them? Talk about age, height, build, hair, clothes, etc.
 - 3 The man in photo b is also in photo a, but he's much younger. Which boy do you think he is?
- b** Read the e-mail and check your answer to 3 in **1a**. What are the names of the other people in photo a?

Hi Eduardo,

1 How are you? I've been meaning to drop you a line for ages. Guess who I ran into the other day? Danny Hancock—from the school soccer team, remember? I hadn't seen him since we were in school together. I couldn't believe how much he's changed!

2 He's still really thin with the same fair complexion, but he's much taller now. He's let his hair grow long, too, and dyed it pink! And he wears matching pink-tinted glasses! It's an interesting look! Check out this [link](#) to a photo from his Facebook page. He's really outgoing and talkative, too. He was very shy in school, wasn't he? He's been working as a lecturer in computer science in the USA for a couple of years.

3 I couldn't believe he was the same as the little kid from school with a lot of curly hair. I've attached a photo of him, you and me with Mark on the soccer team. Look how short my hair was back then! And you were well-built—always the strongest member of the team! How much weight have you lost since then?

4 Anyway, how are things with you? Drop me a line when you can, and let me know how you're doing! Bye for now,

Graham

PREPARE FOR TASK

- 2** Read the e-mail again. Match paragraphs 1–4 to topics a–d.
- a how the person has changed
 - b the purpose of the e-mail
 - c asking for news
 - d describing people in the past
- 3** **a** Underline all the words and phrases in the e-mail that describe someone. Which describe a) hair? b) face? c) height/size? d) personality?
- b** Find a phrase in the e-mail that...
- 1 says you've wanted to write to someone for a while.
 - 2 asks the reader to predict information.
 - 3 expresses surprise about something.
 - 4 tells the reader to look at something.
 - 5 asks the reader to agree with a statement.
 - 6 says that another file is included with the e-mail.
 - 7 asks the reader to send his/her news.
 - 8 ends the e-mail.

TASK

- 4 a** Choose a photo of someone in this book. Imagine this was a school friend who you ran into recently. Prepare notes about...
- what he/she looked like at school
 - his/her personality at school
 - ways he/she has changed since then
 - what he/she is doing now.
- b** Write an e-mail to a friend describing how this person has changed. Use Graham's e-mail as a guide. Include some expressions from **3b**.

REPORT BACK

- 5 a** Exchange e-mails with a partner. Can he/she guess which photo it is about?
- b** Tell the class about the person in your e-mail. Who has changed the most? Who sounds the most interesting now?

5 FOOD FOR THOUGHT



1 Work in groups. Look at the images and answer the questions.

- 1 What do the images have in common?
- 2 What food and drink can you see?
- 3 Where are the people? What meal do you think they are eating/preparing?
- 4 Which is your favorite way of eating? Why?

2 a Listen to six people describing a typical meal. Match speakers 1–6 to images a–f.

b Listen again. Which speaker(s) talk(s) about...

- | | |
|--------------------|------------------------------|
| 1 spicy food? | 3 convenience food? |
| 2 healthy cooking? | 4 traditional food or drink? |

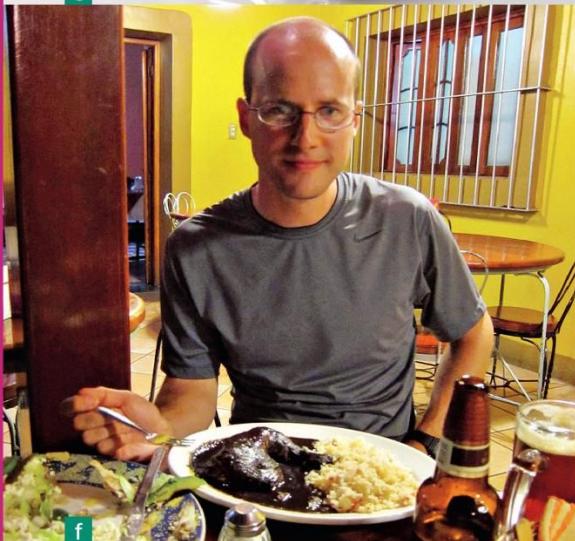
3 Work in pairs. Complete A and B in the KEY VOCABULARY PANEL . Use a dictionary to help you.

4 Complete the extracts with words from A and B in the KEY VOCABULARY PANEL .

- 1 It's delicious with _____ chili sauce and lassi—a _____ drink.
- 2 We don't usually _____ food—it's so _____ and unhealthy.
- 3 Some moles are really hot and _____, but there are _____ ones, too.
- 4 She prefers it _____, though, so she adds cinnamon and lots of sugar.
- 5 We don't just _____ hamburgers and sausages but lots of fresh seafood, too.
- 6 Sometimes we _____ vegetables or _____ potatoes.



e



f

- 5 Work in pairs. Complete C in the **KEY VOCABULARY PANEL**. Use a dictionary to help you.

- 6 Work in groups. Discuss the questions.
- Do you prefer cooking at home or eating out? Why?
 - Which ways of cooking do you prefer?
 - What are the ingredients of a typical dish in your country? How would you describe it?
 - What kind of food is available on the street in your country? Would you recommend it?

KEY VOCABULARY

Food

A Ways of cooking

- Match the verbs in the box to pictures 1–6.

bake boil fry grill roast steam



B Describing food

- Put the words in the box in the correct column. Some words go in more than one column.

bitter bland chewy creamy crispy crunchy
greasy mild salty sour spicy sweet

Taste

bitter

Texture

- Which words describe these food items? Some go with more than one food.

- lettuce ● cereal ● curry ● bread ● fries
- a lemon ● toffee ● coffee ● an apple

C Spices & seasoning

- Look at the words in the box and answer the questions.

basil black pepper cinnamon chili coriander
garlic olive oil soy sauce vanilla wine vinegar

- 1 Which are most commonly used in a) sweet dishes? b) savory dishes?
- 2 Which are common in traditional dishes from your country?
- 3 Can you add any more herbs, spices or seasoning to the list?
Are there any you particularly like or dislike?

SPEAKING & LISTENING

1 Work in pairs. Answer the questions.

- 1 What do the images show?
- 2 Are these products grown in your country? If not, where are they from?
- 3 Do you eat these foods as part of your diet?

2 5.2 Listen to a podcast about the future of food. Number images a-d in the order they are mentioned.

b Work in pairs. How does image b relate to the audio?

3 **a** Read the summary. Then listen to part 1 again and correct five mistakes.

Chocolate will soon be as expensive as gold. Growing cacao beans isn't difficult, and farmers don't get paid well. A lot of cacao comes from Asia, where people are moving from the cities to work in the country. Fewer people are producing cacao, but demand for chocolate is falling, which is why it is becoming more expensive.

b Listen to part 2 again. Are the words below a type of banana (B) or a disease (D)?

- Black Streak _____
- Cavendish _____
- Gros Michel _____
- Panama _____

4 Number ideas a-e in the order they are mentioned. Listen to part 2 again and check.

- a _____ Now there's a fungus killing this variety of banana plant.
- b _____ This means that every plant is a copy of the original, and the genes don't change.
- c _____ There isn't a cure for the fungus.
- d _____ The Cavendish banana plant is grown from part of another plant of the same variety.
- e _____ If the genes don't change, the plant can't become resistant to disease.

5 Listen to part 3 again. Correct the false information.

- 1 Josella is traveling to the UK to speak with almond farmers.
- 2 Production of almonds is decreasing because there are too many bees to pollinate the flowers.
- 3 Scientists have a clear understanding of why bees disappear in colony collapse disorder.
- 4 Only almond plants are in danger of colony collapse disorder.

6 Work in groups. Discuss the questions.

- Which food from the podcast do you think is in the most danger? Why?
- Which food would you miss most?



GRAMMAR

1 **a** Look at sentences a-f from Transcript 5.2. Underline the future forms.

- a Chocolate will soon be as expensive as caviar.
- b Well, I'll explain.
- c People are leaving the farms... That's going to continue in the future.
- d Next week, I'm traveling to the USA.
- e I'm going to speak with almond farmers there.
- f Next week's podcast comes online at 11 a.m.

b Which sentence(s) in 1a describe a) a spontaneous decision? b) a plan? c) a prediction? d) a scheduled event?

2 Read **A** and **B** in the GRAMMAR PANEL . Complete 1-6 with the sentences in 1a. Complete 7-9 with the words in the box.

future arrangement prediction scheduled event

- 3** Replace **will** in the sentences with an alternative future form from the **GRAMMAR PANEL**.

- 1 It's 3–0 at half time. I'm sure **we'll lose**.
- 2 The meeting **will start** at 4 p.m. this afternoon.
- 3 What **will** you **do** if there's an airport strike this summer?
- 4 Jake's running late so he'll **meet** us at the restaurant.
- 5 Everyone says **they'll come** to the wedding.

- 4 a** Complete the conversation with appropriate future forms. More than one form may be possible.

A What ⁽¹⁾ _____ (do) after the class today?

B I'm not sure. I think I ⁽²⁾ _____ (go) for coffee. What about you?

A Well, the weather forecast says it ⁽³⁾ _____ (be) sunny, so I ⁽⁴⁾ _____ (meet) some friends in the park. They ⁽⁵⁾ _____ (make) some food and I ⁽⁶⁾ _____ (bring) the drinks. Do you want to come?

B I don't know. My bus ⁽⁷⁾ _____ (leave) at 4.

A Don't worry, my friends ⁽⁸⁾ _____ (drive) you home.

B Really? OK, I ⁽⁹⁾ _____ (come)!

b Work in pairs. Write a similar conversation about your plans for the weekend. Then act it out.

NOTICE BE BOUND TO

We use **be bound to** when we think a future event is certain or very probable:

The Cavendish banana is bound to disappear eventually.

He's bound to be late for the meeting!

FUTURE FORMS

A General rules

We most often use **will**...

1 to make a prediction or give an opinion about the future:

⁽¹⁾ _____

2 for offers, promises or a decision made at the time of speaking:

⁽²⁾ _____

We most often use **going to**...

1 to talk about future plans and intentions:

⁽³⁾ _____

2 to make predictions, often when these are based on present evidence:

⁽⁴⁾ _____

We can use the **present continuous** to talk about fixed future arrangements:

⁽⁵⁾ _____

We can use the **present simple** to talk about scheduled events in the future:

⁽⁶⁾ _____

B Which future form?

In reality, more than one future form is often possible.

We often make a ⁽⁷⁾ _____ using will or going to:

I think we'll win / we're going to win the tennis match tomorrow.

We often describe a ⁽⁸⁾ _____ using going to or the present continuous:

I'm going to visit / I'm visiting my brother this weekend.

We can sometimes talk about a ⁽⁹⁾ _____ using any of the four future forms:

The concert starts / will start / is starting / is going to start at 6 p.m.

See page 37 for grammar reference and more practice.

SPEAKING

- 1 a** Work in groups. In what ways do you think our diet will be different in 50 years' time? Think about...

- locally produced food
- fast food
- eating out
- home cooking
- food substitutes
- the cost of food.

I think we'll eat more local, seasonal food, and people will cook more. I don't agree. I'm sure we'll eat more processed food and cook less!

- b** Share your ideas with the class. What areas do you agree/disagree most on?





SPEAKING & READING

1 Work in pairs. What kind of places do the images show? What kind of food can you eat in each place? Where would you prefer to eat? Why?

2 Read the article. What is the writer's attitude to fast-food restaurants? Give evidence for your opinion.

- 1 very critical
- 2 mainly neutral, with some criticism
- 3 mainly positive

3 Work in pairs. Summarize what the writer says about...

- 1 why fast-food companies focus their marketing on children.
- 2 how fast-food restaurants keep their operating costs low.
- 3 the decoration and furniture inside fast-food restaurants.
- 4 how fast-food companies adapt to local needs.
- 5 how fast-food companies are adapting to changes in eating habits.

4 a Check your answers in 3 in the article.

- b What have you learned about fast food that you didn't know before?

On Track for a Fast Food World

1 In a world where we have more and more responsibilities to juggle and less time for cooking, fast food has become an increasingly cheap and easy option. It's everywhere: in vending machines, drive-in restaurants and 24-hour convenience stores. We're addicted, and it's a difficult habit to break once you've gotten used to it.

2 And that habit starts early. Most children want to eat fast food before they've even set foot in a restaurant. Fast-food companies spend millions on child-targeted marketing. If they sell the idea of fast food to children, they will want to come with their parents and grandparents. This tactic creates brand loyalty in child customers that lasts until they are adults.

3 The system is working. There are now 40 million restaurants worldwide selling fast food. McDonalds had, at last count, 30,000 local restaurants serving 52 million people in more than 100 countries every day. You can now find fast-food restaurants almost anywhere in the world, unless you go to very isolated places.

4 But it wasn't always like this. In the 1960s, most restaurants were local businesses. Today, local companies find it difficult to compete with the big multinationals. This is because fast-food restaurants are mostly

franchises that lower costs by having self-service, standardized menus and a production-line kitchen. Instead of highly paid chefs, they tend to use part-time employees. And as soon as you enter, you notice the bright lighting and uncomfortable seating used to increase turnover by discouraging customers from staying too long.

5 The global progress of fast-food chains was initially slow in countries where café culture, local restaurants and street food accounted for a large share of the market. However, many have started to tailor their products to suit local tastes. McDonalds has veggie burgers and nuggets for the large vegetarian population of India. In China, KFC offers seasonal vegetables with its chicken instead of coleslaw. And the list goes on. Many restaurants are also adapting their menus to accommodate healthy eating. A range of salads is often provided, and some chains are starting to cook their fries in healthier oils. Dessert is as likely to be a fat-free frozen yogurt as a chocolate-covered ice cream sundae.

6 All this means that fast-food outlets will continue to conquer their target markets by thinking globally and selling locally. The winners will be the customers who can eat out at low cost, but the losers will be those who want to find authentic (and probably more nutritious) local fare on sale in their town or city.



VOCABULARY: Business

1 Find words in the article that mean...

- 1 customer commitment to buying a particular brand of product (*n*) (*para. 2*).
- 2 to fight for business (*v*) (*para. 4*).
- 3 a large company that operates in many different countries (*n*) (*para. 4*).
- 4 a business that pays an already successful company to use its name and products (*n*) (*para. 4*).
- 5 a network of stores/restaurants that are part of the same company (*n*) (*para. 5*).
- 6 the group of customers a company wants to sell a product to (*n*) (*para. 6*).

2 **a** Complete questions 1–5 with the correct form of the words from 1.

- 1 Do you or your friends have _____ to any particular makes of product?
- 2 Are you part of the _____ for any products? Which ones?
- 3 What's the most famous _____ of supermarkets in your country?
- 4 What drinks companies _____ for customers in your country?
- 5 Are there any famous _____ or _____ that have started operating in your country?

b  Work in pairs. Answer the questions in 2a.

GRAMMAR

1 Match 1–5 to a–e. Then check your answers in the article.

- 1 It's a difficult habit to stop
- 2 Most children want to eat fast food
- 3 This creates brand loyalty that lasts
- 4 You can now find fast-food restaurants almost anywhere in the world,
- 5 **As soon as** you enter,

- a **unless** you go to very isolated places.
- b you notice the bright lighting.
- c **once** you've gotten used to it.
- d **until** they are adults.
- e **before** they've even set foot in a restaurant.

2 **a** What tenses are used after the words in bold in 1?

b Which word(s) in bold in 1 mean

- | | |
|--------------------|--------------------|
| 1 except if...? | 3 up to the time? |
| 2 earlier in time? | 4 when/just after? |

3 Complete 1–3 in the GRAMMAR PANEL .

4 **a** Cross out the incorrect option(s) in each sentence.

- 1 I always **turn the radio on** as soon as / before / until I get up in the morning.
- 2 I'm not going out tonight until / unless / once I **finish my homework**.
- 3 I always **call my best friend** as soon as I hear / 've heard / will hear some good news.
- 4 We'll **go to the beach** this weekend unless the weather is / isn't / will be awful.
- 5 Once / As soon as / Until I've finished this course I'm going to **travel to Australia**.

b Change the words in bold so that the sentences in 4a are true for you. Compare with a partner's.

CLAUSES

A clause is part of a sentence that contains a subject and a verb. We can use words like ⁽¹⁾ _____, _____ /after, _____, unless and until to add a clause to a main clause:

I'll invite you over once/as soon as/after I find an apartment.

If the verb in the main clause is in the present simple or *will/going to*, we often use the ⁽²⁾ _____ tense in the second clause:

I'll call as soon as I find out.

We can also use the ⁽³⁾ _____ tense in the second clause. This emphasizes that the action will be completed before the action in the main clause:

I'll call as soon as I've found out what's happening.

Sometimes the main clause comes at the end of the sentence:

After/Once/As soon as you've read the newspaper, put it in the recycling bin.

See page 37 for grammar reference and more practice.

SPEAKING

1 **a**  Work in groups. Add two more questions to the fast-food survey.

- 1 What's your favorite fast-food restaurant in your town/city? Why?
- 2 How often do you eat fast food? What's your favorite type?
- 3 What meal (breakfast, etc.) are you most likely to eat at a fast-food restaurant?

b Complete the survey in your group.

2  Present your results to the class. Did other groups have similar results?

LISTENING

- 1** Work in groups. Discuss the questions.
 - What do the images show?
 - What kinds of environmental/other problems do these kinds of fishing create?
- 2** What do the words in the box mean? Use a dictionary to help you.

carnivore fish farm herbivore
overfishing shellfish

- 3** Listen to an interview with an expert on the fishing industry. Does he mention any of your ideas in **1**?



a

- 4** **a** Listen again. Take notes on what the speaker says about the words in **2**.

b Compare your notes with a partner's. Listen again to check or add details.

- 5** Are sentences 1–6 true or false? Correct the false sentences.

- 1 By 2050, some species of fish may no longer exist.
- 2 People don't know enough about the health benefits of eating fish.
- 3 Fish farms produce too many plant-eating fish.
- 4 Fish farming is environmentally friendly.
- 5 People eat less tilapia than salmon because they think salmon tastes better.
- 6 You need to kill a lot of other fish to feed oysters.



b

- 6** Work in pairs. Choose two of the solutions to overfishing mentioned in the interview. Do you think they are good ones? Why/Why not?

GRAMMAR (1)

- 1** **a** Complete sentences 1–3 from Transcript 5.3 with the words in the box.

bluefin tuna fishing can

- 1 This time next week **we'll be speaking** to another expert on the _____ industry.
- 2 By 2020, **we won't be fishing** for _____.
- 3 It's lunchtime, and many people around the world **will be reaching** into the kitchen cupboard for a _____ of tuna.
- b** Look at the sentences in **1a**. Which sentence(s) refer to a) the present? b) the future?
- 2** Complete a–c in the GRAMMAR PANEL . Match the sentences in **1a** to uses 1–2.

FUTURE CONTINUOUS

We form the future continuous with subject + **will ('ll)** + (a) _____ + the (b) _____ form of the verb:

This time next week I (c) _____ be lying on a beach.

Uses

- 1 to talk about an action in progress at a point in the future:
This time tomorrow we'll be flying to Brazil.
- 2 to speculate about what someone is doing at the moment of speaking:
Don't call now—they'll be having dinner.

See page 37 for grammar reference and more practice.

3 a Rewrite sentences 1–3 using the future continuous.

- 1 I imagine that Sara is having lunch at the moment.
- 2 I'll be in the middle of a presentation at 4:30 this afternoon.
- 3 What time are you seeing Catarina tomorrow?

b Why is the future continuous used in each sentence in 3a?

GRAMMAR (2)

1 Look at this sentence from the audio. Will the situation happen a) before, b) after, or c) in 2050? By 2050, many animal species **will have disappeared**.

2 Complete 1–3 in the GRAMMAR PANEL .

3 Look at the time line. Complete the sentences with the future continuous or future perfect form of the verbs in parentheses.

Now <i>Project begins</i>	Tuesday	Friday <i>Project ends</i>
------------------------------	---------	-------------------------------

- 1 They _____ on the project on Tuesday. (*work*)
- 2 They _____ the project by Thursday. (*finish*)
- 3 They _____ the project by the weekend. (*finish*)

4 a Complete sentences 1–6 so they are true for you. Use the future continuous or the future perfect.

- 1 This time next week...
- 2 By the end of the year...
- 3 By the time I retire...
- 4 At nine o'clock on Monday morning...
- 5 I think my brother/sister/best friend... right now.
- 6 Before my next birthday...

b Compare your sentences with a partner's. Ask follow-up questions, if possible.



FUTURE PERFECT

We form the future perfect with

subject + ⁽¹⁾ _____ + ⁽²⁾ _____ + past ⁽³⁾ _____.

We use the future perfect to describe an action that will be complete before a point in the future. We usually use *by* plus a time reference:

I'll have written the report by Thursday.

I won't have confirmed the meeting.

See page 37 for grammar reference and more practice.

PRONUNCIATION: Double contractions

1  ^{5.4} Listen to sentences 1 and 2. Notice the double contraction with the weak form of *have* /əv/.

/əv/

1 I'll have written the report by Thursday.

/əv/

2 I won't have confirmed the meeting.

2  ^{5.5} Practice saying sentences 1–4 with a double contraction. Then listen and check.

By 2050...

- 1 **I will have** written a novel.
- 2 **they will have** traveled the world.
- 3 **he will not have** become a millionaire.
- 4 **we will not have** found a cure for cancer.

SPEAKING

1  Work in groups. How do you think life will be different in 2070? Think of one idea for each category.



I think we'll have discovered life on another planet.

2  Present your ideas to the class. Whose ideas were

- most realistic? • most unlikely? • most imaginative?

5.4 FUNCTIONAL LANGUAGE: CHECKING UNDERSTANDING

TUNE IN

- 1 a Work in pairs. Look at the image and answer the questions.



- 1 Where do you think this dish is from?
- 2 What ingredients do you think it has?
- 3 When do you think people eat it?

b 5.6 Listen to someone describing how to make the dish *ful medames*. Check your answers to 1a.

- 2 Number the stages of preparing the dish in order 1–8. Then listen again and check.

- _____ grill Egyptian flatbread
- _____ add salt and lemon juice
- _____ serve beans with bread and eggs
- _____ mash bean mixture
- _____ simmer overnight
- 1 _____ soak fava beans
- _____ fry eggs with olive oil
- _____ add tomatoes, onion and garlic

FOCUS ON LANGUAGE

- 3 a Work in pairs. Order the words in bold to complete questions 1–8.
- 1 **make sense that does** ?
 - 2 Sorry, **that just say again you could** ?
 - 3 **say do when mean you “overnight” you** for another ten hours?
 - 4 **right in I thinking am** you've already prepared these beans?
 - 5 **mean what see you do I** ?
 - 6 **following you are** ?
 - 7 **check just something I can** ?
 - 8 **exactly mean do by what you** “flatbread”?
 - 9 **don't one understand is I thing** why you make such a big, spicy meal for breakfast.

b Check your answers in Transcript 5.6 on page 41. Which expressions...

- a check that someone understands you?
- b check/clarify information you've heard?

- 4 a Complete the conversation using expressions from 3a.

- A OK, so you take three eggs and break them into a bowl.
B Sorry, _____? Was that three or four?
A Well, it depends how many people are eating. One egg per person is usually enough. _____?
B Yes, perfect sense! Do you use the whole egg or only the whites?
A The whole egg. You beat the eggs and then you add them to the bacon and mushrooms in the pan.
B _____ that the bacon and mushrooms have already been fried?
A Yes, that's right. So you add the eggs, and let it cook slowly while you stir. Are _____?
B Yes! On a low flame, right?
A Yes, that's right. And keep stirring the whole time. It only takes about two minutes.

b 5.7 Listen and compare. Did you use the same expressions? Practice reading the conversation in pairs.

“Stress”

5.8 Listen to these questions from Transcript 5.6. Underline the main stress.

- 1 Does that make sense?
- 2 Sorry, could you just say that again?
- 3 Do you see what I mean?
- 4 Are you following?
- 5 Can I just check something?
- 6 What exactly do you mean by “flatbread”?

Listen again and repeat with the correct stress.

OVER TO YOU

- 5 Think of a simple dish you enjoy cooking. Prepare notes on how to prepare it.

- 6 a Work in pairs. Use the expressions in 3a.

Student A

Explain how to make your dish. Check your partner is following the instructions.

Student B

Listen and take notes about how to make the dish. Check you understand all the instructions.

- b Switch roles and do the activity again.

- 7 Work with a different partner. Tell him/her about the recipe you learned in 6.



TUNE IN

1 Work in pairs. Discuss the questions.

- What dishes do the photos show? Have you tried any of them? Which ones? If not, would you like to?
- What country do you think they're from?
- How would you describe the dishes? Talk about the ingredients, flavors and textures.

2 a Listen to a conversation and answer the questions.

- 1 Where are the speakers?
- 2 What country are they in?
- 3 Which of the dishes in the images do they mention?

b Listen again. Write the names of the dishes in the box in the correct section of the menu above.

golabki makowiec barszcz kawa zurek

3 a Take notes on the ingredients and flavor for each dish in 2b.

b Compare your notes with a partner's. Then listen again to check or add details.

PREPARE FOR TASK

4 a Choose the correct option. Check your answers in Transcript 5.9 on page 41.

- 1 Typical *dishes* / *plates* use lots of cabbage, meat and sour cream.
- 2 I *recommend* you / 'd *recommend* the barszcz.
- 3 What *does it taste like* / *taste does it have*?
- 4 ... and vinegar, which *gives* / *makes* it a sour flavor.
- 5 It *serves* / *comes* with a boiled egg in it.
- 6 It's usually *serve* / *served* in a bowl made of traditional Polish bread.
- 7 It *takes* / It's a long time to prepare!
- 8 What's it made *with* / *of*?

b Which sentences from 4a describe these dishes?

- barszcz • zurek • golabki • makowiec

5 Describe the dishes in images a-d. Use the expressions in 4a. *It has honey in it, which gives it a lovely sweet flavor.*

Appetizers:,

Main course:

Dessert:

Drink:

TASK

6 Design a three-course meal using typical food from your country. Choose an appetizer, a main course and a dessert. Prepare notes on

- the ingredients and flavors
- how the dishes are prepared and served.

7 a Act out the situation in pairs. Use the expressions in 4a.

Student A

You are with a foreign visitor in a restaurant in your country. Suggest the three-course meal you designed in 6.

Student B

You are visiting another country. You are having dinner in a restaurant with your host. Listen to his/her suggestions for which dishes to choose. Ask and answer questions to find out more about each dish.

b Switch roles and act out the situation again.

REPORT BACK

8 Tell the class about your partner's most interesting dish. Why did you like it? Which dish would you most like to try as a class?

6 THAT'S ENTERTAINMENT



1 Work in pairs. Look at the images and answer the questions.

- 1 What kinds of entertainment do they show? Which ones are popular in your country?
- 2 Which ones have you seen? Which do you like/dislike? Why?
- 3 What's your favorite kind of entertainment? Why?

2 Work in pairs. Complete A in the KEY VOCABULARY PANEL . Use a dictionary to help you.



- 3 a** Listen and number the images 1–6 in the order you hear them.

b Listen again and answer the questions.

- 1 What kind of street performers does Karen mention?
- 2 Why does Kinuko dislike circuses?
- 3 Why are the *Hun Lakhon Lek* puppeteers so elegant?
- 4 Why does Vishal like Tarantino movies?
- 5 What warning does Julie give about stand-up comedy shows?
- 6 Why does Helmut prefer the theater to the movies?

- 4** Work in pairs. Complete **B** and **C** in the **KEY VOCABULARY PANEL**. Use a dictionary to help you.

NOTICE ENTERTAINMENT VERBS

We say:

make/shoot a movie BUT *put on/perform a play*

- 5** Work in groups. What did you like/dislike about the last piece of entertainment you saw? Talk about some of these things.

- atmosphere ● cast ● characters ● plot
- performances ● scenery ● special effects
- music/soundtrack ● the ending

I saw a dance show last week. It was hilarious and completely unpredictable. The cast...

KEY VOCABULARY

Entertainment

A People in entertainment

- Which of the words in the box can you find in the images?

audience circus performer magician makeup artist
mime artist puppet/puppeteer scriptwriter
sound engineer stand-up comedian street performer

- Which people...

- 1 are entertainers?
- 2 work behind the scenes?
- 3 watch entertainment?

B Movies & theater

- Complete sentences 1–10 with the words in the box.

cast part performance plot scene scenery
script soundtrack special effects stage

- 1 Quentin Tarantino wrote the _____ for *Reservoir Dogs* in three weeks.
- 2 I didn't understand the movie because the _____ was so complicated.
- 3 The actors gave their best _____ of the show so far.
- 4 John Williams has composed the music for the _____ of this movie and many others.
- 5 The balcony _____ in *Romeo and Juliet* is very famous.
- 6 Movie studios now use computers to create many _____.
- 7 We have front row seats—right next to the _____!
- 8 I'd love to play the _____ of Sophie in *Mamma Mia*.
- 9 Vicky Cristina Barcelona has a great _____.—the three leading actors are excellent!
- 10 She's a talented artist and paints the _____ for many shows.

- Which words are related to a) movies? b) theater? c) both?

C Entertainment adjectives

- Mark the adjectives in the box that the speakers in the audio used. What were they describing? Check your answers in Transcript 6.1 on page 42.

action-packed	_____	depressing	_____	gripping	_____
hilarious	_____	intriguing	_____	memorable	_____
moving	_____	predictable	_____		
(un)realistic	_____	uplifting	_____		

- Are the adjectives positive (+) or negative (-)? Which adjectives describe entertainment you have seen recently?

SPEAKING & READING

1 Work in pairs. Answer the questions.

- 1 What do the images show? What is happening in each scene?
- 2 What kind of movie does each image show?
- 3 What kinds of movie do you prefer? Why?

2 a Read the article from a movie magazine. Answer the questions.

- 1 What are the names of the movies in the images?
- 2 What is a "remake"?



a

b Read the article again. Complete the chart with information about the two movies.

	<i>Yojimbo</i>	<i>A Fistful of Dollars</i>
1 Director		
2 Lead actor		
3 Release date		
4 Setting (date/place)		

3 Answer the questions about the article.

- 1 Why are remakes popular with moviemakers?
- 2 What are the similarities/differences between the two movies?
- 3 What was the reaction of critics to the remake?
- 4 Why did Kurosawa sue the makers of *A Fistful of Dollars*?

4 Have you seen any remakes? Did you see the original version? Which version was better in your opinion?



b

Why make A REMAKE?

Successful movies have been remade by Hollywood studios almost since the industry began. It is widely believed that a remake is a safe option for a moviemaker. Since the original version is already known to large numbers of people, a remake is much easier to sell to the public. This is no small thing when marketing a movie can be almost as expensive as making it.

One of the most successful remakes was the spaghetti western *A Fistful of Dollars*, a remake of the Japanese movie *Yojimbo*. It has often been said that both films are all-time classics of the adventure and western genres. *Yojimbo* (1961) was directed by Akira Kurosawa and is considered to be one of the greatest movies ever made. It is often described as a comedy, though "satire" is perhaps a better word to use. The plot centers on the main character, a Samurai, played by Toshiro Mifune. He arrives in a Japanese village in the 1860s and soon gets caught in a war between two criminal gangs. Although he appears as a villain at the beginning of the movie, by the end he has become a hero by saving an innocent family from violence.

In 1964, *Yojimbo* was remade by Sergio Leone as *A Fistful of Dollars*. Unlike *Yojimbo*, the overall mood of this movie is more serious. It is set in the Old West, nineteenth-century Mexico, although it was filmed in Spain. An unknown American actor, Clint Eastwood, was chosen for the lead role. His character, like *Yojimbo*, is a loner who fights bandits, even though he seems just as cruel and violent as them, since he kills his enemies in a series of gunfights. However, Eastwood's character always spares innocent lives and shows that he too is a man of honor.

A Fistful of Dollars was a big hit in the USA. Leone's unique style of cinematography was widely acclaimed by critics. The acting, on the other hand, generally received bad reviews. Interestingly, Sergio Leone was never actually given permission to remake *Yojimbo*. Shortly after *A Fistful of Dollars* was released in Europe, Kurosawa sued the movie studio. As a result, he received 15% of the movie's profits. To this day, the connection to Kurosawa's movie is never mentioned in publicity.

GRAMMAR

- 1 a** Complete the sentences with the verbs in the box. Don't refer back to the article.

believed chosen filmed remade set

It is widely ⁽¹⁾ _____ that a remake is a safe option for a moviemaker. *Yojimbo* was ⁽²⁾ _____ by Sergio Leone as *A Fistful of Dollars*. It is ⁽³⁾ _____ in the Old West, nineteenth-century Mexico, although it was ⁽⁴⁾ _____ in Spain. An unknown American actor, Clint Eastwood, was ⁽⁵⁾ _____ for the lead role.

b Check your answers in the article.

- 2 a** Look at the sentences in **1a** and answer the questions.

- 1 Which sentence tells us exactly who is responsible for the action?
- 2 Why is it not necessary to name the people in the other sentences?
- 3 Which verb expresses an opinion? Whose opinion is it?

b Complete 1–3 in the GRAMMAR PANEL with examples from **1a**.

THE PASSIVE VOICE

A With or without *by*

We use *by* to emphasize the person or thing responsible for the action:

⁽¹⁾ _____

We don't use *by* when...

- a) it's obvious who or what is responsible so we don't need to say.
- b) we don't know who or what is responsible so we can't say:

⁽²⁾ _____

B With reporting verbs

We use the passive voice with reporting verbs (*say, think, believe*, etc.) to express other people's opinions without saying exactly whose opinions they are:

⁽³⁾ _____

See page 38 for grammar reference and more practice.

- 3 a** Report these opinions using the passive voice and the verbs in bold.

- 1 Some people **say** that movies are the highest form of art.
- 2 Many critics **believe** that computer games will have an enormous influence on movies in the future.
- 3 Many movie fans **claim** that modern moviemakers are obsessed with computer-generated effects.

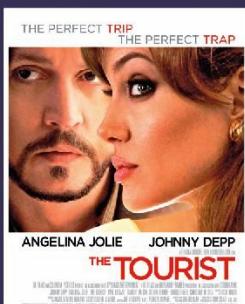
b Work in pairs. Do you agree with the opinions in **3a**? Why/Why not?

- 4 a** Read the movie review. Rewrite the underlined phrases using the passive voice. Only use *by* where you think it is important to say who or what is responsible.

⁽¹⁾ **P**eople believe that remakes are usually worse than the original version. One exception must be the 2010 Hollywood hit *The Tourist*, ⁽²⁾which producers adapted from a little-known French film, *Anthony Zimmer*. The movie is about a criminal ⁽³⁾who a mysterious woman (Angelina Jolie) is chasing for tax evasion. Johnny Depp plays a tourist who the police mistake for the criminal while on vacation in Venice.

⁽⁴⁾The screenwriter filled the script with surprises and action. ⁽⁵⁾German moviemaker Florian Henckel von Donnersmarck directed it. ⁽⁶⁾Critics nominated

it for three Golden Globes, although ⁽⁷⁾people think that it failed to win because audiences couldn't decide whether it was a thriller or a comedy, just like the original. ⁽⁸⁾People have also said that the two main stars did not get along well during filming.



b Have you seen this movie? If so, what did you think of it? If not, would you like to?

NOTICE ADDING INFORMATION

In written texts it is common to use the passive voice after an active sentence. This allows us to add to the information at the end of the previous sentence:

George Clooney is working on a new movie. It is being filmed in North Africa.

SPEAKING

- 1** Work in groups. Discuss the questions.

- How do you prefer to watch movies? Do you rent them, download them or go to the movies?
- What differences are there when you watch movies through different media?
- Do you think going to the movies will eventually die out? Why/Why not?



a



b



c

SPEAKING & LISTENING

- 1 Work in groups. Discuss the questions.

- 1 What are the most popular hobbies in your country?
- 2 Think of an example of a hobby that is...
 - dangerous
 - expensive
 - healthy
 - unusual
 - more popular with older people
 - more popular with younger people.
- 3 Do you have a hobby? If so, how often do you do it? If not, is there anything you would like to take up?

- 2 **a** Look at images a-d. What do they show? What countries are the activities associated with? How difficult do you think these activities are?

- b** Listen to a radio show about unusual hobbies. Which two images do they talk about? Check your answers to **2a**.

- 3 **a** Listen again. Answer the questions about Miquela and Daniel.

- 1 When did he/she take up his/her hobby? Why?
- 2 When and where did the tradition start?

- b** What do the two hobbies have in common?

- 4 Complete sentences 1-10 using your own words. Then listen again and check.

- 1 A *casteller* is...
- 2 ... are not very common but...
- 3 The bottom layer of the tower is made up of... because...
- 4 The upper layers are built as quickly as possible so...
- 5 The people at the top are... because...
- 6 A didgeridoo is...
- 7 99.9% of didgeridoos...
- 8 It's believed that if a didgeridoo is made by... it has...
- 9 You play the instrument by...
- 10 A common mistake made by students is...

- 5 Work in pairs. Answer the questions.

- 1 Which of the activities in the audio would you like to see most? Why?
- 2 What activities are there in your country that have a cultural heritage?

GRAMMAR

- 1 **a** Work in pairs. What is the difference between sentences 1 and 2? Who took the photo in each case?

- 1 We took a photo.
- 2 We had a photo taken.

- b** Read the sentences. In which one did the speaker ask someone to make the instrument for him?

- 1 I had my didgeridoo made for me by an Australian Aboriginal.
- 2 My didgeridoo was made by an Australian Aboriginal.

- 2 Read the GRAMMAR PANEL and complete 1-3 using the words in the box.

ask get past participle

- 3 **a** Rewrite the sentences using *have* + object + past participle.

- 1 The gardener cut the grass last week.
I had the grass cut last week.
- 2 An optician has never checked my eyes.
I've...
- 3 Decorators have been painting our house this week. *We've...*
- 4 I'm taking my car to the garage to be serviced tomorrow. *I'm...*

- b** Are any of the sentences in **3a** true for anyone in the class? Change the time expressions if necessary.



4 Work in pairs. Answer the questions.

- 1 Which of these things do you do yourself?
Which do you have done by other people?
 - cut hair
 - print photos
 - cook meals
 - wash clothes
 - fix the car/computer when it breaks down
- 2 What other things do you have done by other people? When was the last time you got them done? Who did them for you?
I get my hair dyed every three months...
- 3 Have you ever had anything stolen? If so, what? How did it happen?

HAVE SOMETHING DONE

We use *have* + object + ⁽¹⁾ _____ to describe...

- a) an action that we ⁽²⁾ _____ another person to do for us:
We had our photo taken.
- b) a bad experience that happens to us:
I had my credit card stolen.

We can also use ⁽³⁾ _____ instead of *have*. It is common in informal, spoken English:
I had/got my didgeridoo made especially for me.

See page 38 for grammar reference and more practice.

VOCABULARY: Noun building suffixes

- 1 a Look the sentences from Transcript 6.2. What is the root word of each word in bold?

- 1 All through my **childhood** I wanted to be one too.
- 2 There's only been one **fatality** in the last 30 years.
- 3 You can't show any **weakness**.
- 4 You can really feel the **tension** and **excitement**.

- b Write the words from 1a in the chart.

Suffix	Examples
1 -sion	decision,
2 -hood	neighborhood,
3 -ity	creativity,
4 -ment	arrangement,
5 -ness	happiness,

- 2 What nouns can you make by adding a suffix to the root words in the box? Add them to the chart in 1b.

mother confuse curious entertain lonely

- 3 Choose five words from 1 or 2 and write sentences with blanks using them. Give your sentences to a partner to complete.

I didn't have a very happy (child)

PRONUNCIATION: Word stress

- 1 a Match the words to the correct stress pattern according to the main stress and number of syllables.

oOo Ooo ooOoo

- | | | | | | |
|--------------|--------------|--------------|-------|----------------|-------|
| 1 creativity | <u>ooOoo</u> | 3 decision | | 5 loneliness | |
| 2 curiosity | | 4 excitement | | 6 neighborhood | |

- b 6.3 Listen and check.

- 2 6.4 Match these words to the correct stress pattern in 1. Practice saying the words. Then listen and check.

flexibility government happiness parenthood revision

SPEAKING

- 1 a Work in groups of three. You want to start a new hobby together.

- 1 Each person choose a hobby (a different one for each group member).
- 2 Prepare notes about why it's a good hobby to take up.
- 3 Present the advantages of your hobby to the group.

- b Discuss the advantages and disadvantages of each hobby until you reach an agreement on which one to do.

SPEAKING

1 Work in groups. Discuss the questions.

- What kinds of games can you see in the images?
- What other computer games are popular? Why do you think these games are so popular?
- Do you play computer games? If so, which ones? Where/ When do you play them? Do you play on your own or with friends? If not, why?

VOCABULARY:
Computer games

1 Work in pairs. Student A, complete text A with the words in the box. Student B, complete text B.

Text A Tomb Raider

first person go up a level graphics
stages platform shoot 'em up

Tomb Raider is a ⁽¹⁾ _____ game: you play the main character, Lara Croft. It's famous for its amazing ⁽²⁾ _____, and later versions of the game look like a movie. It's a ⁽³⁾ _____ game because you use your gun a lot against your enemies. But you need to use your head, too, if you want to move forward and ⁽⁴⁾ _____. It's also a ⁽⁵⁾ _____ game: you move through different ⁽⁶⁾ _____ until you reach the end.

Text B Wii Sports

console controller gameplay
read motion sensor split screen

Wii Sports was the first big success for Nintendo's Wii ⁽¹⁾ _____. With the ⁽²⁾ _____ in your hand, you can play several different sports. You can play alone or with a friend, using a ⁽³⁾ _____, where one person is on the left and the other on the right. When it was released, people were amazed that the system's ⁽⁴⁾ _____ could ⁽⁵⁾ _____ their movements. This, and the system's great ⁽⁶⁾ _____, which is fun for all ages, has made the Wii the market leader in its field.



READING

1 Work in groups. Read the introduction to the article. Write three things that you think Ren Yoshida will talk about.

b Read the rest of the article and check your ideas.

2 Match topic sentences a-d to paragraphs 1-4.

- a There's another stereotype that I'd like to challenge.
- b Finally, I'd like to look at the issue of computers and childhood obesity.
- c It's important to note that computer games are not just for fun.
- d Are computer games bad for kids? Absolutely not!

3 Are the sentences true or false according to the article? Correct the false sentences.

- 1 Computer games can prevent young people developing social skills.
- 2 You have to play most computer games by yourself.
- 3 Female characters in games are often weak and helpless.
- 4 Lara Croft has a positive influence on girls.
- 5 Computer games teach you that you need to make an effort to achieve things.
- 6 Literature teaches us about narrative and character, but computer games don't.
- 7 Many children are overweight because they spend too much time playing computer games.

2 Work with another pair. Describe a computer game to the group. Use as many words from 1 as possible.

Prisoner B12 is a first person, shoot 'em up game...

With the media again criticizing computer games for their bad influence on today's youth, Ren Yoshida looks at the other side of the argument.

1 _____ People who believe this obviously didn't grow up playing computer games. If you look at a first person, shoot 'em up game in a store, it looks like a solitary game. But according to research, about 60% of gamers play with friends. They take turns playing and giving advice, so it's a social activity, not one that isolates people. In any case, most computer games these days have at least some multiplayer functionality. And in case you hadn't realized it, part of the success of the Wii console is that it is fun for the whole family, old and young.

2 _____ Computer games are not just a male activity. In fact, there is evidence that more girls than boys now play computer games online. This should be no surprise as games designers have always been ahead of the movie business in providing positive role models for girls. Female game characters are often portrayed as powerful and independent. Look at the classic platform game, *Tomb Raider*. It's famous not only for its impressive graphics but also for its fabulous main character. Lara Croft is a great role model for girls: she's tough and intelligent and leads an exciting international life.

3 _____ They also teach a great deal. Most systems need to have simple gameplay to help people start quickly. But afterward, users need to gain the confidence and determination to go up a level. This teaches us that in order to accomplish more in life, we need to up our game! In addition, computer games often have a strong narrative, so they teach people about storytelling, character and other things that we also learn from literature.

4 _____ Many children don't do a lot of exercise these days, but it's wrong to blame this on computer games. Have you ever seen young kids jumping around with the controllers on their Wii system? With the new motion sensors on the next generation of consoles, the machine can even read the players' movements without a control. With a split-screen game, two children can play and do exercise at the same time. So games aren't responsible for poor health. The biggest problem is that adults don't let their children go out and play in case something bad happens to them. You can't blame that on computer games.

4 Find words or phrases in the article that mean...

- 1 done alone, without others (*adj*) (*para. 1*).
- 2 represented, shown (*past participle*) (*para. 2*).
- 3 strong, resilient (*adj*) (*para. 2*).
- 4 to complete, achieve (*v*) (*para. 3*).
- 5 to improve, increase (*v*) (*para. 3*).
- 6 medical condition of being overweight (*n*) (*para. 4*).

5 Work in groups. Answer the questions.

- Do you agree with Ren Yoshida's opinions? Why/Why not?
- Imagine you had to argue against him. What points would you make?

SPEAKING

1 Work in groups. Think of other arguments for and against computer games. Complete the chart.

For

Against

2 Present your arguments to the class. Which do you think are a) the strongest? b) the weakest? Why?

6.4 FUNCTIONAL LANGUAGE: GENERALIZING



TUNE IN

1 a Look at the images. What kind of music do you think you would hear in each place?



b Match images a and b to the definitions.

muzak recorded background music that you hear in public places, e.g., in a store or restaurant

street performer someone who entertains people for money in public places

2 a Listen to two friends talking about music. Is their opinion generally positive or generally negative about a) street performers? b) background music?

b Listen again and answer the questions.

- 1 Why does George think people don't want to pay for music any more?
- 2 What three benefits of street performing does he mention?
- 3 Why does Camilla like street performers?
- 4 According to what Camilla has read, what are the benefits of playing background music in the workplace?
- 5 How does she say slow music affects shoppers?
- 6 What advantage can this have for store or restaurant owners?

4 Use some of the phrases in 3 to make these statements into generalizations. Do you agree with the statements?

- 1 Everyone likes music of some kind.
- 2 Musicians learn to play an instrument at an early age.
- 3 Rock music today isn't as original as the old stuff.
- 4 People see street performers as poor and homeless.
- 5 Background music makes you feel more relaxed.

“Making generalizations”

Listen to 6.6 again. Which words are stressed in the phrases for generalizing?

- 1 In most cases...

Listen again and repeat with the correct stress.

FOCUS ON LANGUAGE

3 a Complete the sentences with the phrases in the box.

the case most cases happens is
speaking more often a rule

- 1 In _____, people just play music for themselves.
- 2 It's often _____ that musicians have two jobs.
- 3 _____ than not, they make *more* money from their other job.
- 4 What often _____, I end up performing on the streets.
- 5 Generally _____, people get more work done and feel happier.
- 6 As _____, the more time they spend in a store, the more they buy.

b Listen and check.

OVER TO YOU

5 a Work in small groups. Choose one of the statements to discuss. Make general comments using a variety of phrases from 3.

- Music is too loud in bars and clubs.
- Television is much worse than it used to be.
- There's too much advertising in the world.

b Work with a student from a different group. Which statements did you discuss? What were the group's conclusions?

TUNE IN

- 1 a** Work in pairs. Discuss the questions.
- Do you read reviews of movies, music or books?
 - Where do you usually read them?
 - Do you always trust the reviews you read? Why/Why not?
- b** Look at the image. What kind of DVD is it?
- 2 a** Read the review of *Life*. Is the writer's overall opinion positive or negative? Would you like to watch it?
- b** Underline two positive and two negative comments about the DVD.

PREPARE FOR TASK

- 3** Match functions a–g to paragraphs 1–4.

- | | |
|-----------------------------|-------|
| a positive points | _____ |
| b description of content | _____ |
| c negative points | _____ |
| d conclusion/recommendation | _____ |
| e catch reader's attention | _____ |
| f favorite part | _____ |
| g additional features | _____ |

- 4** Answer the questions about the review.

- 1 Where would you read a review like this?
- 2 Is the style a) formal, b) semiformal or c) informal?

- 5 a** Match sentence halves 1–5 to a–e, without looking back at the review.

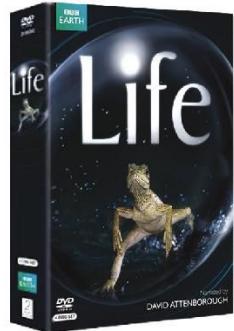
- | | |
|--|--|
| 1 The best moment | a it's the music. |
| 2 Even if you aren't into this subject matter, | b this is an excellent package. |
| 3 If there is a downside, | c is that the DVD box isn't very solid. |
| 4 One other small complaint | d is when the Komodo dragons hunt a buffalo. |
| 5 But all in all, | e you'll find it completely absorbing. |

- b** Check your answers in the review.

TASK

- 6 a** Think of a movie, TV series, computer game or website that you would like to review. Prepare notes for each function in **3**.
- b** Write your review. Organize it into paragraphs using the *Life* review as a guide. Use some of the phrases in **5a**.

Posted by Renata Becagli • Nov 29, 2012



**GREAT PRODUCT,
GREAT PRICE!**

1 I don't usually like documentaries or wildlife programs because I find them really boring, but this one is an exception! *Life* is a series produced by the BBC showing the extraordinary lengths animals and plants go to in order to survive.

2 This is a stunning collection of some of the finest nature documentaries ever produced. The filming is spectacular—each scene is stunningly shot, edited and produced. In my opinion, the best moment is when the Komodo dragons hunt a buffalo and eat it! Even if you aren't into this subject matter, you'll find it completely absorbing. The commentary by David Attenborough is very informative, too. He makes complicated ideas easy to understand.

3 On the DVD itself, the menu is easy to use and there are plenty of extras, including a series of "making of" documentaries. If there is a downside, it's the music. There's just a little too much of it. One other small complaint is that the DVD box isn't very solid, and popping the discs out from the center is a little difficult!

4 For this reason, I gave the package four stars out of a possible five. But all in all, this is an excellent package, and I'd recommend it to anyone. You won't be disappointed!

» See more [5 star](#), [4 star](#) reviews

REPORT BACK

- 7** Exchange reviews with a partner. Answer the questions.

- 1 Would you like to watch/read the subject of the review?
- 2 Does the review give enough information?
- 3 Do you think it's a fair review?

VOCABULARY

Appearance

- 1 a** Complete the sentences with appropriate verbs.

- 1 My daughter wants to _____ a piercing—in her eyebrow!
- 2 My 16-year-old brother's going to _____ his head because all his friends are doing it.
- 3 I just started playing football and need to _____ muscle. What's the best way to do this?
- 4 Carla only just met her boyfriend, but she wants to _____ a tattoo of his name on her arm!
- 5 My dad just retired, and now he wants to _____ his look to a more informal one.

b Work in pairs. Choose two sentences from **1a** and act out a short conversation. How would you react to the news in each situation?

Describing people

- 2 a** Replace the words in bold with a synonym.

- 1 I'm very **chatty** when I'm with my friends.
- 2 I feel **shy and insecure** when I meet new people.
- 3 I usually feel **certain of success** before doing an exam. I always expect to pass.
- 4 I'm not as **funny and quick thinking** in English as I am in my own language.
- 5 I'm very **relaxed** about life. I don't get stressed about many things!

b Work in pairs. Are the sentences in **2a** true for you?

- 3** Think of four more adjectives to describe people. Are they positive or negative?

GRAMMAR

Present perfect or past simple?

- 1 a** Write questions using the prompts. Add two more questions of your own.

- 1 ever / get / a piercing or tattoo?
- 2 when / last time / go to the beauty salon? what / have done?
- 3 anyone you know / change jobs / recently?
- 4 see / the latest Woody Allen movie yet?

b Work in groups of three. Ask and answer the questions. Find out as much information as possible.

Present perfect simple or continuous?

- 2 a** Choose the correct option to complete the blog post.

Over the last six months, I've ⁽¹⁾taken / been taking an intensive English course. We've ⁽²⁾had / been having three different teachers so far. My speaking has ⁽³⁾improved / been improving the most since I started. I still find it difficult to talk on the phone, though! This week I've ⁽⁴⁾moved / been moving—I'm nearly finished now. There was a lot to organize and my phone has ⁽⁵⁾rung / been ringing all the time. I've ⁽⁶⁾spoken / been speaking to the real estate agent three times, but it was really hard to understand her.

b Work in pairs. Talk about something you have been learning recently. How long have you been doing it for? What has improved most?

Uses of the -ing form

- 3** Work in pairs. Write sentences that are true for you.

- 1 I'm really not looking forward to... because...
- 2 I need to practice... much more if I want to improve.
- 3 ... is my favorite weekend activity.
- 4 Next year, I'm going to concentrate on...

FUNCTIONAL LANGUAGE

Complaining

- 1 a** Work in pairs. Complete the conversations.

- 1 **A** This video link is really _____ on my _____! It keeps stopping for no reason!
B Well, it is free, so you can't complain!
- 2 **A** I can't _____ the _____ my mother-in-law is always criticizing me!
B It's best to ignore it—try not to let her get to you.
- 3 **A** What _____ me the _____ is bad service in restaurants.
B Well, waiters aren't very well paid, so it's not surprising.
- 4 **A** The next-door neighbor's dog is _____ me _____! It barks all night long.
B There's not much you can do about noise if you live in an apartment.

b Listen and check. Do you agree with B's responses?

- 2** Work in groups. What annoys you most a) online? b) about services in your country? c) about where you live?

LOOKING BACK

- What did you find most difficult in this unit? Why?
- Think of ten useful words to describe someone's appearance or personality.
- Have you been doing anything new this year that you've never done before? What is it? Tell a partner.

VOCABULARY

Food

- 1** Listen and match the description to the correct image a-d. List four ingredients used in the dish.



- 2 a** Work in pairs. Think of two adjectives to describe each dish in the other images in 1.

1 *crunchy...*

b Answer the questions with your ideas.

- 1 How were the dishes in the images cooked?
- 2 What spices or seasoning were used?
- 3 Which of the dishes would you most like to try? Why?

Business

- 3 a** Work in groups of three. Can you name...

- 1 the most expensive brand of clothing in the world?
- 2 the largest multinational company?
- 3 the product that has greatest brand loyalty?
- 4 the most expensive type of franchise to start?
- 5 three factors a company uses to identify target markets (e.g., age)?

b Check your answers on page 40. Which group had the most correct answers?

GRAMMAR

Future forms

- 1 a** Complete the e-mail with an appropriate form of the verbs in parentheses. More than one future form may be possible.

Hi Claudia,

Next week, I ⁽¹⁾ _____ (*be*) in San Diego for a sales conference. I ⁽²⁾ _____ (*stay*) there for three days, so it would be great to get together. I think I ⁽³⁾ _____ (*have*) Thursday evening free as the sessions that day ⁽⁴⁾ _____ (*finish*) at 5:30. My flight ⁽⁵⁾ _____ (*leave*) at 1:30 p.m. on Friday. I ⁽⁶⁾ _____ (*call*) you when I arrive tomorrow night. Guess what! My sister's studying medicine at UCLA and she ⁽⁷⁾ _____ (*graduate*) next summer. Remember how bad she was at school! Hope to see you on Friday! Alex X

b Compare your answers with a partner's. Were they the same? If not, are both answers possible?

Clauses

- 2 a** Complete the sentences so they are true for you.

- 1 As soon as I _____, I _____.
- 2 Before I _____, I usually _____.
- 3 Once I've _____, I _____.
- 4 I _____ this weekend unless _____.
- 5 I don't think _____ will improve until _____.

b Compare your answers with a partner's. Ask follow-up questions to find out more information.

Future continuous/Future perfect

- 3** Work in pairs. Ask and answer the questions. Give two answers for each one.

- 1 What will you be doing this/next summer?
- 2 What will you have done by then?

FUNCTIONAL LANGUAGE

Checking understanding

- 1 a** Work in pairs. Correct one mistake in each sentence.

- 1 Am I right for thinking that's a type of taco?
- 2 Does that have sense?
- 3 Can I just to check something?
- 4 One thing I don't understand is why do you say "hot dog"...
- 5 Do you see what I'm meaning?
- 6 Can you just tell that again?

b R8 Listen to the conversation and check your answers. What are the speakers talking about?

- 2 a** Work in pairs. Think of a typical dish from your country. Describe it to your partner and tell him/her how it is served.

Student A, check that your partner understands.

Student B, check any information you're not sure about.

b Switch roles and act out the conversation again.

LOOKING BACK

- Which reading or listening text in this unit did you find most worrying? Why?
- Think of the last time you tried food from another country. Can you describe it to a partner?
- Think of three useful phrases for checking information. When do you think you might use them?

VOCABULARY

Entertainment

- 1** Work in pairs. Which of these entertainers do you enjoy watching a) most? b) least? Why?

circus performer magician mime artist
puppeteer stand-up comedian
street performer

- 2** Work in groups. Discuss the questions. Give reasons for your answers.

- 1 What's more important for the success of a movie/play—a strong cast or a good script?
- 2 Which actor do you think gave the best performance in a movie/play you saw recently?
- 3 What's your favorite movie soundtrack?
- 4 Which movie has the most impressive special effects?

- 3** **a** Replace the words in bold with another adjective.

- 1 *The comedy gig last night was **really funny**. I couldn't stop laughing!*
- 2 *I love watching **classical ballet**; I find it really **emotional**.*
- 3 *The most **exciting and absorbing** movie I've seen recently is *The Skin I Live in*.*
- 4 *I watched a documentary about **Bengal tigers last night**. It was truly **unforgettable**.*

- b** Work in pairs. Change the information in italics so the sentences are true for you.

Computer games

- 4** **a** Choose the correct options.

One of the best video games ever made is **Legend of Zelda: Ocarina of Time**. It's a mixture of puzzle solving and sword-based combat. The enhanced ⁽¹⁾graphics/stages are incredibly realistic, especially in the version for the Nintendo 3DS ⁽²⁾console/controller. Music plays an important role. To go up a ⁽³⁾level / platform, the player must learn to play several songs on an ocarina (a type of flute). Another important aspect of ⁽⁴⁾gameplay / graphics is exploration—players must obtain new items to explore certain areas. This is a ⁽⁵⁾shoot 'em up / first person game, so players solve puzzles and look around the game world by controlling the main character, Link.

- b** Have you played/Would you like to play Legend of Zelda? Why/Why not.

GRAMMAR

The passive voice

- 1** **a** Complete the review with the correct form, active or passive, of the verbs in parentheses.

It ⁽¹⁾ _____ (*claim*) that Clint Eastwood is already a movie legend. *Gran Torino* (2008) ⁽²⁾ _____ (*direct*) by Eastwood, who also ⁽³⁾ _____ (*star*) in the movie. Eastwood ⁽⁴⁾ _____ (*play*) the role of a retired auto worker and Korean War veteran. He ⁽⁵⁾ _____ (*help*) the son of his Hmong neighbors, who ⁽⁶⁾ _____ (*try*) to steal his car: a *Gran Torino*. The movie ⁽⁷⁾ _____ (*set*) in Detroit and it ⁽⁸⁾ _____ (*give*) positive reviews. It ⁽⁹⁾ _____ (*consider*) to be one of Eastwood's best movies.

- b** ^{R9} Listen and check. Then work in pairs. Tell your partner about a movie you have seen recently. Talk about...

- the director ● location ● main story
- actors/characters ● reviews

Have something done

- 2** Work in pairs. Discuss the questions.

- 1 What was the last thing you/your family had done to the place where you live?
- 2 When did you last get your hair cut? What did you have done?
- 3 Have you ever had something made for you? If so, what was it?

FUNCTIONAL LANGUAGE

Generalizing

- 1** **a** Choose the correct option to complete the sentences.

- 1 As a *rule / happens*, I don't go to live concerts as they're too expensive.
- 2 More often *the case / than not*, big groups charge a fortune for the tickets.
- 3 What often *happens / speaking* is you end up kilometers away from the stage.
- 4 And in *the case / most cases*, the sound isn't great.
- 5 Generally *speaking / the case*, I'd rather listen to classical music than rock music.

- b** ^{R10} Listen and check. Are the sentences in **1a** true for you/live music in your country?

- 2** Work in groups of three. Use the phrases in **1a** to generalize about another topic of your choice.

■ LOOKING BACK

- Which task do you remember most clearly from this unit? Why?
- Think of four new phrases you have learned to talk about entertainment.
- Tell a partner about something you have had done for you recently. Why didn't you do it yourself?

LISTENING

- 1 a** Look at the ad for a language course. Complete the definition with your own words.

A fluent speaker can...

- b** Compare your sentences in small groups. Work together to write a definition for "fluency."

- 2 a** Listen to some learners' views on speaking English. Match questions 1–3 to a speaker/speakers.

R = Rikhil A = Agata F = Frank
N = Narumi C = Chenoa

Whose ideas...

- 1 are ambitious?
- 2 do you not agree with?
- 3 are similar to your own ideas?

- b** Compare your ideas with a partner's. Give reasons for your answers in **2a**.

- 3 a** Choose the correct option to complete the extracts.

- 1 I'm going to / will work hard to sound like a native speaker.
- 2 More often than / that not, people want to have a British accent.
- 3 I expect being / to be corrected by my teacher, too.
- 4 I hope I'll have passed / be passing the advanced speaking exam by this time next year.
- 5 I don't mind as long as people understand me—you know what I mean / 'm meaning?
- 6 Recently I've been making / made an effort to be more outgoing in order to practice my conversation skills.

- b** Listen again and check.

SPEAKING

- 4** Work in pairs. Ask and answer the questions.

- 1 What would you like your speaking skills to be like in three years' time?
- 2 Which areas of speaking do you need to work on most?
 - talking faster with fewer pauses
 - communicating your ideas more clearly
 - having clearer pronunciation
 - speaking with fewer grammatical errors
 - using more natural phrases/expressions
- 3 What ways of improving these areas can you think of?

WRITING

- 5 a** Write an action plan for improving/developing your speaking skills. Use these sentence stems if you like.

I need to be able to...

For this reason, I'd like to work on...

I'm going to do this by...

In three years' time, I'll be able to...

- b** Exchange plans with a partner. Are there any ideas that you would like to add to your action plan?

■ QUICK CHECK

Complete the checklist below.

Can you...	Yes, I can.	Yes, more or less.	I need to look again.
1 describe changes in appearance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 talk about life experiences and changes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 complain about annoying situations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 describe food and ways to prepare it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 talk about future events, plans and intentions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 discuss different types of entertainment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 talk about hobbies and cultural heritage?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 check understanding and clarify information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- b** Compare your answers with a partner's.

- What else do you know now after studying units 4–6?
- Do you need to look again at any of the sections?
- Do you need any extra help from your teacher?

UNIT 4 GRAMMAR REFERENCE

4.1 PRESENT PERFECT OR PAST SIMPLE?

- 1 Use the **present perfect** for events that connect the past to the present. We can use it...
- a) for experiences in our lives up to now, when we don't specify a point in time:
I've been to India, but I've never been to Thailand.
- b) a state or action that started in the past and continues up to now:
I've had this website for two years.
- c) with *already* in affirmative sentences and questions to mean "before now," especially to express surprise:
Have you finished your assignment already?
- d) with *yet* in negative sentences and questions to talk about events that have not happened up to now but that we expect to happen in the future:
*Have you shown Lucy the website yet? No, I haven't seen her yet.
(= I expect to see her in the future.)*

2 Use the **past simple...**

- a) to talk about completed past events that happened at a specific time in the past:
I watched a great movie on TV last night.
- b) a repeated, habitual action in the past:
I watched a lot of cartoons when I was a child.

4.2 PRESENT PERFECT SIMPLE OR CONTINUOUS?

The present perfect simple emphasizes completion:

I've written an article for the website. (= it's finished)

The present perfect continuous emphasizes duration:

I've been writing a book about Latin America. (= I'm still writing it)

We use the present perfect simple to talk about how many things we have done or how many times we have done something:

I've sent 25 e-mails today. I've e-mailed John twice.

We use the present perfect continuous to talk about how long we have been doing something:

I've been sending e-mails all morning.

We also use the present perfect continuous for a recently finished action with a present result:

He's exhausted because he's been working all night.

4.3 USES OF THE -ING FORM

The -ing form of a verb (gerund) sometimes acts like a noun. Use it

1 as the subject of a sentence	<i>Swimming is a great form of exercise.</i>
2 after a preposition	<i>I'm interested in hearing about your trip!</i>
3 after certain verbs, e.g., <i>like, love, hate, enjoy, avoid, consider, imagine, practice</i>	<i>I love traveling, but I avoid going anywhere on official holidays.</i>
4 after an article or <i>my, your, his, etc.</i>	<i>Her singing is really good.</i>
5 after "no" on warning notices	<i>No running in the hallways!</i>

4.1

Complete the profile with the correct form of the verbs: past simple or present perfect.

► Profile



Hi! I'm Paul Channing and I
(1) _____ (have) this website
since I was 16. I (2) _____ (start)
writing it back in 2008 when I
(3) _____ (graduate) school
and (4) _____ (decide) to work
my way around the world. I (5) _____ (have)
lots of different jobs over the last few years.
My first one, in 2009, (6) _____ (be) as a
dishwasher in Australia—I (7) _____ (wash)
dishes in a really busy kitchen! Since then, I
(8) _____ (be) a tour guide in Shanghai, a
waiter in London and even a driver in South
Africa! In fact, last January I (9) _____ (meet)
my girlfriend in Cape Town. She loves traveling,
too, and she (10) _____ (already/buy) tickets
for our next trip—a walking tour of Morocco. We
(11) _____ (not decide) what jobs we want
to do there yet but I'm sure there are plenty of
options.

4.2

a Choose the best option to complete the sentences.

- 1 They've *surfed / been surfing* at the beach for hours.
- 2 My aunt has *written / been writing* a book about Ancient Greece. She's on the last chapter.
- 3 You're soaking wet! What have you *done / been doing*?
- 4 I've *visited / been visiting* my grandfather a lot recently as he's not very well.
- 5 Sammi's *seen / been seeing* her therapist three times this week!
- 6 Have you *told / been telling* your boss you're leaving?

b Write true sentences to answer the questions.

- 1 What have you been doing a lot recently?
- 2 How many movies have you seen this month?
- 3 Have you taken up a new hobby or interest recently?
How long have you been doing it for?

4.3

a Find and correct one mistake in each sentence. One sentence is already correct.

- 1 **I'm not used to** stay up late at night.
- 2 **I don't know anything about** fix cars.
- 3 My dad's cooking **is great—much better than** my mom's!
- 4 **I'm really look forward to** seeing my friends tonight.
- 5 **I'm not very good at** remember names.
- 6 No eat in the theater.

b Write five sentences that are true for you, using the correct form of the phrases in bold in **a**.

5.1 FUTURE FORMS

A common mistake in English is to overuse *will* to talk about the future. We most often use *will* for...

- 1 general predictions and opinions about the future:
Don't bother buying a lottery ticket. You won't win.

- 2 offers, promises or spontaneous plans/decisions:
I'll buy dinner next time!

More than one future form is often possible in similar situations.

- 1 We can make a prediction using *will* or *going to*:

He'll find/He's going to find retirement difficult!

NOTE: We often use *going to* for predictions based on present evidence:

Look at that rock! It's going to fall.

- 2 We can describe a future plan or arrangement using *going to* or the present continuous: *We're interviewing/We're going to interview candidates for the new job next week.*

NOTE: We often use the present continuous for fixed future arrangements and *going to* for plans or intentions where no actual arrangement has been made. We use the present simple for scheduled future events.

5.2 CLAUSES

A sentence can contain a main clause and a second (or subordinate) clause that gives more information. We can add a subordinate clause to a main clause with words like: *as soon as, before/after, once, unless, until:*

I'll go for coffee after/once/as soon as I finish this e-mail.

If the verb in the main clause is with *will* or *going to*, the verb in the subordinate clause is in the present simple or present perfect:

I'll call you as soon as I arrive.

We'll take the kids to the park once they've done their homework.

5.3 FUTURE CONTINUOUS/PERFECT

Future continuous

Use the future continuous...

- 1 to describe an action in progress at a point in the future:

This time next week, we'll be flying to Rio.

- 2 to speculate about what someone is doing at the moment of speaking:

My parents will be watching the news now.

We form the future continuous with *will + be + the -ing form of the verb:*

+ I'll be lying on a beach this time next week.

- I won't be working.

Y/N Will you be checking your e-mails? Yes, I will. / No, I won't.

Future perfect

Use the future perfect to describe an action that will be completed before a point of time in the future:

By the end of 2020, my grandparents will have been married for fifty years!

We form the future perfect with *will + have + past participle:*

+ I'll have written the report by Thursday.

- I won't have confirmed the meeting.

Y/N Will you have confirmed it by Friday? Yes, I will. / No, I won't.

5.1

- a** Complete the answers to the question with an appropriate future form of the verbs in parentheses. More than one answer may be possible.

What are you doing tonight?

1 I haven't thought about it. I _____ my friends now to find out their plans. (*text*)

2 Going home. My train _____ at 7 o'clock. (*leave*)

3 I think I _____ my friends in the café, but I'm not sure yet. (*meet*)

4 I'm staying home. Look at those clouds—it _____. (*rain*)

5 I _____ my driving test. Wish me luck! (*take*)

6 I don't have any plans yet. I _____ Jan if he wants to go out. (*ask*)

- b** Write three sentences about your plans for tonight. Use a variety of future forms.

5.2

Link the sentences using the word in parentheses. Make any other necessary changes.

1 I get home at about four. I'll call you earlier. (*BEFORE*) *I'll call you before I get home.*

2 I'm not going home right now. I need to speak to my teacher first. (*UNTIL*) _____

3 I'll buy some coconut milk later. Then we'll make a nice Thai curry. (*ONCE*) _____

4 I'm getting my test results tomorrow. I'll call you when I know what they are. (*AS SOON AS*) _____

5 You'll need to buy a ticket online. You can't get on the bus without one. (*UNLESS*) _____

5.3

Complete the dialogue with the correct form of the verbs in parentheses: future continuous or future perfect.

A Just think, this time next week we _____ (*finish*) our exams and we _____ (*fly*) home!

B I know, I can't wait! I'm not looking forward to the long flight, though. We _____ (*sit*) down for hours. It's so boring and uncomfortable.

A Oh, don't worry, you _____ (*feel*) so tired that you'll sleep most of the way. It's our going away party the day before, so we probably _____ (*sleep*) much!

B That's true. I'm looking forward to having some real Brazilian food again! On Saturday night, I _____ (*sit*) in that restaurant near the harbor. I won't be able to move as I _____ (*eat*) so much feijoada!

A Oh stop it! You're making me hungry!

UNIT 6 GRAMMAR REFERENCE

6.1 THE PASSIVE VOICE

To form the passive, use an appropriate form of *be* + past participle:

More movies are made in India than in Hollywood.

Many westerns have been filmed in Spain.

More movies will be made in 3D in the future.

Use *by* to emphasize the person or thing responsible for the action:

The movie was directed by Pedro Almodóvar.

The lead role is played by Antonio Banderas.

Do not use *by*:

1 when it's obvious who/
what is responsible for
the action

It was filmed in Italy.
(by the movie crew)

2 when we don't know
who/what is responsible
for the action

Expensive equipment has
been stolen. (we don't know
who by)

3 to describe a process

The cast is hired, locations
are chosen and sets are built.

With reporting verbs

Use *it* + the passive form of a reporting verb (*say*, *believe*, *think*, etc.) to express other people's opinions, without naming the exact source:

It is widely recognized that Charlie Chaplin was a comic genius.

It is often claimed that Citizen Kane is the best movie ever made.

6.2 HAVE SOMETHING DONE

Use

Use *have* + object + past participle to describe...

1 an action that we arrange for another person to do for us:

We've had our photo taken for the website.

When are you going to have your hair cut?

2 a bad experience that happens to us:

They've had their new car stolen.

I had my electricity cut off.

NOTE: We can use *get* instead of *have*. It is common in informal spoken English and in imperatives:

Get your car washed! It's filthy.

Form

present simple	I have my paper delivered every morning.
present continuous	We're having our bathroom painted.
past simple	I had the house cleaned last week.
present perfect	You've had your hair cut!
present perfect continuous	She's been having a new kitchen designed.
future with will	I'll have my car repaired this weekend.

6.1

a Rewrite the sentences using the passive voice. Use *by* where necessary.

1 One of my students gave me this necklace.

I was given this necklace by one of my students.

2 Someone has hacked into my e-mail account!

3 Someone was selling these tickets outside the concert hall.

4 Many people believe he is the greatest actor of our generation.

5 My grandmother told that joke—can you believe it?

6 Some people say that stand-up comedy is one of the most terrifying things you can do.

b Complete the movie review by writing the underlined verbs in the correct form (active or passive, present simple or past simple).

The Departed is a 2006 American crime thriller. It is a remake of the 2002 Hong Kong movie *Infernal Affairs*. While remakes are always ⁽¹⁾ compared to the original, this particular movie ⁽²⁾ talk about more than most because it ⁽³⁾ direct by the great Martin Scorsese and ⁽⁴⁾ star Hollywood greats such as Leonardo DiCaprio, Matt Damon and Jack Nicholson. The movie ⁽⁵⁾ set in Boston, Massachusetts and follows the story of a police officer and a young criminal who both ⁽⁶⁾ lead double lives. It ⁽⁷⁾ nominate for 12 Oscars, and ⁽⁸⁾ it win five, including

Best Picture and Best Director. However, it ⁽⁹⁾ claim that Scorsese ⁽¹⁰⁾ give the award only because he had been nominated so many times before and never won!



6.2

Complete the sentences with the correct form of *have* and a verb in the box.

decorate fix make take test steal

1 Instead of buying a new bike, why don't you just have your old one fixed?

2 I absolutely hate fixing my photo now.

3 We're decorating the whole house now at the moment.

4 She's going to make her dress by the same designer who made mine!

5 I test my eyes yesterday. Apparently, I have perfect vision!

6 I couldn't call you because I've broken my phone now.

3 A WIKI

- 1 Work in pairs. Read the definition and answer the questions.

wiki (n) a website that allows people to write or edit articles

- 1 Do you know of any other wikis, apart from Wikipedia?
- 2 Have you ever written or edited an article for a website like Wikipedia?
- 2 a Work in pairs. You are going to read a wiki article about Indian cuisine. What ingredients do you think it will mention?
- b Read the wiki article and check your ideas in 2a. Are the ingredients used in a) main courses, b) desserts or c) drinks?
- 3 Work in pairs. Identify four differences between northern and southern Indian cuisine.
- 4 Read the wiki guidelines. Does the article follow them?

- Use a neutral, formal style: avoid *I*, *me*, etc.
- Do not use phrases like *of course*.
- Do not use adverbs that indicate emotions, like *incredibly*, *unbelievably*.
- Avoid overuse of exclamation marks.
- Use the passive to report information from other people: *It is said that...*

- 5 a Cover the wiki article. Rewrite the paragraph following the guidelines in 4a.

If you go to India, you'll find lots of different regions, each with a specific cuisine. Amazingly, there is no single dish that people call "curry" in India! People suspect that *curry* is an English form of a word meaning *sauce*, and there are many varieties. Obviously, almost all of them are spicy.

- b Compare your answer to the first paragraph in the wiki article.

- 6 a Choose types of cuisine from two regions in your country. Write a wiki article about them, using the plan.

Introduction: a general description of cuisine in your country

Main sections: popular main dishes—their ingredients and how they are prepared
a common dessert and drink

- b Work in pairs. Exchange articles and answer the questions.

- 1 Is the article interesting? Why/Why not?
- 2 Is there enough/too much information? What would you change/add?

Article

Discussion

Indian Cuisine

Every Indian region has a specific cuisine. Contrary to popular belief, there is no single dish known as "curry" in India. *Curry* is thought to be an English derivation of a word meaning "sauce," and there are many varieties. They tend to be spicy, using seasonings such as cardamom, ginger and turmeric.

Northern cuisine

The most popular dishes in northern India contain chicken and lamb. They are prepared with sauces made from chili, ginger or onions and then roasted in ovens called *tandoors*.



Nuts are a key ingredient in main courses and also in puddings. These are made with milk and sugar, sometimes mixed with yogurt or cream. Yogurt is also the main ingredient of the region's most popular drink, the *lassi*. In this region, breads such as *chapati* and *naan* usually accompany main courses.

Southern cuisine

Throughout the south, vegetarian dishes are common, and almost all meals are served with rice. Fish and seafood are also eaten in coastal areas, usually in a curry made from coconut and sesame. Coconut is one of the most popular refreshments, and its milk is typically drunk directly from the coconut. Although vegetarianism is common, meat dishes are also served, especially as part of *korma*, a creamy curry that may be made with lamb, chicken or fish. There are also many desserts. A famous one is *khubani ka meetha*, which combines apricots with ice cream.

TIP

Begin your wiki article with a simple introduction for people who just want a general understanding of the topic. Add more detailed information later, for those who require more in-depth knowledge.



COMMUNICATION BANK

REVIEW B, Vocabulary, page 33, Exercise 3a

- 1 Hermes
- 2 HSBC
- 3 cigarettes
- 4 hotel or motel franchise
- 5 (*suggested answers*) income, family size, education, occupation, gender, nationality



5.6, p. 20, Ex 1b

J = Jessica, P = Panya

J: So, Panya, you're going to show me how to make a traditional Egyptian breakfast.

P: That's right, Jessica. It's called *ful medames*. It's an ancient Egyptian dish, nearly a thousand years old, but it's still a really popular breakfast in Egypt!

J: So how's it made?

P: Well, it can take a really long time to prepare—mostly because you need to soak and simmer the fava beans.

J: Fava beans?

P: That's right—the main ingredient! So first you need to soak the beans in water for eight to ten hours.

J: OK. That's a long time!

P: I know! Then you drain the beans and put them in a large pan. Next add some tomatoes, onion and garlic. Does that make sense?

J: Sorry, could you just say that again?

P: Of course, add some tomatoes, onion and garlic to the beans. Then cover the mixture with water and bring it to a boil. You need to be careful it doesn't boil over, though. Then turn the heat down and leave the ingredients to simmer overnight.

J: When you say "overnight," do you mean for another ten hours?

P: That's right!

J: That is a very long preparation time. So am I right in thinking you've already prepared these beans?

P: Yes, this is the bean mixture I cooked last night.

J: And is that the only way of doing it?

P: Well, you could use canned beans, but that'd be cheating!

J: OK, so what happens next?

P: Next you mash the mixture with a spoon, like this, to make it soft. Do you see what I mean? Do you want to go on mashing it?

J: Sure.

P: And once the beans are soft, you can stir in some salt and lemon juice. Are you following?

J: Mm, I think so. Can I just check something? Are there any spices in it?

P: Oh, yes, there are. I also added a little cumin before I mashed the beans.

J: Cumin, of course, that's what I can smell.

P: Next you grill some Egyptian flatbread to serve it with.

J: What exactly do you mean by "flatbread"?

P: It's just a kind of simple, thin bread.

J: Oh yes, of course. And is it served with anything else?

P: Yes, you can serve it with boiled or fried eggs. Today I'm going to fry some eggs in a little olive oil.

J: Mmm, delicious.

P: And finally, you serve the bean mixture warm with the bread and the eggs.

J: Mmm, it looks and smells delicious. But one thing I don't understand is why you make such a big, spicy meal for breakfast.

P: Ah. Well, you must remember that during the Muslim festival of Ramadan, people don't eat during the day, they fast. So, it makes sense to have a really big breakfast.

5.9, p. 21, Ex 2a

A: You know, Dorota, I've never had Polish food before...

B: Oh, it's delicious, you'll love it! Typical dishes use lots of cabbage, meat and cream.

A: Mmm. I don't understand anything on the menu, though.

B: Don't worry, I'll explain it. Well, we usually start with soup.

There are two here. I'd recommend the *barszcz*—beetroot soup. It's really popular in Eastern Europe.

A: Hmm... what does it taste like?

B: It's delicious. As well as beetroot, it has other things... like onions and garlic in it, and vinegar, which gives it a sour flavor.

A: Hmm...

B: But if you're not sure, you could have the *zurek*. It's a white sausage and potato soup. It comes with a boiled egg in it. And most importantly, it's usually served in a bowl made of traditional Polish bread! It takes a long time to prepare!

A: Mmm, that sounds interesting. I'll have *zurek*, then.

B: OK, and I think I'll have the *barszcz*. And for the main course, I'd really recommend *golabki*.

A: *Golabki*? What's that?

B: It's very typical. It's cabbage stuffed with ground meat—pork and beef—and rice. It's baked in tomato sauce and served with sour cream.

A: That sounds nice, I'll definitely try that... Mmm, that was absolutely delicious! So, what about a dessert? I still have room! What are typical Polish desserts?

B: Well, we have lots of different cakes. *Makowiec* is the most typical and tasty Polish dessert.

A: What's it made with?

B: It's a kind of sweet bread made with poppy seeds. It also has almonds, raisins and honey in it. Ideally it shouldn't taste too sweet.

A: Should we try that then?

B: Yeah, let's!

A: And what are *kawa* and *herbata*?

B: Coffee and tea!

A: I'll have coffee... *kawa*!

B: Good. You're learning some Polish already!

SELECTED TRANSCRIPTS

6.1, p. 23, Ex 3a

Karen

I really like street performers. You know, musicians, mime artists and even those artists who draw pictures on the sidewalk. I like listening to street musicians as well, especially on the subway. Some of them are really good. It's really uplifting to hear live music on the way to work!

Kinuko

I like all sorts of entertainment, but I don't really like circuses. They're very depressing. I think it's cruel to keep wild animals in those conditions, and it's humiliating for them to do all those tricks! I guess circus performers are very talented, though.

Shane

When I went to Thailand last year, I saw a traditional puppet play called the *Hun Lakhon Lek*. It was amazing! The puppets were all about a meter tall, and each one had three puppeteers to move it. The puppeteers are also classical dancers, so the way the puppets move is really elegant and realistic.

Vishal

I love the movies! My favorite director is probably Quentin Tarantino. His movies are always action-packed, and the special effects are usually amazing! His latest script is for a Western and I can't wait to see that. I also really like Indian movies a lot. I mean, the plots can be a little predictable, but they always have a big cast so they're really visually interesting.

Julie

I really like stand-up comedy. I love how comedians think about everyday things in such random and unusual ways—they're hilarious! But if you go to a live show, don't sit next to the stage; the comedians always make you the focus of their jokes, and that can be pretty embarrassing!

Helmut

There's nothing like the atmosphere in a theater when the curtain goes up and you see the stage and scenery for the first time. It's like being transported to a different world! And I think a really good performance is much more moving and emotional than watching a movie. I love the energy between the performers and the audience.

IRREGULAR VERBS

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
be	was, were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
dream	dreamed	dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone, been
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hold	held	held
keep	kept	kept
know	knew	known
learn	learned	learned
leave	left	left
lend	lent	lent

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read / rid /	read / red /	read / red /
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	Showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
smell	smelled	smelled
speak	spoke	spoken
spend	spent	spent
split	split	split
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
upset	upset	upset
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

PHONETIC CHART

The Vowels of North American English and Their Phonemic Symbols

Phonemic symbol	Examples	Phonemic symbol	Examples
/iy/	beat, see, machine	/uw/	boot, blue, shoe
/ɪ/	bit, him	/ʊ/	book, full
/ey/	bait, made, they	/ow/	boat, home, blow.
/ɛ/	bet, leg, head	/ɔ/	bought, saw
/æ/	bat, has, apple	/a/	box, car, father
/ʌ/	but, mother	/ay/	bite, sight
/ə/	sofa, until, combine	/aw/	about, cow
		/oy/	boy, noise

The Consonants of North American English and Their Phonemic Symbols

Phonemic symbol	Examples	Phonemic symbol	Examples	Phonemic symbol	Examples
/b/	boy, cab	/z/	zoo, buzz, goes	/l/	long, full
/p/	pie, lip	/s/	see, city, bus, thinks	/r/	run, car
/d/	dog, bed	/ʒ/	leisure, beige	/w/	win, swim, away
/t/	toe, cat	/ʃ/	shy, dish, special	/y/	you, loyal
/g/	go, beg	/h/	his, ahead	(/hw/)	(which, what) (Most speakers of both American and British do not use /hw/ as a separate phoneme. They use /w/ instead)
/k/	cat, kit, back	/tʃ/	joy, giant, budge		
/v/	view, love	/f/	cheek, watch, cello		
/f/	fill, phone, life	/m/	me, seem		
/θ/	the, bathe	/n/	no, sun		
/θ/	thin, bath	/ŋ/	sing, singer, think		

INTERNATIONAL EXAM PREPARATION: READING

In this section you will read a passage. Answer all the questions about the information in the passage on the basis of what the passage states or implies.

A spectacular natural structure located in the American southwest in Arizona State, the Grand Canyon is a treasured tourist attraction as well as a geological gold mine. In 2017 alone, (5) the park generated almost 1 billion US dollars attracting around 6 million visitors annually to its 1.5-kilometer-deep canyon that contains 2 billion years of geological history. Its exposed strata that meander over 445 kilometers provide a display of (10) natural beauty that rivals but a few other natural sites in the world.

A plethora of plants and animals call the Grand Canyon their home. Although it may be (15) surprising, the canyon provides habitats for a range of rare and endangered plant and animal species due to its 5 types of ecosystems. It offers an exceptional opportunity for professionals and civilians alike to take advantage of undisturbed (20) remnants of ecosystems despite the fact that environmental damage continues to beleaguer the canyon and its surrounding areas.

The impact of humans on the national park has not gone unnoticed. With the erection of the (25) Glen Canyon Dam in 1963, irreversible effects on the riparian and aquatic ecosystems charged the Grand Canyon's scientists, employees, tourists and local politicians alike to enact and carry out laws to better protect the fragile environment it (30) so graciously gives to the world. In an effort to

safeguard the natural glory of the canyon, certain measures have been put in place including but not limited to the use of scrubbers on a local coal burning power plant nearby, no fly zones

(35) to preserve naturally quiet areas of the park, fence installment to keep out trespassing cattle and humans as well as proper waste disposal education for hikers and river runners.

Prudent acquiescence to the rules in place permit (40) coexistence to flourish without further damaging the awe-inspiring beauty of the Grand Canyon's natural state. Human impact may be unavoidable but its effects are greatly reduced when conscious (44) precautions are enforced.



INTERNATIONAL EXAM PREPARATION

- 1.** What is the main idea of the passage?
 - a. Tourism is harmful and should be reduced in the Grand Canyon.
 - b. Wildlife and ecosystems are flourishing.
 - c. Certain measures need to be taken in order to preserve the park and serve the public.
 - d. Conservation and preservation will inhibit tourism profit.
- 2.** What does “including but not limited to” mean on line 32?
 - a. There are more examples that are not mentioned.
 - b. There are fewer examples than mentioned.
 - c. There are many examples that are limited.
 - d. There is a limit to how many examples are included.
- 3.** What is closest in meaning to the word “safeguard” on line 31?
 - a. Safety
 - b. Guard
 - c. Enact
 - d. Protect
- 4.** How much money did the National Park generate in 2017?
 - a. Almost 2 billion USD
 - b. Almost 1 billion USD
 - c. Almost 1 million USD
 - d. Almost 2 million USD
- 5.** What two ecosystems were damaged by the construction of the Glen Canyon Dam?
 - a. riparian and mixed conifer
 - b. ponderosa pine and mixed conifer
 - c. aquatic and desert scrub
 - d. riparian and aquatic
- 6.** Which action was not mentioned as a measure for ensuring the protection of the Grand Canyon from human impact?
 - a. Proper waste disposal
 - b. Coal scrubbers
 - c. Partnerships with native American tribes
 - d. fences
- 7.** How old is the Grand Canyon?
 - a. 4 billion years old
 - b. 200,000 years old
 - c. 2 billion years old
 - d. 2 million years old
- 8.** What does the sentence on line 39 imply?
 - a. Humans and nature can function in harmony if rules are followed.
 - b. Permitting humans into the park will damage coexistence.
 - c. Rules are for following and if they are not followed chaos will ensue.
 - d. Human impact will continue to damage the beauty of the Grand Canyon no matter what.
- 9.** What does the word “beleaguer” mean on line 21?
 - a. Implement
 - b. Bother
 - c. Help
 - d. Control
- 10.** Where is the Grand Canyon located?
 - a. The desert
 - b. The United States
 - c. Mexico
 - d. Texas



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