



INSTITUTO CULTURAL PERUANO NORTEAMERICANO

AMERICAN
BIG PICTURE



BEN GOLDSTEIN

4 MAN AND NATURE



1 **Work in small groups.** Look at the photo. Answer the questions.

- What does the photo show?
- Where do you think the photo was taken?
- What does it show about the relationship between man and nature?

2 **a** Complete A in the KEY VOCABULARY PANEL

b Which of the words in A can be used to describe the landscape in the photo? Which can be used to describe landscapes in your country?

There are lots of resorts and golf courses on the coast in my country, but not inland.

3 **a** Look at the photo on page 41. What does it show? What do you think it has in common with the photo in 1?

b Listen to an environmentalist talking about the photos and check your answers to 1.

4 a Listen again and answer the questions.

- 1 Why has man changed the landscape in both cases?
- 2 What are the consequences of these changes?

b Compare your answers with a partner's.

5 Complete the extracts from Transcript 4.1 with words from A in the KEY VOCABULARY PANEL .

- 1 The best way to see man's destruction of the Amazon rain _____ is from the air.
- 2 Farmers and _____ owners have cut down an enormous number of trees.
- 3 This is part of the Bab Al Shams Resort built in the middle of the _____ in Dubai.
- 4 ... the specially planted _____ provide some shade for the golfers.

6 Work in small groups. Discuss the questions.

- Which situation do you think is the worst example of man's destruction of nature? Why?
- Think about where you live. Are any changes to the landscapes recent? Do you think they are positive or negative?

7 Work in pairs. Complete B in the KEY VOCABULARY PANEL .

8 Work in pairs. Have any of the disasters in B been in the news recently?

There have been floods as a result of heavy rain...

KEY VOCABULARY

Landscapes & natural disasters

A Man-made & natural landscapes

- Put the words in the box in the correct column. Use a dictionary to help you.

crops	desert	dune	farm	fields
forest	grass	hills	mountains	
palm trees	path	plain	plantation	
ranch	resort	sand		

Man-made	Natural
<i>crops</i>	<i>desert</i>

B Natural disasters & extreme weather

- Mark the disasters 1–7 you heard in Transcript 4.1.

- 1 forest fire
- 2 earthquake
- 3 drought
- 4 hurricane
- 5 famine
- 6 flood
- 7 tsunami

- Match disasters 1–7 to definitions a–g. Use a dictionary to help you.

- a when there is too much rain and water covers land that is usually dry
- b when movement in the ocean floor causes very large waves
- c when there isn't enough rain and water levels are dangerously low
- d when the earth moves
- e when there is not enough food
- f when there is an uncontrolled area of fire in a forest
- g when there are very strong winds and usually rain

- Which of these disasters could be provoked by man?

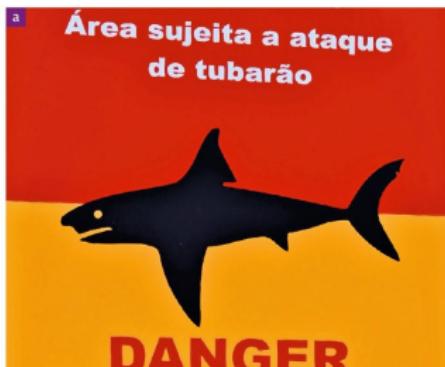
NOTICE PHRASAL VERBS WITH DOWN

Plantation owners have cut down an enormous number of trees...

We use other verbs with down to mean destroy or break.

A fire burns down a forest.

The wind blows down a tree.



PRACTICE PRESENT PERFECT SIMPLE
TALK ABOUT DISASTERS

SPEAKING

- 1 Work in groups. Look at signs a–d and discuss the questions.

- What dangers are they warning of?
- Which of these dangers are natural and which could be man-made?
- What countries are particularly prone to these problems?
- What can we do to avoid them?

LISTENING & VOCABULARY: Natural world collocations

- 1 a What is the connection between the words in the box and signs a–d? Use a dictionary to help you.

Cigarettes are connected to sign d because they can cause forest fires...

cigarette deep water flatlands flooding
forest heat shelter shore waves

00:00 / 1:16

- b Listen to a radio program about dangers. Check your answers to 1a and match the four reports to signs a–d.

- 2 Listen again. Are the sentences true or false?

- 1 The Outback, Australia
 - a) Local people are very much aware of the danger.
 - b) There have been no forest fires yet this year.
- 2 Coastal areas, Thailand
 - a) There was an enormous tsunami in 2009.
 - b) Preparations have been made for future tsunamis.
- 3 Norfolk, UK
 - a) Roads often flood in this area.
 - b) Motorists are very careful and don't go out in their cars if there's a flood warning.
- 4 Recife, Brazil
 - a) There have been two fatal attacks this year.
 - b) Children and tourists are most at risk.

- 3 a Match 1–8 to a–h to form expressions from Transcript 4.2.

- | | |
|--------------|-------------|
| 1 wind | a water |
| 2 higher | b current |
| 3 deep | c level |
| 4 torrential | d ground |
| 5 water | e rain |
| 6 strong | f direction |
| 7 flash | g attack |
| 8 fatal | h flood |

- b Look at the expressions in 3a again. Which reports do they come from? Read Transcript 4.2 on page 42 and check your answers.

GRAMMAR

- 1 a Look at the pairs of sentences. Which reports do they come from? Which report is not included?

- 1 a We've **already** had three major fires this year, and it's only February!
- b People have lost their homes, their businesses, but luckily no one's lost their life—**yet!**
- 2 a We haven't seen anything like it...
- b We've built new evacuation sites...
- 3 a Have you ever seen a shark attack?
- b No, I haven't. I've seen sharks in the waters, and they come up really close to the shore. But we've always been able to warn people in time. I've never actually seen one attack a person.

- b Look at the sentences again. Underline the verbs in the present perfect. Match the pairs of sentences in 1a to times a–c and answer the questions.

- a since December 2004
b during the last two months
c during the speaker's life

- 1 Are these periods of time...
a) finished? b) continuing up to the present?
2 Are the actions...
a) finished? b) continuing in the present?

- 2 Complete 1–4 in the GRAMMAR PANEL .

- 3 a Look at the words in bold in sentence 1 in 1a again. Answer the questions.

- Which is...
a) emphasizing that an action has happened before now?
b) emphasizing that an action has not happened before now?

- Which is being used in...
a) an affirmative sentence?
b) a negative sentence?

- b Complete 5–8 in the GRAMMAR PANEL with *already* or *yet*.

- 4 a Complete the sentences with *already*, *always*, *ever*, *never* and *yet*. More than one answer is possible.

- 1 I've _____ seen snow.
- 2 I've _____ wanted to visit Australia.
- 3 Have you _____ seen a shark?
- 4 I've _____ been to Brazil three times this year.
- 5 We haven't been to Thailand _____ —that's the next place on our trip.
- 6 Have you finished the exercise _____?
- 7 Yes, I've _____ finished it and checked it!

- b Write four sentences about yourself using *ever*, *never*, *already*, *yet* and the present perfect. Compare your answers with a partner's.

PRESENT PERFECT SIMPLE

We can use the present perfect simple to talk about a completed action or series of actions that happened during a period of time that ⁽¹⁾*has finished* / *continues up to the present*.

There have been three shark attacks in the last month.
(= the past month up to and including today)

We often use the adverbs *always*, *ever* and *never* with the present perfect simple.

Have you ⁽²⁾ seen a shark attack? I've ⁽³⁾ seen a shark attack. (= in my whole life up to today)

We've ⁽⁴⁾ been able to warn people in time. (= in my experience up to today)

Already & yet

We use the present perfect with *already* or *yet* to emphasize that an action has/hasn't happened before now. We usually use ⁽⁵⁾ in affirmative sentences and ⁽⁶⁾ in negative sentences. We use ⁽⁷⁾ between the auxiliary (*has/have*) and the main verb.

We use ⁽⁸⁾ at the end of the sentence.

There have already been three attacks this year.
Luckily we haven't had any attacks on this beach yet.

We can use *already* and *yet* in questions. There's a difference in the meaning.

Questions with *yet*: *Have you finished yet?* (= I expect you have, I'm just checking.)

Questions with *already*: *Have you already finished?/Have you finished already?* (= I'm surprised, you did that very quickly!)

See page 36 for grammar reference and more practice.

SPEAKING & WRITING

- 1 Discuss the questions in small groups.

- Has your area ever been affected by a natural or man-made disaster or by extreme weather?
- Where was it? Do you know how it started?

Yes, last winter in my hometown... there was an enormous storm and a tornado swept through the town... It did a lot of damage to the beach.

- 2 a Choose one of your stories from 1. Write a short news story as if the event has happened recently.
Good evening, this is the 9 o'clock news. We have news coming in of...

- b Read your story out loud to the class as if you were a radio or TV news anchor.



READING

1 a Look at the images. What can you see? Match images a–c to one of the words or expressions in each group.

- 1 materials: mud rock slate wood
2 locations: in caves in a desert on stilts on a terraced hillside

b Work in pairs. Discuss the questions.

- Where do you think the villages are?
- Which settlement do you think is the oldest? Why?
- What do you think would be the advantages and disadvantages of living in each of the three places?

2 a Read texts 1–3 about traditional villages around the world and match them to images a–c.

b Read the texts again. Match villages 1–3 to statements a–d.

- a The villagers are looking for new ways to earn a living. _____
b The houses need constant maintenance. _____
c The houses are warm in winter. _____
d We don't know exactly how old they are. _____

1 Ait Benhaddou

People have been building their homes out of the red earth of Northern Morocco for thousands of years. Ait Benhaddou is one of the best preserved of these adobe villages, which seem to grow out of the desert that surrounds them. No one knows exactly how long people have been living in this particular settlement, but it must be at least 1,500 years old. There are still families living there today, and the houses and walls of the village need constant care as the wind and the rain eat away into these incredible, almost living structures.

2 Kullu Valley

Kullu Valley, or the Valley of the Gods, in the foothills of the Himalayas is one of the most fertile agricultural regions in the whole of India. The people of Kullu Valley have been growing crops on its terraced hillsides for at least 3,000 years. In recent years, apple trees and other fruits have been taking over more traditional crops, making Kullu Valley the "fruit basket" of the Himalayas. In the image we can see traditional Kullu houses built of local wood and stone and with heavy slate roofs that insulate the homes against the cold temperatures of winter when snow covers the slopes of the nearby mountains. They are built just above the irrigated rice fields that provide the backbone of the Kullu people's daily diet.

3 Ko Panyi

Ko Panyi is a fishing village in Phang Nga Bay in southern Thailand. The village was founded in the eighteenth century by two Indonesian fishing families, and the descendants of these two families have been fishing in the bay ever since. What makes the village unusual is that it's a floating village, built on stilts. This is because, at the time, non-Thai nationals were not allowed to own land, so the fishermen built their homes on water. Recently the villagers have been supplementing their income from fishing by inviting tourists to visit the village. There are no hotels, but plenty of restaurants specializing in local seafood.

GRAMMAR

1 a Match the two parts of the sentences. Check your answers against the texts in READING 2a.

- 1 Families have been living in this Moroccan settlement
- 2 The village has been making money from tourism
- 3 The villagers have been fishing in the bay
- 4 The villagers have been growing crops

- a since the eighteenth century.
- b since the 1990s.
- c for thousands of years.
- d for generations and generations.

b Look at the underlined verbs in 1a again. Mark the correct options to complete the explanation. Complete 1–4 in the GRAMMAR PANEL .

The verbs are talking about...

- a an action that was completed in the past.
- b an action that started in the past.
- c an action that continues in the present.

2 a Read A in the GRAMMAR PANEL . Choose the correct form to complete the sentences. Sometimes both forms are correct.

- 1 I've been knowing / known my English teacher for a year.
- 2 I've been living / lived in this town all my life.
- 3 I've always been wanting / wanted to visit Morocco.

b Work in pairs. Change the sentences so they are true for you. Compare your answers.

3 a Look at the second half of the sentences in 1a and complete B in the GRAMMAR PANEL .

b Complete the time expressions with for or since.

- 1 _____ I was a child
- 2 _____ last year
- 3 _____ ten years
- 4 _____ a long time
- 5 _____ 2010

4 a Write sentences about yourself or your hometown using the time expressions in 3b.

b Compare your sentences with a partner's.

5 a Complete the sentences with the present perfect continuous form of the verbs in parentheses.

- 1 How long _____ (you/study) English?
- 2 How long _____ (you/live) in your present home?
Do you know when it was built?
- 3 How long _____ (people/live) in your hometown?
Do you know when it was first founded? And who founded it?

b Work in pairs. Ask and answer the questions in 5a with time expressions with for or since.

PRESENT PERFECT CONTINUOUS

We use the present perfect continuous to talk about actions that started ⁽¹⁾ _____ and continue ⁽²⁾ _____.
The people of Kullu Valley have been growing crops for 3,000 years.

The village has been supplementing its income through tourism.
We form the present perfect continuous with ⁽³⁾ _____ /has + ⁽⁴⁾ _____ + verb + -ing.

A Present perfect continuous or simple?

We don't use the present perfect continuous with state verbs (verbs that describe feelings and thought processes).

I've always liked... NOT I've always been liking

I've known my boss for ten years. NOT I've been knowing my boss for ten years.

NOTE: We can often use both the present perfect continuous and the present perfect simple with very little difference when we are talking about an action that has continued over a long period of time up to the present.

I've lived here all my life.

I've been living here all my life.

B Time expressions with for & since

We can use time expressions with for or since to talk about a period of time that started in the past and continues in the present:

We use ⁽⁵⁾for / since + the point in time when the action started.

We use ⁽⁶⁾for / since + the period of time.

See page 36 for grammar reference and more practice.

SPEAKING



1 Look at the houses in the photos. They both use a mixture of traditional and modern materials and ideas. Which would you prefer to live in? Why?

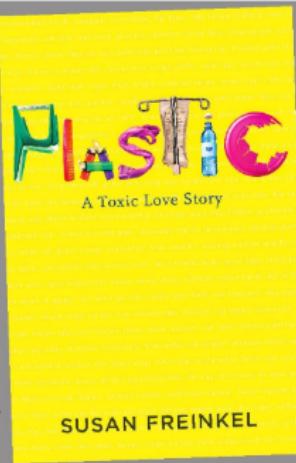
2 a Work in pairs. Student A, turn to page 40. Student B, turn to page 41.

b Tell each other about the homes. Would you still prefer to live in the same one?

READING

- 1 a** Work in pairs. Look at the images on the cover of this book. Can you identify all the objects? Which do you think is the most useful? Which do you use most?

- b** Look around you. Name all the plastic objects you can see. How many of them do you use on a daily basis? How many of them do you think are essential? How many could you live without?

**Plastic: A Toxic Love Story** by Susan Freinkel**Plastic built the modern world**

Try to imagine the world without pacemakers, polyester, computers, cell phones, sneakers or chewing gum. (Plastic in gum? Yep!) It would be like going back in time.

Plastic has been part of our day-to-day life for over a hundred years, but after a century of living with plastic, we're starting to realize it's not so healthy. We use fossil fuels to make plastic. The process releases harmful chemicals into the environment. We litter our landscapes with plastic waste, and it is slowly destroying marine life. And yet each year we use and consume more and more. We've produced as much plastic in the past decade as we did in the entire twentieth century. We can't live with it, we can't live without it. We've reached a crisis point.

In her book, Freinkel takes us through the history and science of plastic. She explores the role of plastic in the global economy and assesses the real impact of plastic in our lives. She tells her story through eight familiar plastic objects: the comb, dental floss, Frisbee, IV bag or drip, disposable lighter, bag, water bottle and credit card. Each object shows us a different aspect of our synthetic world, and together they help us take a new look at a substance that has become such an important part of our age.

And what is Freinkel's conclusion? We cannot continue like this. And we don't have to. In *Plastic*, Freinkel offers a solution, a new and creative way of living with the material we love to hate but can't seem to live without.

■ PRACTICE WORDS RELATED TO THE ENVIRONMENT
■ TALK ABOUT PLASTIC

a**b****c****d****NOTICE PLASTIC**

We can use the word **plastic** to refer to credit cards. *How did you pay for it? With cash or plastic?* Can you do the same in your language?

- 2 a** Look at the title of the book. What do you think the book is about?

- b** Read a description of the book. Check your answers in **2a**.

- 3 a** Work in pairs. Read the description again and choose the best summary of the main message of the book.

- 1 We need to stop using plastic altogether.
- 2 We need to rethink how we use plastic.
- 3 There's nothing wrong with the way we use plastic.

- b** Answer the questions.

- 1 According to the writer, what damage does plastic do?
- 2 Why does the writer say we have reached a "crisis point"?
- 3 What do the eight objects represent?

- 4** Would you like to read this book? Why/Why not?

LISTENING

- 1 a** Think about the last time you used a plastic bag. Answer the questions.

- Where did you get it?
- If you got it at a store, did you buy it or was it free?
- What did you use it for?
- After using it, what did you do with it?

- b** Work in pairs. Discuss your answers with a partner. Were they similar? Report back to the class.

- 2 a** Work in pairs. Look at the plastic bags in the images. Where are they in each one? Put them in the order of a typical life cycle of a plastic bag.

- b** Listen to a report about plastic bags. Check your answers in **2a**. Answer the questions.

- 1 What are governments trying to do?
- 2 Which particular environmental problem does the report describe?

- 3 a** Listen again. What does the reporter say about...

- where plastic bags come from?
- how we dispose of plastic bags?
- what happens to plastic waste in the ocean?

- b** Work in pairs. Compare your notes and write a short summary of the report. Use around 50 words.

- 4** Do you know of any campaigns to reduce the use of plastic? Do you think they have any effect? Why/Why not?

VOCABULARY & PRONUNCIATION:
The environment

- 1 a** Work in pairs. Match 1–7 to a–g to make expressions from the texts in **READING 2b** and **LISTENING 2b**.

1 fossil	a cans
2 harmful	b chemicals
3 trash	c container
4 marine	d dump
5 production	e fuels
6 recycling	f life
7 garbage	g line

- b** Which of expressions 1–7 refer to...

- a) the natural world?
- b) waste disposal?
- c) industry?

- 2 a** Look again at the expressions in **VOCABULARY 1a**. Mark the syllable with the main stress.

fossil fuels

- b** Listen and check.

- 3** Work in pairs. Write three sentences about the topic of the lesson using as many expressions from **1a** as you can.

- 4 a** Change partners. Dictate your sentences to a partner. Make sure you use the correct stress pattern on the expressions in **1a**.

- b** Compare your sentences. How many of the expressions did you use? Report back to the class.

SPEAKING

- 1 a** Work in pairs. Make a list of all the plastic objects you have used so far today.

A *I woke up and went to the bathroom. The toothbrush was plastic!*

B *Yeah, and my alarm clock is plastic...*

- b** Look at your list and discuss the questions.

- Which of the objects on your list could you substitute with an object that is not made of plastic?
- Can you think of ways you could reduce the amount of plastic in your life?
- Imagine that you have to live without plastic. What changes or sacrifices would you have to make?

- 2** Report back to the class on your discussion. Who would find it easiest to have a plastic-free life?



TUNE IN

- 1 Work in pairs. Look at the images. Which do you think is the most dangerous to get lost in: rough seas, a desert or a snowstorm? Why? What would you need to do to survive?

- 2 Listen to the story of three teenage boys and answer the questions.

- 1 Where were they lost?
- 2 How long were they lost for?
- 3 What did they do to survive?

- 3 a What did the people say about the following things?

- rainwater
- seawater
- a seagull
- raw fish
- a tuna boat
- a memorial service

b Listen again and check.

FOCUS ON LANGUAGE

- 4 a Listen again and write the questions.

- 1 A Have you heard the story about the three boys who were rescued after 50 days at sea?
B No... _____?

- 2 A Yeah, apparently they survived by drinking rainwater and they even managed to catch a seagull...
B _____? How did they do that?

- 3 A Yes. It landed on the boat and they ate it raw.
B _____?

- 4 A They ate raw fish, too, it seems... but raw fish is supposed to be saltier and makes you thirsty.
B _____? Ah, yes, I suppose so, from the seawater.

- 5 A ... toward the end they'd even started drinking seawater.
B _____? That's supposed to be really bad for you, isn't it?

- 6 A Their families thought they were dead—they'd already held a memorial service for the boys...
B _____?

b We often use echo questions to check information. Here are three common types. Complete the examples with questions from 4a.

- 1 Repeat the object of the action
A They ate a seagull. B _____?
- 2 Use a subject pronoun and an auxiliary verb
A Raw fish is saltier. B _____?
- 3 Use a subject pronoun, an auxiliary verb and a question word
A They ate it raw. B _____?

- 5 a** Write echo questions to check the information.

- 1 A Three men broke into the bakery last night.
B _____? Which one, the one around the corner?
A Yes, that's right. The local bakery.
- 2 A My brother destroyed my bike on Saturday.
B _____? How did he do that?
A He rode into a tree.
- 3 A Lydia got the job, you know.
B _____? That's great, I'm so happy for her!
A Yeah, she's starting next week.

b Listen and check.

Responding to news

Listen to the questions in 5a. Notice how the speaker's voice goes up on the last word. Is the speaker **a** surprised? **b** pleased?
Listen and repeat, paying special attention to the intonation.

OVER TO YOU

- 6 a** Work in pairs. Student A, read one of the pieces of information. Student B, respond with one or two echo questions.

- My soccer team has just won the championship!
- There's been a terrible air crash.
- There's 20% unemployment at the moment.
- We're taking a day off from work tomorrow.

b Exchange roles.

- 7 a** Write down three pieces of exciting or surprising news (it could be personal, local or international).

- b** Work in pairs. Listen to each other's news and respond using appropriate echo questions.

- 8 a** Do you know of any amazing survival stories? Share them with the class.

El Cosmico—a Vacation with a Difference

A El Cosmico is a campground in Marfa, where you can rent trailers, tipis or just a shady place for your own tents. The trailers are beautifully restored and feature stoves, small refrigerators, fans, floor heaters and hot water, while the owners provide bedding, bath towels, dishes, pots and pans, and all for \$100 a night or less. The outdoor washing facilities include power showers, a real luxury.

B But El Cosmico is more than just a place to spend the night or relax in a hammock all day. It's where artists can find some solitude and become inspired away from urban life. The owners organize craft workshops and a music festival. And it's all eco-friendly.

C Owner Liz Lambert has worked closely with a committed team of artists, builders and students to set up a unique community in the West Texas desert in a creative and sustainable space.

D El Cosmico offers wood-fired Dutch hot tubs, and eventually a large pool and pavilion will be built at the heart of the village to provide an oasis for guests and locals alike.



TUNE IN

- 1 Look at the images of the *El Cosmico* lodge. Where do you think it is? What type of lodging and facilities are shown? What kind of person do you think would like to stay there? Would you like to stay there?

- 2 Read the review of the lodge on the website and check your answers to 1. Did it make you more or less enthusiastic about staying there? Why?

- 3 a Match categories 1–8 to paragraphs A–D.

- 1 the guests
- 2 the owners
- 3 the location
- 4 the buildings
- 5 the facilities
- 6 the basic concept of the place
- 7 future plans
- 8 events

- b** What other information is given? What other information would you like to know?

- 4 Read the review again and underline

- 1 positive and vivid language.
- 2 two verbs that mean give.

NOTICE MAKING CONTRASTS

We can use *more than just* to contrast two different ideas in an emphatic way.

El Cosmico is more than just a place to spend the night...
We use not only... but also in a similar way.

PREPARE FOR TASK

- 5 a Work in pairs. Think of a place to stay in your area that you both know well. It could be a campsite, a student residence or a hotel. Prepare notes about 1–5 in 3a.

- b** Think of some photos to accompany your review. Which ones would give the most positive image of the place?

- 6 Consider which positive adjectives you are going to use to describe your place. What makes it such a special place?
It has a unique atmosphere...

- 7 a In what context would you write a review of this place?

- b** Think about the people your review is aimed at. How best can you write to appeal to these people? Consider both style and content.

TASK

- 8 Look at your notes in 5a. Decide what information you are going to include and in what order you are going to present it. Then write a short review.

REPORT BACK

- 9 a Work in pairs. Show your review to your partner. Ask each other more questions about the place.

- b** Tell the class about the places you have described. Vote on the place where you would prefer to stay.

5 BRIDGES, BORDERS AND BARRIERS



- 5 a Read Transcript 5.1 on page 42. Underline five verbs and expressions that mean *disconnect*.

- b Look at B in the KEY VOCABULARY PANEL and complete 1–4 with the verbs.

- 1 I _____ some people from seeing my Facebook page.
- 2 Many nations _____ barriers to _____ their people from meeting.
- 3 Sometimes language can _____ people, that's what's called a language barrier.
- 4 You have to do something to _____ everyone from seeing all the details of your private life.

- 6 a Work in pairs. How do we use different kinds of barriers on the Internet to stop people from accessing information? What kind of information is blocked and in what context?

You can use filters on Google to prevent kids from looking at some websites.

- b What other important barriers and borders exist in the world today?

KEY VOCABULARY

Connections & prevention

A Verbs that refer to connecting

- Which of the verbs can collocate with the nouns? Use a dictionary to help you.

break down	barriers
bridge	bridges
build	borders
contact	countries
get in touch with	friends/people
join	a gap
link	hands
reach across	
unite	

- 1 a Work in small groups. Look at the photos. Answer the questions.

- 1 What can you see?
 - 2 What is the connection between the photos and the title of the unit?
- b Listen to two people answering the questions in 1a. Check your answers. In what order do they talk about the photos?

- 2 a Listen again. Match statements 1–3 to photos a–c.

- 1 Yeah, for example, you can find someone you've lost touch with... It provides that link...
- 2 Joining hands refers to establishing new links with people and how we can do that.
- 3 So that's a barrier as well, of course, something that divides nations and people...

- b What do the underlined words refer to?

- 3 Complete A in the KEY VOCABULARY PANEL. Can you think of any other types of connecting? Add them to the list.

- 4 a Which of the expressions in A could you use to make sentences about your life?

- b Which could you use to talk about the world?
Some sporting events, like the Olympics, can unite countries.

B Verbs that refer to preventing

to stop, prevent, deter, block someone from doing something
to avoid talking about something
to put up barriers/walls
to divide /separate nations/people

NOTICE AVOID/PREVENT

Avoid means to stop yourself from doing something.
I avoided going there because of the crowds.
If we want to stop somebody else from doing something, we use prevent.
I prevented him from going there.

SPEAKING & LISTENING

1 Work in groups. Discuss the questions.

- What is social networking? What do people usually use social networking sites for?
- Do you use a social networking site? If yes, which one? How long have you been using it? What do you use it for? If not, why?

2 Listen to Jordi, Karina and Thom talking about how they use social networks. Do they mention any of the uses you discussed in 1?

3 a Listen again and match speakers Jordi (J), Karina (K) and Thom (T) to the topics in the box.

family photos	friends	good causes	jobs
music	news	professional development	

b Discuss the question with the class.

- Which person's use of social networks is most similar to yours? In what way?



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GRAMMAR

1 a Read three status updates. In each update the writer is running a risk by sharing their information. What risk do you think they are running?

A Last day of work today—hooray!! The plane leaves at 6 a.m. tomorrow! We're going away for three whole weeks —I hope the plants'll survive with no one in the house to water them.
Like · Comment · Share

B I've heard that my company is going to fire 150 employees. I hope I'll be one of them. I'm sick of this old dump!
Private Message · View Friends

C I am definitely getting a pair of these! www.fabsneakers.com #fabsneakers Jin sent me the link—she loves this brand!

b Read the article about the dangers of social networking. Check your answers to 1a and match each danger to status updates A–C.

2 Work in small groups. Discuss the questions.

- Do you know of any other possible dangers of using social networks?
- On the whole, would you say that social networks are good or bad?

The Dangers of Social Networking

It's all just a little bit of fun, right? Staying in touch with friends, sharing photos and jokes. I certainly remember people's birthdays better now, and I get a chance to congratulate my friends on their good luck and commiserate with them when things go wrong. I love logging in and seeing everyone's messages, finding out what clips they've been watching, the music they've been listening to, the things they've been doing.

But there's a darker side to social networks, too. There are dangers lurking behind every status update and every link. Here are three things to think about when you write your next status update.

Are you inviting burglars to your house?

Does your profile information contain your home address? If so, never write about the exact dates of your vacation or tell people that your house is going to be empty. You might come back to a nasty surprise!

Are you giving away information about your friends?

Every time you press the "like" button on a website, your tastes and your preferences are being stored to be used by marketing departments to target ads at you. Sometimes this may be useful, but it often leads to spam. Maybe you don't mind, but if you name any friends at the same time, then you're giving their information away, too. Will they be happy about that? Think about it next time you hit the "like" button.

Have you written something you're going to regret?

Be careful what you write about online. You might think it's private and that only your friends are going to see it, but that's not always true. There was a famous case a few years ago where a teacher in the USA wrote a message to her friends complaining about her students and her school. The principal of the school saw the message. The teacher lost her job. So never write anything you're not willing for everybody to see!



FUTURE FORMS (1): PLANS, INTENTIONS, HOPES & FEARS

A Present simple

We can use the present simple to talk about ⁽¹⁾ _____ in the future. We often use it to talk about schedules or to talk about what time shows start and finish, e.g., on TV, at the movies, etc. *The game starts at 8. ⁽²⁾ _____*

B Present continuous

We can use the present continuous to talk about ⁽³⁾ _____ in the future. We often use a future time expression, e.g., tomorrow, next week, later today. *I'm playing tennis this afternoon. ⁽⁴⁾ _____*

C Going to

We can use *going to* to talk about future plans and ⁽⁵⁾ _____. We usually use *going to* and not the present continuous when no definite arrangements have been made.

I'm not going to do any studying tonight. ⁽⁶⁾ _____ (this is an intention, but no arrangements have been made)

D Will

We often use *will* to express our ⁽⁷⁾ _____ and fears about the future.

I hope the weather'll be better next week! I hope it won't rain for the wedding! ⁽⁸⁾ _____

See page 37 for grammar reference and more practice.

PRONUNCIATION: Reduction in auxiliary verbs

1 a Listen to three questions. Mark the version you hear. What do you notice about the pronunciation of the auxiliary verbs?

- a Are you doing anything special this weekend?
b Are you going to do anything special this weekend?
 - a What are you going to do after class?
b What are you doing after class?
 - a When are you doing your homework?
b When are you going to do your homework?
- b Listen again and repeat the questions.

2 Work in pairs. Ask and answer the questions in 1a.

SPEAKING

1 Work in groups. Imagine that you are planning to post a page for your class on a social network that is popular in your country. Discuss the questions.

- Which network are you going to use? Why?
- What kind of information are you going to show on your page? Are you going to add links? If so, what kind of links?
- What information are you not going to include in the profiles?

2 Present your ideas to the class. Do you know of any pages like this that share information about events or organizations in your local area?

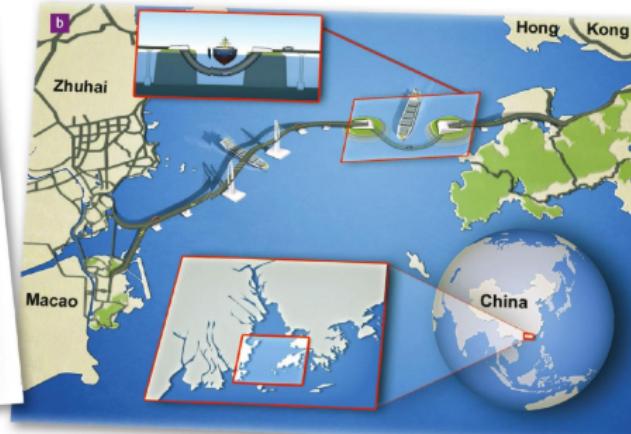
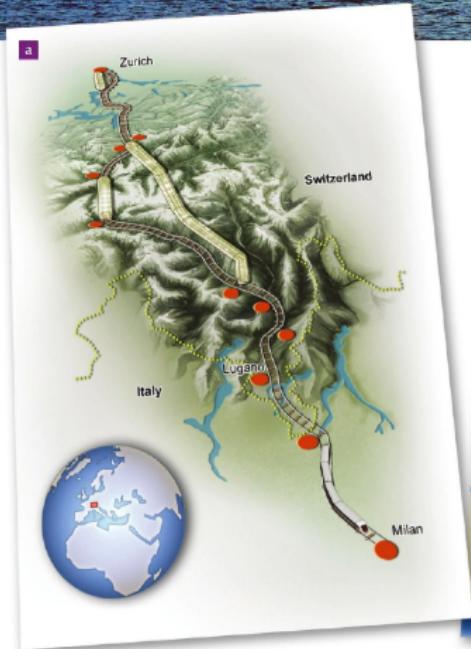


SPEAKING & READING

1 a This is one of the longest bridges in the world. Do you know which two countries it joins? Read about it on page 40 and answer the questions.

- 1 What is special about its name?
- 2 What does the project consist of?
- 3 What does it symbolize?

b Work in pairs. Do you know other well-known bridges or tunnels? What do they join? Which is the longest bridge or tunnel in your country?



LISTENING

1 Look at the two maps. What do they show?

2 a Listen to a news report about two engineering projects and match them to the maps. Why is each one in the news?

b Listen again and complete the information in the chart.

Zurich–Milan Tunnel

Form of transportation	world's longest railroad tunnel
Record	
Distance	
Open to the public	
New travel time	
Problems	

Hong Kong–Macao–Zhuhai Bridge & Tunnel Project

Form of transportation	
Record	
Completion date	
New travel time	
Problems	

3 Read Transcript 5.4 on page 43 and find words or phrases that mean...

- 1 solutions can be found to these problems
- 2 come to an important moment in its development
- 3 has caused a lot of discussion
- 4 have given their permission

4 Which of the two projects do you think will be completed first? Why? What are the advantages and disadvantages of carrying out these projects?

5 Would you prefer to travel in the Swiss tunnel or on the Chinese bridge project? Why?

VOCABULARY: Future plans & intentions

1 a Look at statements 1–4 about the projects in **LISTENING 2a**. What do the words in bold have in common?

- 1 They **intend** to open it to the general public in 2017.
- 2 This new network **aims** to improve finance, logistic and professional services.
- 3 The project **plans** to boost the construction industry.
- 4 The project **hopes** to cut driving time.

b Look at the Notice box. Rewrite the sentences in 1a using nouns instead of verbs.

NOTICE NOUNS & VERBS

We sometimes use a noun instead of the verb.

We're planning to leave first thing in the morning. → Our plan is to leave first thing in the morning.

They're aiming to get here by ten. → Their aim is to get here by ten.

2 a Complete the sentences with short-term plans you have made.

- 1 This evening, I intend to _____
- 2 Tomorrow, I hope to _____
- 3 Next week, I plan to _____
- 4 Next month, I aim to _____

b Work in pairs. Show your plans to your partner. Give more information if necessary and then report back on your partner's plans to the rest of the class.

3 Work in pairs. Think of three long-term plans or intentions you have. Tell them to your partner, but include one plan that is not true. Can your partner identify which story is untrue?

Next year, I plan to travel to New Zealand...

SPEAKING

1 a Work in pairs. Think of a new project that could improve the quality of life in your area and fill in the chart.

What (bridge/sports center/highway, etc.)?	
Where?	
Why?	
Impact	

b Present your plans to the class. Which project would...

- make the biggest impact?
- be the easiest to build?



READING

1 Look at the images. What four global trends do you think they could represent? Choose from the topics. One image can match to more than one global trend.

birth rate	urban drift*
wealth distribution	women in the workplace
climate change	rise of Asia
multilingualism	m-learning

*urban drift: movement of people from rural to urban areas

2 Read two articles from two different sources on global trends. Which of the topics from the list in 1 are mentioned? Which article has a more positive view of the future?

1 The Endless City

Urban drift is now "unstoppable," the director of UN-Habitat, Anna Tibaijuka, states sadly. "The rural population is decreasing fast. At the moment, just over half the world lives in cities. By 2050 that figure will rise to 70%."

We are going to see the world's cities merge to form an increasing number of urban "megaregions." Some of them will stretch for hundreds of kilometers and across more than one country. This process is already happening in China. The largest of these megaregions—the Hong Kong-Shenzhen-Guangzhou region—will be home to about 120 million people by 2030. It will certainly create more jobs, but the gap between rich and poor will grow as people move from the rural areas in search of work. "If these new cities are going to be successful, they will need to know how to reduce these inequalities," said the report's coauthor Eduardo Moreno.



3 Read the articles again and answer the questions.

Article 1

- 1 What exactly are "megaregions"?
- 2 What is the only advantage of these regions, according to the UN report?
- 3 Which cities will be the most successful when this change comes?
- 4 What does the article say about the status of cell phones?
- 5 Why is cell phone use increasing more rapidly than computer use?
- 6 In what ways will cell phones be used in Africa?

4 Work in groups. Which of the trends in 1 do you think is the most important? Why? Which affects you and your country the most?

2 Cell Devices Take Over the World

In developing nations, 57% of people now have cell phone access, and this number is going to increase rapidly. While Internet use is also increasing, UN reports say it won't go up so quickly because of higher costs. There are currently 5 billion global cell phone subscriptions, compared with about 1 billion in 2002. It will gradually turn into "the most prolific and desirable consumer device on the planet." The difference is that in Africa, cell devices will be used in all aspects of life, not just to chat with friends. They will be used, for example, for the movement of money, for finding jobs and even for taking college courses.



VOCABULARY: Describing trends

1 a Look at the words in **bold** in the articles in READING 2. Use them to complete the chart.

Describing trends and changes		
verbs	adverbs	adjectives
rise		

b Rewrite the words in *italics* in the sentences using the expressions from 1a.

- 1 The movement of people from rural to urban areas *cannot be stopped*.
- 2 The rural population is *becoming smaller and smaller*.
- 3 The urban population *will increase to 70%* by 2050.
- 4 The number of urban megaregions is *increasing*.
- 5 Internet use *will develop more slowly*.
- 6 The cell phone *will steadily transform itself* into the most desirable product.

2 a Look again at the original sentences in 1b. Add more verbs, adverbs and adjectives to the chart in 1a.

b Work in small groups. Discuss the question.

- Which of the trends in 1b are noticeable in your country?
There is a rapid increase in the number of smartphones... Everyone has one!

GRAMMAR

1 a Look at these ideas from the articles in READING 2. Underline the future forms. Are they describing a) predictions? b) plans?

- 1 By 2050 over 70% of the world *will live* in cities.
- 2 We are going to see the world's cities merge to form enormous urban "megaregions."
- 3 The cell phone *will become* "the most prolific and desirable consumer device on the planet."
- 4 In Africa, cell devices *will be used* in all aspects of life.
- 5 57% of people *now have* cell phone access and this number is going to increase rapidly.

b Complete 1–2 in the GRAMMAR PANEL

2 a Write sentences using *will*, *won't* or *going to* (and the prompts) to make predictions.

- 1 China / important / economic force
- 2 look around you / cell technologies / everywhere / soon
- 3 hope / gap between rich and poor / become bigger
- 4 soon almost everybody / computer
- 5 the birth rate / probably go up in Europe / near future
- 6 think / equality between men and women / workplace / improve

b Compare your answers with a partner's. Do you agree? Which of these predictions do you see as being positive?

3 a Write three predictions about you and your friends and family.

b Share your predictions with the class. Were any of them the same?

FUTURE FORMS (2): PREDICTIONS

We can use both *will* and *going to* to make predictions and talk about beliefs about the future. There is little difference in meaning between *will* and *going to*. *World population will/is going to increase steadily in the next few years.* ⁽¹⁾ _____

We often use *will* with the passive voice to talk about predictions.

I think English will be spoken by a lot more people in the future. ⁽²⁾ _____

See page 37 for grammar reference and more practice.

SPEAKING

1 a Work in pairs. Read the list of predictions and decide which were made in...

- a the year 1900 talking about the year 2000.
- b the year 2000 talking about the next ten to twenty years.

1 People will get bored with living virtual lives and there will be a return to person-to-person communication.

2 Hot or cold air will be turned on from taps to regulate the temperature of a house as we now turn on hot or cold water to regulate the temperature of the bath.

3 English will be more extensively spoken than any other language. Russian will rank second.

4 Photographs will be telegraphed from any distance. If there is a battle in China, images will be published in the newspapers an hour later.

5 There will probably be a single international currency.

b Work in pairs. Answer the questions.

- Which of the predictions have already come true?
- Which do you think will possibly come true at some point in your lifetime?
- Which do you think will never come true? Why?

2 a Work in small groups. Write three predictions for the year 2050.

b Exchange your list with another group. Decide if you think their predictions will ever come true.

3 When you have finished, exchange lists again and discuss your reactions.



TUNE IN

- 1 a Look at images a and b and discuss the questions.

- What kind of border crossings do they show?
- What countries does your country border? Is there a checkpoint on the borders?
- Have you crossed any of these borders recently? If so, how were you traveling? Did you have to stop at the border control?

b Imagine you are at passport control. What kinds of questions might you be asked? Look at image c. What else do you sometimes have to do when you cross a border?

- 2 a Listen to two conversations at passport control. Do the officers ask any of the questions you thought of in 1b? Which officer would you prefer to talk to? Why?

b Listen again and answer the questions.

- 1 Who is the person entering the country?
- 2 What do they do?
- 3 What is the purpose of their trip?
- 4 How long is it?
- 5 Is the exchange friendly or unfriendly? How can you tell?

FOCUS ON LANGUAGE

- 3 a Listen and write the questions asked by the immigration officer using the verbs in parentheses.

- 1 Where _____ (stay) in Thailand?
- 2 And how long _____ (intend) to stay here?
- 3 And where _____ (travel) from?
- 4 Are you _____ (plan) to visit other parts of the country?
- 5 Are you _____ (stay) with him?
- 6 And _____ (leave) in ten days' time, is that right?

b Listen and check.

TUNE IN

- 1 Work in small groups. Look at the photo and discuss the questions.

- What does it show?
- What is the connection with the unit topic?
- What is the camera doing?
- Do you see many closed-circuit cameras where you live? Where?

- 2 Read an article about CCTV (closed-circuit television). Answer the questions.

- 1 Where are the cameras?
- 2 What do you think a "dummy camera" is?
- 3 Is electronic surveillance a totally new thing? How do you know?
- 4 What does the author say is most people's response to this issue?
- 5 What is his opinion about electronic surveillance? How do you know?



Walking to work one day, I began to count the CCTV cameras along the 4.3-kilometer route. The count reached 106, or one camera every 40 meters. Some cameras are freestanding, attached to the sides of buildings or on rooftops. It seems that some are for traffic control or serve no clear purpose, others may even be dummy cameras.

With approximately 4.2 million CCTV cameras in the country, the average urban Briton is said to be recorded up to 300 times each day. Yet recent studies have suggested that CCTV systems have little effect in deterring crime. The erosion of individual privacy through the use of surveillance cameras in public places began long ago, but it has accelerated enormously in recent years because of the threat of terrorism. Yet it seems to me that few people are worried. "The world is not the same place," I was told by one security guard who had tried to stop me taking a picture. But what kind of place do we want it to be? In my opinion, that's an important question to answer.

PREPARE FOR TASK

- 3 a Read the text again. What reasons does the author give for criticizing surveillance?

- b Find two expressions in the text that the author uses to introduce his opinion.

- 4 Look at the sentences. Underline the expressions used to introduce the speakers' opinions. The first has been done for you.

- 1 As far as I'm concerned these are dangerous times and we need efficient surveillance, wherever, whenever.
- 2 It would appear to me that precious money is being thrown away on expensive equipment that does nothing to tackle the real reasons for crime.
- 3 I suppose that it's the only practical way to control urban crime.
- 4 I don't know about you, but I don't want to feel observed all the time.
- 5 You may disagree, but what I think we need is more policemen in the community, not more cameras.

- 5 Read the sentences in 4 again. Which are for using more surveillance cameras and which are against?

TASK

- 6 Work in two groups. Group A, turn to page 40. Group B, turn to page 41.

- 7 Work in new groups with two or three students from each of Groups A and B. Take turns presenting your reasons for or against the statement.

- 8 a After you have presented and explained all your reasons, write a short summary of your opponents' arguments.

- b Present your summaries to the class.

REPORT BACK

- 9 a Discuss the questions.

- Which group do you think argued best? Why?
- Which group do you think had the most valid arguments? Why?

- b Ask for a show of hands to see whether the statement is accepted or rejected.

6 GLOBAL AND LOCAL



1 a Work in pairs. Look at the images. What do they have in common? What are the people celebrating in each case?

b Read the descriptions of the celebrations on page 23 and match them to the images.

2 a Look at the words in **bold** in the descriptions in 1b. Complete **A** in the **KEY VOCABULARY PANEL**.

b Work in pairs. Make as many connections as you can between the festivals. Use the words from **A**.

Cosplay, Halloween and Carnival all involve dressing up in costumes.

3 a Listen to the start of a radio program. Answer the questions.

- 1 Which celebration does the speaker talk about?
- 2 Where is the festival in the image taking place?
- 3 Why would this event have been unlikely ten years ago?

b Listen to the rest of the program. Prepare notes on two more festivals and holidays. Complete the chart.

Name	
Origins	
What happens	
How they have evolved	

4 a Complete **B** in the **KEY VOCABULARY PANEL**. Can you add any other festivals to the list?

b Complete **C** in the **KEY VOCABULARY PANEL**.

5 a Work in pairs. Discuss the questions.

- In your country, what type of festivals and holidays do you celebrate?
- Which celebrations do you least/most enjoy? Why?
- Have these celebrations changed since your parents were young?

Eid ul-Fitr is a three-day Muslim celebration that marks the end of Ramadan, a month of fasting (not eating) during the daylight hours.

Halloween is a pagan **festival** held before All Saints Day. In some countries they celebrate the Day of the Dead at this time.

Carnival is usually celebrated before Lent. Street **parties** include **concerts** and dancing, **contests** for the best **floats**, **costumes**, **masks** and **parades**. However, different festivals with this name occur in other places on other dates.

Christmas is a Christian **holiday** and involves giving **presents**. Figures such as Santa Claus have become symbols of the celebration.

Cosplay is an **event** in which participants wear costumes that represent specific characters from popular Japanese culture.

The **Cherry Blossom Festival** originated in Japan as a way to celebrate the start of spring. People organize **parades** and prepare special dishes.

KEY VOCABULARY

Celebrations & festivals

A Nouns

- Which words in the box are synonyms of celebrations? Which are things that a celebration could include?

concert contest costume event festival float holiday mask parade party present procession

B Words connected with festivals

- How many words in 2 can you match with the festivals in 1?

Carnival – music, seasonal, traditional

1 Festivals & holidays Carnival
Chinese New Year Diwali Easter
Edinburgh Festival Eid ul-Fitr
Halloween Day of the Dead
Hanami Oktoberfest Venice Biennale

2 Types arts beer local music national
pagan religious rock seasonal (e.g. spring)
traditional youth

C Talking about change

- Read Transcript 6.2 on page 43. Find four verbs that are synonyms of **change**. Fill in the blanks with these words. The first letter is given.

- 1 Our habits have **e** a lot in recent years.
- 2 We have **m** our behavior.
- 3 We **a** local traditions to modern times.
- 4 But these changes won't **t** the way we do things, change here is gradual.



Berlin is a city with a large international population. Among the 3.4 million inhabitants of the German capital, 450,000 do not have German citizenship. Many more have a mixed ethnic background. The Carnival represents the cultural and ethnic diversity of Berlin.

SPEAKING & READING

1 Look at the images of the Carnival of Cultures in Berlin. What are the people doing? Would you like to go to it? Why/Why not? Think of three adjectives to describe the atmosphere.

2 a Match texts A–C to the people 1–3 who wrote them.

- 1 event organizer 2 travel guide writer
3 a Carnival fan

b Decide which text is

- 1 giving instructions to participants.
2 describing the atmosphere.
3 giving advice to visitors.

3 Read the texts again. Find adjectives that mean
1 full of activity 2 very full 3 very exciting

4 Work in small groups. Discuss the questions.

- Are there any cities in your country with a similar ethnic mix to Berlin? Do they hold a similar festival?
- Do you think this type of carnival is beneficial to a country or a city? Why/Why not?

A Berlin is very much a party town with a busy year-round calendar of concerts, street parties, sporting events, trade shows and festivals. And the best time to visit the city? If you can choose when to go, make sure you plan a trip in June for the *Karneval der Kulturen*; you won't be disappointed. If you decide to come for the Carnival, it's a good idea to reserve a hotel early: they can get really packed! And remember to bring a raincoat. The fun doesn't stop if it rains! And when the sun shines, the festival goers spray each other with water to cool off.

B When you get to the Carnival, you won't know where to start. It's so dynamic, the whole atmosphere is electric. It seems like the whole city is in the street celebrating. It's a wonderful thing, everyone together in one big street party, dancing and forgetting their problems for one day. That's what Carnival should be about. Stay for all three days if you can, I always do!

C Before you get to the parade, make sure you know where you are going and what time your float leaves. Schedules are available online. Come with your costume, instrument, props, etc. and everything else prepared. If you arrive late, the parade won't wait ;-) And if you remember to bring ID with you, it might save time. Good luck and enjoy the Carnival!

VOCABULARY: Recommendations

1 Listen to four opinions about the Carnival. Are they positive or negative?

2 a Listen again and complete the extracts.

- It's only _____ days and there's a unique _____ here.
It's a **great time** to be in Berlin!
- It's an **interesting way** to find out about _____.
- I think Berlin is the **worst place** to be at _____ time.
- Everything is so _____; it's a **good idea** to stay away.

b Look at the expressions in **bold** in **2a**. What verb form is used after these expressions, to + verb or verb + -ing? What other adjectives can you use in each expression?

3 Work in pairs. What recommendations would you give a visitor who wanted to visit your town/city? Use the expressions in **2a** and **2b**.

NOTICE A MUST

Must can also be a noun. We use a *must* to mean something that is essential in a particular situation.

Comfortable shoes are a must if you're going to walk in the country.

GRAMMAR

1 Work in pairs. Match 1–6 to a–f to make sentences.

- | | |
|---------------------------------|---|
| 1 If you can choose when to go, | a if it rains. |
| 2 Stay for all three days | b if you can. |
| 3 If you arrive late, | c the parade won't wait. |
| 4 If you bring ID with you, | d make sure you plan a trip in June. |
| 5 The fun doesn't stop | e it might save time. |
| 6 When the sun shines, | f festival goers spray each other with water. |

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

- Which sentences
 - refer to a general fact? i, _____
 - refer to a possible future situation? 3 and _____
- Which sentence doesn't contain the word *if*? _____
- In which sentence could you replace *if* with *when* without changing the meaning? _____

b Look again at your answers in **2a** and complete 1–6 in the GRAMMAR PANEL .

SENTENCES WITH IF: REAL SITUATIONS

We use *if* + present simple + present simple to talk about things that are ⁽¹⁾ _____.

The fun doesn't stop if it rains.

Notice in these sentences you can replace *if* with ⁽²⁾ _____ with no change in meaning.

If the sun shines / ⁽³⁾ _____ the sun shines...

We use *if* + present simple + future to talk about situations that are likely to happen in the ⁽⁴⁾ _____.

If you remember to bring ID with you, it'll save time.

Notice that we do NOT use a future form after *if* in these sentences.

If the weather is good, we'll have a picnic.

NOT *If the weather will be good, we'll have a picnic.*

We can also use a modal verb or an imperative form in the main clause.

If you bring ID with you, it might save time... (modal)

Stay for the three days if you can. (5) _____

If can come at the beginning of the sentence.

If it rains, the fun doesn't stop.

Or in the middle of the sentence.

The fun doesn't stop if it rains.

Notice that when *if* comes at the ⁽⁶⁾ _____, we use a comma before the second clause.

We often use sentences with *if* to offer advice or to make recommendations and suggestions.

See page 38 for grammar reference and more practice.

3 Work in pairs. Choose the correct option to complete each sentence.

- If you'll have / have some free time, you can go for a walk around the city as well.
- You can / 'll dress up if you want to, but there's no obligation.
- Don't come / Come to the Carnival if you want to have a good time.
- You'll forget all your problems if you'll go / go to the Carnival.
- If you don't / won't remember the time of the parade, you can check the online schedule.

4 Complete the sentences with your own ideas.

- If I take a vacation this year, I _____.
- If I have time today, I _____.
- If I have some extra money, I _____.

b Read your sentences to a partner. Were your partner's ideas similar to yours?

LISTENING & SPEAKING

1 a Listen to Eva talking about a festival or holiday. What is it? How has it changed?



b Listen again and complete the summary.

The festival is at the end of ⁽¹⁾ _____. It's at the same time as ⁽²⁾ _____. Basically those with stands in the market dress up their goods—meat, fish, ⁽³⁾ _____ or ⁽⁴⁾ _____.

In the evening, people line up to see the ⁽⁵⁾ _____ and there's a ⁽⁶⁾ _____ in the market square. Some local people are worried that the old traditions will ⁽⁷⁾ _____ because more people are choosing to throw ⁽⁸⁾ _____ parties instead.

2 Work in small groups. Discuss the question.

- Do you think it's important to protect local traditions? Why/Why not?

SPEAKING & VOCABULARY: Qualities

- 1** Work in pairs. Look at the images and discuss the questions.
- What do you know about these superheroes?
 - Do you think they are good role models for young people? Why? Why not?



- 2** **a** Look at the words in the box. Which qualities would you associate with a superhero? Why? Which two qualities have a negative meaning? Use a dictionary to help you.

acceptance cooperation evil knowledge popularity
prejudice strength tolerance wisdom

- b** Make adjectives from the nouns in **2a**. Which word does not change? Use a dictionary to check your answers.

acceptance – accepting

- 3** Work in pairs. Think about two real-life heroes. What qualities do you associate with them? Tell your partner. Use the nouns and adjectives in **2a** and **2b**.

LISTENING



- 1** Listen to the first part of a podcast about a new group of superheroes, the 99. Answer the questions.

1 Who are the 99?

2 What is the significance of the number 99?

- 2** **a** Listen to the second part of the podcast. Prepare notes about...

- the origins of the Noor stones
- Dr. Ramzi Razem and his mission
- Rughal and his plans
- reactions to the 99 so far

- b** Work in pairs. Choose the correct options to complete the sentences. Listen again and check your answers.

- 1 The Noor stones are powerful because they contain *knowledge / secret qualities*.
- 2 Dr. Razem wants to use the powers for himself / use the powers to fight evil.
- 3 Rughal wants to use the stones for the same reason as Razem / his own personal gain.
- 4 The 99 have to learn to work together / to work alone.
- 5 The series has been popular in the Arab world / all over the world.

- 3** In what way or ways are these heroes different from the ones you discussed in SPEAKING & VOCABULARY **1**?

- 4** **a** Read the comments that were left on the radio's website. Which comment is a) the most enthusiastic? b) the least enthusiastic?

1 It sounds like more of the same thing to me. It's all been done before. But I suppose it can't be that bad if so many people are interested in it.
Reply + Like

2 I suppose it could work. There are so many negative images of Islam in the West right now, it might just help balance things out a little.
Reply + Like

3 Well, I guess Dr. Al-Mutawa must be pretty proud of his creation. It has people talking about Islam in a new context—a positive context—and that must be a good thing, surely.
Reply + Like

- b** Work in pairs. Discuss the question.
- Do you think a cartoon series like this can really influence people's opinions? Why/Why not?

GRAMMAR

- 1** **a** Look at the extracts from the comments in LISTENING **4a**. Underline the modal verbs.

- 1 It can't be that bad if so many people are interested in it.
- 2 I suppose it could work.
- 3 It might just help balance things out a little.
- 4 ... that must be a good thing, surely.

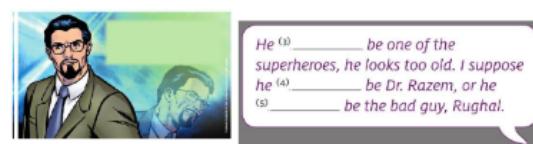
- b** Match the modal verbs in **1a** to their meanings a–c.

- I think this is possible. (two verbs)
- I have no doubt that this is true.
- I don't think this is true.

Complete 1–3 in the GRAMMAR PANEL with a–c.

- 2** Complete 4–5 in the GRAMMAR PANEL with the appropriate modal verb.

- 3** Look at three characters from the series. Complete the comments using an appropriate modal verb.



- 4** **a** Look at the statements. Decide whether you think they a) can't be true, b) must be true, c) might be true.

- 1 Batman was the first superhero to appear on TV.
- 2 The 99 series has been translated into more than 30 languages.
- 3 Superman was first created as a villain.
- 4 A copy of the comic book in which Superman made his first appearance was recently sold for \$1 million.
- 5 There has never been a French superhero.

- b** Work in pairs. Discuss your opinions.

I don't know about the first one, but I guess it might be true.

MODAL VERBS: MAKING DEDUCTIONS

We can use the modal verbs *can't*, *could*, *might* and *must* to give opinions and say whether or not we think something is true or possible.

must = (1)

could, might = (2)

can't = (3)

We don't use *mustn't* to say that something is not possible. We use (4) _____

*That (5) _____ be true, NOT That *mustn't* be true!*

See page 38 for grammar reference and more practice.

PRONUNCIATION: Modal verb stress in making deductions

- 1** Look at the phrases. What do they have in common? Imagine a situation where you might want to use them.

1 That can't be right!

2 I'm sorry, but that must be a mistake.

3 I suppose it might be true.

4 I suppose you could say that.

- 2** Listen to the expressions and underline the main stress in each expression. What are the people talking about?

b Listen again and repeat the phrases in **1**.

- 3** Listen to four statements. Respond using the phrases in **1**.

SPEAKING

- 1** You have been asked to create a new cartoon superhero to tackle a problem in your community. Look at the questions and think about your answers.

- What qualities do you want your superhero to represent?
- Will it be a man or a woman?
- What superpowers will he/she have?
- Will he/she have a costume? If so, what? If not, why not?
- Who or what will your superhero fight against?
- What will his/her name be?

- 2** Work in pairs. Discuss your ideas and present your hero to the class.

- b** Decide which hero you think will be most successful and why.

1316 MONTREAL-TRURO	TS	611	3	ON TIME
a) MILAN-LINATE	RF	1712	ITZ 2817	CANCELED
1225 RENNES	RF	5721	KL 2329	CANCELED
1226 STOCKHOLM	SK	579		CANCELED
1301 MONTREAL-TRURO	TC	671		CANCELED
1301 LOS ANGELES	RF	072	RZ 3544	CANCELED
1300 SEOUL-INCHEON	RF	264	KE 5802	CANCELED
1308 DUBAI	RF	2880	DL 8826	CANCELED
1340 MOSCOW	SU	280	RF 2744	CANCELED
1340 MILAN-MALPENSA	UZ	2784		CANCELED
1345 HONG KONG	RF	184	QF 3374	CANCELED
1350 BOSTON	RF	147		CANCELED
1350 OSLO-KIARSI	RF	293	JK 5062	CANCELED
1360 DETROIT	RF	378	DL 8972	CANCELED
1360 ABIDJAN	RF	702	DL 9574	CANCELED
1360 LIMA	RF	690	DL 9530	CANCELED
1360 DAKAR	RF	348	DL 8888	CANCELED
1360 RIYADH	RF	4862		CANCELED



READING

1 a Look at images a–c. What does each one show? What do you think could be the link between them?

b Read the newspaper article and check your answers to 1a.

2 Match paragraphs A–D to their main message 1–4.

- 1 the consequences in terms of jobs and money
- 2 a description of something that's happening at the moment
- 3 detailed information about the cut-flower industry
- 4 detailed information about a past event

3 Read the article again. What do the numbers in the box refer to?

2010 millions	3,000	5,000
seven days	10 million	8,000

4 a Work in pairs. Find the five words or expressions in the box in the article that mean a) to cause something to happen? b) to be caused by something?

create	lead to	result from
stem from	trigger	

b Complete the sentences with the expressions in 4a. More than one answer is possible.

- 1 All this chaos was _____ by a volcano.
- 2 In this way, a small incident can _____ major problems worldwide.
- 3 Airport closures _____ the size of the ash cloud.

5 Work in small groups. Can you think of any other recent events that have caused disruption and chaos? What effects did they have?

PRACTICE FUTURE TIME CLAUSES

TALK ABOUT CHANGES WITH FAR-REACHING CONSEQUENCES

GRAMMAR

1 Look at the extract. Choose the correct verbs to complete it without looking back at the article in READING 1b.

Airline passengers all over the world are watching the news, wondering if they will be able to get home before a cloud of volcanic ash ⁽¹⁾makes / will make flying impossible. And Kenyan farmers worry as they look at their beautiful crops of colorful flowers... Will they have to throw them all away when the volcano ⁽²⁾erupts / will erupt?

2 Check your answers in the article in READING 1b. What do you notice about the verbs? Complete 1–3 in the GRAMMAR PANEL .

3 a Complete the text with *will* or the present simple and the verbs in parentheses.



How long do you think *will* it take for this flower to reach your table? And how far *will* it have traveled by the time it ⁽¹⁾ _____ (get) there?

Early tomorrow morning, when the farm workers ⁽²⁾ _____ (start) work, this flower ⁽³⁾ _____ (be) cut and loaded with thousands of others onto a refrigerated truck. It ⁽⁴⁾ _____ (travel) hundreds of kilometers until it ⁽⁵⁾ _____ (get) to the airport in Nairobi. From there it ⁽⁶⁾ _____ (fly) more than 6,000 kilometers to London. If you ⁽⁷⁾ _____ (live) in London then you'll probably have to wait another day or two before it ⁽⁸⁾ _____ (arrive) at your door. Before it ⁽⁹⁾ _____ (reach) your door, it ⁽¹⁰⁾ _____ (go) to a wholesale market. There, a florist ⁽¹¹⁾ _____ (buy) it and take it to their shop. It may stay there for a day or more until a customer ⁽¹²⁾ _____ (choose) it, ⁽¹³⁾ _____ (pay) for it and ⁽¹⁴⁾ _____ (bring) it home.

b Work in pairs. Check your answers. Can you think of other products that have to travel that far?

4 a Complete the sentences so that they are true for you.

- 1 When I get home tonight, I _____.
- 2 Before I go home, I'll need to _____.
- 3 Once I finish this exercise, I'm going to _____.

4 I won't stop studying English until _____.

b Work in pairs. Compare your answers.

FUTURE TIME CLAUSES

We often use a time expression (*when*, *until*, *before*, *once*, *by the time*) + a verb in the ⁽¹⁾ _____ tense to talk about a sequence of events in the future.

When the airspace ⁽²⁾ _____ (*open*) *up again*, *flights to London* *will resume*.

Farmers are going to have to wait until the airspace ⁽³⁾ _____ (*open*) *up again*.

Notice we do not use *will* or *going to* in these future time clauses.

When normal flight schedules resume, *the farm workers will be able to go back to work*.

NOT When normal flight schedules will resume, *the farm workers will be able to go back to work*.

Remember that this is also true for clauses with *if*.

See page 38 for grammar reference and more practice.



SPEAKING

1 What do you think might be the link between the following phenomena?

a The cut-flower trade in Kenya and a) farmers in the UK, b) local water supplies and c) climate change.
I imagine that flowers from Kenya are cheaper, and so British flower growers may not be selling as many flowers?

2 A new tourist resort on the coast of Morocco and a) local house prices, b) cheap flights and c) the local job market and economy.

2 Compare your answers with the class. Can you think of any changes in your local area or elsewhere that have had, or are having, far-reaching consequences? Use the ideas in the box to help you.

industries relocating to new countries
traditional jobs disappearing
ban on cars in the downtown area
bicycle lanes opening
airport opening or airport closing
new housing being built
new highway that will reduce traffic in town



TUNE IN

- 1 Look at the images. What type of air travel do they show? What are the advantages and disadvantages of this kind of air travel?
- 2 Listen to a conversation between Katya and Mario. Who is in favor of and who is against budget air travel?

- 3 a Listen again. Which of these points are mentioned?
- convenience
 - pollution
 - cost
 - local economy
 - tourism
 - treatment of passengers
- b What do they say about them? Who do you agree with? Why?

FOCUS ON LANGUAGE

- 4 a Listen again and fill in the blanks.
- 1 So, **are you saying that** _____ should be allowed to travel?
 - 2 **What I meant was that** before, we had to have a good _____.
 - 3 **What exactly do you mean?** When can you say a trip is _____?
 - 4 **What I'm trying to say is** _____ you go, there are tourists. It's _____!
 - 5 **So, do you mean** you won't be going _____ again? Anywhere?

- b Complete the chart using the expressions in **bold** in 4a.

1 Ask for clarification are you saying that...?	2 Clarify what you want to say
_____	_____

NOTICE WHAT... IS

We often use what... is/was when we want to clarify something.

- 1 **What I'm trying to say is...** 2 **What I meant was (that)...**
And when we ask for clarification.
1 **What I don't understand is...** 2 **So, what you're saying is...**

- 5 a Complete the conversations with expressions from 4b. Various options are possible.

- 1 A So, you're saying you would ban Halloween and other foreign festivals and only have local ones?
B No, _____ we need to preserve our traditions, that's all.
- 2 A OK, sorry, I'll rephrase the question. _____, would you rather eat a locally grown apple or an imported one? It's a simple question.
B It depends.
A _____ you don't know?
B No, _____ it depends if the local fruit is good or not. That's _____.

- b Listen and compare. Are any of the answers the same as yours?

Being emphatic

Listen again to the conversations in 5b. Notice how the speaker uses the expressions to emphasize what they are saying. Do you think the speakers sound
a) patient? b) irritated?
No, what I meant was...
Are you saying that...
What I'm trying to say is...
That's what I'm trying to say...
Listen and repeat, paying special attention to the tone.

OVER TO YOU

- 6 a Look at the sentences and write down your opinion about them.
- a The best music and movies come from the States, the rest of the world can't compete.
 - b There's no need to travel abroad, there's so much to see in my own country.
 - c We can learn a lot with technology, discover the world online, etc., but I prefer face-to-face contact.

- b Work in pairs. Student A, give your opinion on one of the topics. Student B, listen to Student A's opinion and ask for clarification. Student A, clarify your position as best you can.

- 7 Choose a new topic and exchange roles.

Buy Global or Local?
Look around you. Where is everything from?

Subscribe Reply



Consider the clothes you put on in the morning. Check out the label. They're probably made in a country far away from where you live, aren't they? Next, sit down for breakfast... Where did you buy your kitchen table? Did you put it together? OK, what about your breakfast? What are you having today?

Just imagine where the fruit comes from and where you bought it. The tea and coffee have to travel a long way. Finally, you're ready to leave. You get into your car to go to work. Do they still make cars in your country, or are they all imported?

My point is, we need to stop and think, that's all. *Panos*

Katie: Yes, I know what you mean. But, don't forget that there's not much we can control. Some things are just not made here. And, if I only buy local goods, will it make any difference?

Roberta: But, Panos, there's nothing wrong with buying clothes from China, their economy has to grow, too. And we don't all have the money to buy good quality furniture. My point of view is, we should just buy what's out there.

Jamal: Thanks, this is a good way to make people realize something that they simply don't think about. I asked myself the same questions this morning, and I saw that nothing was made here.

Natsumi: Yes, OK, but what you don't see is that we can't all be so fussy. The important thing is to have the choice. Well, that's my opinion, for what it's worth!

TUNE IN

- 1 Look at the images in the blog post. What types of products do they show? What is their connection with the topic *Buy Global or Local*?
- 2 a Read Panos's blog post. In what order are the images mentioned?

- b What do you think is Panos's main message?

- 1 It is always better to buy local produce.
- 2 We need to think before we buy.
- 3 We should avoid buying foreign products.

- 3 Underline the direct questions and imperatives. What do they add to the text?

- 4 Look at the comments on Panos's blog post. Match the opinions to the four people.

- 1 People need to be able to choose.
- 2 People need to know this information.
- 3 People can't make that much difference.
- 4 People have to buy what's economical and easily available.

- 5 a Look at the expressions in **bold** in the blog post and the comments. Which ones are used to...

- 1 state or introduce an opinion?
- 2 reply to another person's comments?
- 3 directly address the reader?

- b Which three expressions mean "my point of view is"?

PREPARE FOR TASK

- 6 Think of a local product (e.g., fresh fruit or vegetables, clothes or crafts, movies or TV shows). Which is better, the local or imported version? Prepare notes on

- 1 the price
- 2 the quality
- 3 availability
- 4 marketing

- 7 You are going to write a blog post about the product you chose in 6. Think about the people who you imagine might read your blog post. What kind of style or tone will you use to address them?

TASK

- 8 Look at your notes in 6. Decide what information you are going to include and in what order you are going to present it. Then write a short description in defense of your product. Use expressions from 5a where possible.

REPORT BACK

- 9 Work in pairs. Student A, show your blog post to Student B. Does he/she agree with you or not? Student B, write back a short comment/reply. Exchange roles.

VOCABULARY

Landscapes



a

b

- 1 a Work in pairs. Look at landscapes a and b. How many features can you name?

b Compare your list with the rest of the class. Which pair has the longest list?

- 2 Look again at your list of features in 1a and answer the questions.

- 1 Which are man-made and which are natural?
2 Which landscape do you like the best? Why?

Natural disasters & extreme weather

- 3 a Match extracts 1–3 to words/phrases in the box. You do not need to use them all.

drought earthquake famine forest fire
flood hurricane tsunami

1 There's water everywhere! The torrential rain brought devastation, and this village suffered the most.

2 Some of the buildings were built to withstand this kind of tremor, but others fell as if they were made of paper.

3 It hit the coast with tremendous force. The wind direction changed suddenly and nobody was prepared.

b Underline the words that helped you find the correct answer.

00:00

- 4 Listen and check.

Natural world collocations

- 5 Match words from a and b to make collocations.

- a environmental food marine ocean
renewable garbage sea
b chain damage dump ecosystem
life materials pollution

GRAMMAR

Present perfect continuous or simple?

- 1 a Work in pairs. Look at the verbs in *italics*. In which sentence is the present perfect continuous incorrect?

- 1 How long *have you been living here?* (for)
2 How long *have you been knowing* your partner? (since)
3 How long *have you been looking* at these exercises? (for)
4 How long *have you been having* English classes? (since)

- b Ask and answer the questions using the words in parentheses.

Time expressions with *for* & *since*

- 2 a Fill in the blanks with *for* or *since*.

- 1 _____ I was born 4 _____ I can remember
2 _____ a year 5 _____ a few minutes
3 _____ ages 6 _____ last weekend

- b Write sentences about yourself using the expressions in 1a.

I've known my best friend, Pedro, *since we were in school*.

FUNCTIONAL LANGUAGE

Checking information

- 1 Complete the mini conversations by adding an appropriate phrase.

A Sorry, I'm late. I was caught in this really bad storm!

B _____

A Yeah, didn't it rain where you were?

B No, not here.

C What a disastrous vacation! In fact, we came back early.
D _____!

C We did! The weather was terrible, and there's nothing to do at the beach if the weather's bad, is there?

2 Listen and check.

- 3 Work in pairs. Student A, give some news to Student B. Student B, respond by checking that you heard correctly.

LOOKING BACK

- Tell a partner five different ways to describe the weather or the environment where you are.
- Think of five different sentences in which you can talk about "how long" you have done something.

VOCABULARY

Connections & prevention

- 1 a How many different expressions could you use to describe this image? Use any of these words.



verbs: bridge, link, reach across, join, get in touch with, unite, break down, build, contact

nouns: hands, barriers, gap, borders, friends/people, countries, bridges

They are bridging the gap...

- b Fill in the blanks using the verbs and nouns in 1a.

- 1 People use social networks to _____ friends.
2 Soccer is a way of _____ barriers and _____ people.
3 English can reach across _____ because it's a universal language.
4 Countries should build more _____ and tunnels to connect with other nations.

- 2 Listen and check. What other ways do you think people can connect with each other?

Music is a way of reaching across borders...

Future plans & intentions

- 3 a Replace the words in **bold** with a noun and/or verb.

- 1 **I intend** to travel a lot next year. (*noun/verb*)
2 **My aim is** to speak English like a native speaker. (*verb*)
3 **I'm hoping** to take a break from work/studies soon. (*noun/verb*)
4 **My plan is** to meet lots of new people. (*verb*)

- b Are the sentences true for you?

GRAMMAR

Future forms

- 1 a Choose the correct options to complete the text.

Next week, ⁽¹⁾**I'm traveling** / **I'll travel** to Germany to start my language exchange program. The flight ⁽²⁾**will leave** / **leaves** at seven o'clock, which is really early. I hope I don't oversleep. When I arrive in Hamburg, ⁽³⁾**I'm going to find** / **I'm finding** an apartment to share with other students. I hope ⁽⁴⁾**I'm finding** / **I'll find** a good one that is cheap enough for me; I'm on a tight budget. Then ⁽⁵⁾**I'm enrolling** / **I'm going to enroll** in my course at the university. I hope ⁽⁶⁾**I'm meeting** / **I'll meet** some nice people there. I think the most important thing in a new place is to make good friends.

- b Work in pairs. Think of a future trip that you plan to take. What would your plans, hopes and arrangements be? Tell your partner.

- 2 a Write the sentences using *will/won't + verb* or *will/won't + be + past participle*.

- 1 Everybody / world / have / cell phone / soon.
2 Global inequality / continue / rise.
3 Poverty / become / thing of the past.
4 Cure AIDS / find / soon.
5 Life on Mars / discover / soon.
6 Women and men / earn / same salary in my country.

- b Work in pairs. Read your predictions out loud.

- 3 Work in pairs. Write some predictions about your own life. Read your partner's predictions. Report back on your predictions.

FUNCTIONAL LANGUAGE

At passport control

- 1 Complete the conversation at passport control in the Hong Kong airport.

A (1) _____ ?

B Los Angeles.

A (2) _____
in Hong Kong?

B Three weeks.

A (3) _____?
In a hotel?

B No, I'm going to stay with my brother.

A (4) _____
on visiting other parts of China?

B No, I'm not.

A (5) _____
in Hong Kong?

B No, I've been here before.

- 2 Listen and check.

00:00

LOOKING BACK

- Write down several phrases that can describe your future plans and intentions.
- Which part of this unit would you like to know more about? Why?
- Tell your partner about current trends in the society you live in.

VOCABULARY

Celebrations & festivals

- 1 Work in pairs. How many different celebrations and festivals can you remember? What special features or events do you associate with each one?

Recommendations

- 2 a Think of a place you know well, but is not your home or where you are from. Make recommendations.

- a) _____ is a real **must**. (*visiting a place*)
- b) It's a **good idea** to go _____ (*season*) because...
- c) The **worst thing** you can do is _____ (*activity*)
- d) If you have the time, **don't miss** _____ (*excursion*)

- b Work in pairs. Read your recommendations. Can your partner guess the place?

00:00 | ▶

- c Listen to another person doing the same exercise. What city do you think it is?

Qualities

- 3 a Think of five adjectives to describe personal qualities. Are they positive/negative/neutral?

- b Work in pairs. Do you know somebody personally or in the public eye who matches these descriptions? Tell your partner about them.

GRAMMAR

Sentences with *if*: real situations

- 1 a Fill in the blanks giving advice about London with the present simple, *will*, *might* or an imperative.

- 1 _____ (need) to buy English currency when you arrive; they don't use euros!
- 2 If it _____ (rain), _____ (go) to one of the great museums.
- 3 You _____ (run out of) money if you _____ (do) lots of different things. London's very expensive.
- 4 If you go to London, _____ (miss) riding on the London Eye!
- 5 If you _____ (understand), _____ (ask) people to repeat what they said.

- b Write similar sentences about your capital city.

Modal verbs:
Making deductions

- 2 Look at the image of a city and its celebrations. Make deductions about it using *must*, *might* or *can't*.

It could be somewhere in Asia...

Future time clauses

- 3 a Complete the text. Add *will* to the verbs in *italics* where possible. Who do you think is speaking to whom?

"Just a few things to bear in mind on your first day. We ⁽¹⁾ pick you up from the station at ten o'clock, and we ⁽²⁾ take you to your hotel to freshen up. Call us when you ⁽³⁾ want to leave and a car ⁽⁴⁾ take you to the conference, say at 11:30 a.m.? You'll be there until the morning sessions ⁽⁵⁾ finish at two o'clock, and then we ⁽⁶⁾ go to lunch. After that, you'll be able to rest until it's time for the evening events."

00:00 | ▶

- b Listen and check.

FUNCTIONAL LANGUAGE

Clarifying

- 1 Look at the follow-up conversation from the situation in GRAMMAR 3a. Fill in the blanks.

- A Thanks for all the info. So are you ⁽¹⁾ _____ ⁽²⁾ _____. I'm free from lunch until the evening?
B That's right.
A Great!

A And another thing ⁽³⁾ _____ ⁽⁴⁾ _____ ⁽⁵⁾ _____. Is what the evening events are...
B They're just public relations...
A Sorry?
B What ⁽⁶⁾ _____ ⁽⁷⁾ _____ ⁽⁸⁾ _____. meeting potential clients, being nice to people.

- Listen and check.

LOOKING BACK

- What was the most memorable part of this unit? Why?
- Think about a place you've been to recently. What would you (not) recommend about it?
- Think of some deductions you can make right now about the class, the weather, the news.

BRING IT TOGETHER 4, 5 & 6

READING

- 1 a Work in pairs. What do you think are the five most common reasons for studying English?

- b Compare your answer with the rest of the class.

- 2 Look at the online survey. Why are Dina, Isabel and Erik studying English? Who do you think is the most motivated? Why?

How do you think English will help you in the future?

Dina (16)

English is useful for travel and vacations, but I don't really have a clear aim in mind at the moment. I guess it'll probably help me ⁽¹⁾ _____ for a job, and if one day I want to work ⁽²⁾ _____, then obviously it'll be really important. For the moment I'm just studying it because I have to!

Isabel (25)

⁽³⁾ _____ English really hard over the last year or so. I'm in my last year in med school. ⁽⁴⁾ _____. The employment situation isn't too good here in my country, and I know there are a lot of good jobs in English-speaking countries. I want my English to be as good as possible so I can get one of those jobs.

Erik (21)

I'm going to stay with my brother in the States for three months. I really want to make the most of the experience and ⁽⁵⁾ _____ some intensive conversation classes for the last couple of weeks. I know it's going to be really difficult ⁽⁶⁾ _____. English in the classroom is one thing, but in the real world it's completely different! I really want to be able to make friends and learn more about life in the States. You can't get to know people ⁽⁷⁾ _____, can you?

- 3 a Look at the survey again. Complete responses 1–7 with phrases a–g.

- a if you can't speak to them
- b I'm going to be graduating soon
- c I've been doing
- d I've been studying
- e or study abroad
- f when I first get there
- g when I'm looking

- b Look at the way phrases a–g are used in the responses. Which refer to i) the future? ii) a general truth? iii) a period of time that started in the past and continues in the present?

- 4 Work in pairs. Discuss the questions.

- Why are you studying English?
- How do you think English will help you in the future?

SPEAKING

motivation the desire or willingness to do something

- 5 Work in small groups. Look at the list of factors that can influence motivation for learning English and discuss the questions.

- you need English for your future studies or work
- you need English for your present studies or job
- you want to travel or live abroad
- you have English-speaking friends or colleagues
- your English classes are fun
- you are good at English and learn quickly
- your parents want you to learn English
- English is everywhere and its influence is growing
- Which of the factors have the biggest influence on motivation?
- Which would be negative?
- Which factors influence your personal motivation most?

- 6 Report back on your discussion to the class. What do you, as a class, think is the one most important factor in increasing motivation?

QUICK CHECK

Complete the checklist below.

Can you...	Yes, I can.	Yes, more or less.	I need to look again.
1 describe traditional houses and homes in your country?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 talk about man's influence on the environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 talk about future plans and intentions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 describe changing trends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 present your reasons for and against an argument?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 describe a local festival or cultural event?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 discuss the consequences of an event or action?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 clarify what you want to say?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 SIMPLE

Use the present perfect simple to talk about a completed action or series of actions that happened during a period of time continuing up to the present:

We have seen three sharks here in the last month.

Always, ever, never

We often use the adverbs *always*, *ever* and *never* with the present perfect simple:

Have you ever seen a tornado? (= in your whole life up to today)

I've never traveled by boat. (= in my whole life up to today)

We've always been lucky with the weather on vacation. (= in my experience up to today)

Already & yet

Use the present perfect with *already* or *yet* to emphasize that an action has *hasn't* happened before the present moment:

I've already told you. (the action has happened)

I'm sorry, I haven't spoken to him yet. (the action hasn't happened)

We usually use *already* in affirmative sentences. It comes between the auxiliary (*has/have*) and the past participle:

I've already been there three times.

We usually use *yet* in negative sentences. It comes at the end of the sentence:

I haven't been there yet.

We can use both *already* and *yet* in questions. There's a small difference in the meaning:

Has Jack already left? / Has Jack left already? (= I'm surprised, he left very early!)

Has Jack left yet? (= I expect he has, I'm just checking.)

4.2 PRESENT PERFECT CONTINUOUS

Form the present perfect continuous with *have/has + been + verb + -ing*.

Use the present perfect continuous to talk about actions that started in the past and continue in the present:

The people of Kullu Valley have been growing crops here for more than 3,000 years.

Present perfect continuous or simple?

We don't usually use the present perfect continuous with state verbs (verbs that describe feelings and thoughts):

I've always hated... NOT I've always been hating...

I've never understood math. NOT I've never been understanding math.

We can often use both the present perfect continuous and the present perfect simple with very little difference when we are talking about an action that has continued over a long period of time up to the present:

He's worked here for as long as I can remember.

He's been working here for as long as I can remember.

Time expressions with *for* & *since*

Use time expressions with *for* or *since* to talk about a period of time that started in the past and continues in the present. Use *since* + the point in time when the action started. Use *for* + the period of time:

I've been studying English since I was ten. I've been studying English for six years.

4.1

a Complete the sentences with the words in the box.

already always ever never yet

- 1 It's the most beautiful **thing** I've _____ seen.
- 2 I've _____ been **there**, but I'd love to go.
- 3 I've _____ been **there**, but I'd love to go again.
- 4 I haven't tried **that** _____, but I hope to try it one day.
- 5 I've _____ loved doing **that**. You should try it. You'll love it, too!

b Replace the words in **bold** in 4.1a with a place, object or activity so that the sentence is true for you.

4.2

a Complete the sentences using the present perfect simple or continuous of the verbs in parentheses. Use the continuous where possible.

- 1 I _____ (study) English since _____.
- 2 I _____ (know) my best friend since _____.
- 3 I _____ (attend) these English classes for _____.
- 4 Our neighbors _____ (live) next door to us for _____.
- 5 I _____ (have) my cell phone for _____.

b Complete the sentences in 4.2a to make them true for you.

c Write questions using the prompts and the present perfect continuous. Then write answers using *or* since.

- 1 How long / you / play [add an instrument or a sport]?

- 2 How long / you / sit at your desk?

- 3 How long / you / use [add a social network or computer application]?

- 4 How long / you / watch [add a sporting event or TV series]?



UNIT 5

5.1 FUTURE FORMS (1): PLANS, INTENTIONS, HOPES & FEARS

Present simple

We can use the present simple to talk about schedules in the future. We often use it to talk about schedules or the starting and ending times of shows, the opening times of stores and restaurants, school terms:

... the new term starts in September.

The movie starts at 7:30.

Present continuous

We can use the present continuous to talk about plans and arrangements in the future. We often use a future time expression, e.g., tomorrow, next week, later today:

I'm meeting Jaime this evening for a drink.

Going to

We can also use *going to* to talk about future plans and intentions. We usually use *going to* and not the present continuous when no definite arrangements have been made:

*I'm not going to do any work this weekend.
(this is an intention, but no arrangements have been made)*

Will

We often use *will* to express our hopes and fears about the future:

I hope there'll be some tickets left for the concert tonight!

5.2 FUTURE FORMS (2): PREDICTIONS

We can use both *will* and *going to* to make predictions and talk about beliefs about the future. There is little difference in meaning between the two forms:

Weather patterns will/be going to change dramatically in the next few years.

We often use *will* with the passive voice (*will + be + past participle*) to talk about predictions:

I think Mandarin will be studied by a lot more people in the future.

5.1

a Choose the correct forms to complete the conversation.

ANA Jed and I ⁽¹⁾ are going / will go to the movies tonight. Would you like to come along?

BORG What's showing?

ANA That new Bond movie—you know, the remake, oh what's it called?

BORG I know the one you mean. What time ⁽²⁾ does / will it start?

ANA ⁽³⁾ We're going / We'll go to the last show. It ⁽⁴⁾ starts / is starting at 8:30.

BORG 8:30? Ah, sorry, I can't. ⁽⁵⁾ I'm playing / I'm going to play soccer until 9. I ⁽⁶⁾ don't / won't finish in time.

ANA We're going for something to eat afterward. Maybe you could catch up with us then? We're ⁽⁷⁾ trying / going to try that new Asian restaurant near the clock tower. You know the one?

BORG Yeah, I think so. Have you made a reservation?

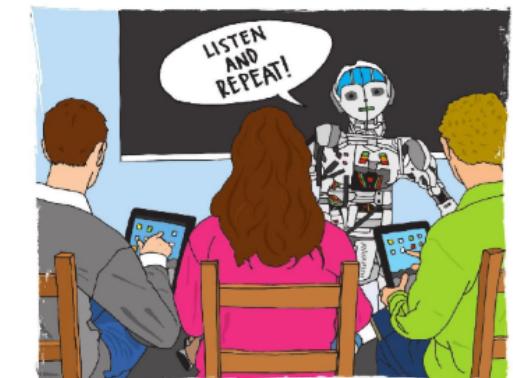
ANA No, we don't think ⁽⁸⁾ we're needing / we'll need to. It's very big.

BORG Great, well, ⁽⁹⁾ I join / I'll join you after soccer then!

b Borg finds out that the soccer game has been canceled and that he can go to the movies after all. He calls Ana and arranges a time and place to meet. Write the conversation between Ana and Borg.

5.2

a Complete the predictions using *will + verb* or *will + be + past participle*.



1 All college textbooks _____ (be) digital.

2 Printed books _____ (become) a thing of the past.

3 Teachers _____ (replace) by robots.

4 Most classes will _____ (hold) online.

5 Electronic portfolios and digital assignments _____ (take) the place of many traditional exams.

6 Keyboards and flat screens _____ (use) instead of paper and pen.

7 No one _____ (know) how to write by hand.

b Look again at the predictions. Which (if any) do you think is the most likely to come true in the next 20 years in your country? Write one sentence explaining your answer.

GRAMMAR REFERENCE

6.1 SENTENCES WITH IF: REAL SITUATIONS

Position of if

At the beginning of the sentence, add a comma at the end of the clause:

If I finish in time, I'll meet you in the café.

In the middle of the sentence, no comma is needed:

I'll meet you in the café if I finish in time.

If + present simple + present simple

- to talk about things that are generally true

- you can replace if with when:

If/When the sun shines, we go to the beach.

If + present simple + future tense

- to talk about situations that are likely in the future

If I have time, I'll stop by the store on my way home.

- you can also use a modal verb or imperative in the main clause:

You must go to see the downtown area if you have time.

If you're in town, don't miss the open-air theater.

We often use sentences with if to offer advice or to make recommendations and suggestions.

6.2 MODAL VERBS: MAKING DEDUCTIONS

We can use the modal verbs *can't*, *could*, *might* and *must* to give opinions and say whether or not we think something is true or possible:

He must be very proud.

I believe she might be late.

They can't be far behind.

must	I have no doubt that this is true.
------	------------------------------------

could, might	I think this is possible.
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can't	I don't think this is true.
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Don't use *mustn't* to say that something is not possible. Use *can't*:

*That can't be true! NOT That *mustn't* be true!*

6.3 FUTURE TIME CLAUSES

When we use time expressions like *when*, *until*, *before*, *once*, *by the time* to talk about the future, we always use a verb in the present tense:

When we get to the airport, we'll call my dad to pick us up.

We'll wait in the airport snack bar until he gets there.

Do not use *will* or *going to* in these future time clauses:

When we get home, I'll show you my photos. NOT When we'll get home...

This is also true for clauses with *if* and *unless*.

6.1

Match the two parts of the sentences. In which sentences can you replace *if* with *when*?



- 1 If I go on a trip,
 - 2 If you need any help,
 - 3 If it rains,
 - 4 If we cancel the trip,
 - 5 If we arrange an alternative activity,
 - 6 If you're running a business,
- a it usually ends up costing more money.
 - b just call me on my cell phone.
 - c something always seems to go wrong!
 - d we'll have to cancel the trip.
 - e you have to keep your customers happy!
 - f we'll need to offer some kind of alternative.

6.2

Complete the conversations using *might*, *must* or *can't*.

- 1 A He _____ live here. I always see his car parked on the street in front of the house.
B He _____ be visiting a friend or a member of his family.
- 2 A They _____ be sisters, they don't look anything like each other.
B That's true, but they _____ be good friends, they're always together.
- 3 A She _____ be out, I keep on trying to call her, but it goes straight to her answering machine.
B Or her phone _____ be out of order.

6.3

- a Look at the verbs in **bold**. Find and correct five mistakes.

We're leaving Rio at 3 p.m.; the flight takes about three and a half hours, so when **we'll land, it'll be** about 6:30, unless **there'll be** a delay—there often is! **It'll be** 7 by the time **we're going to get** through passport control and customs. There are buses to the downtown area every 15 minutes. If **we'll catch** the 7:30 bus, **we'll be** downtown by about 8:30. What time do you get home from work? Will you be there when **we're going to arrive**?

- b Write a short e-mail in reply, offering to meet your friends at the airport.

3. AN OPINION



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

- 1 What are the differences and similarities?
2 Which adjectives would you use to describe each place?
3 In which place would you prefer to be now? Why?
4 Which place is most similar to where you live?

- 2 Peter and Rachael have posted texts on a discussion board for their English class. Read the texts and answer the questions.

- 1 What do the two texts have in common?
2 How old do you think the two people are? Why?

Town or country? Which are you?

Peter

I thought I'd always live in the country, but then my dad got offered a new job and we moved to the city. I'd say it's much better living here. I can study whatever I want, and also it will be easier for me to get a good job in the future. There are lots more things to do and so many different kinds of people here, and I love that variety. There are almost too many distractions! Also, in the country, everybody knows you, but here you feel freer. So, yes, on the whole, I'm happy with the move!

Rachael

I've always been a city person, but recently I decided to make a change. I sold my apartment, and for the same money I could afford a large house in the country with a garden. The nearest village is several kilometers away! It's a better quality of life and I have more space and time. Besides, as you get older, you don't need all that a city provides. Now, I can enjoy reading a book, cooking, gardening, and I finally have time to walk my dog. He's much happier! So, all in all, I think I made the right move.

- 3 How would you feel if you were Peter or Rachael? Would it be easy for you to make the change? Why/Why not?

- 4 a Read the posts again. What advantages do Peter and Rachael mention? Complete the chart.

Peter – city life

Rachael – country life

- b Compare your answers with a partner. Do you agree with Peter and Rachael? Think of three disadvantages for life in both the country and the city.

- 5 Complete the sentences with the disadvantages you wrote in 4b.

- 1 Life in the country is very quiet and peaceful. However, it can also be _____.
- 2 Life in the city is really exciting, whereas life in the country is _____.
- 3 Country life may be better for older people, but it _____.

- 4 Despite the job opportunities in the city, it can also be _____.
- 5 Although country life is simpler, it could also be _____.

- 6 Read the information about linkers of contrast and complete 1–5.

Linkers of contrast

Linkers are used to show the connection between two ideas.

In this case the ideas are *similar / different*.

- *Although*, *however*, *but* and *whereas* are all followed by *%a noun / a verb*.
- *Despite* is followed by *%a noun / a verb*.
- *However* often begins a new sentence and *%is followed / isn't followed* by a comma.
- *But* is often used in the middle of a sentence and *%is followed / isn't followed* by a comma.

- 7 a Read the posts in 2 again. How does each open and finish? Which expressions are used to conclude an argument?

- b Write your own comment to add to the discussion board explaining which you prefer: life in the city or life in the country. Before you write, decide which advantages and disadvantages you are going to mention and in which order.

- c Work in pairs. Read your partner's comment in 7b, and write another short comment stating whether you agree or disagree with them.

TIP

Remember to try and give a balanced opinion. You can state the advantages of one thing, but remember also to mention some disadvantages to show that you have considered various options.

4.2 Speaking, page 7, Exercise 2a

Student A

Read the text about The Cooper Point House in Big Sur, near San Francisco. Prepare to tell your partner about it.

Californian architect Mickey Muennig has designed this beautiful grass-roofed house in Big Sur that saves energy by blending into its environment. The windows face south in order to make the most of the heat and light from the sun in the winter months. Natural ventilation keeps the inside of the house cool during the summer.

The layout of the house and large floor-to-ceiling windows mean that it has a beautiful view of the Pacific Ocean. The roof is covered with local plants that are watered with recycled rain. It is an off-grid house, which means it doesn't depend on the national power grid, but uses solar panels.



5.2 Speaking & Reading, page 16, Exercise 1a

The Oresund Bridge is a combined twin-track highway and railway bridge and tunnel that crosses the Oresund Strait. It connects Sweden and Denmark, and it is the longest highway and rail bridge in Europe; nearly eight kilometers long. The bridge company itself insists on calling it the Oresundsbron, a compromise between the two languages. This symbolizes a common cultural identity for the region and the nature of the project as a friendship bridge.



5.5 Speaking Task, page 21, Exercise 6

Group A

You are going to conduct a class debate. The statement under debate is:

We believe that increased surveillance is the most efficient way to fight crime.

In a formal debate, it doesn't matter what your personal opinion is, the important thing is to be able to argue a position. Your group will argue against the statement. Take five minutes to prepare as many arguments as possible to attack the statement.

4.2 Speaking, page 7, Exercise 2a

Student B

Read the text about an Earthship home in New Mexico. Prepare to tell your partner about it.

The idea came from Michael Reynolds, an American architect who has been developing these environmentally friendly homes for decades. Earthships are made from local and waste materials. No bricks and only the minimum of concrete and wood are used. It mixes the advantages of an adobe house with the modern technology of greenhouses. The external walls are made out of tires and decorated with recycled cans and bottles. They hold the heat in winter and help cool the building in summer, like a cave. The roof of an Earthship is insulated, often with earth or adobe for solar energy efficiency.



4 page 2, Exercise 3a



5.5 Speaking Task, page 21, Exercise 6

Group B

You are going to conduct a class debate. The statement under debate is:

We believe that increased surveillance is the most efficient way to fight crime.

In a formal debate, it doesn't matter what your personal opinion is, the important thing is to be able to argue a position. Your group will argue that the statement is true. Take five minutes to prepare as many arguments as possible to defend the statement.

4.2, p. 4, Ex 1b

A = Anchor S = Sarah J = Jarun
B = Bob G = Gai

A: Good evening, everybody, and welcome to another *City Watch!* Every city has its dangers, some more serious than others; some are man-made, some are caused by nature. This week, we travel the globe to hear people talking about how these dangers can be prevented. We asked local people to comment on the dangers lurking just around the corner in their part of the world. We start our journey in Melbourne, Australia... So, I take it that fires are the main problem here, is that correct?

S: Yes, there are more and more forest fires every year. It's not good at all—and they're getting bigger and more destructive. We've already had three major fires this year, and it's only February! People have lost their homes, their businesses, but luckily no one's lost their life—yet! And the tragic thing is they're so easy to start! It only takes one cigarette thrown out of a car window to start a catastrophe here. The land is dry and the heat is intense. One of the biggest problems is a sudden change in the wind direction; if the wind is blowing in the wrong direction, it can be fatal. Most local people are aware of all this, but sometimes tourists or people from the city don't understand the dangers. Maybe they haven't traveled in the bush before, and maybe they don't know the dangers; so we have to keep campaigning.

A: Thanks. And now, to an area where a terrible natural disaster took place not so long ago—Phuket in Thailand. What's being done to take precautions in the future?

J: The terrible tsunami that came in 2004 caught us all by surprise. Luckily, we haven't seen anything like it since then, but we all know it could happen again. Locals and tourists need to know what to do in case there is another tsunami. We've built new evacuation sites, and we've put up signs like this to mark the sites very clearly. Look, here's one. As you can see, the sign shows you need to get to higher ground, above the waves. We've built more shelters on higher ground as well.

A: That sounds good. Sometimes, more minor accidents involving water can occur. Our next visit is to the English

countryside. What's the problem here?

B: Well, Norfolk is very prone to flooding. The land is very flat and very low. When it rains, roads and bridges can flood very quickly. And these flash floods have become more and more common recently. Warnings of flash floods in the area are always broadcast on the TV and the radio, but too many people ignore the alerts. They go out in their cars without thinking and then get stuck when the water level rises. Here the weather can change very fast; we get torrential rain and on flatlands like this, that's dangerous. The water can move at quite a speed, and the strong currents can carry away cars and other vehicles. This sign is fairly new. We've put up a lot of them in the area. We want to make sure people don't just ignore the sign, so we've given it a humorous message—hopefully that way they won't forget!

A: Right. And finally, the kind of disaster that doesn't happen very often and a sign that certainly is alarming. We finish our tour in Recife, on the northeast coast of Brazil. We interviewed a resident of Boa Viagem beach where the main danger lurks... and what a danger!

G: As you can see, the sign really hasn't made any difference. People haven't stopped coming to the beach. There hasn't been a fatal attack on this beach yet this year, thankfully, and I suppose maybe until there is one, they'll just keep swimming in the ocean.

A: Have you ever seen a shark attack?

G: No, I haven't. I've seen sharks in the waters, and they come up really close to the shore. But we've always been able to warn people in time. I've never actually seen one attack a person, but we all know they can, and do.

A: So, why do people continue to swim here?

G: They think that if they aren't swimming in deep water, it's OK... as long as they stay close to the shore. But you know, when there are sharks around, an attack can happen anytime, anywhere. We've put up more signs, and we've visited the local schools and told the kids of the danger; they're the ones who take the most risks. Kids and tourists—that's why the signs are also in English—for the tourists, of course.

4.3, p. 9, Ex 2b

In the fight to cut back on plastic, more and more governments are trying to phase out plastic bags or at least make customers pay for them at the checkout. In Ireland the government recently introduced a tax on plastic bags, and in the first year bag use fell by 95%. It's a high-profile campaign in many countries, but is it really worth it? Well, probably it is, when you look at how many bags we use each year. And especially when you look at what usually happens to most of them.

Let's look at the typical life cycle of a plastic bag. A plastic bag starts out its life on a production line. It's distributed to stores and retailers and may have a logo stamped on it. In the store we use it to take our shopping home. Once at home, it may get used again to carry more shopping, or possibly to clean up after the dog. We may take it with us on a picnic. We may even put it in a trash can or better yet a recycling container. But only a very small proportion of bags actually ever get recycled. A much larger proportion are disposed of along with other household waste and end up in open garbage dumps, where they may get caught by the wind and carried far and wide. A lot of plastic bags end up in the ocean. The ocean is full of plastic, and not only plastic bags; there are plastic bottles and plastic wrappers and plastic boxes, even children's plastic toys. And all this garbage gets carried by the currents and trapped in huge, floating garbage dumps. One of the largest of these is the *Great Pacific Garbage Patch*.

It's bigger than the state of Texas, and it is continually growing. Governments say it's too expensive to clean it up. Meanwhile, environmentalists are studying the effects of plastic on marine life, and the results are truly scary.

5.1, p. 13, Ex 1b

A: Well, the computer screen is an easy one to analyze, isn't it?

B: Yes, social networking sites like Facebook allow you to contact anybody in the world.

A: Yeah, for example, you can find someone you've lost touch with... it provides that link, so I guess that Facebook could be building bridges.

B: And... and we could also say the Internet reaches across borders, too.

A: But then that can be a problem, can't it? Some people see Facebook and

Twitter as an invasion of privacy, you know...

B: OK, so, then you can put up barriers, even block particular people completely so they can never get in touch with you.

A: Right, I see what you mean.

B: You have to do something to prevent everyone from seeing everything about your private life, otherwise it can be dangerous. Too much information!

A: Yeah, you're right about that. OK. What's next?

B: Now I really like this photo... it's beautiful really, I mean...

A: I think it symbolizes reaching out... breaking down barriers between ages, bridging the generation gap. Sometimes there's this big gap between two people because of age.

B: I guess that's why it's there, it's like a contrast with the Facebook image, the woman sitting alone looking at the screen, and here the two people are together, shaking hands, about to enjoy each other's company, however different they may be.

A: Yeah... and joining hands refers to establishing new links with people and how we can do that. And now finally this sad image...

B: Keep Out! Yeah, that's sad, I guess.

A: You know, I was told that this photo was taken on the border between the USA and Mexico, in the state of Arizona.

B: Wow, OK, that's symbolic... So, it's saying you can't cross this land for two reasons: one, because it could be private land or two, because it might be a different country. So that's a barrier as well, of course, something that divides nations and people, that stops them from connecting... It's the opposite of the image of the two people shaking hands, connecting. Here a border or a wall can only separate.

5.4, p. 17, Ex 2a

With today's technology, it doesn't matter that a mountain range or a sea divides two countries. There are ways around these obstacles. One of the most important projects in the world along this line has just reached a milestone.

Yes, Switzerland's Gotthard Base Tunnel is about to become the world's longest railroad tunnel. The engineering team has just completed the drilling work in the Swiss Alps. The tunnel covers a distance

of fifty-seven kilometers. It actually consists of two single-track tunnels, which, together with the shafts and passages that link the two tunnels, cover a total of 115 kilometers.

But you'll have to wait some time before you can actually travel through it. The Swiss Federal Railway intends to open the tunnel to the general public in 2017. The tunnel is expected to shorten travel time between Switzerland and Milan dramatically for locals, business travelers and tourists. The trip from Zurich to Milan will be cut by two hours, thus reducing travel time to ninety minutes. This is bound to increase traffic and trade between the two cities.

However, the project has been controversial; eight people have been killed in the construction work, and green campaigners complained of environmental damage to these beautiful mountains.

On the other side of the world, a different kind of milestone is being celebrated: the beginning of a new project. The Chinese authorities have just given the go-ahead for what is certain to be the longest highway bridge in the world, joining the city of Macao to Hong Kong. In fact, there will be a series of highway bridges and tunnels that will connect Hong Kong on the east side of the Pearl River Delta with Macao and the mainland Chinese city of Zhuhai on the west. At present it takes four and a half hours to make the trip by car, but the project hopes to cut the driving time to forty minutes. Local politicians and economists claim that it is bound to have a positive effect on the economy of the developing regions west of the delta.

"The new transportation network aims to improve finance, logistics and professional services in the Pearl River Delta," said a statement posted on the Hong Kong government website.

The bridge will eventually be a six-lane expressway and is expected to cost at least 107 billion dollars. It will include the building of two artificial islands. It is due to be completed in 2016. The project also plans to boost the construction industry, and when completed, the link will be a vital route for both trade and tourism. Environmental groups complain, though, of damage to the natural habitat of the Chinese white dolphin, among other species.

6.2, p. 22, Ex 3b

So, that's a good example of a festival that now takes place in a country that never used to celebrate it. Globalization and shifting populations are responsible for that. Nowadays, many countries also celebrate well-known festivals such as Christmas, Easter, Halloween or carnival even though they have no direct link with their culture. This may also be because consumerism is taking over these celebrations.

Two not so well-known events that have a Japanese connection are interesting in this respect because they show that globalization does not just mean Americanization. Americans adopt customs from other countries as well. The first is the Cherry Blossom Festival, known as Hanami, which is celebrated every spring in Japan. People hold outdoor parties and admire the trees. And it is also well known in the USA now. There the celebration commemorates March 27, 1912, the date when the mayor of Tokyo gave a present to the city of Washington. Mayor Ozaki donated cherry trees in an effort to enhance the friendship between the United States and Japan and to celebrate the continued close links between the two nations. Now the festival includes a parade, a ten-mile run and an alternative music festival called Cherry Blast, all very American phenomena. A Japanese festival has evolved into an American festival.

Another celebration, Cosplay, is also of Japanese origin. Cosplay means costume play. The idea is that you can dress up as characters from comics, video games and fantasy movies. In fact, you can pretend to be any person from the real or virtual world. This Japanese festival has now taken off in many countries all over the world. The photo in front of me shows young cosplay fans dressed as characters from Japanese manga, outside the Frankfurt Book Fair in Germany, another example of how an international event adapts to the changing tastes of a globalized world. But when local cultures are transformed, are these changes for the better or for the worse? Are they permanent or temporary? Do countries lose something of their cultural identity if they modify their behavior in this way?

6.5, p. 26, Ex 1

I = Interviewer E = Eshan

I: Hi, in our podcast this week, Eshan Brice tells us about a new group of superheroes who are hoping to take over the world. Hi, Eshan. So, tell us something about these new superheroes. Who are they?

E: Well, the 99 are a group of young people from all over the world. Each one comes from a different country, each one has a special, unique superpower that they have been given by one of 99 mystical Noor stones.

6.6, p. 26, Ex 2a

I = Interviewer E = Eshan

E: Each one comes from a different country and has a special, unique superpower they have been given by one of 99 mystical Noor stones.

I: Noor stones?

E: Yes, these stones represent the 99 virtues, the 99 positive qualities of Allah that are described in the Qur'an. The 99—this is the name given to this group of young superheroes—are the world's first Islamic superheroes. Their creator, Nafis Al-Mutawa, wanted to take the universally popular figure of the superhero, an American invention, and make it more relevant to young Muslims. He wanted to give young Muslims everywhere role models that could be proud of and offer the world a positive image of the teachings of Islam.

I: So what's the story behind it all?

E: Well, the story starts in the thirteenth century. The great library in Baghdad known as the House of Wisdom has been destroyed, but the knowledge contained in its thousands of books has been saved. It has been stored in 99 mystical stones, the Noor stones, or the stones of light.

I: The stones you talked about earlier?

E: Exactly. Those stones are said to contain all the knowledge and power of all human wisdom. To save the stones from the invaders they are sent to the farthest corners of the world. Each stone is sent to a different destination where it remains hidden for hundreds of years.

I: Until now I suppose?

E: Yes, that's it. Now, in the twenty-first century, a psychiatrist, a descendant of the guardians of the House of Wisdom,

Dr. Ramzi Razem, is looking for the stones. He believes he can use their power to fight evil and save the planet.

I: Of course—the classic mission of all superheroes! So, who are the 99?

E: They are 99 young people from around the world, and each one finds one of the stones. And the stone gives them a superpower. Each power is different, each power is unique. Some have classical superpowers like super strength or super speed; others have more unusual powers like the ability to create light or to become invisible. Dr. Razem's mission is to bring these young people together, to teach them how to use their powers to fight darkness and evil.

I: But who exactly are they fighting against?

E: The main bad guy in the story is Rughal. He too knows about the stones and their powers, but of course he wants to use the powers for his own personal gains. He wants to create an army of superheroes who will follow his commands and take over the whole world. He has no superpowers himself, but he's a strong character. None of the 99 is strong enough to fight him alone. If they want to win, they have to work as a team and learn about the three key values of tolerance, acceptance and cooperation.

I: So, has the series been a success so far?

E: The series has become incredibly popular. The comics have sold millions of copies, both in the Arab world and beyond. In 2009, the TV series was launched. In 2010, the 99 teamed up with Superman, Batman and the other superheroes of the Justice League to fight together against evil. So yes, I guess they're a success.

I: Thank you, Eshan. So, are the 99 just another set of comic book heroes, or can they really be a new force for good in real life? Write and let us know what you think! Send us an e-mail or leave a comment.

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
be	was, were	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
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/dreamt	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
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
leave	left	left
lend	lent	lent
let	let	let

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
lie	lay	lain
lose	lost	lost
make	made	made
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
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
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

INTERNATIONAL EXAM PREPARATION: GRAMMAR

The Vowels of North American English and Their Phonemic Symbols

Phonemic symbol	Examples	Phonemic symbol	Examples
/i/	beat, see, machine	/u/	boot, blue, shoe
/ɪ/	bit, him	/ʊ/	book, full
/ey/	bait, made, they	/ow/	boat, home, blow.
/e/	bet, leg, head	/ɔ/	bought, saw
/æ/	bat, has, apple	/ɑ/	box, car, father
/ʌ/	but, mother	/ay/	bite, sight
/ɔ:/	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	/v/	long, full
/p/	pie, lip	/s/	see, city, bus, thinks	/f/	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) <small>(Most speakers of both American and British do not use /hw/ as a separate phoneme. They use /w/ instead)</small>
/k/	cat, kit, back	/ts/	joy, giant, budge		
/v/	view, love	/tʃ/	cheek, watch, cello		
/f/	fill, phone, life	/m/	me, seem		
/θ/	the, bathe	/n/	no, sun		
/θ/	thin, bath	/ŋ/	sing, singer, think		

Grammar Exercises

Answer the following question. There is only one correct answer for each question.

- Larissa cannot take the book because Matthew _____ it.
 - is owning
 - owns
 - owner
 - own
- When John was little, _____ make cars out of tree branches and old coins. He still likes to make cars but they are made out of different materials now.
 - he would not
 - he should
 - he made
 - he used to
- They _____ get too close to the edge of the boat. The alligators like to snap.
 - said no
 - told us to
 - said not to
 - were saying
- The _____ grapes come from California while the worst come from Texas.
 - pretty
 - best
 - running
 - worst
- My parents _____ in the same house for 25 years and they do not plan on moving any time soon.
 - have lived
 - live
 - living
 - had lived
- There are many things we _____ doing before we move to our new house.
 - plan
 - plan on
 - planning
 - planned
- They _____ for 5 hours straight. Do you think we should give them a break now?
 - are working
 - had worked
 - have been working
 - have worked
- I will get back to you _____ I can.
 - as soon as
 - as slow as
 - as happy as
 - as fast when
- We are still waiting for 50 students to finish their tests. They _____ finished by 4pm.
 - might be
 - may be
 - cannot be
 - must be
- Where are we going to eat dinner tonight? Didn't Sandra say we _____ try that new sushi place?
 - should
 - would
 - could
 - might
- When the test _____, I am going to talk to the teacher.
 - ends
 - will end
 - is ending
 - ended
- There are 75 flowers in the arrangement. _____ ones need to be taken out?
 - What
 - There are
 - Which
 - Are there

13. I will feel much better when I _____ the medicine.
 a. finished
 b. will finish
 c. finishing
 d. finish
14. Four _____ five flowers died before we got back from our vacation. Now we have to replace them.
 a. out
 b. out of the
 c. on the
 d. to
15. Please give me ____ hammer. It is next to the pliers.
 a. a
 b. an
 c. some
 d. the
16. I thought Ryan worked in Hong Kong, but yesterday _____ he works in Beijing now.
 a. he said that
 b. he explains
 c. he is telling
 d. he informed now
17. _____ please go to the movies tonight with my friends?
 a. Might I
 b. Can I
 c. May I
 d. Can't I
18. Mary _____ play soccer for 15 years before she tore her ACL.
 a. had
 b. was able to
 c. wasn't able to
 d. will be able to
19. The students _____ open their books during the test because it was considered cheating.
 a. were able to
 b. were not able
 c. were not able to
 d. could
20. He belongs to the Scouts Club, _____ children and young adults.
 a. who caters to
 b. which cater to
 c. that caters to
 d. which caters to
21. I have no idea how to study for this exam. _____ a way to guarantee success.
 a. If only
 b. If only there was
 c. If only there might be
 d. If only I find
22. If I had eaten less, I _____ eaten dessert.
 a. would have probably
 b. would not have probably
 c. had probably
 d. have probably
23. If Adrian makes the basketball team with me, _____ carpool with him to practice.
 a. I might
 b. I would
 c. I could not
 d. I had to
24. Cars are so _____ efficient these days.
 a. quietly
 b. happily
 c. incredibly
 d. slowly
25. _____ Janet graduates, she will read 100 books.
 a. Until
 b. While
 c. As
 d. Before



American Big Picture is a highly visual, easy-to-use, six-level course for adult and young adult learners of English, offering 90 to 120 hours of core classroom material, complemented by a wealth of digital and print resources.

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- The final Writing or Speaking Task in each unit requires students to apply the language they have learned in a practical, fun context