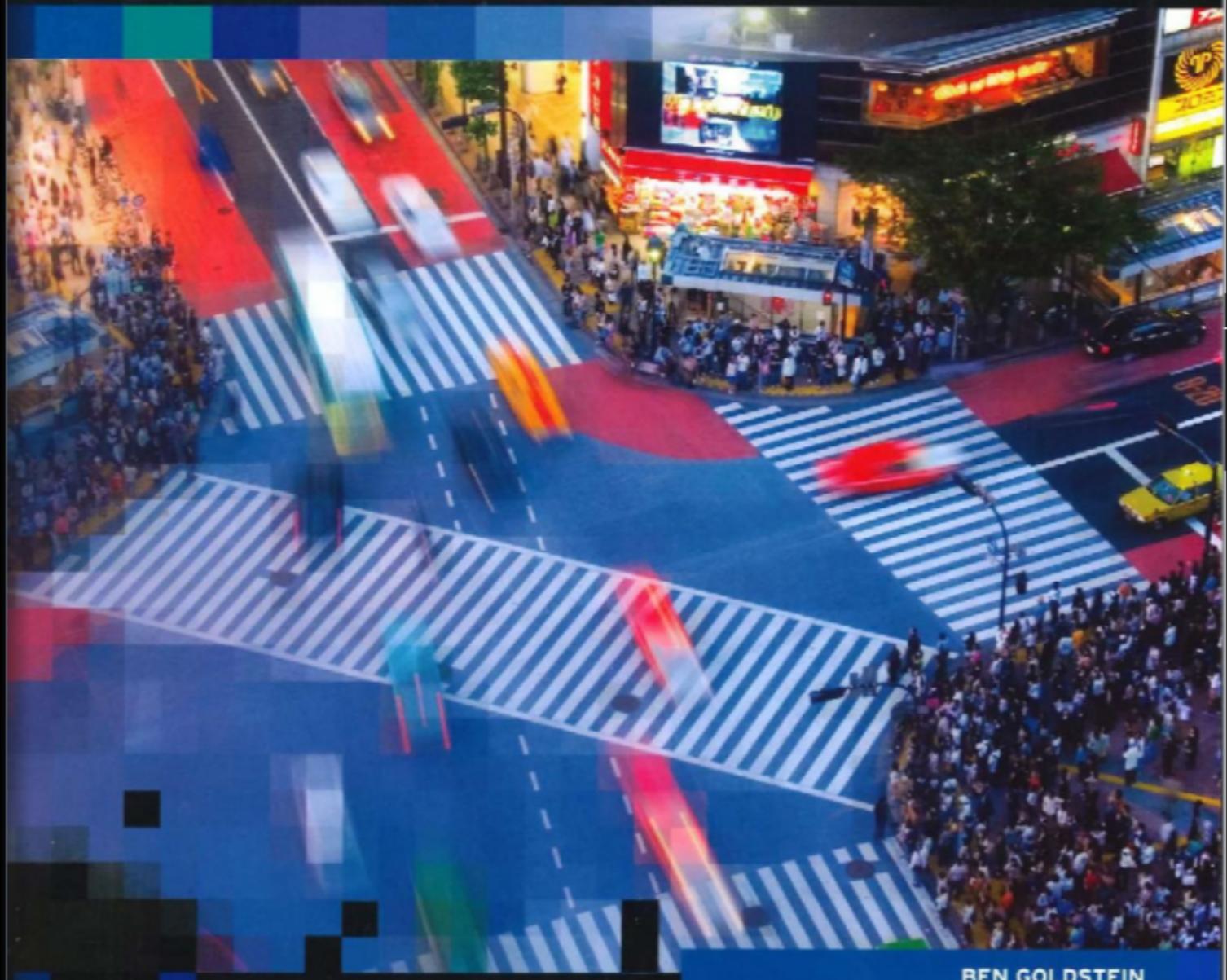




AMERICAN BIG PICTURE



BEN GOLDSTEIN

1 COMMUNICATION



1 a Work in pairs. Look at the photos. Answer the questions.

- 1 What do the photos show?
- 2 What is the connection between the photos and the title of the unit?
- 3 Which photo is the most striking? Why?

b Work in pairs. Complete **A** in the KEY VOCABULARY PANEL . Can you think of any other types of communication? Add them to the list.

2 Listen to six people talking about the photos. Match speakers 1–6 to photos a–f. Do you agree with their descriptions?

3 a Complete the extracts from Transcript 1.1 with the verbs in the box. Match the extracts to the photos.

communicate say speak tell talk

- 1 They're not just _____ with words...
- 2 This gesture _____ a thousand words.
- 3 ... she's using a poster to _____ her message.
- 4 ... each dance _____ a story.
- 5 ... it's amazing how a hand gesture can _____ so much!
- 6 ... or maybe they don't _____ the same language.

b Read Transcript 1.1 on page 42 and check your answers.

4 a Work in pairs. Complete **B** in the KEY VOCABULARY PANEL .

5 a Complete the questions with the correct form of *say*, *tell* and *speak*.

- 1 How many languages can you _____?
- 2 Who is the one person you _____ to most often?
- 3 Who was the first person you _____ to today?
- 4 What was the first thing you _____ this morning?
- 5 Are you good at _____ jokes?
- 6 Do you know anyone who's good at _____ stories?
- 7 Are you generally good at _____ what you think? Why/Why not?
- 8 Have you ever _____ to a crowd of people? How did you feel?

b Work in pairs. Choose three questions. Ask and answer.

KEY VOCABULARY

Communication

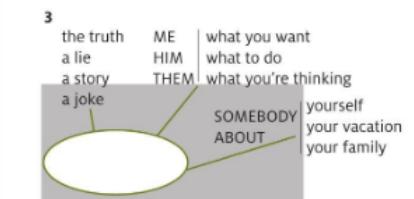
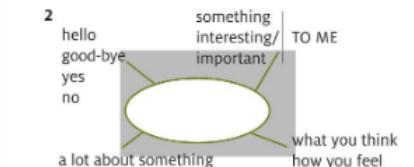
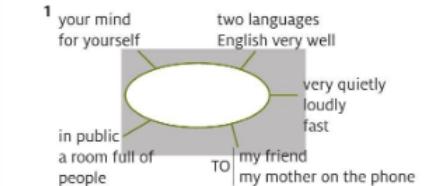
A Types of communication

- Match the expressions in the box to the photos. You can match more than one expression to each photo.

body language	facial expressions
hand gestures	instant messaging
posters & signs	sign language
social networks	the written word

B Say, tell, speak

- Complete the word maps with *say*, *tell* or *speak*.



NOTICE SAY & TELL

We use *say* + *to* + personal pronoun, e.g., *What did he say to you?*
We use *tell* + personal pronoun, e.g., *Tell me what the problem is.*

SPEAKING & VOCABULARY: Communication

- 1 a Match the communication expressions in A to the categories in B. Use a dictionary to help you.

A

chat to friends and family on Facebook discuss politics
 give talks/lectures/presentations/speeches have arguments
 talk on Skype speak in public talk to children/the elderly/pets/strangers
 text, tweet or e-mail friends use my body to express myself

B

I do it a lot. I never do it. I can do it in English. I rarely do it.
 I enjoy doing it. I hate doing it. I'm good at it. I'm bad at it.

b How do you communicate in your everyday life?

- 2 Work in pairs. Compare your answers. What differences did you find?

READING

- 1 a Look at the images. What kinds of communication do they show?



b Read texts 1–3 and match them to images a–c.

PRACTICE TENSES
 TALK ABOUT COMMUNICATING

- 2 Match texts 1–3 to one or more of the types of communication in SPEAKING & VOCABULARY 1a.

1 I have a lot of trouble talking to people. I find it easier being with animals. You can communicate in different ways with them. I've had lots of dogs. Actions like playing with a ball or petting them communicate simple things... everything is more simple and straightforward. Human communication is too complex.

2 When I first started dancing, I went to dance class every day. I was very tense; I don't think I realized what I could do with my body. At first I got really frustrated. But now I think I can say so much more with my body, and I have real problems with speaking!

3 I often find myself in this situation. You're in the same room as other people, but you could be on the other side of the world because they're talking, texting or tweeting on their phones. In the end, I think this technology will separate us, make us more introverted. I'm going to try and get together with a friend every week from now on, just to chat face-to-face!

- 3 Work in pairs. Match texts 1–3 to problems a–c.

- a People may lose the art of talking face-to-face.
- b Human communication can be complicated and confusing.
- c Some people can't express themselves with words.

- 4 Read the texts in 2 again. Which of the people prefer another form of communication to speaking? Which form and why?

- 5 Work in small groups. Discuss the questions.
- Do you know anybody who communicates with their body? What are different ways you can do that (e.g., dance, mime)?
 - Do you sometimes prefer the company of animals to humans? Why/Why not?
 - Is face-to-face communication always preferable? Why/Why not?

GRAMMAR

- 1 a Work in pairs. Match extracts 1–6 to images a–c without looking back at the texts in READING 2.

- 1 I have a lot of trouble talking to people.
- 2 When I first started dancing...
- 3 ... this technology will separate us...
- 4 I've had lots of dogs.
- 5 ... they're talking, texting or tweeting on their phones...
- 6 I'm going to try and get together with a friend every week...

- b Look at the sentences in 1a again. Underline the verbs. Which are talking about a) the present? b) the past? c) the future?

- 2 Complete 1–6 in the GRAMMAR PANEL with the sentences in 1a.

- 3 a Choose the correct form of the verb. In one sentence both are possible.

- 1 I've never been / never went to a photo exhibition.
- 2 I'm speaking / speak to my mother on the other line.
- 3 Children who grow up with animals communicate / are communicating better.
- 4 I don't think computers will change / are going to change the way we communicate in the future.
- 5 I've done / did my homework before soccer practice.
- 6 I'm going to study / 'll study art in college next year.

- b Match sentences 1–6 to the uses in the GRAMMAR PANEL .

TENSE REVIEW

A Present simple or present continuous

- a We use the present simple to refer to habits and routines.
 (1)

- b We use the present simple to refer to repeated actions or situations.
 I go to dance class every day.

- c We use the present simple to describe things that are generally true.
 Human communication is too complex.

- d We use the present continuous to talk about things that are currently happening.
 (2)

B Past simple or present perfect

- e We use the past simple to talk about completed actions in the past.
 (3)

- f We use the past simple to talk about habitual actions in the past.
 I went to dance class every day.

- g We use the present perfect to talk about experiences we have had in our life up to the present. We do not necessarily say when they happened.
 (4)

C Future: will or going to?

- h We use both will and going to to make predictions.
 (5) make us more introverted.

- i We use going to to talk about intentions and plans.
 (6)

See page 36 for grammar reference and more practice.

PRONUNCIATION: -es & -ed

verb endings

- 1 a Work in pairs. Write the 3rd person present simple and the past simple forms of the verbs.

	Present	Past
start	starts	started
watch		
text		
dance		

- b Read the verbs out loud. Underline the verb forms that have two syllables.

- 2 a Listen and check. Answer the questions.

- 1 When do we add -es and not -s to a verb in the present simple?
- 2 When do we pronounce the -ed ending as an extra syllable?

- b Check your answers on page 41.

- 3 a Listen and write the ten verbs you hear.

- b Read Transcript 1.3 on page 42 out loud. Pay attention to the -ed endings.

SPEAKING

- 1 Work in pairs. Think about three or four different situations where people have difficulty communicating, e.g., when they don't speak each other's language or when the Internet connection is weak. What can you do to fix the communication in each situation? Add some of your own ideas to the list.

Use sign language, use simpler language, ask someone to help...

- 2 a Think about the situations below. What do you think would be the best way to repair the communication?

- You make a joke in an online chat room, but your friend thinks you're being serious and takes offense.
- A friend asks you for advice, but you're distracted, watching your favorite TV show, and you answer without really listening. Your friend looks hurt.

- b Share your ideas with the class. Who has the best solutions?



SPEAKING & VOCABULARY: Communicating

1 Work in pairs. Look at the photos. Answer the questions.

- Where do you think the people are?
- What is the purpose of each sign?
- Which are protests? Which are giving information?
- Which is the most effective? Why?

2 a Match sentences 1–6 to one (or more) of photos a–d.

- 1 This person is **making** a very serious **point**.
- 2 This person isn't trying to **change** anybody's **mind**.
- 3 This person doesn't really have a particular message to **get across**.
- 4 This person isn't trying to persuade anyone, he/she is simply **speaking his/her mind**.
- 5 This person is **standing up for** animal rights.
- 6 This sign certainly makes you stop and **pay attention**.

b Match the words and expressions in **bold** in 2a to definitions a–f.

- a express a personal opinion
- b support and fight for something
- c transmit information successfully
- d influence someone's opinion
- e express a particular argument
- f look at or listen to something very carefully



LISTENING

1 a Listen to interviews with the four people in the photos. Match interviews 1–4 to photos a–d.

b Listen again. Match statements 1–4 to photos a–d. More than one answer may be correct.

- 1 The person wanted to be funny and serious at the same time.
- 2 The person made the sign with a friend.
- 3 The person talks about how the problem is affecting his/her mood.
- 4 The person wants to be the first.

2 Work in groups. Discuss the questions.

- Do you ever see people carrying signs?
- What types of signs are they?
- In what way are they similar to the signs in the photos?

3 a Complete the questions with the expressions in 2a.

- 1 Which sign do you think makes people _____ the most? Why?
- 2 What rights is the man in the mask _____ ing _____ for?
- 3 Do you think any of these signs can actually _____ anyone's _____? If so, which?
- 4 Which sign do you think is _____ ing the most important _____?
- 5 Do you think making a sign is the best way to _____ a message _____? Why/Why not? What other ways are there?
- 6 Do you ever _____ your _____ in public like this? Why/Why not?

b Listen and check.

4 Work in pairs. Ask and answer the questions in 3a.

3 Check your answers in the GRAMMAR PANEL . Complete 1–4.

4 a Correct the mistakes.

- 1 When the last protest was held in your town or city?
- 2 What it was about?
- 3 When played your local soccer team their last game?
- 4 Who did win?
- 5 You have ever stood in line to buy something?
- 6 What you wanted to buy?

b Work in pairs. Ask and answer the questions in 4a.

QUESTION FORMS

Yes/no questions do not need a question word. The auxiliary verb always comes ⁽¹⁾before / after the subject except with questions with the verb to *be*.

Did you make the sign?

Wh- questions begin with a question word such as *how*, *which*, *what*, *who*, *why*, *where* and *when*. Some **wh-** question words can also combine with other words. Add more examples.

How much/many/old/⁽²⁾ ...?

What sort/kind/type...?

In **object** questions the question word is the object of the verb.

What did you make? We made a sign.

The auxiliary always comes ⁽³⁾before / after the subject. We use *do* and *did* to form questions in the present and past simple.

Subject questions start with *who*, *what*, *which* or *how much/many*. The question word is the subject of the verb. *Who made the sign? We made the sign.*

There is no subject pronoun and we ⁽⁴⁾*need / don't need* to use *do/did* in the present and past simple.

Who made the sign? NOT Who they did make the sign?

See page 36 for grammar reference and more practice.

NOTICE QUESTIONS ENDING WITH PREPOSITIONS

We often put prepositions at the end of a question. *What is he talking about? Who do you live with?*

SPEAKING

1 Work in pairs. Have you ever made a sign? What was it for? Tell your partner about it.

2 Write your own sign. Think about...

- its purpose and its message. Is it funny or serious?
- where you would like to show it.
- who you would like to show it to.

3 Show the sign to your partner. Ask and answer questions about your signs.

SPEAKING

1 Work in groups. Discuss the questions.

- Do you have a cell phone? Is it a smartphone? What do you use it for?
- What other technology do you use to communicate with people?
- What else can you use it for?

READING

1 **a** You are going to read a post from a blog called *Behind the Curtain*. Look at the headline and the description of the blogger. What do you think the post is going to be about?

b Read the blog post and check your answer.

2 **a** Work in pairs. What is the connection between the images and the story?

Behind the Curtain

My First Week with the iPhone

Posted by Austin Seraphin



Last Wednesday, my life changed forever. I got an iPhone. I consider it to be one of the greatest innovations for blind people in a very long time. It changed my life in 24 hours.

I went to the store with my mom. We asked the salesman about VoiceOver, a program that reads the text on the screen as you touch it. He knew about it and how to activate it, but he didn't know how to use it. "Can he get text messages on this?" my mom asked. "Well, yes, but it doesn't read the message," the salesman said. Mom's hopes sunk, but mine didn't. "Well, let's see, try it," I suggested. She pulled out her phone and sent me a text message. Within seconds, my phone alerted me and said her name. I simply swiped my finger and it read her message: "Hi Austin." She almost cried.

The other night I downloaded an app that identifies colors. It uses the phone's camera and says the names of colors. Some of them have very surreal names, such as Atomic Orange, Cosmic, Hippie Green, Opium and Black-White. I have never experienced this before in my life. I can see some light and color, but just in blurs, and objects don't really have a color, just light sources.

The next day, I went outside. I looked at the sky. I heard colors such as "Horizon," "Outer Space" and many shades of blue and gray. I used color cues to find my pumpkin plants, by looking for the green among the brown and stone. I spent ten minutes looking at my pumpkin plants, with their leaves of green and lemon ginger. I then roamed my yard and saw a blue flower. I found the brown shed and returned to the gray house. My mind felt blown. I watched the sunset, listening to the colors change as the sky darkened. The next night, I had a conversation with Mom about how the sky looked bluer that night. Since I can see some light and color, I think hearing the color names helps my perception and enhances my visual experience. Amazing!



Austin Seraphin, the man "behind the curtain," has been blind from birth. In his blog he discusses a range of topics, including advances in computer technology that affect and help blind people.

Archives	
Links	
Recent Posts	
Blog Stats	
Blog Chats	
Blog Rolls	

b Think of an adjective to describe the blog post. Tell the class why you chose it.

PRACTICE STATE AND DYNAMIC VERBS

TALK ABOUT THE SENSES

b Read the post again and answer the questions.

- 1 How has his new phone changed the writer's life?
- 2 What can he do now that he couldn't do before?
- 3 What two features of the iPhone does the writer talk about and how exactly do they work?
- 4 In what way do they change the way the writer communicates with his mother?
- 5 What else can he do with them?
- 6 Which application is the writer most impressed by? Why?

3 **a** Find words/phrases in the blog post that mean...

- 1 turn something on
- 2 told you that something has happened
- 3 moved something across a surface
- 4 unclear images
- 5 walked around with no particular purpose or direction
- 6 makes something better or stronger

b Think of an adjective to describe the blog post. Tell the class why you chose it.

VOCABULARY: Senses

1 **a** Look at the extracts from the text in READING 1b. Underline the verbs and answer the questions.

- 1 I looked at the sky.
- 2 The sky looked bluer that night.
- 3 I can see some light and color.

In which sentence is the verb...

- a describing an ability?
- b describing a conscious action (something you decide to do)?
- c introducing a description?

b Match the verbs in the box to the categories. Use a dictionary to help you. Some verbs can fit in more than one category.

feel	hear	listen	look	see	smell
sound	taste	touch			

Ability **Conscious action** **Description**

feel	feel	feel
hear	listen	

2 Complete the sentences with the verbs from 1b. More than one verb may be possible.

- 1 Don't _____ that! It's hot!
- 2 Can you _____ that sound? What is it?
- 3 Mm. That _____ nice. What are you cooking?
- 4 Is that Ana singing? She _____ really good!

3 **a** Choose the correct verb to complete the questions.

- 1 How well can you look / see? Do you need to wear glasses? Does either of your parents wear glasses?
- 2 Do you prefer to hear / listen to music quietly or at full volume? Why?
- 3 Does it get very cold in your hometown in winter? Do you feel / touch the cold?
- 4 Do you like food that feels / tastes hot and spicy, or do you prefer more subtle flavors? Why?

b Work in pairs. Ask and answer the questions in 3a. Which sense is the most important for you? Why?



GRAMMAR

1 **a** Which of the sentences are true for you at the moment?

- 1 I'm looking out the window.
- 2 I can see something strange out of the corner of my eye!
- 3 I can hear the sound of children playing in the distance.
- 4 I'm thinking about this exercise.

b Work in pairs. Compare your answers. Answer the questions.

- a Which sentences describe a conscious action that is in progress at the moment?
- b Which describe perceptions (things you can sense using your five senses)?

2 Complete 1–4 in the GRAMMAR PANEL with the sentences in 1a.

3 Choose the correct verb to complete the sentences.

- 1 I have a bad cold and I can't smell / I'm not smelling anything.
- 2 I see / I'm seeing the boss about my vacation dates tomorrow.
- 3 What are you doing? I taste / I'm tasting the soup to see if it has enough salt in it.
- 4 I can feel / I'm feeling the sun on my skin. It's so hot! I think I burn / I'm burning!

4 **a** Write three sentences describing what you are doing right now and three sentences describing what you can perceive through your senses.

b Work in pairs. Compare your sentences. How many of them are the same?

STATE & DYNAMIC VERBS

A State verbs

State verbs describe an emotion, a thought or a sense. They are not usually used in a continuous form.

I don't see very well without glasses NOT *I'm not seeing very well without glasses*.

We often use the verbs of the senses (*see, hear, smell, taste, feel*) with *can* or *could*.

I can see some light and color.

(1) _____

(2) _____

B Dynamic verbs

Dynamic (or action) verbs describe actions we decide to perform. We use dynamic verbs with continuous verb forms to talk about an action that is in progress.

I'm listening to a really interesting podcast.

(3) _____

(4) _____

Some verbs can be both state verbs and dynamic verbs, e.g., *see*.

I can't see without glasses. (*see* = sense)

I'm seeing Jane on Friday. (*see* = meet)

See page 36 for grammar reference and more practice.



TUNE IN

1 Work in pairs. Look at the images. Discuss the questions.

- Do you ever use these topics to start a conversation?
- What other topics do you use?
- What kinds of questions would you ask about them?

2 Work in pairs. Match verbs 1–6 to nouns a–f. More than one option may be possible.

1 hear	a wet
2 watch	b better
3 get	c the game
4 have	d the news
5 feel	e people
6 know	f plans

3 a The expressions in 2 can all be used to start a conversation. Think of the conversation opener for each expression.

hear the news → Have you heard the news about Jenny?

b Listen and compare.

Listen and match conversations 1–5 to situations a–e.

00:00 | ▶

- a strangers on a train
- b coworkers at the coffee machine
- c coworkers on the elevator
- d a couple at home
- e strangers at a party

NOTICE HOW'S EVERYTHING? / HOW'S IT GOING?

These are common conversation starters. They are more informal than *How are you?*

5 Listen again. Which conversations change topic and which follow the topic in the opening line? What does this tell you about conversation starters?

TUNE IN

1 Read the online article. Match statements a–d to paragraphs 1–4.

- a It can help create goodwill and a positive image for your product.
- b It may be expensive and time-consuming.
- c A personal touch can help a lot.
- d It can help get people interested in what you offer.

PREPARE FOR TASK

3 Work in pairs. Discuss the pros and cons of...

- e-mail
- wikis
- Twitter
- online banners
- merchandising
- cold-calling
- word of mouth

It seems to me that cold-calling doesn't work at all—people just hang up when they hear someone selling on the phone.

4 Work in pairs. Which of the marketing strategies in the article and in 3 could work for these products?

- events
- cell phone service
- last-minute travel deals
- free invitation to concert
- soccer team

Print flyers and e-mail can work well for events...

5 How would you design a promotional campaign for your English textbook? Brainstorm some initial thoughts about it.

TASK

6 a Work in small groups. Outline a promotional campaign for *American Big Picture*. Include...

- the customers you are targeting
- the promotions you are going to adopt
- the form of communication you are going to use for your campaign

*target: teachers
promotions: launches at events
communication: spread the word on Twitter, Facebook, YouTube*



b Look at the strategies on page 41. Choose the one you think is the most effective for your campaign. Explain why and give more details where possible. Can you think of any other strategies?

I think a big event is important. It should make a good impression on the customers, so luxury hotels would be ideal.

REPORT BACK

7 Present your campaign to the rest of the class. Whose campaign is the most attractive, commercial, original? Which is the "hardest sell"? Why?

2 A GOOD READ



a



b



c



d



e



f

1 a Work in pairs. Look at the images. Answer the questions.

- 1 Where are the people?
- 2 What do you think the people are reading? How do you know?
- 3 Are they reading carefully or casually? Why?

b Work in pairs. Complete A in the KEY VOCABULARY PANEL.



2 a Listen to a photographer talking about the images. In what order does she talk about them?

b Listen again. What does she like about each image?

3 a Listen again and match to images a-f.

- 1 This is a good place to **check out** the sports news. _____
- 2 He **scrolls down** the text on the screen. _____
- 3 You just hear people **reading** a script **out loud** but you never see them. _____
- 4 You **glance at** a few lines of a novel and then close your eyes... _____
- 5 They're **looking through** their notes for the last time. _____
- 6 This guy seems to be **looking up** some important information. _____

b Complete B in the KEY VOCABULARY PANEL.

4 a Use words in B to complete the sentences. One does not apply. More than one answer may be correct.

- 1 I sometimes _____ the covers of magazines in stores, but I never buy them.
- 2 I always _____ my notes just before an exam.
- 3 When I want to _____ a word, I always go to an online dictionary.
- 4 I always _____ the weather report on my computer first thing every morning.
- 5 I've never had to _____ a speech _____ to an audience. It'd terrify me!

b Are the statements true for you? Share your answers with the class.

5 Work in pairs. Discuss the questions.

- Where do you prefer to read?
- What do you like reading there?

KEY VOCABULARY

Reading

A Types of reading material

- Match at least one word or phrase to images a-f.

blog dictionary e-mail encyclopedia
instruction manual letter magazine
newspaper notes novel reference book
script (for movie or play) short story travel guide
text message

- Put the words from the box in the correct category.
- Reading for pleasure

Looking for information

Reading as part of your job or studies

B Answer the questions.

- 1 What kind of reading do you do most?
- 2 What do you think is the most relaxing: reading a book, listening to music or watching a video or TV show? Why?

B Reading verbs

- Complete the definitions using the verbs in 3a.

leaf/ through a newspaper, notes, a novel
to look at something quickly and superficially, sometimes just turning the pages

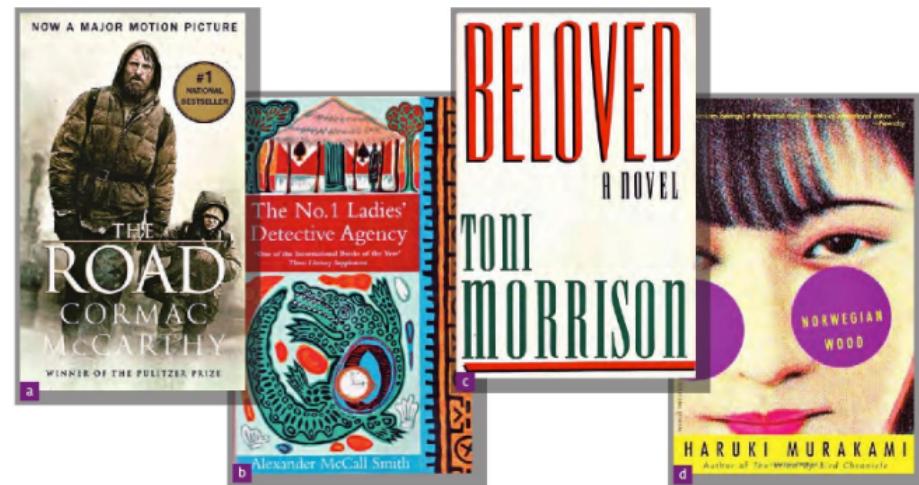
at pages/the lines of a book
to look at something for a very short time

out loud a speech, a statement
to speak the words aloud as you read

out a piece of news, a news story, a text message
to look at something to see what information it can give you

up information, a word in a dictionary
to use a reference book or website to find specific information

down a screen, a text message
to use a cursor, your finger or mouse to move the text down on a screen



SPEAKING & VOCABULARY: Books & genres (1)

- 1 a Work in pairs. Add the words in the box to the two groups. Use a dictionary to help you.

1 Different kinds of books anthology

2 Different types or genres of fiction (novels or movies) action/adventure

action/adventure anthology autobiography
biography comedy crime/detective fiction
historical horror humorous love story manual
nonfiction novel picture book cookbook
romantic science fiction storybook textbook
tragedy war

b Answer the questions.

- When was the last time you bought a book?
- What kind of book was it?
- Was it for you or for someone else?
- Why did you choose that particular book?

2 a Mark the statements that are true for you.

When you choose a book, what do you do?

- I look at the cover—the image and the design tell me a lot about the book.
- I read the blurb on the back and maybe the information about the author.
- I look through the book and maybe read the opening page or a short extract.
- I only buy a book if someone has recommended it or if I've read a good review.

b Compare your answers with a partner's.

LISTENING

- 1 a Look at the covers of four novels. Answer the questions.

- 1 Are you familiar with any of the novels?
- 2 Look at the titles and the images. What kind of book do you think each one is? Choose from the genres in SPEAKING & VOCABULARY 1a.
- 3 If you were in a bookstore, which one might you pick up?

- b Discuss your answers in small groups. Did you all agree? 

- 2 Listen to someone talking about the four novels. Check your answers to 1a.

- 3 a Listen again. Match the novels to the facts. More than one answer is possible for one of the sentences.

- 1 It seems very real, and this is what makes it powerful.
- 2 It's the story of a parent and a child.
- 3 The novel is like a flashback.
- 4 The novel is a vision of the future.
- 5 It gives a real flavor of the place where it is set.

- b Work in pairs. Answer the question.

- What do the books have in common?
- a They are not easy to classify.
 - b They are/were all best sellers.
 - c They are all controversial novels.

- 4 Work in pairs. Discuss the questions.

- Have you read any of these books?
- Would you like to? Why/Why not?
- Would you prefer to see the movie?

READING

- 1 a Read two extracts from one of the novels on page 14. Which novel do you think they come from?

- b Work in pairs. Compare your answers and explain why.

- 2 a Read the extracts again. Answer the questions.

- 1 How many characters are there in each extract? Who are they? Which is the main character?
- 2 Where is the action taking place? What is the main action?
- 3 What do you think happened after the scene?

- b Work in pairs. Would you like to read the novel? Why?/Why not?

b

Note Makoti was traveling on a bus down from Francistown. He was sitting in the front, his trumpet case on the seat beside him. She could not help but notice him, nor fail to notice the high cheekbones and the arched eyebrows. It was a proud face, the face of a man used to being looked at and appreciated. Who was this man? A musician, with that case beside him; a clever person from the university perhaps?

The bus stopped in Gaborone. She stayed in her seat and saw him get up. She felt her heart jump; he had looked at her; no, he had not, he was looking out of the window.

Suddenly, without thinking, she got to her feet and took her bag down from the rack. She would get off the bus.

b

There were very few people in the Botswana Book Center. Three or four men were looking through magazines, and one or two people were reading books. The assistants were leaning over the counters, gossiping idly, and even the flies seemed lethargic.

Mma. Ramotswe noticed that the two girls were at the far end of the shop. They were standing there, talking to one another, and one of them was laughing. Mma. Ramotswe returned to her perusal of her book.

She looked up sharply. Her book had so absorbed her that she had not been paying attention to the girls and now—where were they?—gone. They were gone.

GRAMMAR

- 1 a Look at the verbs in bold from the extracts. Which describe...

- a a single action?
- b an action that was in progress at the time?

Note Makoti **was traveling** on a bus down from Francistown. He **was sitting** in the front. The bus **stopped** in Gaborone. She stayed in her seat and **saw** him get up.

They **were standing** there, talking to one another, and one of them **was laughing**. Mma. Ramotswe **returned** to her perusal of her book.

- b Complete the GRAMMAR PANEL .

- 2 Complete the sentences with the correct form of the verbs.

- 1 Mma. Ramotswe _____ (stand) at the counter of the shop when Mma. Makutsi _____ (run) through the door.

- 2 I _____ (stop) on my way back from my cattle post. It _____ (be) a hot day and I _____ (rest) under a tree.

- 3 She _____ (sit) on the bed when the neighbor _____ (come) in and _____ (say) that she would get somebody to take her to her father.

- 4 As she _____ (walk) down the front steps of the hotel, she _____ (see) Dr. Komoti in the mall.

- 5 She _____ (turn) around sharply. A woman _____ (stand) in the doorway, wiping her hands on a cloth.

PAST SIMPLE & PAST CONTINUOUS

We often use the ⁽¹⁾ _____ to talk about single events, especially when we are telling a story.
She paid her bill and left.

We often use the ⁽²⁾ _____ to explain the background to the story and describe a situation or action that was in progress at the time.
She was waiting under a tree.

See page 37 for grammar reference and more practice.

SPEAKING

- 1 a Think of a book or the movie of a book you have read or seen recently. Would you recommend it to your classmates? Why/Why not?

- b Work in groups. Tell your group about your book or movie.

It's set in...

It tells the story of...

It's all about...

- 2 a Work in groups. Decide which book or movie you would like to recommend to the class.

- b Present your choice to the class. Take a vote to find out which book or movie most people would like to see or read.



LISTENING

- 1 Work in pairs. What do you know about manga? Look at the images to help you. Do you know anyone who is a fan?

00:00 | 10

- 2 Listen to a manga fan, Tanya Kowitz, talk about manga's growth in the world. Answer the questions.

- 1 In what order does she mention the images?
2 What other uses of manga are not illustrated?

- 3 Listen again. Change the sentences so that they are true.

- 1 Manga represents nearly half of what Japanese people read.
- 2 Tanya lives in Tokyo now.
- 3 Hiroshima has a special bookstore devoted to manga.
- 4 The plot of the manga *Hamlet* is similar to the original version.
- 5 *1 World Manga* are comics that look at local Japanese issues.
- 6 Large manga faces are used on TV commercials.
- 7 Tanya's final point is that manga is a purely Japanese phenomenon.

- b Listen and check your answers.

00:00 | 10

VOCABULARY: Books & genres (2)

- 1 Match the words from LISTENING 2 to the categories.

adaptation	best seller	character	comic book
graphic novel	plot	series	setting
plot	setting	theme	version

- 1 Type of reading material _____
- 2 Elements of a story _____
- 3 Different representations of a story _____

- 2 a Complete the sentences with words from the box in 1. In some cases, the plural form may be necessary or two answers possible.

- 1 I loved the original, but the movie _____ was terrible.
- 2 I like Lisa Simpson; she's my favorite _____ on the show.
- 3 The book was great, but I had trouble understanding the _____. It was really complicated.
- 4 *Tintin* was the first _____ I read as a kid.
- 5 I mostly read fiction, though not _____. They aren't always that good.

- b Listen and check.

- 3 Change or add any words in the sentences in 2a to make them true for you. Continue the sentences and then compare with a partner's.

- 1 I loved the original *Batman* comic, but the movie version was terrible.
It's much better in my imagination.

READING & SPEAKING

- 1 Work in pairs. Look at the images on page 16 again. Which one shows a famous work of literature? Do you know anything about the original story?



- 2 a Look at the movie posters of two other plays by the same writer. Do you know what they are? Choose from the list.

<i>Romeo & Juliet</i>	<i>The Tempest</i>	<i>The Merchant of Venice</i>
<i>A Midsummer Night's Dream</i>	<i>Macbeth</i>	<i>Twelfth Night</i>

- b Read the descriptions of *Hamlet* and the two plays in the posters. Match them to the images on this page and page 16.

- 1 Two young people met and fell in love. But their two families had been at war for years, so they had to keep their love a secret. When the boy discovered that he had killed his lover's cousin in a fight, the two lovers planned their escape.

- 2 A rich businessman borrowed some money from a moneylender. The businessman had promised to give the moneylender a pound of his flesh if he couldn't repay the money. He had thought it was a joke, but the moneylender was deadly serious.

- 3 His father had only been dead for a few weeks when the prince met his ghost. He listened, amazed, as his father's ghost told him what had happened and who had killed him. The prince had no other choice. He had to seek revenge for his father's death.

- 4 Work in pairs. Have you seen either of the movies in 1? Would you like to? Which stories from your country have been made into a movie or comics?

GRAMMAR

- 1 a Look at the verbs in bold in READING & SPEAKING 2b. Which are describing...
a an event that happened before the main action in the story?
b a situation that had been in progress for some time before the story started?

- b Complete 1-3 in the GRAMMAR PANEL with sentences from the texts in READING & SPEAKING 2b.

- 2 a Choose the correct form of the verbs to complete the story.

Luke ⁽¹⁾was / had been a simple farm boy. He ⁽²⁾lived / had lived with his uncle and aunt. His mother died when he was born and he ⁽³⁾never met / had never met his father. Not, that is, until one day when he was repairing an old robot that he ⁽⁴⁾bought / had bought from some travelers and he accidentally ⁽⁵⁾unlocked / had unlocked a message that would change the course of his life.

- b Work in pairs. Compare your answers. Do you know what movie it comes from?

- 3 Work in pairs. Write the story (50 words) of a famous movie or piece of literature. Read it to the class. Can anyone guess what it is?

PAST PERFECT & PAST SIMPLE

A Past perfect

We use the past perfect to

- talk about an event that happened before a point in time in the past

(1) _____

- describe a situation that was in progress up to a point in time in the past.

(2) _____

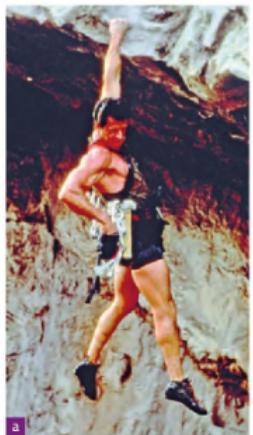
We form the past perfect with **had** + past participle.

B Past perfect & past simple

We use the past simple to describe the main events in the story. We use the past perfect to explain that one event happened before another.

(3) _____

See page 37 for grammar reference and more practice.



SPEAKING

1 a Work in pairs. Look at the images. What is the connection between the images and the dictionary definition?

b Listen and check.

2 Work in groups. Think of five popular TV series in your country. Compare your list with your group and answer the questions.

- Why are they so popular? Why do people become addicted to them?
- Have you ever gotten hooked on a TV series? Why/Why not?

Cell Phone Novels: A New Way of Reading?

You look at your cell phone to check the time and see the latest chapter of your favorite novel flash onto your screen. There's nothing new in reading a novel on the train to work, nor in reading texts on your cell phone, but the growth of cell phone novels is new. So, what are they exactly?

The first cell phone novel was written in Japan in 2003 by a young writer calling himself Yoshi. He posted his novel in installments on a website that his readers then accessed on their cell phones. It became an instant success. His fans found out about it by word of mouth, and soon he had more than 20 million hits. His first novel, *Deep Love*, was such a success that it reappeared as a paperback book, a manga story, a TV series and a movie.



So, what's so new about a cell phone novel? It's just a novel read on a screen, isn't it? Well, no, there's more to it than that. As Yoshi writes and publishes his novel little by little, his readers visit his website and tell him how they feel about the plot and the characters. Yoshi listens to his readers' opinions, and if he notices that fewer people are downloading his story, he changes the plot.

People are saying interactive novels—written in installments and changing in response to their readers' comments—are a revolution, but are they really that new? Back in the nineteenth century, in Victorian England, the novels of Charles Dickens were written in just the same way, each installment ending with a cliff-hanger to hold the readers' attention.

GRAMMAR

1 a Look at the sentences. Complete them with Yoshi (Y) or Dickens (D).

- 1 ___ writes and publishes his novel little by little.
- 2 ___ used to write his novels one installment at a time.
- 3 ___ listens to his readers' opinions.
- 4 ___ changes the plot.
- 5 ___ would listen to the reactions of his readers.
- 6 ___ would drop a storyline if it wasn't successful.

b Read the article in READING 1a again and check your answers. How did you know which was which?

2 a Underline the verbs in the extracts in 1a that talk about Dickens. What two forms are used? Find more examples of both forms in the article.

b Complete 1–2 in the GRAMMAR PANEL with examples from the article.

3 a Work in pairs. Look at the GRAMMAR PANEL again. In which sentences can you replace *used to* with *would*?

- 1 I used to love reading comic books when I was younger, but now I find them really boring.
- 2 My dad used to read stories to us every night before we went to sleep.
- 3 My favorite bedtime stories used to be stories about pirates and robbers and superheroes.
- 4 I used to do a lot of reading in bed, but now I just fall asleep!

b Are any of the sentences true for you? Share your ideas with your partner.

USED TO & WOULD

We can use both *used to* and *would* to talk about things that happened regularly in the past or past habits.

Examples:

- (1) _____
(2) _____

We can use *used to* to talk about feelings, states and actions.

They used to read them over and over. (action)
People used to be anxious to read the next installment. (feeling)

We can only use *would* with actions, not with feelings.

Feelings: *They used to love the stories.* NOT *They would love the stories.*

Actions: *They would wait anxiously for the next installment.*
They used to wait anxiously for the next installment.

NOTE: In questions and negative forms there's no *d* at the end of *use*.

Did you use to read a lot as a child?

No, I didn't use to like reading very much.

See page 37 for grammar reference and more practice.

00:00

PRONUNCIATION: Used to / use to

1 a Listen to this short exchange. How do we pronounce the underlined words? Does the pronunciation change at all?

- A Did you use to watch a lot of TV when you were a kid?
B No, we didn't use to have a TV, but we used to go to the movies a lot.

b Work in pairs. Listen and repeat. Ask and answer other questions beginning with *Did you use to...?*

SPEAKING

- 1 a Work in pairs. Discuss the questions.
- What are the ingredients of a successful children's book or TV show?
 - In what ways are they different from books and shows that appeal to adults?
 - Can you think of any books, movies or TV shows that are equally popular with kids and adults? Why do you think that is?

b Share your answers with the class. Which book or show was the most talked about?



TUNE IN

- 1 Work in pairs. Look at the image. What does it say about reading today?

- 2 a Listen to journalist Louise Fryer talking about how we read today. Mark the sentence that best summarizes her opinion.

We read badly because...

- 1 there is too much to read.
- 2 we read anxiously.
- 3 we can't concentrate.

- b What examples of reading online does she mention?

e-mails, weather forecast...

- 3 a Listen to six people giving their personal opinion about the topic. How many of them agree with Louise, and how many disagree?

- b Work in pairs. What do you think? Do you agree or disagree? Why?

FOCUS ON LANGUAGE

- 4 Work in pairs. Match the two parts of the phrases from 3a.

- | | |
|--------------------------|--------------------------|
| 1 I don't agree | a that way, |
| 2 I really see | b about that. |
| 3 I agree | c at all. |
| 4 I don't see it | d Louise's point, but... |
| 5 I couldn't | e to some extent, |
| 6 I'm afraid she's wrong | f agree more. |

- 5 Which phrases mean *agree* and which *disagree*? Which express this strongly and which in a more polite way?

Agree	Disagree
Politely	I don't see it that way
Strongly	

▶ STRESS	00:00
----------	-------

6 Listen again. Underline the main stress.
I don't agree at all.
Listen again and repeat with the correct stress.

- 6 Listen again. Which words are used before the expressions?
You know, I don't agree at all...

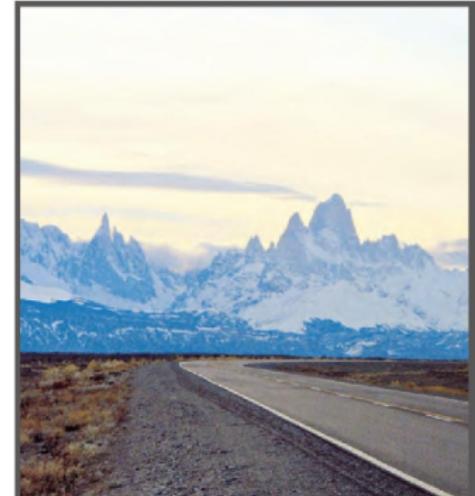
OVER TO YOU

- 7 a Look at the opinions. What is your reaction to them? Do you a) strongly agree? b) agree to a point? c) disagree on the whole? d) strongly disagree?

- 1 Professional athletes are paid too much.
- 2 Our schools don't prepare children for the modern world.
- 3 The Internet is the best invention of the last 100 years.
- 4 Printed books will soon be a thing of the past.

- b Work in pairs. Compare your answers. Explain why you agree or disagree. If you and your partner disagree on any of the points, then try to persuade your partner to change his or her mind.

- 8 Report back to the class on your discussion. Which statement provoked the most disagreement in the class?



TUNE IN

- 1 Look at the photo. What can you see? Who do you think took it? Was it planned or accidental?

- 2 Read a short article from the *Lonely Planet* website called *The story behind the image* and check your answers to 1.

I took the photo at Leeds bus station where I was waiting to start my trip, though I can't remember where I was going now. I saw the couple from the entrance of the bus station. Eventually they kissed... they were obviously saying good-bye. I took just one shot and that was it, I didn't think of it again. I had forgotten all about the photo until one day I was looking at some old files and found it. I printed it in color to start with, but that seemed to lose some of the romance, so I converted it to black and white. I stuck it on the wall of my apartment, and people started telling me what a good shot it was. However, they always asked me the same question: Had I set the whole thing up? My answer was "No, I never do that."

- 3 Work in pairs. Read the article again and answer the questions.

- 1 What did he think of the photo after he took it?
- 2 Why did he change it to black and white?
- 3 What was people's reaction to it?

PREPARE FOR TASK

- 4 a Work in pairs. Look at the photo and complete the text with the correct form of the verbs in the past simple, past continuous or past perfect.

- b Listen and check.

- 5 What similarities can you find between the two descriptions?

two narrow peaks that you can see are called Fitz Roy and Cerro Torre. We ⁽²⁾ _____ (spend) a few weeks hiking around that area and this ⁽³⁾ _____ (be) the end of the last day of our trip. We ⁽⁴⁾ _____ (drive) back on that desolate highway, and the light ⁽⁵⁾ _____ (die) when I ⁽⁶⁾ _____ (catch) a glimpse of the mountain range in the rearview mirror and ⁽⁷⁾ _____ (think), "I just need to take one last photo of that horizon." It ⁽⁸⁾ _____ (turn) out to be the best photo I ⁽⁹⁾ _____ (take) on that whole trip.

TASK

- 6 Think of a photo you have taken while on vacation that has a good story behind it. Write notes about...

- 1 the main actions/events in the story.
- 2 the background events/actions.
- 3 the events that took place at a previous time.
- 4 what happened after you took the photo.

- 7 Write your own story behind the image. Use your notes from 6.

REPORT BACK

- 8 a Read your story out loud to the class.

- b Listen to the stories and decide...
- a if there are any similarities between the photos and/or the stories that students chose.
 - b the most interesting story behind the photo.

3 ART EVERYWHERE



1 Work in small groups. Look at the images. What do they show? What do they have in common? What is the link with the title of the unit?

2 a Complete A in the KEY VOCABULARY PANEL . Discuss the questions.

- Are there any sculptures or other works of art on display in the open air in your area? Where are they?
- Are they permanent fixtures or part of a temporary exhibition?
- Are there any art galleries or museums in your town? What kind of art is on display there?
- Do you often visit art galleries and museums? Why/Why not?

b Listen to five conversations. Answer the questions. 00:00

- 1 Which image of art are they discussing in each conversation?
- 2 Which image don't they discuss?
- 3 Do they like them? Why/Why not?



3 a Complete B in the KEY VOCABULARY PANEL .

b Complete the extracts with adjectives from B.

- 1 It's _____ how he takes these derelict old buildings and turns them into a work of art.
- 2 Yes, but the images are pretty _____ sometimes. I mean, all those rats!
- 3 We were really _____ when we came across this last exhibit.
- 4 It was so _____—all these people taking photos with their phones!
- 5 The kids look really _____, don't they? But actually they're just imitating the statue's pose.
- 6 I tell you, this one was so lifelike that the first time you see it, it's _____.

4 a Listen and check. Which other adjectives could you add to the sentences in 3b?

b Do you agree with the speakers' opinions? Why/Why not?

KEY VOCABULARY

Art

A Works of art

- Match the words in the box to images a-f. There is one extra term.

drawing exhibition graffiti installation mural painting photo sculpture street art statue work of art

B -ed and -ing adjectives

- -ed and -ing adjectives are formed from verbs that describe emotional reactions.
interest interested interesting
- Adjectives that end in -ed describe emotional reactions and responses. They usually follow a linking verb such as *be, seem, look*.
I was interested in the photos.
- Adjectives that end in -ing describe the thing, place or person that provokes the emotion.
The photos were interesting.
- Match the pairs of adjectives 1–8 to the emotions a–h they are associated with. The first has been done for you.

Adjectives	Emotions
1 annoyed/annoying	a sympathy or empathy
2 disturbed/disturbing	b anger
3 bored/boring	c extreme fear
4 surprised/surprising	d impatience or lack of interest
5 amazed/amazing	e reaction to something unusual
6 shocked/shocking	f surprise (something bad)
7 moved/moving	g surprise (something good)
8 terrified/terrifying	h unhappiness and worry

- Can you think of any more adjectives that have both an -ed and an -ing ending?

NOTICE ADJECTIVES

We can combine a noun and an -ing verb to create adjectives.

*thought-provoking
breathtaking
mind-blowing*

Use each adjective to describe one of the works of art.



portrait noun [countable] a painting, drawing or photograph of a person, especially their face. Portraits can take many forms, e.g., **a painting, a photo or a caricature.**

SPEAKING & READING

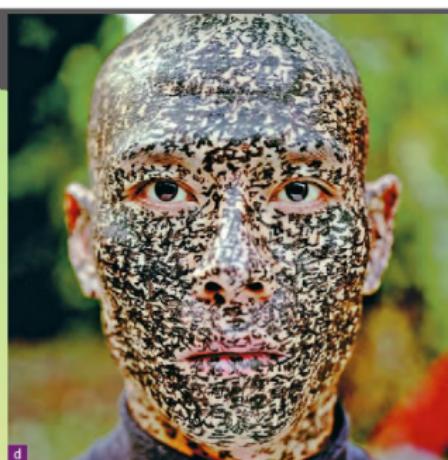
1 a Work in pairs. Look at images a and b and the dictionary definition. Discuss the questions.

- Is there anywhere in your town where people draw or paint on the street? What kind of things do they usually paint or draw?
- Have you ever had a portrait taken or made of you? If so, what kind of portrait was it? Did you like it? Do you still have a copy?

A Portrait Is Worth a Thousand Words

1 The tradition of painting portraits is an old one. And artists have always been interested in self-portraits, but there are two Chinese artists who are doing something very different with this old tradition. Instead of painting pictures of themselves, they pose and their assistants paint on them. If you're confused, then read on...

2 Zhang Huan asked three calligraphers to paint very small Chinese characters all over his face: first a few words; then more and more. The tiny characters slowly filled his whole face until you can't read anything anymore. His whole face is covered in black ink. Art critic Alina Balanescu says, "I find this work extremely interesting. It's called *Family Tree*. Most of the text comes from Chinese folklore. The title isn't very easy to understand, but I think Zhang, who now lives in the U.S., is showing the influence of his [Chinese] roots, he's trying not to forget his family tree. He's doing it in a very **special** way, of course, and the result is totally **fascinating**." The artist has a more negative view: "At the end, I cannot tell who I am. My identity has disappeared."



3 Compare this with the work of Liu Bolin in *Hiding in the City*—a series of photographs taken in urban locations. It's a very **good** title because it's almost impossible to see Liu in his photos. People walking by when the photos are being prepared often have no idea Liu is there until he begins to move. Preparing for these photographs requires a lot of patience. Liu has to stand still for hours while an assistant paints him from head to toe, until he disappears into the background like a human chameleon. It's great fun and makes for an absolutely **fantastic** collection of images. But there is another more serious side to his art. Liu makes himself invisible to highlight the difficulties that many artists have in his country. This is a silent protest that is completely **unique** to him.



GRAMMAR & VOCABULARY: Gradable & absolute adjectives

1 a Work in pairs. Look at the pairs of adjectives and answer the questions.

interesting/fascinating good/fantastic special/unique

1 Find the adjectives in **bold** in the article. What is each adjective describing?

2 Which adjective is stronger in each pair?

3 What word comes directly before each adjective?

b Complete 1–8 in the GRAMMAR PANEL with words from 1a. Are these rules similar in your language?

2 a Look at the adjectives in the box. Make seven more word pairs with similar meanings. Use a dictionary to help you. Which adjectives would you not normally use to describe a work of art?

bad beautiful big delicious difficult exhausted
huge impossible small stunning tasty terrible
tiny tired

b Decide which adjectives you can use with...

- a **very beautiful**, _____, _____, _____, _____
b **absolutely stunning**, _____, _____, _____

3 a Work in pairs. Look at pages 22 and 23. Write a sentence about three of the pieces of art you can see, with the adjectives and modifiers in 1 and 2.

b Work with another pair. Read your sentences out loud. Can your partners guess which piece of art you're describing?

PRONUNCIATION: Word stress for emphasis

1 a Listen and notice the stress on the words in **bold**.

- 1 A Mm, this isn't very nice.
B Not very nice? It's **totally disgusting**!

b Listen and repeat.

2 a Complete the sentences using absolute adjectives.

- 1 A This is very interesting.
B Interesting? It's **absolutely _____**!

- 2 A I'm very tired after that walk.
B Tired? I'm **completely _____**!

- 3 A Hey, this is pretty good, you know.
B Good? It's **really _____**!

b Listen and compare your answers. Were they the same?

3 a Listen again and mark the stress. Practice reading the exchanges in 2a in pairs.

b Write two similar exchanges. Read them in pairs.

GRADABLE & ABSOLUTE ADJECTIVES

A Gradable & absolute adjectives

Some adjectives are **gradable**—we can make them stronger or weaker: it's *fairly nice* (weak), it's *very nice* (strong).

Examples: good, (1) _____ (2) _____

Other adjectives are **absolute**—the quality either exists or it doesn't. They cannot be made stronger or weaker.

Examples: *fascinating*, (3) _____ and (4) _____.

B Modifying gradable & absolute adjectives

To make **gradable** adjectives stronger use **very** or (5) _____: *very small Chinese characters*

To make **gradable** adjectives weaker use **pretty** or **fairly**: *It's fairly difficult*.

To emphasize **absolute** adjectives use (6) _____, **absolutely** or **completely**: *I find this work absolutely fascinating*.

We **cannot** use **absolutely**, **completely** and (7) _____ with **gradable** adjectives. We **cannot** use (8) _____, **very** and **fairly** with **absolute** adjectives.

We can use **really** to add information about both **gradable** and **absolute** adjectives.

It's really nice. It's really stunning.

See page 38 for grammar reference and more practice.

SPEAKING

1 a Work in pairs. Look at the different examples of graffiti on page 41 and discuss the questions.

- Who do you think painted them?
- Why do you think they painted them?
- Which do you think has a personal meaning? Which has a political message? Why?
- Which could be viewed as art and which as an act of vandalism? Why?

b Tell another pair about one of the pieces of graffiti. Can they guess which one it is?

I think this was probably drawn by a very angry person.

c Work in pairs and discuss the questions.

- Is there a lot of graffiti in your neighborhood? If so, where is it? What kind of graffiti is it?
- Do you think graffiti should be legal or illegal in your country?

LISTENING

00:00 | ▶

- 1 a 3.5 Look at the image. What can you see? Where do you think it is? Listen and find out.

b Listen again and answer the questions.

- 1 What is a plinth?
- 2 Why is this plinth empty?
- 3 What competition was established in 2010?
- 4 Who decides the winner?
- 5 How long will the first two statues stand on the plinth?



- 2 a Look at the six short-listed entries a-f and match them to the descriptions.

- 1 A colorful statue of aristocrat and businessman, Sir George White.
- 2 A giant bright blue rooster.
- 3 A huge slice of Battenberg cake (a popular cake in the UK, possibly named after a German prince who married into the Royal family) made of bricks.
- 4 A mountain landscape in the shape of Britain.
- 5 A brass statue of a boy on a rocking horse.
- 6 An enormous organ that can be connected to an ATM.



a



b



c



d



e



f

- 3 a 3.6 Listen to Estefanía, Luke, Camelia and Miguel talking about the short-listed entries and answer the questions.

- 1 Which is each person's favorite?
- 2 Which of the six works don't they talk about?
- 3 Which one do they think will win?

b Listen again. According to the speakers, which entry...

- 1 is easy to relate to?
- 2 is just a crazy idea?
- 3 has a historical significance?
- 4 is similar to another statue nearby?

- 4 a Listen a third time and match the phrases to the four works of art they talk about.

- 1 "It's definitely the funniest and by far the most colorful."
- 2 "It's much more elegant than the bird anyway!"
- 3 "I really think it's the most intelligent one."
- 4 "I think it's a little more appropriate, that's all."
- 5 "I think it's as funny as the cake."
- 6 "It's not as strange as the others."

b Work in small groups. Discuss the questions.

- Do you agree with the speakers? Why/Why not?
- Which piece of art do you think would look best on the plinth? Why?

GRAMMAR

- 1 Look at the descriptions in LISTENING 4a. Which...

- 1 describe a difference?
- 2 describe a similarity?
- 3 say that one thing is better than all the others?

- 2 a Look at the descriptions again. Underline the adjectives. Which are...

- a comparatives (used with *more* or *-ed*)?
- b superlatives (used with *most* or *-est*)?
- c used with *as ... as*?

- b Fill in blanks 1-2 in A in the GRAMMAR PANEL with sentences from LISTENING 4a.

- 3 a Look at the sentences in LISTENING 4a again. Which of the words in the box are used with...

- a a comparative?
- b superlative?
- c *as ... as?*

by far the most colorful...

- b Complete 3-5 in B in the GRAMMAR PANEL .

- 4 Look at the three versions of the *Mona Lisa* and complete the sentences with the correct form of the words in parentheses.

- 1 I really like the third one—the Banksy. It's _____ in my opinion. (*by far/good*).
- 2 Really? No, I prefer the cartoon. I think it's _____ than the Banksy. (*much/as/original*).
- 3 I find it really difficult to choose between them. I think the Banksy is _____ the cartoon. (*as ... as/original*).
- 4 I agree, they're both great, but I still prefer the Kucherenko. It's more colorful, I don't know, and just _____ the other two, I suppose. (*a little/fun*).

NOTICE FUN

We can use *fun* as both a noun and an adjective.

This is great fun. (noun)

It was a fun day out. (adjective)

We say more fun/most fun.

Playing tennis is much more fun than watching it!



- 5 a Look at the three versions of the *Mona Lisa* again. Which do you prefer? Write three sentences using the structures in the GRAMMAR PANEL to explain your answer.

- b Compare your answers with a partner's. Do you agree?

AS ... AS, COMPARATIVES & SUPERLATIVES

A As ... as

We use *as + adjective + as* to show the similarity between two things.

(1) _____

We use *not as + adjective + as* to show the difference.

(2) _____

B Modifying comparatives & superlatives

Comparative adjectives

We use *a lot, much, far* to show a big difference.

(3) _____

We use *a little, a little bit, slightly* to show a small difference.

(4) _____

Superlative adjectives

We use *by far* to emphasize a superlative adjective.

(5) _____

See page 38 for grammar reference and more practice.

SPEAKING

- 1 Work in small groups. Think of a sculpture, a fountain or a monument in your town or city, and answer the questions.

- Where is it?
- What does it look like? Do you like it? Why/Why not?

- 2 a Work in groups. Your local city council wants to place a new sculpture in one of the main squares in your town. Your group is going to put forward a proposal. Think about the questions.

- Where do you think it should be?
- What should the sculpture represent?
- What kind of sculpture do you think would look best?

- b Present your ideas to the class. Vote on the most original idea and the most traditional idea.



Eric Molinsky is a freelance radio reporter with an interesting hobby. He likes sketching people secretly on New York City's subway using his iPhone. Read this interview with him.

1 _____?

"I love the technology side of it; it feels right for my work. I use an iPhone app called Sketchbook. I use my finger to do the drawings; I think they come out really well, better than if I was using a normal sketchbook and pencil. And of course people don't know you're drawing them. It works beautifully."

2 _____?

"Because I don't want them to pose. If somebody realizes I'm drawing them and gets annoyed, then I delete the drawing. I don't want to annoy people. But most people are friendly or they don't notice."

3 _____?

"There isn't very much time. People are coming in and out, and it can get crowded, so I have to draw them really fast. The initial black and white drawing only takes about 30 seconds. Often I finish the details at home. And I add layers of color."

4 _____?

"It's not easy; every day it's like a hunt—a hunt for a great-looking face. Like, you think, 'Wow that guy has a great beard!' Real people are always more interesting than what I would have come up with in my own head."

5 _____?

"I post my drawings to a blog. I have more than 300 sketches on the site, so people can easily go and check if they're there! The faces look so different; they're the faces of New York: babies and the elderly; burkas and sundresses; skaters and executives."

6 _____?

"I'm happiest when I feel like I've captured somebody to the point where you look at the drawing and you think the person is just going to start talking to you."

READING

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

- Where do you think the people are?
- What are they doing and thinking?
- In what way are these sketches different from photos? Do they give us more or less information about the people?

2 a Read the newspaper article about the sketches and answer the questions.

- 1 Who drew them?
- 2 Where were they drawn?
- 3 What's unusual about them?

b Read the article again and match a-f to blanks 1-6 in the article.

- a What do you look for in a face?
- b What does technology add to your work?
- c What are the problems of working on the subway?
- d What do you do with the sketches afterward?
- e What's the best part of your work?
- f Why don't you warn people that you are going to draw them?

3 a Complete the summary of the interview.

Eric Molinsky loves sketching ⁽¹⁾ _____ who are traveling on the ⁽²⁾ _____. He uses his ⁽³⁾ _____ so that no one will notice what he's doing because he doesn't want people to ⁽⁴⁾ _____ and look unnatural. He uploads the sketches to his ⁽⁵⁾ _____. He has more than ⁽⁶⁾ _____ faces on his site. These faces represent for him the many faces of ⁽⁷⁾ _____.

b Work in pairs. Discuss the questions.

- What do you think of Eric Molinsky's hobby?
- Would you be happy for him to sketch you on the subway? Why/Why not?

GRAMMAR

1 a Work in pairs. Look at the extracts from the interview. What do the words in bold refer to?

- 1 ... **it** feels right for my work. *working with an iPhone*
- 2 ... **they** come out really well.
- 3 **It** works beautifully.
- 4 But most people are friendly or **they** don't notice.
- 5 People are coming in and out, and **it** can get crowded.
- 6 I have to draw **them** really fast.
- 7 It's not easy, every day **it**'s like a hunt—a hunt for a great-looking face.
- 8 ... people can easily go and check if **they're** there!

b Read A in the GRAMMAR PANEL . Look at the sentences in 1a again and find all the examples of a) adjectives and b) adverbs of manner.

2 a Look at your answers to 1b and answer the questions.

- 1 Which two adverbs can also be used as adjectives?
- 2 Which adjective can also be used as an adverb?
- 3 Which word ending in -ly is not an adverb?
- 4 What is the adverb form of good?

b Complete 1-5 in B in the GRAMMAR PANEL .

3 Choose the correct option to complete this short description of the Sketchbook app.

4 a Do you have an interesting app on your phone or computer? Write three or four sentences explaining the app. Use as many adjectives and adverbs as you can.

b Compare your answers with a partner's. Have you ever tried your partner's app?

SPEAKING & VOCABULARY: People watching

1 a Listen to Toni talking about the café in the photo. What does she like about it? What does she like doing there?

b Listen again and match the two parts of the sentences.

- 1 I love to sit here drinking coffee and **watching**
- 2 ... a huge variety of people walk down this street, all **going**
- 3 It's so much more interesting than just **staring**
- 4 Sometimes I watch the people at the next table and **tune in**
- 5 I know I shouldn't really **listen in**
- 6 ... but usually they're simply **passing**
- a ... **about their business**.
- b ... **on other people's conversations**...
- c ... **to** their conversations.
- d ... **the time of day**...
- e ... **the world go by**.
- f ... **into space**.

2 a Work in pairs. Look at the phrases in bold in 1b. Can you guess what they mean?

b Check your answers on page 41. Do you have any similar phrases in your language?

ADJECTIVES & ADVERBS

A Adjectives & adverbs of manner

Adjectives add information about people, things or places. They can come...

- before a noun: *He has a great beard.*
- after a linking verb (*be, get, look, feel*): *It sounds strange, but it's true.*

Adverbs of manner add information about how we do something. They usually come after the verb they are describing. *It works beautifully.*

NOTE: We do not use adverbs after linking verbs: *It sounds beautiful.* NOT *It sounds beautifully.*

B -ly adverbs

Many adverbs of manner are formed by adding -ly to an adjective:

beautiful → ⁽¹⁾ _____, *easy* → *easily*,
gentle → *gently*

NOTE: Not all words that end in -ly are adverbs. Some are adjectives: ⁽²⁾ _____, *lovely*, etc.

Some adjectives and adverbs are the same. ⁽³⁾ _____, ⁽⁴⁾ _____, *late*, *early*.
I had a late night. (adjective) *I worked late that night.* (adverb)

NOTE: The adverb form of good is ⁽⁵⁾ _____.

See page 38 for grammar reference and more practice.



3 Work in small groups. Discuss the questions.

- Do you enjoy people watching? Why/Why not?
- Where are the best places to watch the world go by in your town?
- Think of the last time you were in one of those places. Who else was there? What were they doing? Did you see anyone particularly interesting?

3.4 FUNCTIONAL LANGUAGE: ADDING EMPHASIS



TUNE IN

- 1 a** Work in pairs. Look at the building in the photo. Do you like the design? Why/Why not?

- b** Read a short text on page 41 and find out more about the building.

- 2 a** Listen to Frank, Jane, Adrian and Sally talking about the building. How many people are in favor of the project, and how many are against the project?

- b** Listen again. Who says the following? Complete the chart.

	Frank	Jane	Adrian	Sally
The building...				
1 is embarrassing.			✓	
2 ruined a beautiful place.				
3 is modern like its contents.				
4 is a work of art in itself.				
5 is a topic of conversation.				
6 is a technological wonder.				
7 is not functional.				

- 3** Work in pairs. Compare your answers and answer the questions.

- What do you think about the building?
- Do you know of any other controversial modern public buildings? Do you like or dislike them?

FOCUS ON LANGUAGE

- 4** Look at how we make sentences more emphatic by changing the word order. Do you add emphasis in a similar way in your language?

The design is the problem. → The problem is the design. The color is the most important thing. → The most important thing is the color. I really hate the color. → What I hate is the color.

- 5 a** Work in pairs. Match 1–5 to a–e to make phrases.

- | | |
|----------------------------|------------------------------|
| 1 What I like is that it | a about it is that |
| 2 The best thing about it | b is that people are talking |
| 3 The most important thing | c is the location |
| 4 The problem is that | d matches what's inside |
| 5 What I hate about it | e the architect is famous |

- b** Listen and check.

STRESS

3.8 Listen again to the statements in 5a. Underline the main stress.
What I like is that it matches what's inside.
Listen again and repeat with the correct stress.

- 6 a** Make the sentences more emphatic. Begin with the word in parentheses.

- I don't like pop music much. All the tracks sound the same. (What I don't like about pop music is...)
- I love traveling by plane, but I hate the jet lag. (The only problem with traveling...)
- It's a good idea to go shopping with somebody else so you get a second opinion. (The best thing about going shopping...)

- b** Change the sentences so that they are true for you.

OVER TO YOU

- 7** Work in pairs. Look at the list. Write a sentence giving your opinion on five of the topics.

- Sundays
- the English language
- art galleries
- summer vacations
- politicians
- cell phones
- fast food
- professional athletes
- pets
- beaches

The worst thing about Sundays is that they only last 24 hours.

- 8 a** Show your sentences to another pair. Find the topics where there was most disagreement.

- b** Try to convince the others to change their mind. Be emphatic! Report back to the class.

SPEAKING TASK: A CLASS SURVEY

3.5

TUNE IN



PREPARE FOR TASK

- 3 a** Work in pairs. Write the other questions in the survey using the prompts.

- 5 when / usually / take photos?
6 what kind / photos / usually take?
7 what / usually do with / photos?
8 ever alter / photos in any way?

- b** Which question in 3a do options a–d relate to?
a photos of my friends and family
b landscapes
c vacation snapshots
d action photos, sporting events, etc.

- 4** Write four options for each of the other questions in 3a.

- 5** Listen again to the woman asking people if they would be happy to complete her survey. Complete her questions.
- Excuse me, do _____?
 - Excuse me, I wonder _____?
 - Good morning, do _____?
 - OK, thank you. Just _____?

TASK

- 6** Work in pairs. Interview three or four different classmates using the survey questions and options you have practiced.

- 7 a** Read the short report from the survey in 2a. Are the results similar to the results in your surveys?

We were surprised to see that **most of the people we questioned** did not actually own digital cameras, but preferred to use the cameras on their phones.

Two or three people occasionally printed out their photos on photographic paper, but **the majority** prefer to upload them onto a photo-sharing website.

- b** Compare your results and prepare to present them to the class. Use the phrases in bold to help you prepare your report.

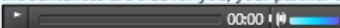
REPORT BACK

- 8** Present your results to the class.

- 9** Compare the results from all the pairs and write a short paragraph about the information you have gathered. Use the text in 7a to help you.

VOCABULARY*Say, tell, talk, speak***1 a** Complete the sentences with *say*, *tell*, *talk* or *speak*.

- 1 I find it difficult to say good-bye.
- 2 I talk to my best friend at least once a day.
- 3 I don't know how to tell jokes.
- 4 I can speak more than two languages.
- 5 I can't speak in public.
- 6 I can tell a good story.
- 7 It's hard for me to say what I feel sometimes.

b Work in pairs. Compare your answers. Which of the sentences are true for you, your partner or both?

00:00

Communicating**2 a** Listen to Gisela talking about different forms of communication in her life. Match forms of communication a-g to people 1-6.

- | | |
|-------------------------|----------------------------------|
| a lectures/presentation | 1 coworkers/ business colleagues |
| b chat | 2 friends |
| c Skype | 3 acquaintances |
| d arguments | 4 family |
| e tweeting | 5 strangers |
| f discussions | 6 boyfriend |
| g e-mail | |

b Work in pairs. Do you share her opinion? What would you change?*Tweeting can be with coworkers as well as with friends...***Senses****3 a** Work in pairs. Answer the questions.

- 1 How many senses do we have?
- 2 How many verbs can you think of that are linked to our senses?
- 3 Write five sentences using some of the words in 2a to describe where you are now and what you can sense.

GRAMMAR**Tense review****1** Complete the sentences about Gisela's life in the correct tense with the best verb from the box.

be able give have speak use

- 1 I spoke to my boss about a work problem last week.
- 2 I 'm giving a talk next week to some new recruits.
- 3 I don't use the phone for personal calls at work; it's not allowed.
- 4 I haven't been able to speak to my mom for ages; it's terrible...
- 5 ... and I don't think I 'll have time this week either.

Question forms**2** Ask questions using the verb in parentheses.

- 1 What did you do (you/do) last night?
- 2 Have you ever traveled (you/travel) to the USA?
- 3 Who are you meeting (you/meet) this evening?
- 4 Who do you prefer (you/prefer) to do after class?
- 5 What happened (you/happen) in class yesterday?

happened to you**3** Work in pairs. Ask and answer the questions.**State & dynamic verbs****4** Work in pairs. Which of the sentences are incorrect? Why are they incorrect?

- 1 I'm seeing the dentist tomorrow. correct
- 2 I'm seeing what you're trying to say. i see
- 3 I'm not seeing anything without my glasses. i can't see
- 4 I'm having lots of friends. i have

FUNCTIONAL LANGUAGE**Breaking the ice****1 a** Write the words in the correct order.

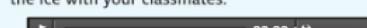
- 1 a you give I Can hand that? with Can i give you a hand with that?
- 2 me, know I'm don't but You Carl You dont know me, but i'm carl
- 3 it going? how's Hi hi, how's it going?
- 4 do How know you John? How do you know John?

b Complete the mini conversations with expressions from 1a.1 A How do you know jhon?

B I met him at a party like this one!

2 A You dont know me but i'm carlos

B Hello, I'm Mary.

2 Listen and check. Then practice breaking the ice with your classmates.

00:00

LOOKING BACK

- Think of three different forms of communication that you take part in every day.
- Think of three phrases you imagine might be useful in a conversation with a new friend or acquaintance.
- Think of five useful phrases you have learned in this unit. Why are they useful?

VOCABULARY**Types of reading material****1** Work in pairs. What type/types of text might you read in each situation?

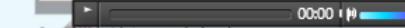
- 1 You need to know the meaning of a word or expression.
- 2 You need information on how a piece of equipment works.
- 3 You want something to read on the beach.

Reading verbs**2** Match the verbs to the prepositions and complete the sentences. In some cases there are two possible answers. verbs: leaf scroll glance look prepositions: up down at through

- 1 _____ with your cursor and click on "open" to download the files.
- 2 I _____ it, but I haven't read it in detail yet, so I'll wait before I sign if that's OK.
- 3 If you don't know, _____ it _____ using this tool.

b What text type do sentences 1-3 refer to?**Books & genres****3** Work in pairs. Think of a movie, book or series for each genre in the box.action/adventure comedy crime/detective
historical horror romantic science fiction war**b** Do you prefer one genre? If so, which one and why?**GRAMMAR****Past perfect & past simple****1** Fill in the blanks in Fabian's story with the best form of the verb in parentheses.

I love romantic stories, and one of the best I know is how my parents (1) (meet). Apparently, they were sitting next to each other on a plane to Sydney. As soon as they (2) (start) talking, my mom knew that she (3) (meet) somebody very special. They (4) (have) lots of things in common. Both of them were going to visit family in Australia and that was exciting because neither of them (5) (be) there before; it was their first time. They (6) (get) divorced recently and both were thinking about starting a new life in a new land. In the end, they (7) (decide) that they (8) (can) do that together. Isn't that incredible, just from one conversation on a plane?



b

R3 Listen and check.**2** Do you know how your parents or your grandparents met? Tell your partner about it.
*My mom met my dad at a party. They were dancing together and...***Used to & would****3** Cross out *would* in the sentences where you cannot use it.

- When I was younger...
 1 I used to / *would* have long hair.
 2 I used to / *would* spend a lot of time playing.
 3 I used to / *would* be very naughty.
 4 I didn't use to / *wouldn't* like studying much.
 5 I used to / *would* go to bed and get up earlier.

b Make the sentences true for you. Compare with your partner's. Report back to the class.
*Both of us used to have long hair...***FUNCTIONAL LANGUAGE****Agreeing and disagreeing****1** Complete the mini conversations with expressions agreeing or disagreeing. Use the expressions in 4 on page 20.1 A I think reading aloud is a great way to learn a language.
B XX _____.2 A Some people can tell entertaining stories and jokes, and others just can't.
B ✓ _____.3 A I love reading a good book.
B ✓✓ _____.b **R4** Listen and check.**2** Work in pairs. Look at the conversations in 1a and give your opinions. Do you agree or disagree with the statements?**LOOKING BACK**

- Which phrases or expressions from this unit do you consider the most useful? Why?
- What do you think you will read in the coming weeks? What will you enjoy the most? Why?
- Which activity do you remember most clearly from the unit? Why?

VOCABULARY**-ed and -ing adjectives**

1 a Choose the correct option to complete the sentences.

- 1 It's *amazing / amazed* how many things today can be called "art." I think it's *awful*.
- 2 He was really *moving / moved* by a work of art.
- 3 A lot of modern art is very *shocking / shocked*. I don't like that because I think they only want to provoke.
- 4 I feel really *annoying / annoyed* when I read about artwork being worth so much money!

b Do you agree/disagree with 1–4? Why? Discuss in pairs.

Gradable & absolute adjectives

2 a Find the pairs of a) gradable and b) absolute adjectives that have a similar meaning.

a	b
interesting	delicious
tasty	huge
difficult	tiny
tired	fascinating
small	stunning
beautiful	terrible
bad	exhausted
big	impossible

b Make sentences with any adjectives of your choice. Share them with your partner.

GRAMMAR**Modifying gradable & absolute adjectives**

1 a Correct the incorrect modifiers.

- 1 A That painting is *extremely stunning*, don't you think?
- 2 B No, it doesn't do anything for me. I think it's *totally difficult* to understand what the artist is trying to say.
- 2 A I'm *very exhausted*, galleries really tire you out!
- B Yeah, I'm *absolutely tired* as well. Let's take a rest.

b Change your sentences in **VOCABULARY 2b** to include modifiers.

As ... as, comparatives & superlatives

2 a Look at the works of art. Choose the best option to complete the sentences.



- 1 A is *much / a little* cheaper than C.
- 2 C is *by far / much* the most expensive.
- 3 B is *not as / as* expensive as D.
- 4 A is *slightly / far* cheaper than B.

b Work in pairs. Make the sentences true for you and your partner. Use *a lot, much, far, a little, a little bit, slightly* when possible.

- 1 My partner is (*tall/short*) than me.
- 2 My English is (*good/bad*) than last year.
- 3 My partner lives (*near/to/far from*) the school than me.
- 4 I find these exercises (*difficult/easy*) than before.

My partner's hair is far shorter than mine...

Adjectives & adverbs

3 a Choose the correct option to complete the questions.

- 1 Do you look *good / well* in black?
- 2 Do you talk *fast / fastly* in English?
- 3 Do you feel *confident / confidently* speaking English?
- 4 Do you drive *careful / carefully*?
- 5 Can you do this exercise *easy / easily*?

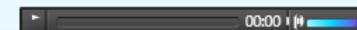
b Work in pairs. Ask and answer questions 1–5.

FUNCTIONAL LANGUAGE**Adding emphasis**

1 Write the words in **bold** in the correct order.

- A **about like that is What** I it it's free.
B Yes, **thing the best that's** about the show for me. The exhibition is a really good value.
A **is only that problem** The I don't like any of the art!

2 Listen and check. Then use the same prompts (or negative versions) to talk about another topic of your choice.

**LOOKING BACK**

- Think of ten useful phrases that you've learned in this unit.
- Think of five different ways that you can talk about things emphatically.
- Think of five things that you have been interested in or amazed by recently.

LISTENING

1 Work in small groups. Look at the people practicing their language skills. What do you think they are doing? Think of at least five more ways of improving your language skills outside class.

2 a Listen to three people talking about the things they do outside the classroom to practice and improve their language skills. Answer the questions.

- 1 Do they mention any of the ideas on your list in 1?
- 2 What languages are Xavier and Sue talking about?
- 3 Are they talking about the past or the present?

b Work in pairs. Compare your answers.

3 a Work in pairs. Choose the correct options.

1 Xavier

I'm really lucky. ⁽¹⁾I have / I'm having a few English-speaking friends. They're exchange students studying at my university. They ⁽²⁾don't speak / aren't speaking much French—one's Dutch, another's Brazilian—⁽³⁾we get together / we're getting together once a week and have a language exchange, a little bit of French, a little bit of Portuguese, not much Dutch! But the main language we use together is English—it's really helping me. I feel so ⁽⁴⁾much / many more confident... it's definitely the ⁽⁵⁾better / best way to learn.

2 Sue

When I ⁽⁶⁾was studying / had studied Spanish in school, I ⁽⁷⁾used to listen / was listening to the radio in Spanish all the time—absolutely anything, the news, the weather, sports, I didn't care. And every now and then they ⁽⁸⁾would show / were showing a movie in Spanish on TV—I ⁽⁹⁾used to like / would like watching them with the subtitles in English over and over again until I ⁽¹⁰⁾understood / was understanding every single word they said.

3 Kat

Music has to be one of the ⁽¹¹⁾more / most important things for me. It is ⁽¹²⁾absolutely / very incredible how easy it is to remember words when you associate them with music. ⁽¹³⁾I spend / I'm spending hours and hours watching videos of my favorite bands and reading their lyrics online. What did people ⁽¹⁴⁾use / use to do before YouTube? It is a ⁽¹⁵⁾totally / very amazing language-learning tool. And it's not just music, of course, there are chatrooms and so much more. ⁽¹⁶⁾I don't think / I'm not thinking you need a language-learning classroom anymore. You can learn it all online!

b Listen again and check.

**SPEAKING**

4 a Work in groups. Look back at your list in 1 and discuss the questions.

- Which are possible where you live and study or work?
- Which do you already do? How often? Which do you find most useful? Why?
- Which would you like to be able to do? Why? Why can't you at the moment?

b Report back to the class. Make a class list of the ways you are going to practice your English outside class over the next month. In one month's time, look back and see if you stuck to your plans.

QUICK CHECK

Complete the checklist below.

Can you...	Yes, I can.	Yes, more or less.	I need to look again.
1 explain what you can see, hear and feel?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 start a conversation with someone you don't know?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 talk about past habits and routines?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 summarize the plot of a book or movie?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 express agreement or disagreement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 express your opinion about a work of art?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 compare the qualities of two or more things?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 add emphasis to help you get your message across?	<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 1–3?
- Do you need to look at any of the sections again?
- Do you need any extra help from your teacher?

UNIT 1 GRAMMAR REFERENCE

1.1 TENSE REVIEW

Present simple or present continuous?

Use the present simple to talk about:

- habits and routines: *I talk to my brother on the phone once a week.*
- things that are generally true: *Animals often use body language to talk to each other.*

Use the present continuous to talk about things that are happening now or around now: *Can you be quiet, please. I'm talking to someone on the phone.*

Past simple or present perfect?

Use the past simple to talk about:

- completed actions in the past: *I read a fascinating article about communication last week.*
- repeated, habitual actions in the past: *I read a lot of books when I was younger.*

Use the present perfect to talk about experiences with no specific time reference: *I've met a lot of interesting people through my work.*

Future: will or going to?

We can use both *will* and *going to* to make predictions: *It's going to be/It'll be a great party!*

We often use *going to* to talk about intentions and plans: *I'm going to study media and communications.*

1.2 QUESTION FORMS

Questions with be

verb + subject: *Were you at the concert?*

Yes/no questions

auxiliary verb + subject + main verb: *Did you see the game?*

Wh- questions

Wh- questions begin with a question word or expression, e.g., *which, what, who, why, how much, how old, how long, what kind, what type, which way, which one, etc.*

There are two types of wh- questions:

Object questions (the wh- question word is the object of the verb)

wh-question word + auxiliary + subject + main verb: *What did you make? Use do/does in the present simple and did in the past simple.*

Subject questions (the wh- question word is the subject of the verb)

wh-question word + verb: *Who made the sign?*

Do NOT use *do/does/did* in the present and past simple:

Who made the sign? NOT Who did-make the sign?

1.3 STATE & DYNAMIC VERBS

State verbs (e.g., *love, know, understand*) describe emotions, beliefs and sensations. They are not usually used in the continuous: *I don't know this. NOT I'm-not-knowing this.*

Dynamic verbs (e.g., *watch, do, run, read*) describe conscious actions. Use continuous verb forms for actions in progress: *I was watching the sunset.*

We often use verbs of the senses (*see, hear, smell, taste, feel*) to describe sensations with *can* or *could*: *I can't smell anything; I have a cold.*

Some verbs can be both state and dynamic, e.g., *have, see, think.*

Their meanings often change:

I can't see without glasses. (see = sense) I'm seeing Jane on Friday. (see = meet)

I don't have any money. (have = possess) We're having a party. (have a party = action)

I think you are right. (think = believe) I'm thinking of you. (think = mental process)

UNIT 2

2.1 PAST SIMPLE & PAST CONTINUOUS

Use the past simple to talk about single events, especially when we are telling a story. Use the past continuous to explain the background to the story and describe a situation or action that was in progress at the time: *We were watching TV when we heard a knock at the door.*

We were watching TV.

We heard a knock at the door.

X

2.2 PAST PERFECT & PAST SIMPLE

Past perfect

Form the past perfect with *had + past participle.*

+	I'd (I had) been there before.
-	I hadn't been there before.
?	Had you been there before?
Y/N	Yes, I had. / No, I hadn't.

Use the past perfect to talk about an event that happened before a point in time in the past or to describe a situation that was in progress up to a point in time in the past:

He had died one week earlier.

Their two families had been at war for years.

Past perfect & past simple

Use the past simple to describe the main events in a story. Use the past perfect to explain that one event happened before another: *His father had only been dead for a few weeks when the prince met his ghost.*

His father died.

The prince met his father's ghost.

X

2.3 USED TO & WOULD

Similarities

We can use both *used to* and *would* to talk about repeated actions and habits in the past:

I used to work in a bar on weekends. I'd work on Saturday evenings and Sunday at lunchtime.

Differences

Used to to talk about feelings, states and actions:

We used to walk to school every morning. (action)

I used to hate getting up in the morning. (feeling)

Use *would* with actions only:

We would always stop at the store to buy some candy. (action)

I used to love that candy store. (feeling) NOT I would love that candy store.

In questions and negative forms there's no *d* at the end of use:

Did you use to play tennis in school?

No, I didn't use to like sports very much.

GRAMMAR REFERENCE

2.1

Complete the story using the past simple or past continuous form of the verbs in the box.

call carry come hear look like move see take walk

We ⁽¹⁾ _____ home one night when we ⁽²⁾ _____ a noise. It ⁽³⁾ _____ from a garden at the end of our street. There was a light flashing in one of the windows of the house. It ⁽⁴⁾ _____ a flashlight. The light ⁽⁵⁾ _____ from window to window. Suddenly we ⁽⁶⁾ _____ two dark figures standing at the front door. They ⁽⁷⁾ _____ a flatscreen TV out of the house! I ⁽⁸⁾ _____ out my cell phone and ⁽⁹⁾ _____ the police.

2.2

Complete the sentences with the verbs in parentheses in the correct form. Use one in the past simple and one in the past perfect.

- 1 I _____ (just/finish) work when my cell phone _____ (ring).
- 2 My boyfriend _____ (forget) his keys, and he _____ (need) to get into his apartment.
- 3 Luckily he _____ (give) me a spare set of keys a few days before, and I _____ (have) them in my bag.
- 4 When I _____ (get) to his apartment, I had such a surprise. He _____ (organize) a surprise birthday party for me!

2.3

Complete the conversation with the correct form of *used to*.

A When you were a kid, ⁽¹⁾ _____ you ⁽²⁾ _____ watch TV much?

B No, I ⁽³⁾ _____. My parents ⁽⁴⁾ _____ let us watch during the week—only two hours a day on the weekend.

A Really? That's pretty strict!

B I know. All my friends ⁽⁵⁾ _____ talk about all these great shows that I never saw!

b Look at the verbs in bold. Find four examples where *would* cannot be used. Replace *would* with the past simple.

When I was young, we ⁽¹⁾ **d** get up at six o'clock every morning to get ready for school. We ⁽²⁾ **d** catch a bus at the corner at 7:15. Sometimes we ⁽³⁾ **d** have to wait for ages when the weather ⁽⁴⁾ **would be** bad. I remember one winter in particular when it ⁽⁵⁾ **would snow** a lot. Some days the bus just ⁽⁶⁾ **wouldn't arrive** at all, and we could stay home. The trip to school ⁽⁷⁾ **would always be** long and slow. Sometimes we ⁽⁸⁾ **wouldn't** get to the school gates until 8:30—just in time for the first class.

UNIT 3 GRAMMAR REFERENCE

3.1 GRADABLE & ABSOLUTE ADJECTIVES

Gradable adjectives (e.g., <i>tired, good, special</i>)	can be made weaker or stronger: <i>it's fairly nice, it's very nice</i>	to make weaker: <i>pretty, fairly nice, it's very nice</i> to make stronger: <i>very, extremely</i>
Absolute adjectives (e.g., <i>exhausted, fantastic, unique</i>)	cannot be made weaker or stronger	to add emphasis: <i>totally, absolutely, completely</i>

3.2 AS ... AS, COMPARATIVES & SUPERLATIVES

	comparative	superlative
Long adjectives (two or more syllables)	more + adjective	most + adjective
Short adjectives (one syllable or two syllables ending in -e or -y)	adjective + -er	adjective + -est

When a one-syllable adjective ends in consonant-vowel-consonant, double the final consonant: *big* → *bigger* → *biggest*.

As ... as

Use *as + adjective + as* to show the similarity between two things. Use *not as + adjective + as* to show the difference: *The horse is as tall as the boy.* (= they are the same) *The horse is not as interesting as the boy.* (= they are different)

Modifying comparatives & superlatives

Comparative	Superlative	As ... as
big difference: <i>a lot, much, far</i> small difference: <i>a little, a little bit, slightly</i>	<i>by far</i>	<i>just</i>

*It's much bigger than I expected.
It's by far the biggest.
It's just as big as the others.*

3.3 ADJECTIVES & ADVERBS

Adjectives & adverbs of manner

Adjectives (<i>big, happy, good</i>)	Adverbs of manner (<i>quickly, slowly, well</i>)
add information about people, things or places	add information about how we do something
position: before a noun: <i>She has a pretty smile.</i> after a linking verb: <i>She looks happy.</i>	position: after the verb: <i>She sings wonderfully.</i> NOT after linking verbs: <i>Her voice sounds wonderful.</i> NOT <i>Her voice sounds wonderfully.</i>

-ly adverbs

Many adverbs of manner are formed using an adjective + *-ly*: *careful – carefully*

But not all words that end in *-ly* are adverbs, e.g., *friendly, lovely, brotherly*. These are adjectives.

Some adjectives and adverbs have the same form: *fast, right, late, early*.

He has a fast car. (adjective) *He drives too fast.* (adverb)

The adverbial form of *good* is *well*.



3.1

- a** Look at the image and choose the correct modifier to complete the sentences.
- 1 It's *very / absolutely* simple in one way.
 - 2 But in another it's *fairly / totally* complex.
 - 3 The use of the colors and space is *very / completely* unique.
 - 4 It's *very / totally* fascinating—I could look at it for hours.
 - 5 It's *very / completely* difficult to understand what it's showing.
 - 6 I love its simplicity—I find Miró's paintings *really / absolutely* thought-provoking.

- b** Do you agree? Write two sentences giving your opinion. Use adjectives and modifiers.

3.2

- a** Complete the text with the words in the box.

by far just much not slightly

I work in a modern office building. It has 12 floors and it's ⁽¹⁾ _____ the tallest office building in the neighborhood. It's ⁽²⁾ _____ taller than any other one in town, except for the Telecom tower, which is ⁽³⁾ _____ taller. It's ⁽⁴⁾ _____ as ugly as some of the other buildings, but it's ⁽⁵⁾ _____ as faceless and boring as any other modern office building in our town.

- b** Write a short description of the building you live, work or study in. Compare it to the other buildings in your neighborhood or town.

3.3

- a** Add *-ly* to eight words in the text.

Last Sunday I was sitting quiet in the park. It was a love afternoon, and I was reading my book and watching the world go by. There was a couple sitting on the next bench. They were staring romantic into each other's eyes and then sudden they started arguing. It didn't sound like a friend argument! At first I tried not to listen, but they were arguing very loud. I didn't know what to do! I got up slow and moved toward them. They stopped shouting and looked embarrassed. "Sorry!" they said and got up and walked away quick without looking back.

- b** Look again at the words you added *-ly* to. Are they adjectives or adverbs?

- c** Write a short text about something you did over the weekend. Use at least five words ending in *-ly*.

WRITING BANK

1 A PROMOTIONAL POSTER

- 1** Work in pairs. Look at the images that show two different kinds of clubs.

- 1 Do either of them appeal to you? Why?
- 2 What do you think people do when they meet in these clubs?
- 3 What could be the benefits of being a member?



- a** Don't get enough exercise? Need to get out of the office and breathe fresh air? Want to make new friends of all ages? Come and join us at the **New England Hiking Club!**

- b** At the **New England Hiking Club**, we organize hiking tours throughout the region. In spring and summer, we organize trips along the Appalachian Trail, from Maine to Connecticut. In the fall, we take you to the forests of New England to see the spectacular colors as the trees shed their leaves.

- c** Whatever your level of fitness, our team of experts will help you choose the tour that best suits you. And if you are already a committed hiker, we'll introduce you to new challenges.

- d** There are one-day to ten-day packages available with accommodations in lodges throughout the region. A year's membership is only \$150, and packages start from as little as \$400. There are special packages for families and discounts for students. We're sure you'll find a vacation to suit you!

- e** Get in touch! Get into shape! And enjoy the beauty of your region as you've never seen it before. At the **New England Hiking Club**, we're waiting to hear from you.

Special deal: Already a New England hiker? Introduce a new member and get a discount on your annual fee for you and your guest!

- 7 a** Work in pairs. Decide on an appropriate club that promotes an activity that you could do where you live.

- b** Write a poster promoting the club. Use the poster in **2** as a model. Consider...

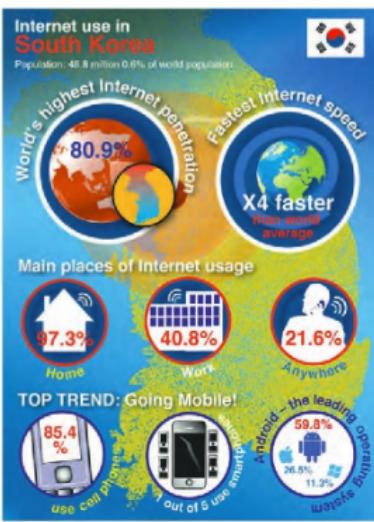
- the questions you are going to ask potential club members to attract their attention
- the basic information that people will need
- any particular promises or invitations you would like to make
- a catchy slogan to get people interested

- 8** Read another group's poster. Did the club sound attractive? Would you join it? Why/Why not?

TIP

Remember to make joining the club as attractive as possible. Don't forget to attract the reader's attention with questions and invitations.

2 SUMMARIZING THE FINDINGS OF A SURVEY



1 a Look at the infographic. What does it show? What differences do you think there would be in the information for your country?

b Compare your answers with a partner and complete the summary.

Recent statistics show that South Korea has the world's ⁽¹⁾ _____ level of Internet penetration. More than ⁽²⁾ _____ % of the population have access to the Internet. And South Korea also has the ⁽³⁾ _____ Internet speed in the world. **Almost all** Internet users have access to the Internet at ⁽⁴⁾ _____. **Just under half** have access to the Internet at ⁽⁵⁾ _____ and **more than a fifth** of the Internet users can access the Internet ⁽⁶⁾ _____ via their cell phones and devices. The use of cell phones is growing, and around ⁽⁷⁾ _____ % of cell phone users have smartphones. It is expected that this figure will rise dramatically over the next few years. South Koreans spend an average of 11 hours a week online. **Most people** use the Internet for news and information, with games and entertainment coming a close second.

- 2 a Look at the phrases in **bold** in the summary in 1b. Match them to the percentages.

- 1 around 40–45% 3 20% or higher
2 more than 90% 4 more than 50%

- b Look at the information. Write four sentences using the same phrases to explain the statistics.

Regular Internet use by age

6–29	95%
30–40	86%
41–49	44%
50+	27%

Almost all 6–29-year-olds use the Internet regularly.

- 3 Look at the questionnaire. Which questions are not covered in the summary in 1b? What do you think the answers might be? Discuss your ideas with a partner.

Q1 Can you access the Internet...

- a) at home? b) at work? c) on your phone?

Q2 What do you use the Internet for most? (mark two answers)

- shopping
- news and information
- social networking and instant messaging
- entertainment (music, video clips, games, etc.)
- studies
- work

Q3 How many hours (approx.) a week do you spend on the Internet?

Q4 What time of day do you usually access the Internet?

- all times
- mainly during the day
- mainly during the evening/night
- varies

Q5 Do you think you will use the Internet more or less in the future?
Why?

- 4 a Work in small groups. Answer the questions in the questionnaire. Write down all the answers in your group.

- b Work in new groups. Share your previous group's answers from 4a. Bring all the information together and figure out the statistics for the entire class.

- 5 a Write a summary of the results of the questionnaire.

Most of the class can access the Internet at home, and more than a third of the class can access the Internet on their phone.

- b Compare your summary with the rest of the class. Are your answers all the same? Are there any surprises in the results?

TIP

It's a good idea to summarize numerical statistics using these and other similar phrases, as it makes the information more accessible and easier to understand for most people.

COMMUNICATION BANK

1.1 Pronunciation, page 5, Exercise 2b

When we form the third person present simple of a verb that ends in -s, -sh, -ch, -tch or -x, we add -es. It is pronounced as an extra syllable. When we add -ed to a verb that ends in -d or -t, the -ed ending is pronounced as an extra syllable.

1.5 Speaking Task, page 11, Exercise 6b

Strategy 1

Organize large events where authors give lectures.

Strategy 2

Launch the book online through social networking sites, invite guests to publisher's head office for big launch party with drinks and music.

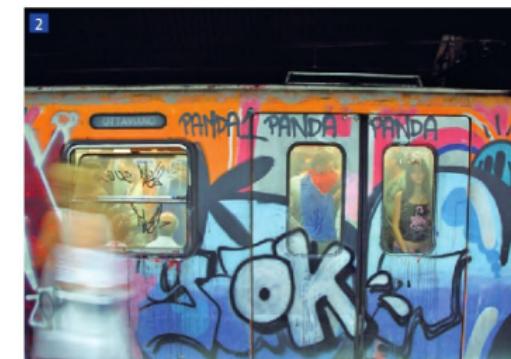
Strategy 3

Visit schools/colleges explaining to teachers the book's approach.

Strategy 4

Send out free copies of the book to important clients.

3.1 Speaking, page 25, Exercise 1a



3.3 Speaking & Vocabulary, page 29, Exercise 2b

- go **about** your business—be busy doing the things you need to do in day-to-day life
- listen **in** on conversations—listen to the conversations of other people when you are not actually part of them
- tune **in** to—focus your attention on something
- pass **the time of day**—not do anything in particular, just fill time
- watch **the world go by**—sit still and watch what the people around you are doing
- stare **into** space—not look at or think about anything in particular

3.4 Tune In, page 30, Exercise 1b

The Experience Music Project and Science Fiction Museum, Seattle

You either love it or hate it. That's the verdict on the Experience Music Project and Science Fiction Museum in Seattle, finished in 1999 and designed by architect Frank Gehry. The building itself is a work of art and the city's best-known icon, but nobody can agree about this strange building and its controversial design.

1.1, p. 2, Ex 2

1 Ah, yes, this is a Kabuki dancer, isn't it? And each dance tells a story, with the costume and the makeup and the movements all communicating something different—the only problem is... you have to know the language of Kabuki dance to understand what he's saying!

2 She's obviously angry about something and she has decided to protest about it. She's using a poster to communicate her message... and the strength of the crowd as well. That makes the message much louder and more powerful.

3 This gesture says a thousand words, doesn't it? So gentle, so tender, it's communicating love and protection. It's amazing how a hand gesture can say so much!

4 I love this photo, the way the two people are looking at each other, the way they seem to be so deep in conversation. They're not just talking with words. The expressions on their faces and the gestures they're making with their hands are all part of the conversation.

5 Mm. There are two things going on in this photo. I mean first of all, there's the keyboard, and that's so much a part of modern communication, isn't it? You know, people staying in touch by e-mail, instant messaging services or on social networks, but it's also the hands. Look at the henna on her hands; that tells a story, too. It communicates a lot about the person who's typing, don't you think?

6 OK, this one is obviously showing sign language. I wonder if they are listening to music and are having trouble hearing each other, or maybe they don't speak the same language.

1.3, p. 5, Ex 3a

Today I've texted friends, tweeted with coworkers, I've e-mailed work contacts, I've Skyped with my girlfriend, I've spoken on the phone to a few people, I've chatted with people on the street. In fact, I've discussed all kinds of things and I've watched lots of people talk on their phones, and I'm sure I've used my body to say things. But I'm not sure if any of us have communicated with each other very much!

2.2, p. 14, Ex 2

Beloved by Toni Morrison. This looks like a romantic novel, I mean, the title suggests

that, but actually it's about the slave trade in the United States. It follows the life of a mother and daughter as they try to rebuild their lives after escaping from slavery. It's set in the United States at the end of the nineteenth century. So, I think *historical* novel is the best description for it.

Norwegian Wood by Haruki Murakami. This is like a love story and a drama and a humorous novel all in one. The narrator looks back on his life in the 1960s as a student in Tokyo, so it's very nostalgic. It talks about the love affairs he had when he was younger. It's funny at times, but it has its tragic side as well. But if I had to choose, I think love story is the best description.

The Road by Cormac McCarthy. This is a story about the end of the world. We follow the story of a father and son as they walk across America. The country has been virtually destroyed and only a few people have survived. Some people might think this is like science fiction or fantasy, but I think it's very real, which is what makes it so frightening. It's hard to classify but I suppose it's an action/adventure story, but a very tragic one.

The No. 1 Ladies' Detective Agency by Alexander McCall Smith. This story is set in Botswana, Africa. As the name suggests, it's a detective novel, but with a difference. It tells the story of Precious Ramotswe and her decision to become the first female private detective in Botswana. The crimes are ordinary crimes and the problems are the everyday problems of the people of Botswana. There are touches of comedy, but also of tragedy, and above all there's the taste of Africa, with all its color, sights and sounds.

3.1, p. 22, Ex 2b

1

A: I love this mural. It's amazing how he uses these derelict old buildings and turns them into a work of art. I was amazed when I first saw it, really amazed!

B: Yes, I know what you mean. But the images are pretty disturbing sometimes. I mean, all those rats!

A: Yeah, I guess his murals of rabbits are less shocking.

2

A: Hey, this is a great photo. What is it? B: It's an installation in an open-air sculpture park not far from where we live. It was a very hot day, and

we were really surprised and so pleased when we came across this last installation. We had no idea it was there. There was a tunnel into the hillside, and then we came out into this, like, underground room. And there was this pool, and in the middle a strange tower. It was so cool and fresh. Just what we needed!

3

A: So, did you get to see the *Mona Lisa*? B: Yes, eventually, but we had to stand in line for hours, and then when we finally did get to see the painting, it was so disappointing. It's so small! And the room was so full of people, you couldn't see a thing! It was so annoying—all these people taking photos with their phones!

4

A: Is that Rodin? *The Thinker*? Where is it? B: There was an exhibition downtown with six or seven Rodin sculptures. And this one, of course. The kids look really bored, don't they? But actually they're just imitating the statue's pose.

5

A: Have you ever seen any of these 3D street drawings? People draw them on the sidewalk or pavement with chalk, but they're in 3D, and some of them look like there's a hole or something. Look, I have a photo of one on my phone. I tell you, this one is so lifelike that the first time you see it, it's terrifying.

3.7, p. 29, Ex 1a

This is one of my favorite places in town. I love to sit here drinking coffee and watching the world go by. It's a large town and a huge variety of people walk down this street, young and old, tourists and locals, all kinds of cultures and backgrounds, all going about their business.

I love watching them and imagining where they're going, what they're like, what they're thinking. It's so much more interesting than just staring into space. Sometimes I watch the people at the next table and tune in to their conversations. Is that bad? I know I shouldn't really listen in on other people's conversations, and if they're too personal, then I turn away, but usually they're simply passing the time of day or talking about work. It's surprising how many people come here to have business meetings over a cup of coffee!

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: READING

The Vowels of North American English and Their Phonemic Symbols			
Phonemic symbol	Examples	Phonemic symbol	Examples
/ɪ/	beat, see, machine	/u/	boot, blue, shoe
/ʌ/	bit, him	/ʊ/	book, full
/eɪ/	bait, made, they	/əʊ/	boat, home, blow.
/ɛ/	bet, leg, head	/ɔ/	bought, saw
/æ/	bat, has, apple	/ɑ/	box, car, father
/ʌ/	but, mother	/aɪ/	bite, sight
/əʊ/	sofa, until, combine	/aw/	about, cow
		/oɪ/	boy, noise

The Consonants of North American English and Their Phonemic Symbols					
Phonemic symbol	Examples	Phonemic symbol	Examples	Phonemic symbol	Examples
/b/	boy, cab	/d/	zoo, buzz, goes	/v/	long, full
/p/	pie, lip	/t/	see, city, bus, thinks	/f/	run, car
/d/	dog, bed	/s/	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) <i>(Most speakers of both American and British do not use /hw/ as a separate phoneme. They use /w/ instead)</i>
/k/	cat, kit, back	/tʃ/	joy, giant, budge		
/v/	view, love	/θ/	cheek, watch, cello		
/f/	fill, phone, life	/m/	me, seem		
/ð/	the, bathe	/n/	no, sun		
/θ/	thin, bath	/ŋ/	sing, singer, think		

Questions 1-2 refer to section A

- What word can replace **throughout** in the advertisement?
 - until
 - after
 - during
 - about
- What is the main purpose of the advertisement?
 - To promote a discounted meal
 - To promote both restaurant locations
 - To sell drinks
 - To celebrate a new product

Questions 3-6 refer to section B

- What is the main purpose of the website?
 - To give publish trustworthy reviews of restaurants
 - To publish only the best reviews about the restaurant
 - To make people want to buy their product
 - To create a competitive atmosphere
- What can be inferred from all of the reviews?
 - It is an expensive restaurant.
 - There is room for improvement.
 - The physical layout is pleasant.
 - The service is horrible.
- In paragraph 2, which word can replace **prestige**?
 - Wealth
 - Bad reputation
 - Fortune
 - Good reputation
- What is implied by the waiter's response to the customer in the second review?
 - He was trying to push an expensive meal.
 - He was aware of the customer's needs.
 - He wanted a large tip.
 - He was tired.

Questions 7-11 refer to section C

- In the first paragraph the author uses the word **ambience** to refer to what?
 - The food
 - The service
 - The distance from work
 - The environment
- Why does the author attach a photo to the email?
 - To show she likes food
 - To give proof that the restaurant has good food
 - To get a discount from the general manager
 - To make Anne happy
- What does the second paragraph explain?
 - No more than 25 persons can eat at the restaurant if they want to receive a discount.
 - An average meal is \$30.
 - A discount will be counted towards the total of the event and the company will stay within budget.
 - A discount will be counted toward the total of the event and the company will not stay within budget.

- What does the word **it** refer to in paragraph 2?
 - a meal
 - the budget
 - the Christmas dinner
 - a discount

- In the last sentence, which phrase is closest in meaning to **give it the green light**?
 - Agree to the reservation
 - Stop the reservation
 - Make a signal
 - Say yes to everything

Question 12 refers to sections A, B, and C on next page.

- What can be inferred about the Hibiscus restaurant?
 - It needs to improve its service.
 - One location is more popular than the other.
 - It offers a variety of meal options.
 - Discounts are commonly offered.

A

Hibiscus

Fall Season Special
Tuesday through Friday one per customer no take-away.
2x1 drink specials throughout October

Skirt Steak
\$35

Enjoy the view of the famous tree at our Cherryville location.

For reservations call: 1(234) 555-7995

Cherryville location: Martin Location:
43 Langford Road 5469 Market Street

B

Ratingsandrestaurants.site.com
Find everything you want to know before dining out from an honest website featuring real people
Search: Hibiscus Restaurant

Jamie ★★
What terrible service! It was expensive, slow and one of the dishes was inedible. Outside the restaurant while waiting for our taxi we could see all the contents of the garbage bin and smell it too. All of these details do not correspond to the pomp and circumstance everyone has created regarding this restaurant. Hopefully, the service is better at their other location.

Phillip ★★★★★
We had dinner here after a 12-hour flight. We were going to try the 16-dish option but the waiter suggested we eat something that would not take as long to eat, due to our exhaustion from the flight. The experience was impressive. Each dish was better than the one that preceded it. There were distinct flavors and typical dishes from all over the country. Honestly, it was an incomparable experience. Sometimes it really pays to go to a restaurant of such prestige.

Jenny ★★★
My two sons and I spent my husband's birthday at the Cherryville location. The service was adequate. Everyone was friendly and attentive. I have been to both of the Hibiscus restaurants and this one was beautiful. Not only is the house gorgeous, the tree decorated inside supplied a wonderful artistic touch. However, the food was not the best. It was decent but it should have been delicious. I was left with the sensation that something was lacking. They need to lower their prices or improve the quality of the food for me to give the restaurant more stars.

C

Inbox

From: PJohnston@wworkingspace.com
To: AGreen@wworkingspace.org

I am following up on your request for restaurants where we might be able to realize our annual Christmas dinner. I have found a few options but, by far, the best recommendation I have is Hibiscus. We are closer to the Marlin location but what Cherryville lacks in distance, it makes up for it with its ambience. There is even a special room with a beautiful view of their tree just for private events like ours.

I have contacted Hibiscus' general manager at the Cherryville location and he was very generous, offering us a 20% discount if we have a group of 25 persons or more. Each plate and drink averages \$50. That being said, I have checked the budget and we will be able to stay within it should we have up to 30 confirmations even without the discount.

We must confirm within the next week as it is getting close to the holiday season. Reservations fill up quickly at Hibiscus and I do not want us to miss the opportunity. Please take a look at their website when you get a chance. The photos are incredible. I have attached one below.

If you have any questions or concerns, please let me know. As I mentioned earlier, I have a few other options but I wanted to send you information about Hibiscus first since it comes so highly recommended. I would be happy to make the reservation as soon as you give it the green light.

Sincerely,
Pamela Johnston

Reply Forward Delete Archive Download Attachment



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.

Real-life, relevant, international contexts combine with striking images to engage students, while the carefully graded activities give them the opportunities and support they need to express themselves with confidence.

- Thought-provoking images and texts work together in every lesson to introduce the topics and stimulate discussion
- A systematic vocabulary building strand encourages students to use new words and phrases in real-life contexts
- Grammar sections focus on authentic, useful language and high-frequency expressions, and are topic and context driven
- The Functional Language pages allow students to practice the target language in everyday situations
- The final Writing or Speaking Task in each unit requires students to apply the language they have learned in a practical, fun context