

ICPNA

INSTITUTO CULTURAL PERUANO NORTEAMERICANO

AMERICAN

BIG PICTURE

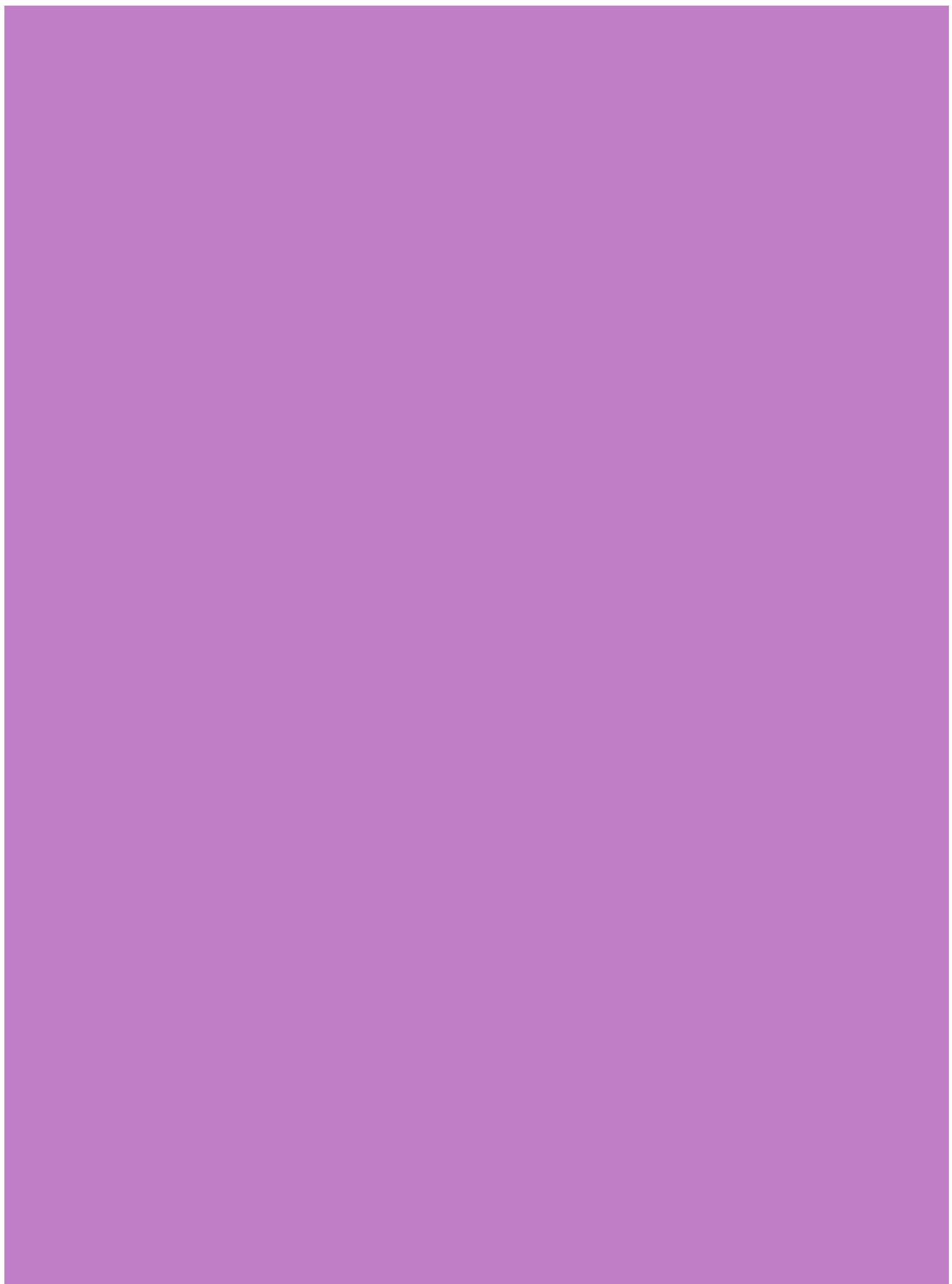


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 Richmond

INTERMEDIATE 9





WELCOME UNIT INTERMEDIATE 9

Learning strategies for moving from B2 to C1 : Writing

Practice makes perfect! While writing in class often focuses on accuracy, in our free time we want to also enjoy writing so it's all about sharing ideas.

Remember your **target audience** when writing and make it as interesting as possible. The **register** you choose depends on the type of text you plan to write and who you are writing for. Is the register formal or informal? Make sure that register is consistent throughout the text.

Keep your **daily journal**, focus on thinking in English and see how your writing improves with time.

Create your own blog or a shared one with a group of friends with stories and experiences.

When writing any text, it is useful to have a **checklist** to refer to so you can improve your written English.

To check writing assignments and improve them, download **Grammarly** which not only corrects spelling and punctuation but also gives advice to improve your writing.

Essay plans

1. Work in pairs. Choose a type of essay and define it to your partner

biography	description	dialogue	for and against	formal letter
informal letter	narrative	opinion	summary	

2. What types of essays are the titles from?

1. The advantages and disadvantages of going on holiday with parents
2. Great leaders. Write about someone who made the world a better place
3. Wrongly accused! Write a story about what happened.
4. Everyone should do sport regularly, specially teenagers. Discuss.

3. Match the titles in exercise 2 with the essay plans.

a

General
Born in 1929 - became the most famous civil rights Campaigner in the USA

Early life
Educated at a segregated school in Georgia - Morehouse College, Alabama: Crozer Theological Seminary, Pennsylvania: Boston University - PhD in 1955

Family
Married Coretta Scott - two sons and two daughters

Career
1953 first job - pastor in Alabama
1957 elected president of Southern Christian Leadership Conference: the civil rights organization
Traveled extensively (6 million miles) on civil rights campaigns - Speaking more than 2,500 times - arrested on over 20 occasions
Awarded the Nobel Peace Prize in 1964 - the youngest man to receive the prize

Later years
1968 in Memphis, Tennessee - assassinated on balcony

b

1 Setting the scene
Two friends - Kylie and Gemma - looking round accessory shop on Saturday - having fun

2 Developing the story
Kylie puts her bag on counter - both try on some rings, but they don't buy anything - leave the shop - security guard stops them and accuses Kylie of stealing jewelry - searches bag and finds necklace

3 An interesting ending
Go back into shop - Kylie says she's innocent - watch security camera video - child puts necklace in bag while Kylie trying on rings - shop apologizes



4. Work in pairs. Write essay plans for these titles.

1. Under – 18s should be allowed to vote. Discuss.
2. What are the advantages and disadvantages of studying in a foreign country for a year?
3. A complete surprise! Write a story about something unexpected that happened to you.

5. Match the linkers in the box with the essays.

As soon as	Firstly	In conclusion	In my view	On the one hand
On the other hand	One Saturday	Secondly	Shortly afterwards	

6. Choose one of our essay plans and write a first draft of the essay.

1. an opinion essay
2. a for and against essay
3. a narrative

GRAMMAR

VOCABULARY

READING & LISTENING

PRONUNCIATION

1 SOCIAL NETWORKS

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- Auxiliary Verbs
- Past Participles
- Reflexive Pronouns

- Relationships
- Phrasal verbs

- R** Broad Banned!
L A podcast about profile pictures
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- The Present
- *Used to do/Used to doing*

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1 SOCIAL NETWORKS



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

- 1 What situations do the images show?
- 2 What do they have in common?
- 3 Who do you spend most of your time with: friends, family or people at work?

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

2 Listen to six people talking about the images. Match speakers 1–6 to images a–f.

3 Work in pairs. Complete B in the **KEY VOCABULARY PANEL**.

4 a Use the phrasal verbs in B to complete the sentences.

- 1 We always _____ at the station whenever we go out.
- 2 The only time I see my other friends is when I _____ them at the supermarket.
- 3 You don't have to come every week, you can just _____ whenever you like.
- 4 I think he'd like to _____ me _____, but he's kind of shy!
- 5 When I _____ with my last boyfriend, I thought I'd never meet another nice guy.
- 6 I _____ really well with all the guys on the team.

b Listen to 1.1 again and check.



5 Work in pairs. Discuss the questions.

- Where do you usually meet up with your friends? Why?
- Do you have any friends who always show up late? Does this annoy you? Why/Why not?
- When did you last run into someone you know? Were you glad to see him/her?
- Do you know anyone who has broken up recently? What are the most common reasons for people breaking up?
- Who do you get along with best: friends or family members? Why?

KEY VOCABULARY

Relationships

A People you know

- Describe the difference between the words in each pair. Use a dictionary to help you.

- 1 boss / manager
- 2 parents / parents-in-law
- 3 acquaintance / stranger
- 4 passenger / passerby
- 5 coworker or colleague / teammate
- 6 couple / partner
- 7 close friend / best friend
- 8 roommate / classmate

- Answer the questions about pairs of words 1–8.

- 1 Which ones can you match to the people in the images?
- 2 Do any of the words apply to you?
- 3 Which words relate to...
 - a people who are close / not close to you?
 - b people you live with / see when you go out?
 - c people you work or study with / spend your free time with?

NOTICE EX-

We often put *ex-* before relationship nouns when we no longer have that relationship with the person:

*ex-boyfriend/girlfriend, ex-colleague,
ex-boss, ex-roommate, ex-father-in-law*

B Phrasal verbs

- Match the phrasal verbs in the box to definitions 1–6. Use a dictionary to help you.

ask out	get along (with)	meet up (with)
run into	break up (with)	show up

- 1 invite someone to go somewhere, etc., because you want to start a relationship with them
- 2 separate (from someone), end a relationship
- 3 meet by accident
- 4 have a friendly relationship (with someone)
- 5 arrive, appear
- 6 get together to go somewhere else



a



c



b

SPEAKING

- 1 a Work in pairs and look at the images. They are all profile photos on social networking sites. What do you think they say about the person who posted them?
 - b Do you have a personal profile photo? If so, what does it say about you? If not, what photo would you use? Why?
- 2 Look at photo b. Answer the questions.
 - Do you think it's a good profile photo? Why/Why not?
 - Where do you think it was taken?
 - Why do you think she chose it?

LISTENING

- 1 a 1.2 Suzanne has a web page with a weekly podcast. Listen to the introduction and check your ideas in SPEAKING 2.
- b 1.3 Listen to the rest of Suzanne's podcast. Number photos a, c and d in the order in which she talks about them.
- 2 a Work in pairs. Can you remember the answers to the questions?
 - 1 Why didn't Jacques post a photo of himself?
 - 2 What did he do at the Eiffel Tower?
 - 3 Where were Dave and Suzanne when the photo was taken?
 - 4 What happened to the man in the blue T-shirt that day?
 - 5 Who took the photo of Gina?
 - 6 Who can look at Gina's photos online?
- b Listen again and check.

GRAMMAR

- 1 a Complete the extracts from the audio with the correct form of *be*, *have* or *do*. Leave one blank empty.
- 1 s This is an interesting photo—it's your profile photo, _____ it? But why _____ you use one of yourself?
j Well, I _____ think about it, but I felt a little shy, especially because I _____ changed a lot since college.
- 2 s I _____ seen this photo before.
d You _____ seen it—you're in it! That's you in the middle! _____ you remember?
s Oh yeah, I _____ !
- 3 d He climbed a tree on a dare and fell out on the way down.
s Oh, yes! He _____ hurt himself though, _____ he?
- 4 s Well, everyone _____ look like they _____ having fun. So... who _____ took the photo?
g My sister-in-law _____ .

- b** 1.4 Listen and check your answers.



d

- 2** Read the GRAMMAR PANEL . Complete 1–5 with examples from 1a.
- 3** **a** Complete the questions with an auxiliary verb in the correct place. Which two questions do not need an auxiliary?
- 1 Are you on a social networking site? How long you been on it?
 - 2 You've met all your online friends, you?
 - 3 Have people ever posted photos of you online without asking? How you feel about this?
 - 4 Which of your friends posts the most photos online?
 - 5 You don't worry about who sees your online photos, you?
 - 6 What happens if I google your name?

b Work in pairs. Answer the questions in 3a. Remember to use the auxiliary in short answers.

PRONUNCIATION: Emphatic stress

- 1** **a** Listen to sentences 1–3. Are the words in bold stressed or unstressed?
- 1 I **did** think about it, but I felt a little shy.
 - 2 You **have** seen it—you're in it!
 - 3 Yes, something **did** happen.
- b** Read Transcript 1.3 on page 42. Which sentence in 1a...?
- 1 contradicts something that was said before?
 - 2 confirms that something is true?
 - 3 says that the speaker changed his/her mind?
- 2** Listen again. Practice saying the sentences with the correct stress.
- 3** **a** Write two statements and responses with emphatic stress.
- You *never* post photos online.
I *do* post photos. Look at my Facebook page!
- b** In pairs, practice reading your exchanges.

AUXILIARY VERBS

We use auxiliary verbs...

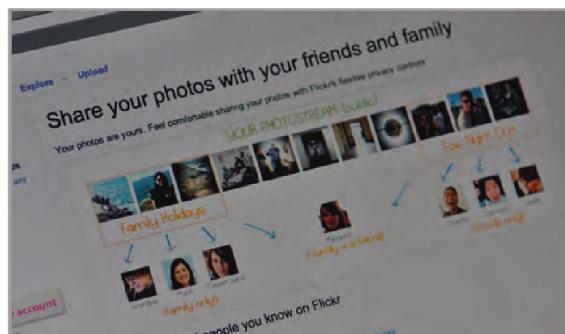
- 1 to form some tenses:
be: *They're talking about profile photos.*
have: (1)
 - 2 to form the negative:
I don't remember him.
 - 3 in Yes/No questions and short answers. The auxiliary verb always comes before the subject in questions:
(2)
In short answers, use the pronoun + auxiliary:
Yes, I have. No, he didn't.
 - 4 in object questions:
What did you do? (*What* is the object of the question, *you* is the subject.)
(3)
- NOTE:** in subject questions, we do not use a pronoun or *do, does, did*:
Who took the photo? NOT *Who did they take the photo?*
- Sometimes we use an auxiliary in short answers to wh-questions too:
Who took the photo? My sister did.
- 5 in question tags. We form question tags with an auxiliary verb and a pronoun. They usually follow this rule:
+ statement, – tag *You sold tickets, didn't you?*
– statement, + tag (4)
 - 6 to add emphasis to the main verb:
(5)

NOTE: *do/does/did* are always followed by the infinitive:
Everyone does look like they're having fun!
NOT *Everyone does looks...*

See page 36 for grammar reference and more practice.

SPEAKING

- 1** Work in small groups. Discuss the questions.
- Imagine you're putting together a photo gallery about your everyday life to post online. What kind of photos would you include? What would they tell people about you?





SPEAKING

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

- 1 Do you know all these websites? What do people use them for?
- 2 Do you use any of these websites? If so, which ones? How often? Which is your favorite? If not, why not?
- 3 All these websites have been banned by a government or an organization. Can you guess why?

READING

1 a Read the article and check your ideas in **SPEAKING** question 3.

b According to the article, in which countries were these websites banned?

- 1 Facebook 2 Flickr 3 MySpace 4 YouTube

2 Read the article again and answer the questions.

- 1 What kind of criminals were Twitter users protecting?
- 2 Why did Turkey change its mind about the ban?
- 3 Why has there been a mixed response to YouTube by the Russian authorities?
- 4 How much time were workers spending on Facebook at Portsmouth Council?

3 Work in groups. Discuss the questions.

- Do you think it was the right decision to ban the websites? Why/Why not?
- Should governments control the Internet, or should it be available to everyone?
- What other risks can you think of in completely open access to Internet sites?

Broad Banned!

We normally associate the Internet with freedom of expression and open access to information. However, it seems that now many countries have run out of patience with the unrestricted freedoms of the web.

In Mexico, the government has been thinking of banning the instant-messaging site Twitter. It seems that some people are disclosing the location of police traps for drunk drivers by writing “tweets.” These messages warn drivers about where the police are lying in wait.

Another site to suffer from this is Flickr. The popular photo-sharing

website is used by both professional and amateur photographers. This makes it difficult to control, and some inappropriate images appear there. One country that decided to act against the site is the United Arab Emirates. Its citizens were forbidden from accessing the site for five years.

File sharing of video and music has been a huge problem for the entertainment industry. Many younger people have never even bought a CD and expect to get music free online. One of the most popular sites for sharing music is MySpace. The number of uploaded tracks on the site is always increasing. In 2009,

Turkey finally took action against the site, prohibiting users from accessing it. However, once the news of the ban had spread, many local musicians protested because they use MySpace to promote their songs. Fortunately, the ban ended very quickly once discussions were held between MySpace and the authorities.

YouTube has also been banned in several different countries. Despite the fact that the then Russian president had a channel on the site, YouTube was eventually banned by a Russian court in 2010 for showing videos by an extreme right-wing political organization.

GRAMMAR

- 1 a** Work in pairs. Which websites from the article do the words in bold refer to?
- Another **website** has had its activities stopped... by an ordinary company.
 - The popular **photo-sharing website** is used by both professional and amateur photographers.
 - It had learned they were using **the site** for more than 400 hours a month!
 - The number of uploaded tracks on **the site** is always increasing.
- b** Underline the past participle(s) in each sentence in **1a**.
- 2** Complete 1–4 in the GRAMMAR PANEL with the sentences in **1a**.
- 3** Look at the article again and answer the questions.
- Underline three other past participles. Which uses 1–4 do they match?
 - Are the past participles regular or irregular?
- 4 a** Complete the sentences with the correct form of the verbs in parentheses.
- I _____ my password _____ once, and someone else started using my e-mail account! (*steal*)
 - I _____ a computer virus in my life. (*never/have*)
 - My website _____ by lots of people every week. (*visit*)
 - All the music on my MP3 player is from albums _____ from the Internet. (*download*)
- b** Work in pairs. Discuss the sentences in **4a**. Are they true for you or anyone you know?

Another website has had its activities stopped, not by central government, but by an ordinary company. In Portsmouth in the UK the local council decided to prevent its employees from using Facebook. It had learned they were using the site for more than 400 hours a month! Although the managers don't know whether users are logging on during work hours or while on their breaks, they have decided that enough is enough.

It seems that governments, websites and individuals will continue to struggle for many years to decide who really controls the Internet. The question is, how long will governments continue trying to hold back the tidal wave of online content before they give up the fight for good?

PAST PARTICIPLES

The past participle of regular verbs is made by adding *-ed* to the infinitive.

There are also many irregular past participles, e.g., *eaten*, *seen*, *taken* (see page 44 for a full list of common ones).

Uses

We use the past participle...

- with *have* to form the present perfect and past perfect tenses:

I've finally signed up with Facebook.

(1) _____

- with *be* and a verb in the passive voice:

He was sent an e-mail by a stranger.

(2) _____

- as adjectives:

This is our new, improved website.

(3) _____

- with *have* in sentences that show someone does an action to or for you, e.g., when you pay someone for a service:

He's (has) had his hair cut.

- or when something bad happens to you:

I had my car stolen.

(4) _____

See page 36 for grammar reference and more practice.

NOTICE LEARNED/LEARNT

A small group of verbs have two alternative past simple / past participle forms: *-ed* is more common in American English and *-t* in British English, e.g., *learned/learnt*. Other verbs in this group are: *burn, dream, lean* and *spill*. *Oh no, you've spilled coffee everywhere.*

SPEAKING

- 1 a** Work in groups. Think of two reasons for these opinions and two against.

- Companies should check the Internet activity of every employee once a week.
- People who illegally download movies, music or videos should have their Internet access blocked.
- Criminals like drunk drivers should have their photos posted on a police website so that everyone knows who they are.

One reason against this is that it could encourage a hate campaign against the person.

- b** Compare your ideas with those of other groups. Do you have similar opinions?

SPEAKING

- 1** Work in pairs. What do the images show? What do they have in common? How do you think the people feel?
- 2** **a** Match the statements to images a–d.
 - 1 Parents' experience and knowledge can be useful for their children.
 - 2 Teens have more fun with their friends than with their family.
 - 3 Teens are more likely to talk about problems with friends than with their parents.
 - 4 Different generations of a family usually get along well together.**b** Do you agree or disagree with each statement? Give reasons for your answers.

LISTENING

- 1** **a** Listen to an interview on a student radio program. Write Craig (C) or Marcela (M) for opinions 1 and 2.

- 1 Families are still the most important social unit.
- 2 Friends are the new family.

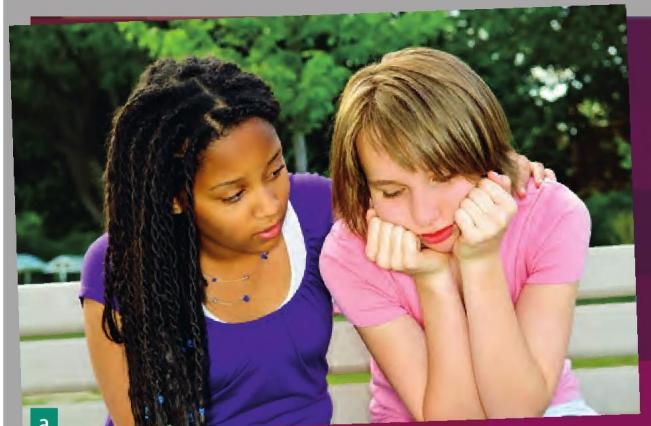
- b** Listen to Craig again and mark the points he mentions.

- | | |
|--|-------|
| 1 spending more time with friends than with family | _____ |
| 2 finding friends through work | _____ |
| 3 discussing relationships | _____ |
| 4 having the same interests | _____ |
| 5 having fun and socializing | _____ |
| 6 going on vacation together | _____ |
| 7 making friends online | _____ |

- 2** Listen to Marcela again and answer the questions.

- 1 Where do Marcela's parents and other relatives live?
- 2 How long do children usually live with parents in her home country?
- 3 How many good friends does Marcela have?

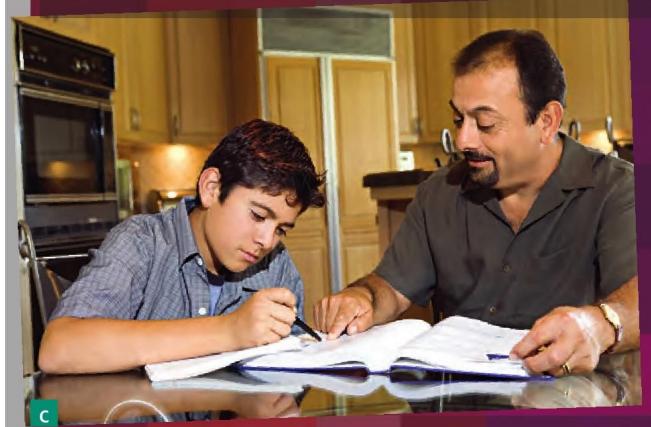
- 3** Work in pairs. Are you more like Craig or Marcela? Why?



a



b



c



d

VOCABULARY: Phrasal verbs

- 1** Look at the phrasal verbs from Transcript 1.6. Match verbs 1–8 to meanings a–h.

- | | |
|--|---|
| 1 I hang out much more with friends... | a leave an educational institution before you finish or earn a degree |
| 2 I can always count on my good friends. | b spend time with someone or in a place |
| 3 When I decided to break up with my girlfriend... I talked it over with a couple of friends first... | c look after someone or something |
| 4 When I go away ... it's usually with friends. | d start a new interest or activity |
| 5 I often fight with my brother, but we always make up ... | e discuss a problem or plan |
| 6 He can take care of himself... | f leave home for a period of time, especially for a vacation |
| 7 I had problems in college, and I dropped out for a while... | g depend on someone to do what you want or expect |
| 8 I took up Pilates recently... | h become friends again after an argument |

- 2 a** Write two true and two false statements about yourself using the phrasal verbs in 1.

b Work in pairs. Read your sentences to your partner. He/She guesses if they are true or false.

GRAMMAR

- 1 a** Read sentences 1–3. Cross out one extra word in each sentence.

- 1 We really enjoy us ourselves going to the beach and parties.
- 2 He can take him care of himself.
- 3 Sometimes I ask to myself if my relationship with my family has changed now that I'm older.

b Complete 1–6 in the GRAMMAR PANEL  with words from 1a.

- 2 a** Complete the sentences with a reflexive pronoun.

- 1 Hi, come in! Make _____ at home.
- 2 I'm not going to behave differently. I'm just going to be _____.
- 3 No one else is going to clean up. We'll have to do it _____.
- 4 Don't worry. The computer can solve that problem by _____.
- 5 When Isabel wants to learn new words, she says them over and over to _____.

b What do you think the people in 2a are doing?

- 3 a** Work in pairs. Answer the questions.

- When might you send yourself an e-mail?
- When was the last time your friends invited themselves over to your house?
- Have you ever accidentally hurt yourself?
- Do you know anyone who taught himself/herself to do something, e.g., to speak a language?
- When there's a problem with your home, do you fix it yourself or pay someone else to do it?

REFLEXIVE PRONOUNS

We use reflexive pronouns when the subject and object in a sentence are the same person or thing:

Sarah really enjoyed herself at the party.

I	(1) _____
you	yourself/yourselves
he	(2) _____
she	herself
it	itself
we	(3) _____
they	themselves

Verbs with reflexive pronouns

Common verbs that go with reflexive pronouns are:

(4) _____, blame, (5) _____, express, give, hurt, introduce, (6) _____ and teach.

See page 36 for grammar reference and more practice.

NOTICE OFFERS & ORDERS

We also use reflexive pronouns to make offers:

Help yourself!

or to give orders:

Do it yourself!

SPEAKING

- 1 a** Work in pairs. Talk about the time you spend with friends and family. Take notes on your partner's opinions and experiences as you listen. Find out...

- if he/she lives with his/her family
- who he/she looks to for support with problems
- what kind of relationship he/she has with family and friends
- whether he/she agrees that friends are the new family.

- b** Report your findings to the class. Are there any similarities?

1.4 FUNCTIONAL LANGUAGE: SMALL TALK



TUNE IN

- 1 Read the definition. What is the link to the image?

small talk conversations about unimportant topics. You *make small talk* when you meet people that you don't know very well.

- 2 Make a list of topics that you would/wouldn't talk about with people you don't know well.

I wouldn't talk about politics because it can be very controversial.

- 3 a Listen to six people making small talk. Number the topics in the order they talk about them. There is one extra topic.

family _____ sports _____
vacations _____ the weather _____
people they know _____ food _____
politics _____

- b Which conversation 1–6 does the image show?

FOCUS ON LANGUAGE

- 4 a 1.8 Complete sentences 1–6 from the audio. Listen and check.

- 1 I'm not really a big _____ to be honest.
- 2 I took a _____ to _____ once.
- 3 I think you've _____ the _____ with you!
- 4 Speaking of _____, I think I'll get something to _____.
- 5 She's the girl with the _____, isn't she?
- 6 I have a _____ of them. Would you _____ to see it?

- b Match sentences 1–6 in 4a to functions a–f.

- a changing the subject
- b making an offer
- c discussing people you know
- d finding something in common with the other speaker
- e politely rejecting the topic
- f talking about the weather

“Question tags”

1.9 Listen to three sentences. Does the intonation rise or fall on the question tags?

- 1 That was a great game last night, wasn't it?
- 2 You don't come from Watten, do you?
- 3 She's the girl with the red hair, isn't she?

Complete the rules. Listen again and check.

Intonation in question tags _____ when we're sure about the statement and we think the listener will agree.

It _____ when we're not sure about the statement.

Practice saying sentences 1–3 with the correct intonation.

OVER TO YOU

- 5 Work in pairs. Imagine you are in these situations and you do not know the person next to you. Think of one “small talk” phrase for each.

- 1 You're on a long-haul flight from your country to Tokyo.
- 2 You're at a dinner party at your boss's house.
- 3 You're a tourist on a one-day sightseeing tour of New York.
- 4 It's your first day of class. You're on a coffee break with the other students.

- 6 a Change partners. Act out two of the conversations in 5. How long can you keep the conversation going?

- b Work with your partner from 5. Which conversation was more successful? Why?

TUNE IN

- 1** Work in pairs. Look at the image of Carl, who shares an apartment with Lydia. Answer the questions.
- 1 Where is he?
 - 2 What do you think has happened?
 - 3 What other problems do roommates often have with each other?
- 2** **a** Listen to Carl telling his friend Denise about Lydia. Does he mention any of your ideas in **1**?
- b** Listen again. Underline and correct the false information in each sentence.
- 1 Well, the thing is, she's really messy.
 - 2 She's always forgetting to take the trash out when she leaves.
 - 3 She forgets to buy things like cheese or fruit, even when I ask her to.
 - 4 Every time I try to talk to her, she just walks away.
 - 5 She won't wash the dishes unless I ask her to.
- 3** **a** Carl asks Denise for advice. What suggestions do you think she gives him?
- b** Listen and check your ideas.



PREPARE FOR TASK

- 4** **a** Complete Denise's suggestions 1–5 with the phrases below.

One other thing you could do I'm not sure
You could always I suppose I think in that case

- 1 _____, but I think talking always helps.
- 2 _____, you have to get angry with her.
- 3 _____ you could do your shopping separately.
- 4 _____ is put a list of jobs on the refrigerator door with people's names next to each one.
- 5 _____ try complaining about her on Facebook.

- b** Listen to **1.11** again and check.

- 5** Work in pairs. Which of Denise's suggestions is the best? Are any of them bad ideas? Why?

- 6** **a** What advice could you give in these situations? Make one suggestion for each, using language from **4a**.

- 1 Your friend always comes to visit you without warning, and then you have to chat with him/her for hours.
- 2 You've started a new job. Your coworkers often go for lunch together, but they never invite you.
- 3 Your boss often gives you work at 5 p.m. on Friday afternoon, and she wants it finished by Monday morning.

- b** Compare your suggestions with a partner's. Were any of them the same?

TASK

- 7** **a** Work in pairs. Choose one of the situations. Then read the instructions for Student A and Student B, and choose a role.

Situation 1 One of your friends is always late when you meet up or changes the plan at the last minute.

Situation 2 One of your coworkers is really messy and is always leaving dirty plates and cups on his desk.

Student A Explain what the problem is. Don't accept a suggestion unless you think it's a really good one.

Student B Keep offering suggestions until Student A accepts one.

b Plan three things that you want to say in your role.

- 8** Act out your situation in **7a**. Then exchange roles and act out the other situation.

REPORT BACK

- 9** Present the best or most unusual solution from **8** to the class. The class votes on the best solution.

2 EXPERTS



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

- 1 What do they have in common? What's the connection with the title of the unit?
- 2 What countries do you think they were taken in?

b Are the treatments in the images available in your country? Which are considered...

- a) traditional? b) conventional? c) alternative?

KEY VOCABULARY

Health

A Medical experts

- Which of the words in the box can you match to the images?

acupuncturist chiropractor herbalist
homeopath midwife nurse pharmacist
shaman specialist surgeon

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

b Work in groups. Answer the questions.

- Which of the medical experts in A do you trust the most? Why?
- Which of the experts have you used/consulted?

3 a Listen to three people talking about health issues. Match speakers 1–3 to statements a–c.

- She thinks there's a place for conventional medicine and natural remedies.
- She believes conventional medicine is still the best option.
- She's in favor of alternative medicine.

b Why do the speakers have these opinions?

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

5 a Complete the sentences from Transcript 2.1 with words from A and B in the KEY VOCABULARY PANEL.

- When I get a cold or the flu, I take _____ or _____.
- If I get an _____, I usually take _____.
- I use an _____ for problems such as a stomachache, a cold or the flu.
- My dad gets _____ a lot, and he swears by his _____.
- I get a flu _____ every winter, but I use arnica cream on a _____ or _____.

b Listen to 2.1 again and check.

6 a Work in pairs. Complete C in the KEY VOCABULARY PANEL.

7 b Work in groups. Answer the questions.

- What do you usually do if you feel sick?
 - Check the symptoms online.
 - Go to the doctor.
 - Go to a homeopath or acupuncturist.
- What treatment do you take for these symptoms or illnesses?
 - a cold or the flu
 - a backache
 - a headache
 - a rash
 - insomnia
- Which type of medicine do you think is most effective? Why?

B Symptoms & treatment

- Look at the words in the box. Which describe a) symptoms? b) a form of treatment? Use a dictionary to help you, if necessary.

antibiotics backache bruise bump
cough syrup infection injection
insomnia operation painkillers
rash temperature vaccination

- How many of the words are similar in your language?

C Collocations

- Match verbs 1–7 to nouns a–g to make common collocations from the audio.

1 take	a medicine
2 feel/be	b an appointment
3 take someone's	c side effects
4 make	d a prescription
5 write	e ill/well/sick
6 treat	f an illness/symptoms
7 have	g temperature

NOTICE GET

It is very common to use the verb *get* to talk about health. It can mean:

become: get sick/well

receive: get a vaccination

catch/be affected by: get an infection/a backache

SPEAKING

- Work in groups.** Look at the images. What aspects of health and fitness do they show?
 - a** Match aspects of fitness 1–6 to images a–d. Use a dictionary to help you.
- | | |
|----------------------|--------------------------|
| 1 a personal trainer | 4 diet pills/supplements |
| 2 a regular workout | 5 junk food |
| 3 a couch potato | 6 gentle exercise |
- b** What are the most popular ways to stay in shape in your country? What do you do to stay in shape?



READING

- Read the article. Which image a–d isn't talked about?
 - Match summary sentences a–e to paragraphs 1–5.
- a Enthusiasm for working out often runs out quickly.
 - b You can exercise in many different ways.
 - c Joining a fitness center is a popular activity.
 - d You can increase motivation by doing something you enjoy.
 - e Many people hope to lose weight without making an effort.
- Read the article again and answer the questions.
- What do gyms depend on to make money?
 - Why is it easy to persuade people to buy weight loss products?
 - What advice does the article give people who don't like doing regular exercise?
 - Why does Kay like ballet barre?
- Work in small groups.** Discuss the questions.
- Does any of the information in the article surprise you? Why/Why not?
 - Is the situation similar in your country?
 - What other ideas can you think of to help people get in better shape without getting bored?



Putting the Fun ...

1 It's that time of year when millions of people decide to sign up for the gym in an enthusiastic attempt to get in shape. Gym membership and sports clothing and equipment are multimillion dollar industries. Personal trainers are the latest thing for gym goers and classes such as Pilates, spinning, Zumba and tae bo have replaced aerobics as the fashionable exercise of choice.

2 Yet despite the millions we spend on gym membership and fitness classes each year, motivation often slips, and the workout sessions soon stop. And yet we continue to pay!

A recent study found that in the UK alone people waste a total of \$60 million a year on unused gym membership and sports equipment. But having good intentions that soon fade away is part of life, and it's exactly what gyms rely on to make money.

3 While the fitness industry in the USA is worth \$17.6 billion a year, the diet and weight loss industry is worth more than double this: \$46 billion! People spend millions on weight loss products such as diet pills, creams, slimming gadgets and self-help books. Pseudo experts are always showing products

GRAMMAR

- 1 a** Read the sentences from the article. Do the sentences talk about the past, present or future? What tense is used in each one?

- 1 People spend millions on weight loss products.
- 2 Pseudo experts are always showing products on TV to help you lose weight.
- 3 I've tried the gym.
- 4 I'm taking a class called "ballet barre."
- 5 I often go before work.
- 6 I'm getting better each week.
- 7 The class starts next month.

b Complete 1–7 in the GRAMMAR PANEL with the sentences in **1a**.

- 2 a** Complete the sentences with the correct form of the verbs in parentheses.

- 1 I _____ to the gym twice a week. (*usually/go*)
- 2 My friend _____ a yoga class at the moment. (*take*)
- 3 My mom _____ me to eat more fruit and vegetables. It's so annoying! (*always/tell*)
- 4 I can't wait to take the new kickboxing course. It _____ in May. (*start*)
- 5 I _____ a squash club. I couldn't play at first but now I _____ slowly. (*join/improve*)

b Work in pairs. Change the sentences in **2a** so they are true for you or someone you know.

Back into Fitness

on TV to help you lose weight. These scams promise great results without the need to do any exercise or even modify your diet, which of course is why they are so appealing.

- 4** But what alternatives are there if you feel sick at the idea of working out every day but guilty if you don't set aside time to fulfill the minimum exercise quota? The trick is to stay active without feeling you have to schedule a time and stick to a routine. Walking the dog, gardening, dancing and playing with children all count as exercise if you do them regularly.

5 But the most important thing of all is to find something that you love and genuinely look forward to. Fitness enthusiast Kay says, "I've tried the gym, but it's so boring and repetitive I don't go anymore. At the moment I'm taking a class called 'ballet barre,' which is a workout through ballet exercises. I often go before work. The combination of dance and a tough workout is really motivating—I'm loving it! I'm learning a new skill, and I'm getting better each week. I enjoy it so much I'm going to take up classical ballet, too. The class starts next month—I can't wait!"

THE PRESENT

Present simple

We use the present simple to talk about...

- 1 habits and routines:

(1) _____

- 2 things that are generally true:

(2) _____

- 3 schedules and timetables:

(3) _____

Present continuous

We use the present continuous...

- 1 to talk about things that are happening now or in a period around now:

(4) _____

- 2 to talk about changing or developing situations:

(5) _____

- 3 with *always* to talk about annoying habits:

(6) _____

Present perfect

We use the present perfect to talk about actions that started in the past and have a result/relevance in the present:

(7) _____

See page 37 for grammar reference and more practice.

NOTICE I'M LOVING IT!

In informal English people sometimes use *like/love* (in the sense of "enjoy") and *hate* in the present continuous:

I'm loving the course! but NOT *I'm loving you.*
I'm hating my new job.

SPEAKING

- 1 a** Work in groups. What would you introduce in schools in your country to help children stay in shape and be healthy?

a free bike service, ban junk food from school lunches...

- b** Share your ideas with the class. Which group has the best ideas?





a



b



c

SPEAKING

1 Work in groups. Discuss the questions.

- 1 Look at the images. What aspect of medicine does each one show?
- 2 Are any of your classmates doctors or studying to be doctors? If so, what are their specializations?
- 3 What skills do you need to be a doctor?

LISTENING

1 Listen to an interview with Laura, a Mexican doctor, talking about her medical career. Number images a-d in the order she talks about them.

2 Listen again and mark the topics that Laura mentions.

- 1 her home life and family _____
- 2 her medical training and specialization _____
- 3 the role of traditional healers in the community _____
- 4 the most common illnesses that she treats _____
- 5 changes in the information patients can access nowadays _____
- 6 her favorite and least favorite aspect of being a doctor _____

3 Are the sentences true or false? Correct the false sentences.

- 1 Laura decided to become a doctor mainly because she liked science subjects in school.
- 2 To qualify as a pediatrician, she earned a four-year degree and did a year of social service and a year of residency.
- 3 She did her social service in an isolated rural area.
- 4 Local people used the clinic a lot when they had medical problems.
- 5 She's against the use of traditional medicine.
- 6 The parents of her patients often think they know more about the problem than she does.

VOCABULARY: Medicine

1 a Look at Transcript 2.2 on page 42. Which of these words can you find?

- 1 pediatrician paramedic
- 2 patient surgeon
- 3 nurse midwife
- 4 ward operating room
- 5 bandage Band-Aid
- 6 self-diagnosis self-medication

b Work in pairs. Explain the difference between the pairs of words in **1a**. Use a dictionary to help you.

2 Work in pairs. Discuss the questions.

- Are you a good patient? Why/Why not?
- Which would you prefer to be, a midwife or a surgeon? Why?
- What are the advantages or disadvantages of self-diagnosis and self-medication?

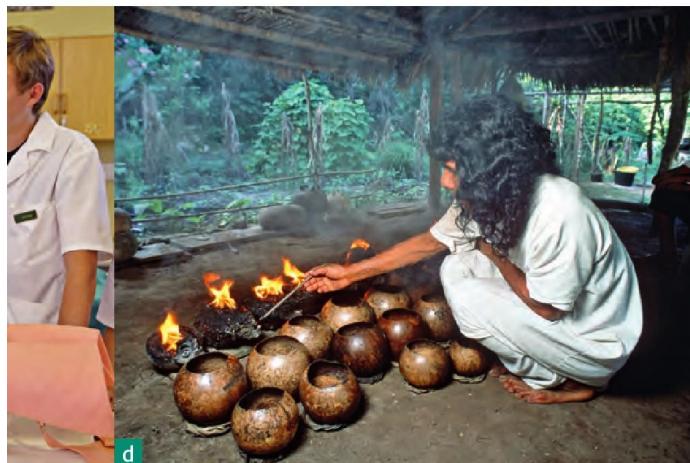
GRAMMAR

1 a Work in pairs. Read sentences a-d. Underline all the examples of *used to*.

- a I used to work as an assistant to a paramedic.
- b I wasn't used to living in such a small community.
- c In the beginning it was frustrating, but now I'm getting used to it.
- d Doctors are more used to dealing with this situation these days.

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

- 1 Which sentences talk about a) the present? b) the past?
- 2 Which sentences talk about...
 - a a past habit, state or situation?
 - b a situation that is becoming normal?
 - c a situation that was strange/unfamiliar in the past?



2 Read sections **A** and **B** in the GRAMMAR PANEL and complete 1–6.

3 Complete the sentences with the correct *used to* expression and the verbs in parentheses. Where do you think the speakers are in each sentence?

- 1 I'm still not _____ to _____ spicy food. (*eat*)
- 2 I'm _____ to _____ my shoes off in people's houses, but I still forget sometimes. (*take*)
- 3 When I first arrived, I _____ to _____ friends so late at night, but now it seems normal. (*meet*)
- 4 I didn't _____ to _____ by waterbus when I lived there. (*travel*)
- 5 I'll never _____ to _____ on the wrong side of the street. (*drive*)
- 6 Did you _____ to _____ to the beach on weekends? (*go*)

4 a Write a true sentence for each situation. Think of something...

- 1 you used to believe as a child.
- 2 you're getting used to but is still difficult.
- 3 you'll never get used to.
- 4 you weren't used to at one time but now is fine.
- 5 you've slowly gotten used to over the years.

b Work in pairs. Discuss your answers in **4a**. Are there any similarities?

*I'll never get used to wearing a suit to work.
Me either. It's so uncomfortable.*



USED TO DO/USED TO DOING

A Used to

We use *used to* + the ⁽¹⁾ _____ to talk about situations, habits or repeated actions in the past. Often they are things we no longer do:

+ I ⁽²⁾ _____ to live in Paris.

- I didn't use to speak French.

? Did you ⁽³⁾ _____ to eat out a lot?
Yes, I did./No, I didn't.

NOTE:

In the negative and question forms we drop the *-d* in *used to*: *I didn't use to speak French*. NOT *I didn't used to speak French*.

B Be/Get used to

We use *be/get used to* + a noun/pronoun or the ⁽⁴⁾ _____ form of the verb.

We use ⁽⁵⁾ _____ *used to* to talk about things that are familiar and no longer strange to us:

I'm used to working long hours.

We use ⁽⁶⁾ _____ *used to* to talk about things that become less strange/difficult over time:

I'm getting used to starting work at 8 a.m.

See page 37 for grammar reference and more practice.

PRONUNCIATION: Shifts in stress

1 a Work in pairs. Read sentences 1–6. Underline the stressed syllable in the words in bold.

1 It was part of a volunteer **project**.

2 For many illnesses, they were **content** to see the *curandero*.

3 They also do ritual cleansings with herbs, eggs or other **objects**.

4 I don't **object** to traditional medicine.

5 They know the entire **contents** of the relevant Wikipedia article!

6 Sometimes I **project** an X-ray on the wall.

b Listen and check. What parts of speech are the words in bold in **1a**?

2 Practice saying the sentences in **1a** with the correct stress on the words in bold.

~ KING

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

How has information on the Internet changed the relationship between doctor and patient?

Do you think we take too much medicine these days? Are we healthier than our parents or grandparents?

Why/Why not?

SPEAKING & READING

- 1 a** Work in groups. Look at the first image in the article. When and where do you think it was taken? What are the people doing?
- b** Read the first paragraph of the article and check your answers to **1a**. Are you surprised? Why/Why not?
- 2** Read the rest of the article. What is the link between the experiment and the title of the article? Answer the questions in pairs.
- 1 According to the article, why did people follow the orders of the scientist in the experiment?
 - 2 Is Wikipedia more or less inaccurate than the *Encyclopedia Britannica*? Why?
 - 3 Why did the gold mining company ask for help online?
 - 4 Why do university professors write for Wikipedia?
 - 5 How were the results of the experiment different fifty years later? Does this surprise you?
- 3** Fill in blanks 1–4 in the article with sentences a–d.
- a They received replies from all over the world—and made \$3 billion from the information!
 - b But instead of the man in the lab coat, a TV host gave the instructions.
 - c And however many people edit a Wikipedia article, professional research is always needed at the beginning.
 - d The idea is that, because the website is constantly being corrected, eventually the best text will be created.
- 4** Work in pairs. Discuss the questions.
- How do you think the participants felt during and after Milgram's experiment?
 - Why do you think the experiment has never been repeated by scientists?
 - Do you use Wikipedia? If so, what kind of information do you research? If not, why not?

We're All Experts Now

In the 1960s, American scientist Stanley Milgram invited members of the public into his laboratory. There, an "expert" in a lab coat told them to press a button that would give an electric shock to a stranger on the other side of a screen. What Milgram's subjects didn't know was that it was all fake—the stranger was just an actor. Whenever the actor answered a question incorrectly, the button was pressed. The "electric shock" became stronger each time until the actor started to scream "in pain." Encouraged by the expert, the majority of people ignored the screams and kept pressing the button, whatever the number of volts!

This seems to indicate that, in the past, people were more likely to follow the orders of experts and authority figures without question.



Most people hadn't been to college, so doctors and scientists seemed to have much greater knowledge than the average person in the street. Nowadays, even specialized information can easily be obtained by whoever wants it. The line between ordinary people and experts is not so clear.

In the case of Wikipedia, the online encyclopedia, anyone can change the content of its pages.⁽¹⁾ And it works. In 2005, the journal *Nature* compared Wikipedia articles with similar articles from the *Encyclopedia Britannica*. They

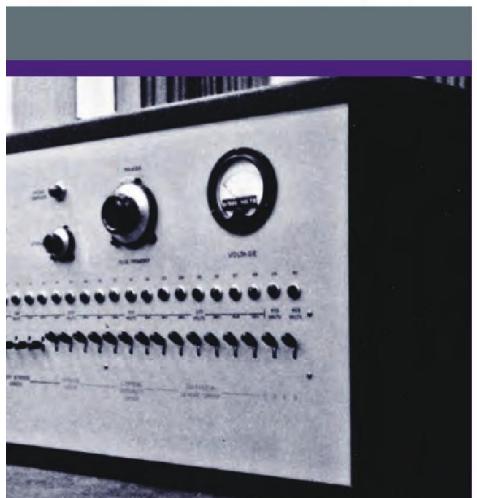
discovered that whichever site you use, there is a similar number of errors, with only slightly more in Wikipedia (3.86 per article compared to 2.92).

Big businesses are realizing this, too. The Canadian mining company Goldcorp put all the information about their land online. They asked the public to tell them where they thought gold might be located—with a reward of \$500,000.⁽²⁾

So is it the end of the expert? Not really. Many professors are writing for Wikipedia because

VOCABULARY: ...ever

- 1 Look at the complete article again. Underline all the words that end in *ever*.
Whenever,...
- 2 a Replace the words in bold with underlined words from the article.
 - 1 **Every time** the actor answered a question incorrectly, the button was pressed... **it didn't matter what** the number of volts **was!**
 - 2 Nowadays, even specialized information can easily be obtained by **anyone who** wants it.
 - 3 **It doesn't matter which** site you use, there is a similar number of errors.
 - 4 **It doesn't matter how** much they dislike it, their students will use the site as their first point of reference.
 - 5 **It's not important how** many people edit a Wikipedia article, professional research is always needed at the beginning.
- b How do you say the sentences in 2a in your language?



however much they dislike it, their students will use the site as their first point of reference.
(3) _____ Goldcorp relied on experts as well, since professional geologists are also members of the public.

With the public better educated and more questioning than ever before, we would expect a different result in the Milgram experiment today. Or would we? In 2010, a French TV show repeated the experiment. (4) _____ And the result? Fifty years later, more people (80%) continued to press the button than in the original experiment (65%).

- 3 a Complete the sentences with the words from 1.

- 1 _____ I want to go to a bar or restaurant, I always look for a recommendation online.
- 2 I always trust doctors or nurses, _____ they say. They're the professionals, aren't they?
- 3 When I need directions or help in a foreign city, I ask _____ is nearby and looks friendly.
- 4 _____ much I look for information on other websites, I always end up using Wikipedia.
- 5 I only ever look at one review of a movie or a book. _____ one you read, they all say the same thing.
- 6 _____ many soccer games I watch, I never get bored.

- b Work in small groups. Are sentences 1–6 in 3a true for you?

NOTICE WHATEVER

In informal English, people sometimes use *whatever* to dismiss what someone says and show they don't care. This use is often impolite:

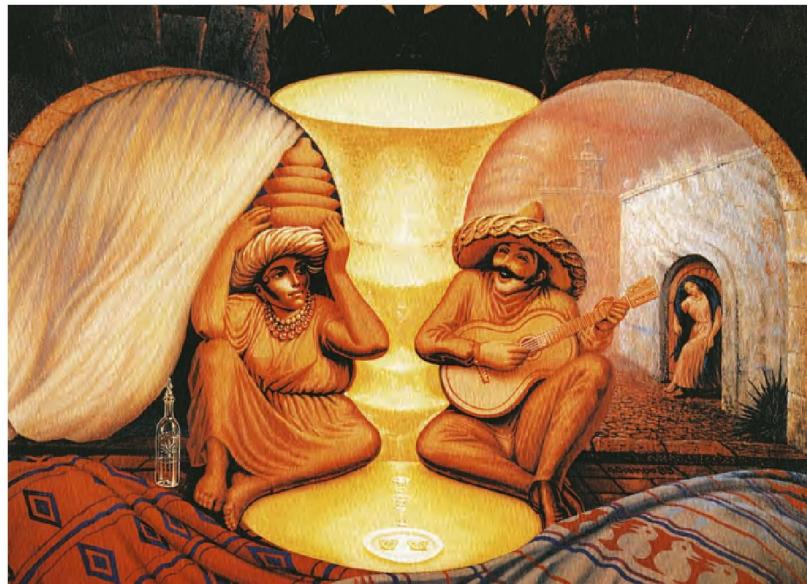
"I told you not to trust him." "Whatever!"

We can also use it as a response to a question/suggestion to show that we don't mind:

"Should we eat here then?" "Whatever you think."

SPEAKING

- 1 a Look at the image for one minute and then cover it. Prepare notes describing what you saw.



- b Compare your notes with a partner's. Did you see the same things?

- 2 You are going to do another simple psychology experiment. Student A and student B, turn to page 41.

2.4 FUNCTIONAL LANGUAGE: MAKING POLITE REQUESTS

TUNE IN

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

- 1 What store does it show?
- 2 What can you buy there?
- 3 Why might you go there when you are on vacation?
Think of as many reasons as you can.

- 2 Listen to a tourist, Jackie, talking to a pharmacist in Egypt. Answer the questions.

- 1 What problem does Jackie have?
- 2 What solution does the pharmacist offer?

- 3 a Number the events in the order they happened.

- _____ The pharmacist bandages her arm.
- _____ The pharmacist gives her directions.
- _____ Jackie falls down.
- _____ The pharmacist examines her arm.
- _____ Jackie takes a photo.
- _____ The pharmacist tells her to go to the hospital.

- b Listen again and check.

FOCUS ON LANGUAGE

- 4 a Order the words in bold to complete the sentences.

- 1 if wonder you I could help me.
- 2 mind you would taking a look at it?
- 3 you me tell if could it's broken?
- 4 possible it to would be bandage it?
- 5 do idea have any you how long I'll have to wait?

- b Listen and check.

- 5 a How are these questions different from the questions in 4a?

- Can you help me?
- Will you take a look at it?

- b Why didn't Jackie use questions like these?

“Stress”

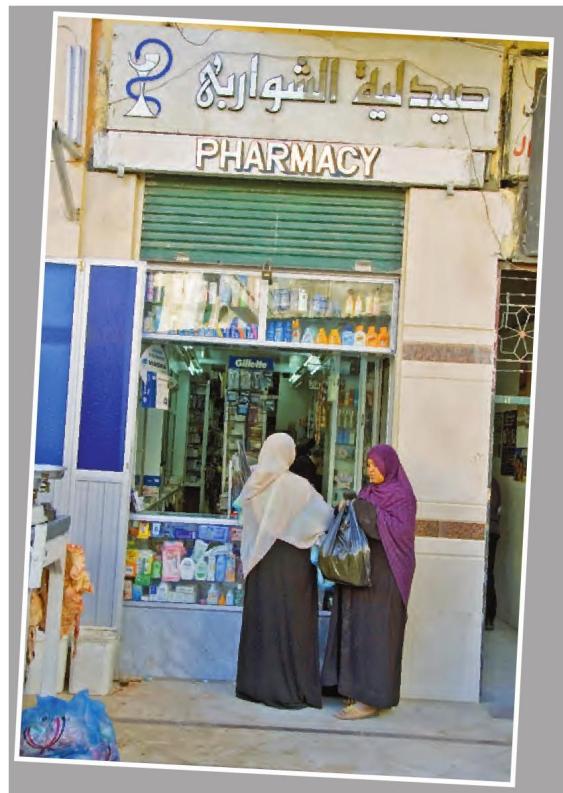
Listen again to the questions in 4a. Underline the main stress.

I wonder if you could help me.

Listen again and repeat with the correct stress.

- 6 Work in pairs. Imagine you are in a city in another country. Make one polite request for help for each situation.

- 1 You want to change rooms in your hotel.
- 2 You don't know how to use the ticket machine on the bus.
- 3 You're not sure which stop to get off at for the museum.
- 4 You want to know what time the museum closes.
- 5 You don't know the way to the train station.



OVER TO YOU

- 7 a Work in pairs. Read the cards and choose a role. Act out the situation. Use as many questions from 4a as you can.

Tourist

You're on vacation. You notice a nasty bite on your arm, so you go to a pharmacy.
Ask the pharmacist to...

- look at the bite
- recommend something for it
- tell you how often to take/use the medication
- tell you if you should see a doctor

Pharmacist

A tourist comes into the pharmacy with a bite on his/her arm. Find out how he/she got it and respond to his/her requests.

- b Switch roles and act out the situation again.

TUNE IN

- 1 Work in pairs. Describe the person in the image. How old is she? What do you think she does?
- 2 Read the question posted to a website. What advice would you give Raffaella?



Ask the experts

Hello world!
Can anybody help me? I'm a high school student, and I graduate at the end of this year. I want to go to college if I pass all my exams, but I'm not sure what to study. I'm interested in psychology, but I've never studied it before and don't really know anything about it. What should I do?

Raffaella321

- 3 Read the replies to Raffaella's post. Answer the questions in pairs.
- 1 Which reply do you think is best? Why?
 - 2 In what ways are the people giving advice more expert than Raffaella?

All Comments (3)

I made some big mistakes when I chose my major in college. I started with politics, then I changed to history, and finally I dropped out altogether. It's important to know exactly what you want to do because you're committing to four years or more. My advice would be to find out as much as you can about the career online. This will help you decide whether it's what you really want to do.

Madia007

Answer #1

You can't overestimate the importance of choosing the right major and the right college or university. Many people choose the university first, but the lecturers and facilities are probably even more important. Since many universities have open-house days, take time to visit as many as you can and talk to whoever you can while you're there. I found that really useful. It'll help you decide if both the major and the college are right.

Hideki22

Answer #2

If I were you, I'd wait before making a final decision. If you're not sure about what to major in, don't go to college next year. Take a year off, travel and decide what you really want to do with your life. That's what I did! Whatever you do, don't rush into a decision. Of course, a year off has its good and bad points. You won't make any progress in your career during that year, but it's valuable life experience and will help you make a final decision about career.

NaomiV

Answer #3

PREPARE FOR TASK

- 4 a Match 1–6 to a–f to complete the advice.
- | | |
|--------------------------|---|
| 1 It's important to | a the importance of choosing the right major. |
| 2 My advice would be | b don't rush into a decision. |
| 3 You can't overestimate | c to visit as many as you can. |
| 4 Take time | d I'd wait before making a final decision. |
| 5 If I were you, | e know exactly what you want to do. |
| 6 Whatever you do, | f to find out as much as you can online. |

b Read replies 1–3 again and check your answers.

- 5 Work in pairs. Use phrases 1–6 in 4a to give more advice to Raffaella.

My advice would be to find out about some other majors, too.

TASK

- 6 a Work in pairs. Read the blog post. Think of as much advice as possible to give "Desperate88."

Showing first 10 comments | [Go to latest comment](#)



Desperate88 Help! I'm studying for my final exams, but I have to work part-time as well. I have no free time and I'm exhausted, but I can't sleep. I'm really worried I'm going to fail my exams. 😱
posted at 11:42 a.m. • Like

b Choose the best suggestions and write a reply.

REPORT BACK

- 7 Read your reply to the class. Answer the questions.

- 1 Did anyone give similar advice to yours?
- 2 Who gave the best advice?

3 SURVIVAL



Sixteen-year-old Jessica Watson is the youngest person to sail nonstop, solo and unassisted around the world. She sailed into Sydney harbor on May 15, seven months after setting off on a difficult and dangerous voyage. Thousands of well-wishers, including the Australian Prime Minister, turned out to welcome her. Jessica's support team said she had sailed nearly 23,000 nautical miles—that's 43,000 kilometers. However, her record has been questioned since she did not go far enough north of the Equator to claim a true circumnavigation of the globe.

Mar

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

- 1 What do the images show?
- 2 What do you think the girl has achieved?
- 3 Would you like to do something like this? Why/Why not?

2 a Read the article. Check your answers to question 2 in 1.

- b What else did you find out about Jessica? How do you think she felt after the voyage?



- 3** Listen to an interview with a sailing expert. Mark the topics he mentions.
- | | | | |
|---------------|-------|-------------------------|-------|
| clothing | _____ | physical and | _____ |
| communication | _____ | psychological qualities | _____ |
| food | _____ | safety | _____ |
| navigation | _____ | sleep | _____ |
| | | weather conditions | _____ |
- 4** Work in pairs. Complete **A** in the **KEY VOCABULARY PANEL**. Use a dictionary to help you.
- 5** **a** Listen to two people giving their opinion about Jessica's voyage. Answer the questions.
- 1 Is each speaker's opinion positive or negative?
 - 2 What do the speakers agree on?
- b** Listen again and complete **B** in the **KEY VOCABULARY PANEL**.
- 6** Work in groups. Discuss the questions.
- What's your opinion of Jessica and her voyage?
 - Have you ever been on a long or difficult trip?
 - What equipment and clothing did you need?
 - What difficulties did you experience?

NOTICE COMPOUND ADJECTIVES WITH NUMBERS

We use a singular noun in compound adjectives with numbers:
16-year-old Jessica Watson NOT *16-years-old*
a ten-hour trip NOT *a ten-hours trip*

KEY VOCABULARY

Survival

A Equipment

- Answer the questions with the words in the box. Some words match more than one question.

binoculars compass first-aid kit
 flashlight GPS lifeboat/life raft
 life jacket radar ropes sails
 thermal underwear waterproof clothing

- Which equipment do you use...

- 1 for survival?
- 2 for navigation?
- 3 to steer a ship/boat?
- 4 to see things that are far away?
- 5 to see in the dark?
- 6 for protection from extreme weather?
- 7 for medical problems?

B Personality adjectives

- Mark the words you hear. Which two words are negative?

courageous	_____	determined	_____
experienced	_____	irresponsible	_____
mature	_____	reckless	_____
resilient	_____	resourceful	_____
self-sufficient	_____	well-prepared	_____

- Match the words in the box to definitions 1–10. Use a dictionary to help you.

- 1 takes dangerous risks
- 2 grown-up
- 3 able to provide for yourself
- 4 brave
- 5 not sensible or reasonable
- 6 able to recover quickly from difficult situations
- 7 skilled or knowledgeable
- 8 not letting anything stop you once you've made a decision
- 9 good at finding ways to deal with problems
- 10 organized, with everything you need for a situation

- Which adjectives describe you? Why? Which ones describe other people you know?

My niece is very reckless. She's always climbing things and falling down.



SPEAKING & READING

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

- 1 What news story does it come from?
- 2 What do you remember about this story?
- 3 What piece of equipment is shown? How do you think it worked?
- 4 What do you think was the biggest problem for
 - a) the miners?
 - b) the rescuers?

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

b Number the topics in the order they are mentioned.

- | | |
|------------------------------------|-------|
| 1 conditions underground | _____ |
| 2 sending essential supplies | _____ |
| 3 rescuing the miners | _____ |
| 4 support from experts | _____ |
| 5 the miners' families | _____ |
| 6 the influence of the team leader | _____ |

3 Answer the questions about the article.

- 1 How long were the miners trapped underground?
- 2 What physical problems did they have to deal with?
- 3 Give two examples of why Luis Urzua was an effective leader.
- 4 Why was the supply line so important?
- 5 Which experts supported the miners and the rescue efforts?
How did they support them?
- 6 How were the miners rescued in the end?

4 Work in groups. Discuss the questions.

- What impresses you most about this survival story?
- How do you think the miners' lives have changed?

Celebrations as Chilean Miners Rescued

The eyes of the world were watching as the capsule brought up the last of the 33 miners from the San José mine in Chile. The men had survived underground for 69 days after a rockfall caused a tunnel to collapse. The conditions they faced were daunting. In order to survive, they had to put up with 90% humidity, avoid starvation, battle thirst and cope with constant darkness. The miners managed to set up lights to simulate day and night, and this allowed them to move around the tunnels.

Luis Urzua's role as leader was tremendously important. He had been working as a miner for 31 years before he became famous. As shift leader he had built a reputation for protecting and caring for his team. He had to convince the miners to ration two

days' worth of supplies to last the 17 days before they were discovered. The miners ate one teaspoon of tuna and half a glass of milk every 48 hours. Discipline was strict. The men worked in shifts to improve conditions, and one miner ran through the tunnels to stay in shape.

Fortunately, after 17 days of isolation, rescuers discovered the miners and set up a supply line to provide them with food, water and nutritional supplements such as vitamin D to replace the nutrients they weren't getting from sunlight. Even socks, electric cables and inflatable beds were sent down the supply line.

On the surface, experts played an important role in the miners' survival. Psychologists and doctors were brought into the camp to keep

the miners healthy but also busy and mentally focused. Submarine experts from the Chilean Navy worked closely with experts from NASA to share their experience on how to keep the miners in sound body and mind while trapped in such remote, small quarters.

The rescue was achieved by drilling a 624-meter shaft beneath the ground and then lowering a rescue capsule to bring the miners up from the tunnel one by one. The rescuers didn't have the technology to rescue the miners, so the Chilean Navy designed the capsule "Phoenix." It took approximately 15 minutes to bring each of the men up. While each miner was riding up to the surface, his family was waiting anxiously above the mine. Many of them had been camping near the mine since the collapse.

GRAMMAR

- 1** Read sentences 1–4 from the article. Look at the verbs in bold. Which describe a) a completed action? b) an action in progress at a point in the past?

- 1 The eyes of the world **were watching** as the capsule brought up the last of the 33 miners.
- 2 The men **had survived** **underground** for 69 days.
- 3 He **had been working** as a miner for 31 years before he became famous.
- 4 It **took** approximately 15 minutes to bring each of the men up.

- 2** Complete 1–4 in the **GRAMMAR PANEL** with the correct tense. Then complete a–d with sentences 1–4 in **1**.
- 3** **a** Complete the text with a past form of the verbs in parentheses

DANIEL DEFOE ⁽¹⁾ _____ (wrote) *Robinson Crusoe* after he ⁽²⁾ _____ (read) about a real sailor on a desert island: Alexander Selkirk. In 1705, Selkirk ⁽³⁾ _____ (work) on a ship when he suddenly ⁽⁴⁾ _____ (demand) to be left on a remote island off the coast of Chile. While he ⁽⁵⁾ _____ (sail) on the ship, he ⁽⁶⁾ _____ (realize) that the captain was incapable of controlling it. He ⁽⁷⁾ _____ (learn) a number of skills in previous jobs that ⁽⁸⁾ _____ (help) him to survive on the island. When he was finally rescued, Selkirk ⁽⁹⁾ _____ (live) on the island for four years. Afterward, he ⁽¹⁰⁾ _____ (go) back to sea and eventually he ⁽¹¹⁾ _____ (die) of yellow fever while he ⁽¹²⁾ _____ (travel) around the coast of Africa.



b  ^{3.3} Listen and compare your answers. Are they the same? If not, are your answers also possible?

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

- 1 Before I was 12, I'd never...
- 2 I was... last week when...
- 3 I'd been... for years when I...
- 4 When I heard about... I was...

b  Compare your sentences with a partner's. Are any of them similar?

NARRATIVE TENSES

Past simple & past continuous

We use the ⁽¹⁾ _____ to talk about actions completed at a specific point in the past. These tell the main events in a story in the order they happened:

(a) _____

We use the ⁽²⁾ _____

- 1 for an action in progress at a point in the past:
(b) _____

- 2 to talk about simultaneous actions in the past:

While each miner was traveling up to the surface, their families were waiting anxiously.

Past perfect & past perfect continuous

We use the ⁽³⁾ _____ to talk about an event that happened before a point in the past:
(c) _____

We use the ⁽⁴⁾ _____ to talk about a longer action in progress before another action in the past (often continuing up to this action):
(d) _____

See page 38 for grammar reference and more practice.

SPEAKING



- 1** **a**  Work in pairs. Act out an interview. Student A, you are a reporter from an overseas TV station. Student B, you are one of the rescued miners. Talk about...

- the moment of the accident
- day-to-day life in the tunnel
- the miners' feelings and concerns
- the leadership and encouragement from the shift leader
- staying mentally and physically fit
- the rescue and being reunited with family
- life and plans after the rescue.

- b** Switch roles and act out the interview again.



SPEAKING & LISTENING

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

- 1 What are the people doing in each image? How do you think they feel?
- 2 Have you ever done any of these activities? If so, did you enjoy the experience? If not, would you like to? Why/Why not?
- 3 What is a "thrill seeker"? Are you one? Do you know anyone who is?

- 2** ^{3.4} Listen to four people talking about extreme activities. Match speakers 1–4 to four of the images a–e.

- b** Mark the correct column(s) for speakers 1–4.

	1	2	3	4
1 Who is a thrill seeker?				
2 Who does the activity a lot?				
3 Who enjoys the activity?				
4 Who thinks the activity is frightening?				
5 Who needed training to do the activity?				

VOCABULARY: Talking about danger

- 1 a** Complete the extracts with the words in the box.

about (x2) go in (x2) into take took

- 1 Lots of things could _____ **wrong**.
- 2 I don't **care** _____ the risks.
- 3 I don't want to put my life _____ **danger**.
- 4 The organization... _____ all the necessary **precautions**.
- 5 We got _____ **trouble** at one point.
- 6 They **warn** you _____ the sharks and their behavior.
- 7 You can't _____ **risks** with wild animals.
- 8 In the dive cage you can watch them _____ **safety**.

- b** Listen to 3.4 again and check.

- 2 a** Fill in blanks 1–6 with the correct form of the phrases in bold in 1a.

Your friends want to go rock climbing. They tell you it's safe and nothing can ⁽¹⁾ go wrong. You don't like ⁽²⁾ _____, and you've read a blog ⁽³⁾ _____ people _____ rock falls in the area. Some people got ⁽⁴⁾ _____ last month, and a helicopter had to rescue them. Your friends don't ⁽⁵⁾ _____ the risks and say the company will ⁽⁶⁾ _____ all the necessary _____.

- b** Work in pairs. What would you do in this situation? Would you trust your friends or the Internet? *If you're not an experienced rock climber, anything could go wrong!*

LISTENING

1 a Work in pairs. You are going to listen to a psychologist discussing why people take risks. What do you think she might say about topics a–d?

- a the link between excitement and adrenaline _____
- b teenage boys _____
- c modern life _____
- d genetics and evolution _____

b Listen and check your ideas in **1a**. Number the topics in the order they are discussed.

2 According to Dr. Aziz, what is the connection between...

- 1 horror movies and risk taking?
- 2 a risk taking gene and hunting large animals?
- 3 modern life and extreme sports?
- 4 testosterone and teenagers doing extreme sports?

3 c Work in pairs. Discuss the questions.

- Apart from extreme sports, in what other ways do people take risks in life?
- What's the biggest risk that you, or someone you know, has taken?
- "Only a person who risks is free" (unknown). Do you agree with this quote? Why/Why not?

GRAMMAR

1 Read extracts a–d. Underline the adverbs.

- a Let's examine these questions carefully.
- b Much of modern life is extremely boring.
- c He's always going rock climbing—I never see him on weekends!
- d Obviously, teenage boys are the biggest thrill seekers of all.

2 a Read section A in the GRAMMAR PANEL  . Match sentences a–d in **1** to the four uses.

b Read section B in the GRAMMAR PANEL  . Choose the correct answer for 1–5.

3 a Write the adverb form of the word in parentheses in the correct place in each sentence.

usually

- 1 I don't / go on extreme rides at amusement parks. (*usual*)
- 2 I wouldn't go white-water rafting. It's too dangerous. (*person*)
- 3 I learn new sports, so I'd love to do a new hobby like ice climbing. (*quick*)
- 4 It's easy to see animals in the wild in my country. (*incredible*)
- 5 I play soccer, but I still love it. (*bad*)
- 6 Tourists come to my hometown to do extreme sports. (*often*)
- 7 I read the safety instructions before doing any activity that could be dangerous. (*careful*)

b Work in pairs. Are the sentences in **3a** true for you?

ADVERBS

A Uses

1 We can use adverbs to add information to a verb:

- adverbs of manner say how we do something:
He spoke very quickly.

- adverbs of frequency say how often we do something:
She often goes mountain biking on the weekend.

2 We can also use adverbs to modify an adjective:
Kite surfing can be incredibly dangerous.

3 Sentence adverbs describe a whole sentence and often show the speaker's attitude to what is being said (e.g., *interestingly, honestly*):
Honestly, I don't care what he does.

B Position of adverbs

1 Adverbs of manner usually go at the ⁽¹⁾beginning / end of a clause or sentence.

2 Adverbs of frequency usually go:

- ⁽²⁾before / after the verb they describe.

- ⁽³⁾before / after the verb *to be* or other auxiliary verb.

3 Adverbs go ⁽⁴⁾before / after the adjective they modify.

4 Sentence adverbs usually go at the ⁽⁵⁾beginning / end of a sentence.

See page 38 for grammar reference and more practice.

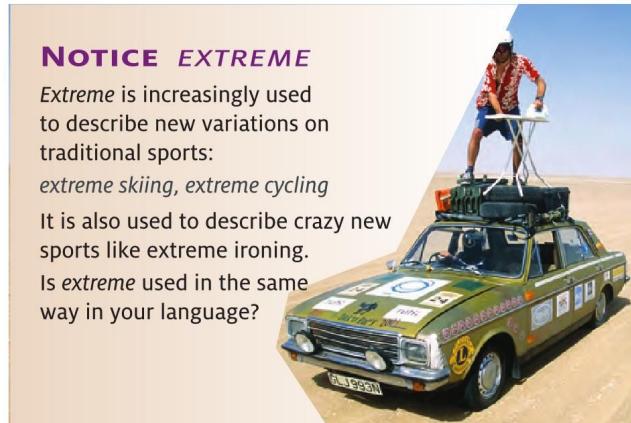
NOTICE EXTREME

Extreme is increasingly used to describe new variations on traditional sports:

extreme skiing, extreme cycling

It is also used to describe crazy new sports like *extreme ironing*.

Is *extreme* used in the same way in your language?



SPEAKING

1 a Work in groups. You have won a competition for an extreme weekend. Decide...

- what activity to do
- where/when you will do it
- what risks are involved
- what preparations you need to make (e.g., medical checkup, equipment).

b Present your ideas to the class. Which group has the most unusual/most dangerous idea?



a



b



c

READING & VOCABULARY: Weather

- 1 Work in groups. Answer the questions.

- 1 Look at the images. What weather conditions do they show? What do they have in common?
- 2 Do you have four seasons in your country? What is the weather usually like in each season?
- 3 How many weather words do you know? Make a list. Are the words nouns, verbs or adjectives?

- 2 **a** Work in pairs. Student A, read story 1. Student B, read story 2. Which image a–d is each story about?

- b** Read your story again and answer the questions.
- 1 What was the first sign of bad weather?
 - 2 What were the serious weather conditions?
 - 3 Did the person stay in the car? Was this a good idea?
 - 4 What other actions saved the person's life?

- 3 Work in the same pairs as in 2a. Retell your story in your own words, using the questions in 2b as a guide.

- 4 **a** Work in pairs. Use a dictionary if necessary. Find words in stories 1 and 2 that mean...

- | | |
|--|------------------|
| 1 a thick cloud near ground level, reducing visibility | <u>fog</u> |
| 2 small pieces of ice that fall from the sky like rain | <u>snow</u> |
| 3 a crashing sound during a storm | <u>crash</u> |
| 4 a severe snowstorm with strong winds | <u>blizzard</u> |
| 5 a bank of deep snow created by strong winds | <u>drift</u> |
| 6 a very powerful wind | <u>wind</u> |
| 7 a sudden flash of light during a storm | <u>lightning</u> |
| 8 a rotating column of very strong wind. | <u>tornado</u> |

- b** Answer the questions.

- 1 Which weather conditions occur a) in the Arctic Circle?
b) during a tropical storm?
- 2 Which words are most useful to talk about the weather in your country?

Survivors'

1 Snowed In

*I*t's been an unhappy New Year's Eve for the inhabitants of Sakhalin, Russia. Several motorists have been caught in their cars by a severe blizzard. Trapped by snowdrifts, some 50 people have needed help from emergency services. Sadly, several of the rescue workers are now also missing, and their current status is unknown.

I heard this story on the news this evening. Something similar happened to me a few years ago while I was traveling in northern Finland. I had ignored warnings of freezing weather on the radio, and my car became trapped in a snowdrift. There was fog everywhere. It was freezing cold, and I was alone. Fortunately, I had my cell phone with me and was able to contact the emergency services for help. I was told not to leave the car. To stay warm, I had to turn the motor on and off from time to time. It's dangerous to keep the motor running continuously as snow can block the air, trapping dangerous gases inside. I was also told to keep my arms and legs moving. That was difficult because I wasn't able to move a lot in the driver's seat. Nevertheless, there were some exercises that I could do like the leg movements that I'd learned for long-haul flights. In the end, I was rescued after three hours, and I can only hope that the people in Russia get the same quick assistance that I did.



Tales

2 Tornado

While driving on the highway one day in 1999, Oklahoma resident Kevin Weber was caught in a sudden storm. As hailstones began hitting his car, he decided to park under a bridge for protection. What he didn't know was that he was about to get caught in the heart of a tornado that was moving rapidly across the Midwestern USA.

With the hailstones, rain was pouring from the sky. In those circumstances, Weber did what anyone would have done. As a tornado is often accompanied by thunder and flashes of lightning, most people try to wait underneath a bridge to survive the storm. However, that can be a deadly mistake.

When a gale blows under a bridge, it enters a narrow space. This forces the winds together, and they become even more powerful. Furthermore, other objects can be blown under the bridge by the wind and can cause serious injuries if they hit someone. Luckily, Weber made a decision that saved his life. He left his car and lay flat on the ground. He watched as the tornado suddenly lifted up his vehicle and threw it out from under the bridge. As the storm slowly ended, Weber left to search for his car. Eventually, he found it a kilometer away, so damaged that it was almost unrecognizable. Although his car was a wreck, Weber had been fortunate. Tragically, many other people were killed in that powerful storm.

PRONUNCIATION: Sentence adverbs

- 1 a** Listen to these sentences from the stories. Notice how the speaker says the adverbs. Are they stressed or unstressed?

- 1 Sadly, several of the rescue workers are now missing.
- 2 Tragically, many other people were killed in that powerful storm.
- 3 Fortunately, I had my cell phone with me.
- 4 Luckily, Weber made a decision that saved his life.

- b** Listen again. How does the intonation on the adverbs emphasize the speaker's attitude?

- 2** Practice reading the sentences in **1** with the correct stress and intonation.

- 3 a** Complete the sentences with an appropriate sentence/attitude adverb.

- 1 _____, we had good weather for the picnic.
- 2 The storm was terrible, but _____ I had my umbrella with me.
- 3 _____, they found one survivor after three days of rescue operations.
- 4 ... but _____, there was nothing they could do to save any others.

- b** Practice reading out your sentences with the appropriate stress on the adverbs. How does your choice of adverb affect the way you read each sentence?

SPEAKING & WRITING

- 1 a** Work in small groups. Discuss the questions. What is...

- the hottest weather you have experienced?
- the coldest you have ever been?
- the most unusual weather you have experienced?

- b** Tell the group about a bad weather experience you have had. What happened? What did you do? Did you make good or bad decisions?

- 2** Work in pairs. Choose one of the experiences from **1b** and write a short article about it. Include...

- what you were doing and where you were
- the weather conditions
- what actions you had to take as a result
- how this affected you
- the end result.

3.4 FUNCTIONAL LANGUAGE: GIVING WARNINGS



a



b

TUNE IN

- 1 Look at the images. Which activity would you prefer to do on vacation? Why?
- 2 a Listen to a conversation between Josh and Scott. What is the link between the conversation and the images?
b Listen again. Take notes on what the speakers say about each topic.
 - 1 weather
 - 2 clothes
 - 3 first aid
 - 4 driving
 - 5 pickpockets
 - 6 entertainment

FOCUS ON LANGUAGE

- 3 a Match 1–7 to a–g to complete the warnings.
 - 1 Remember to pack
 - 2 You might want to take
 - 3 If you're taking new boots, make sure
 - 4 You want to be careful
 - 5 I wouldn't drive
 - 6 You don't want to
 - 7 You definitely shouldn't
 - a down the coastal highway if I were you.
 - b get stuck in a traffic jam.
 - c you use them a couple of times before you go.
 - d some good waterproof clothing.
 - e some Band-Aids in case you get blisters.
 - f take your car down there.
 - g on those little country roads.

b Listen to 3.7 again and check your answers.

- 4 Work in pairs. Use the expressions in 3a to give a warning or piece of advice to someone who is going...
 - 1 to the jungle.
 - 2 to the desert.
 - 3 long-distance sailing.
 - 4 ice climbing.
 - 5 to live abroad for a year.

“Warnings”

Listen to the sentences and underline the stressed words. Does the intonation go up or down at the end?

- 1 You want to be careful on those little country roads.
- 2 You don't want to be stuck in a traffic jam.
- 3 You might want to take some Band-Aids.

Listen again and repeat with the correct stress and intonation.

OVER TO YOU

- 5 Work in pairs. What warnings would you give tourists visiting your country? Make a list.
- 6 a Read the role cards and act out the situation.

Student A

A friend is planning to visit your country for two weeks and has called you to ask for advice. You want to be completely honest but also give positive and realistic recommendations.

Student B

You are visiting a friend in another country for two weeks. Call him/her to ask about: the weather, the food, health issues, safety, places to visit and whether people speak English.

b Switch roles and act out the situation again.

SPEAKING TASK: BEING SUPPORTIVE

3.5

TUNE IN

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

- 1 How are the people feeling? Why?
- 2 Have you ever been in a similar situation? If so, where were you?

- 2 ^{3.9} Ayaka has moved to New York from Japan. Listen to her talking to a friend. Which image shows Ayaka?

- b Listen again and answer the questions.

- 1 What problem does Ayaka have?
- 2 What has she done to try and solve it?
- 3 Has she been successful? Why/Why not?
- 4 What positive experience has she had?
- 5 What is Laura's attitude to Ayaka? How do you know?



PREPARE FOR TASK

- 3 a Complete sentences 1–8 with the words below.

always better completely hard must poor sorry sounds

- 1 I'm _____ to hear that.
- 2 That must be really _____.
- 3 That _____ really difficult.
- 4 You _____ feel terrible.
- 5 You _____ thing.
- 6 Things will get _____ soon.
- 7 I _____ understand.
- 8 I'm _____ here for you.

- b Check your answers in Transcript 3.9 on page 43.

- 4 Underline three expressions in the transcript that Ayaka uses to introduce her problems.

- 5 Work in pairs. Read the e-mail and answer the questions.

- 1 What country is Naomi in? What's she doing there?
- 2 What problems is she having? Make a list.
- 3 What advice would you give her? Think of two ideas for each problem.

Hey Naomi,

Thanks for the e-mail. Sorry to hear you're finding it difficult to get settled in Berlin. The weather can't help! Minus two degrees sounds very cold—brrrrr! I won't tell you about my day at the beach!

I know it's tough making friends in another country, but now you've started classes at the university, I'm sure you'll meet lots of people. And I'm sure your German's better than you think! Anyway, it's going to improve really quickly now that you're living there!

Are you still staying with that family? It can't be easy living in such a noisy house—you need somewhere quiet for studying! And the food they give you sounds horrible! Everything seems so expensive there as well—what are you going to do?

Anyway, can't wait to come and visit! Jason

TASK

- 6 a Work in pairs. Act out a conversation between Naomi and a friend who is visiting her in Berlin.

Student A

You are Naomi. Tell your friend about the problems you are having. Use the expressions in 4.

Student B

You are Naomi's friend. Listen to her problems and be as supportive as possible. Use the expressions in 3a.

- b Switch roles and act out the conversation again.

REPORT BACK

- 7 Tell the class who was the more supportive and sympathetic friend, A or B. Why? Who gave better advice?

VOCABULARY

People you know

- 1** Work in pairs. Which of these people do you know? When/Where do you usually see them? Add three more relationship nouns to the list.

acquaintance close friend coworker roommate
parents-in-law manager teammate

- 2** Listen to four short extracts. Which speaker 1–4 is talking about...

- a an acquaintance? c a partner?
b classmates? d coworkers?

Phrasal verbs

- 3** Complete the extracts from the audio with a verb. Then listen and check.

- 1 We usually _____ up in a café when we finish work on Fridays. It's a great place to _____ out.
- 2 I _____ up Chinese last year. I often _____ up late and miss something important.
- 3 We argue a lot, but we always _____ up afterward. Most of the time we _____ along well.
- 4 We were at college together, but she _____ out after a few months. We _____ into each other all the time.

- 4** Work in pairs. Complete the sentences so they are true for you.

- 1 I'd really like to take up...
- 2 Someone I really don't get along with is...
- 3 When I was fourteen, I always hung out...

GRAMMAR

Auxiliary verbs

- 1** **a** Complete the conversation with the correct form of an auxiliary verb. Leave two blanks empty.

- A _____ the Wildcats win the game last night?
B No, they _____. They _____ playing very well at the moment!
A So who _____ won?
B The Dayton Jets.
A Oh, well. They're the best team in the league, _____ they?
B They're good, but I really _____ think we can win the championship this year.
A Really? What _____ makes you think that?
B The new power forward, Natalia Vicente. She's the best player I _____ ever seen!



- b** Work in pairs. Invent a similar conversation about a sports team you support.

Past participles

- 2** **a** Find and correct five mistakes in the words in bold.

Yesterday, I ⁽¹⁾**was send** a strange e-mail. It was from my friend Esther. It said: "I ⁽²⁾**'ve been involved** in a robbery during a trip to London. I ⁽³⁾**'ve have** my money and credit card ⁽⁴⁾**stolen**." She then asked for \$2,000 to ⁽⁵⁾**be transfer** to a bank account. However, I know she ⁽⁶⁾**hasn't visited** London for years so it must be a hacker. I ⁽⁷⁾**'ve contact** her at a different address to let her know what ⁽⁸⁾**'s happened**. Make sure you have ⁽⁹⁾**update** firewall software to prevent this happening to you!

- b** Work in pairs. Have you, or has anyone you know, been sent an e-mail like this? What did it say? What did you/they do?

Reflexive pronouns

- 3** Work in pairs. Make true sentences about you, your friends or family using the verbs and reflexive pronouns.

- | | |
|-------------------|------------------------|
| 1 blame myself | 3 hurt himself/herself |
| 2 enjoy ourselves | 4 express themselves |
- My friends and I enjoy ourselves most at parties.*

FUNCTIONAL LANGUAGE

Small talk

- 1** **a** Choose the correct option to complete each sentence.
- 1 I'm not really a big fan *for* / *of* spicy food to be honest.
 - 2 *Speak* / *Speaking* of music, there's a festival here on the weekend.
 - 3 I see you've *brought* / *taken* the wet weather with you!
 - 4 I have a leaflet in my bag with recommendations for places to visit. *Do* / *Would* you like to see it?
 - 5 I went on a school trip to your city *once* / *one time*.

- b** Work in pairs. Choose a sentence in **1a**. Use it to begin a conversation with your partner. How long can you keep the conversation going?

LOOKING BACK

- Write down three new irregular past participles that you have learned in this unit.
- Is there anything in this unit you want to look at again?
- Choose one reading text from the unit. What new information did you learn from it?

VOCABULARY

Medical experts

1 a Work in pairs. Name two people who...

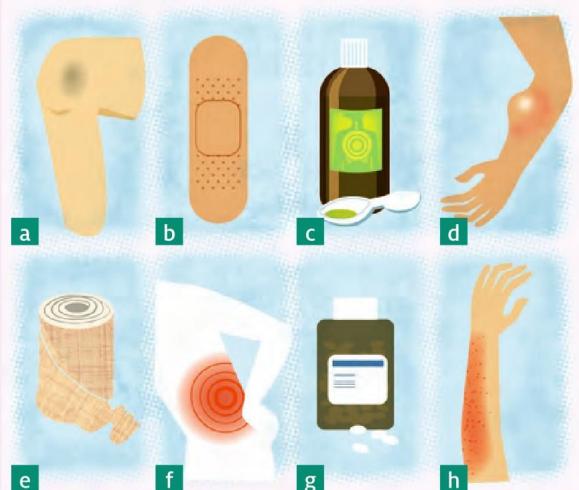
- 1 work in a hospital.
- 2 practice alternative/complementary medicine.
- 3 use natural remedies.

b Which medical experts have you found most helpful? Which would you never visit? Why?

Symptoms & treatment

2 Match the words in the box to the images.

antibiotics backache bandage bruise
cough syrup bump Band-Aid rash



3 a Work in pairs. Discuss the questions.

- What do you usually take if you get a cold?
- Do you always make an appointment to see the doctor when you feel sick? Why/Why not?
- Have you ever needed a vaccination to travel somewhere?

-ever

4 a Choose the correct option to complete the sentences.

- 1 However / Whenever I go to a party, I try to look nice.
- 2 I'd never give away confidential information, whoever / whatever asked me!
- 3 Whatever / Whichever you do in my country, don't drive on the wrong side of the street!
- 4 However many / However much times I watch Charlie Chaplin movies, they always make me laugh.

b Work in pairs. Change the underlined information in **4a** so the sentences are true for you.

GRAMMAR

The present

1 Complete the sentences with the best form of the verbs in parentheses. Then ask and answer the questions in pairs.

- 1 What _____ you usually _____ in your free time? (*do*)
- 2 What _____ you _____ at the moment? (*read*)
- 3 How long _____ you _____ in this city? (*live*)
- 4 What time _____ your English class _____ today? (*finish*)
- 5 _____ you _____ any good movies recently? (*see*)

Used to do/Used to doing

2 Work in pairs. Complete the sentences so they are true for you.

- 1 When I was a kid, I used to _____.
- 2 In my family we're not used to _____.
- 3 When they were young, my grandparents weren't used to _____.
- 4 I didn't get used to _____ until I graduated.
- 5 Now that I have a _____, I'm getting used to _____.

FUNCTIONAL LANGUAGE

Making polite requests

1 a Complete the sentences with the words in the box.

can could do idea mind
possible tell wonder would (x2)

- 1 _____ you _____ lending me your cell phone?
- 2 _____ you have any _____ where the nearest post office is?
- 3 I _____ if you _____ recommend something for insomnia.
- 4 _____ you _____ me what time the supermarket closes?
- 5 _____ it be _____ to give me a lift to the bus stop after class?

b Listen and check.

2 Work in pairs. Take turns asking the questions in **1a** and giving an appropriate answer.

LOOKING BACK

- Which lesson in this unit did you enjoy most? Why?
- Think of five useful expressions from this unit and when you might use them.
- Tell your partner about something you have done recently that has had a good or bad effect on you.

VOCABULARY

Equipment

- 1** Work in pairs. Which of the items in the box have you used? What did you use them for?

binoculars compass first-aid kit flashlight
life jacket ropes waterproof clothing

Personality adjectives

- 2** Complete the sentences with your own ideas. Then compare your ideas in groups.

- 1 I think it's *reckless* and *irresponsible* to... because...
- 2 The most *courageous* person I know is... because...
- 3 You need to be very *experienced* in... if you want to...
- 4 You'd need to be *resourceful* and *self-sufficient* to be able to... because...

- b** Use two of the words in *italics* in 2a to describe people you know. Give reasons for your answers.

Talking about danger

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

danger precautions risks safely trouble wrong

When you do extreme sports, things can easily go ⁽¹⁾ _____. For this reason, it's important to take the necessary ⁽²⁾ _____. When I went white-water rafting, we had to wear life jackets and helmets so we could go down the river ⁽³⁾ _____. We were also given instructions about what to do if we got into ⁽⁴⁾ _____ and fell out of the raft. You will only be in ⁽⁵⁾ _____ if you take unnecessary ⁽⁶⁾ _____.

- b** Work in pairs. Think of another extreme sport. What could go wrong? What precautions should you take?

GRAMMAR

Narrative tenses

- 1** Complete the sentences with the correct form of the verbs in parentheses.

- 1 When I was ten, my family and I _____ (go) to **Italy** on vacation.
- 2 I _____ (*run into*) **an old school friend** while I _____ (*shop*) **yesterday**.
- 3 Before I was ten, I _____ (*never travel*) **abroad**.
- 4 I _____ (*learn*) **karate** for months when I _____ (*decide*) to **take up tai chi**.
- 5 By the time I _____ (*arrive*) at the concert, the band _____ (*play*) for **an hour**.

- b** Work in pairs. Change the information in bold in 1a so the sentences are true for you.

Adverbs

- 2** Choose the adverb that reflects your opinion and write it in the correct position in the sentence.

- 1 I go surfing in the summer. *never / sometimes / often*
- 2 I always read safety instructions. *carefully / quickly*
- 3 Rock climbing is dangerous. *extremely / fairly*
- 4 We've had a very hot summer this year. *luckily / unfortunately*

- b** Work in pairs. Use the adverb form of the words in the box to make true sentences about yourself or people you know.

bad fortune incredible usual worrying

I don't usually go out on Sunday nights.

FUNCTIONAL LANGUAGE

Giving warnings

- 1** **R4** Listen and match warnings 1–6 to images a–c.



- b** Complete the warnings. Then listen again and check.

- 1 You _____ to wear a wetsuit to protect you from the cold.
- 2 You _____ go too fast or it might be difficult to stop.
- 3 You _____ to be careful if the waves _____ really big.
- 4 When you buy sneakers, _____ they're half a size bigger than your regular size.
- 5 You _____ want to _____ stuck up a mountain in the middle of a blizzard.
- 6 I _____ old shoes as this can cause injuries.

- 2** Work in pairs. Give two more warnings for each activity in the images.

LOOKING BACK

- Which story from this unit impressed you most? Why?
- How many adverbs can you remember from the unit?
- Think of a time when the weather affected your plans. What happened? Tell your partner.

READING

- 1** Work in pairs. Look at the image of Etienne, an English student. What do you think his problem is?
- 2** **a** Read Etienne's blog post and check your ideas in 1. Summarize his problem in one sentence.

When I started learning English, I felt I made so much progress each day. I went from elementary to intermediate level in just two years. But recently I'm making much slower progress—I haven't improved at all, or at least that's how it feels. I am proud of my level, but I'd hoped to be in an advanced class by now. I realize I need to improve my listening and accuracy, but because I can already use English well enough, I don't have the same need to study as I used to. Does anyone have any tips for getting past this stage?



- b** Work in pairs. Compare your summary sentences. What level do you think Etienne is? Do you ever feel like this?
- 3** Work in groups. Discuss what advice you would give Etienne.
- 4** **a** Read the comments from two of Etienne's classmates. Do they give any of the advice you discussed in 3?

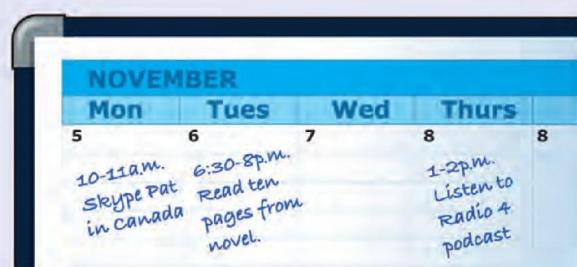
- b** R5 Read again and choose the correct option to complete the texts. Then listen and check.

Monika I'm sorry to ⁽¹⁾know / hear you're feeling down, Eti. I think the key is to be more ⁽²⁾self-sufficient / self-conscious. You could ⁽³⁾ever / always sign up for a news website with audio podcasts. This is a great way to improve your listening skills. You ⁽⁴⁾might / could want to get a conversation exchange partner, too. ⁽⁵⁾Whatever / However you do, don't get demotivated. Don't just study English... live it!

Sachiko I'm ⁽⁶⁾playing / always playing video games when I should be studying English! It was the same when I ⁽⁷⁾studied / was studying for my exams. Then my father gave me a study planner and suggested I "block out" times for studying. For example, I ⁽⁸⁾spend / 'm spending 30 minutes Skyping a friend in the States every Friday morning. I set ⁽⁹⁾me / myself little goals at the beginning of each week, like "I'm going to learn ten words about architecture." Then, at the end of the week, I can say I ⁽¹⁰⁾'ve improved / improved.

SPEAKING

- 5** Work in groups. Discuss the questions.
- Who do you think gave Etienne the best advice? Why?
 - Would you follow any of the advice yourself? Why/Why not?
 - What areas of your English do you feel you need to work on most? Give each other suggestions on how to do this.
- 6** **a** Make a study diary for one week, with blocks of time marked for English practice. Decide a) what you are going to do, b) when and c) for how long.



- b** Work in pairs. Compare your diaries. Does your partner have any ideas that you would like to add to yours?
- 7** Follow your day planner for one week. Then discuss the questions in small groups.
- Did you stick to your plan? If not, what happened?
 - Did it help you feel that your English was improving?

QUICK CHECK

Complete the checklist below.

Can you...	Yes, I can.	Yes, more or less.	I need to look again.
1 talk about different relationships?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 make small talk?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 discuss problems and find solutions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 talk about health and fitness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 make polite requests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 discuss survival stories?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 talk about extreme weather conditions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 give warnings?	<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 again at any of the sections?

UNIT 1 GRAMMAR REFERENCE

1.1 AUXILIARY VERBS REVIEW

1 Use auxiliary verbs *be* and *have* with a main verb to form tenses.

be = continuous tenses:

The Internet is working now.

have = perfect tenses:

I haven't seen Jo today.

2 In questions and negatives, use the auxiliary verb *do* to form the present simple and *did* to form the past simple:

We don't know the answer.

Did you go to the party?

3 In affirmative sentences in the present simple and past simple, we can use *do/did* to emphasize the main verb. The auxiliary is always stressed in spoken language:

I did tell you about the field trip on Friday!

We also use auxiliary verbs...

4 in short answers to questions:

Do you have a Facebook account? Yes, I do./No, I don't.

5 with pronouns (*he, she, etc.*) to make question tags:

He's spent a lot of time online this week, hasn't he?

Subject questions

Where the question word (*what, who, etc.*) is the subject of a question, we do not use an auxiliary verb in the present simple or past simple:

Who told you about the new website? (NOT Who did tell you...)

1.2 PAST PARTICIPLES

The past participle is the third form of the verb: *go, went, gone*. We form regular past participles by adding *-ed* to the infinitive. Many verbs have irregular past participles (see page 44 for a list of common ones).

We use the past participle...

1 with <i>have</i> to form the present perfect and past perfect	<i>Anna's just sent me an e-mail. I hadn't heard from her for weeks.</i>
2 with <i>be</i> to form the passive voice	<i>The mail is delivered at 10 a.m. every day.</i>
3 to form adjectives	<i>The hotel has a heated pool.</i>
4 with <i>have + object</i> to describe something that is done <u>for</u> or <u>to</u> you	<i>I need to have my eyes checked.</i>
5 with <i>have + object</i> to describe something bad that happens to you	<i>He didn't pay his bills, so he had his electricity cut off.</i>

1.3 REFLEXIVE PRONOUNS

We use reflexive pronouns...

1 when the subject and object of a verb are the same person or thing:

She made herself a cup of tea.

Some verbs that commonly go with reflexive pronouns are:

*ask blame enjoy express give
hurt introduce take care of teach*

2 to mean "without help from other people":

My team members were sick, so I had to finish the project myself.

1.1

a Correct one mistake in each sentence or mini-dialogue.

1 How many brothers or sisters you have?

2 A: Did you speak to Kim yesterday?

B: Yes, I have.

3 Barbara does speaks German! She studied it in college.

4 How many times you have been to the USA?

5 Who did invented Twitter?

6 A: Who leave this note on my desk?

B: Sam did.

b Complete the dialogues with the correct question tags.

1 A You're not on Twitter, _____ ?

B I'm not, but you use Facebook, _____ ?

2 A You've met my roommate Agata before, _____ ?

B I think so. She's the one with the piercings, _____ ?

3 A Could you help me with this report, Sarah?

B Of course! The boss is demanding a lot from you right now, _____ ?

1.2

a Complete the dialogue with the past participle form of the verbs in the box.

abuse fix hear improve realize tell

A I've just been _____ that the company is only letting us use the Internet for one hour a day! Have you _____ anything about it?

B So that's why I can't get onto MySpace. I hadn't _____ there was the new rule. I was about to call IT to have my computer _____.

A Well, I think it's ridiculous! I feel as if I've had my human rights _____ or something.

B That's kind of an exaggeration! I can see their reasons. They might actually get a new, _____ workforce!

b Match the use of each past participle in a to rules 1–5 in Grammar Reference 1.2.

1.3

a Write the missing reflexive pronoun in the correct position in each sentence.

1 My brothers never ask if they can borrow my things. They just help.

2 When I have a problem, I'd rather deal with it than talk it over with friends or family.

3 My friend Larry is so shy! He finds it hard to introduce to people he doesn't know.

4 My mother always blames when things go wrong!

5 It's nice to go on vacation with friends, but sometimes my wife and I prefer to just go by.

b Are any of the sentences in a true for you or anyone you know?

2.1 THE PRESENT

Present simple

Use the present simple...

1 to talk about habits and routines	<i>She works late every day.</i>
2 to describe things that are generally true	<i>In the U.S., most people have a big meal in the evening.</i>
3 to talk about scheduled events	<i>The post office closes at 3 p.m.</i>

Present continuous

Use the present continuous...

1 to talk about things that are happening at the time of speaking	<i>Why are they laughing?</i>
2 to talk about temporary situations happening around now	<i>She's studying for her final exams.</i>
3 to talk about changing or developing situations	<i>My Spanish is really improving.</i>
4 for repeated habits or actions that cause annoyance, often with adverbs such as <i>always</i> , <i>constantly</i>	<i>He's constantly telling me to exercise more.</i>

NOTE: We do not usually use the present continuous with state verbs, e.g., *know*, *like*, *believe*.

Present perfect

In general, the present perfect is used to talk about events or states that take place in the past but have a connection to, or result in, the present:

They've torn down the old theater to build a new freeway.

We often use time expressions to show the past–present link:

all my life, recently, today, lately, over the last few months/years, up to now, this week/month/year, since last week, for a year

2.2 USED TO DO/USED TO DOING

Used to + infinitive

Use *used to* + infinitive to talk about habits, states or repeated actions in the past, which are often no longer true in the present:

We used to go on vacation with my uncle. (now we don't)

Notice how we form the negative and question form with *used to*:

Did you use to play basketball when you were a kid?

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

In tag questions with *used to*, use the auxiliary *did* in the question tag:

You used to play the piano, didn't you?

Be/Get used to + -ing

- 1 Use *be used to* to talk about things that are familiar and no longer strange or difficult for us.
- 2 Use *get used to* to talk about things that become more familiar and less strange/difficult over time.

Be/Get used to can be followed by...

- a) a noun/noun phrase or pronoun:

We're not used to the new telephone system.

- b) a verb in the *-ing* form:

I got used to getting up early for my yoga class.

2.1

- a Complete the sentences with the correct present tense forms of the verb in parentheses.

- 1 **Every afternoon** Neil _____ out for a long walk with his grandmother. (*go*)
- 2 I _____ to school **this month** to get in shape. (*walk*)
- 3 I played squash **yesterday**, and I think I _____ a muscle in my arm! It's agony! (*pull*)
- 4 **What time** _____ the dance class _____? (*start*)
- 5 I _____ of giving up my gym membership. (*think*)
- 6 I _____ two kilograms **since last month!** (*lose*)

- b Write sentences that are true for you, using the phrases in bold in a.

- c Find and correct six mistakes in the e-mail.

New | Reply | Reply all | Forward | Delete | Junk | Sweep • Mark as • Move to •

Hi Ben, thanks for your e-mail and the photos. I'm really liking the one of you dancing at the party! I'm pretty busy at the moment because I prepare for a big presentation next week. I'm normally having meetings every morning, but this week I having training sessions in the afternoons as well. I don't go for a run since last Sunday! You know how much I love run! At home it's hard to get any work done because my neighbor always listened to loud music. It's so annoying! How are things with you?
Write soon, Mandy

2.2

Choose the correct option a–c to complete the sentences.

- 1 I _____ really sick when I saw operations on TV, but now I'm a surgeon!
 - got used to feeling
 - am used to feeling
 - used to feel
- 2 It's hard to _____ nights, but it becomes normal after a while.
 - used to work
 - get used to working
 - be used to working
- 3 I _____ at all. I wasn't in good shape.
 - didn't use to exercise
 - wasn't used to exercise
 - used to exercise
- 4 The job was really stressful at first, but now I _____ with difficult patients.
 - used to deal
 - got used to dealing
 - 'm used to dealing
- 5 I'm slowly _____ English every day at work.
 - used to speak
 - getting used to speaking
 - used to speaking

3.1 NARRATIVE TENSES

Past simple & past continuous

1 Use the **past simple** to talk about completed actions that happened at a specific time in the past. These tell the main events of a story in the order they happened:

He packed his bags, ordered a taxi and left the house for good.

2 Use the **past continuous** to talk about...

a) background information that is not part of the main story:
The sun was shining and the birds were singing.

b) an action in progress around a particular time in the past, often when this is interrupted by another (shorter) action:
I was making an important call when the fire alarm went off.

c) two simultaneous actions or events, with connecting words such as *while*, *meanwhile*:

While I was finishing my work, Gail was cooking dinner.

Past perfect simple & past perfect continuous

1 Use the **past perfect simple** to talk about...

a) an action that was completed before another action in the past:
When I opened my bag I realized that I'd (had) left my ticket at home.

b) a state or situation in progress up to a point of time in the past:
They'd been friends for years until she moved away from the area.

NOTE: The emphasis is on completion, not duration.

2 Use the **past perfect continuous** to talk about...

a) an ongoing action that started before another action in the past (and often continued up to it):
The miners had been digging all night when they heard the explosion.

b) repeated actions that happened before another action in the past:
I'd been calling all morning before I finally got a hold of her.

NOTE: The emphasis is on duration.

3.2 ADVERBS

We can use adverbs...

1 to say how we do something (adverbs of manner). These usually go at the end of a clause/sentence:

I pick up new languages quickly.

2 to say how often we do something (adverbs of frequency). These usually go before a main verb or after *to be* or another auxiliary verb:

I never go on extreme rides at amusement parks.

I don't usually do outdoor activities on the weekend.

3 to modify an adjective. These go before the adjective they modify:

Cantonese is an incredibly difficult language to learn.

4 to describe a whole sentence (sentence adverbs). These often show the speaker's/writer's attitude to what is being said. They commonly go at the beginning of a sentence:

Tragically, many lives were lost in the accident.

Surprisingly, he's decided not to leave after all.

3.1

a Choose the correct verb form to complete the sentences.

1 The climber *crawled* / *was crawling* all the way back to camp after he *was breaking* / *had broken* his leg.

2 I'd never *been doing* / *done* any sailing before, and I must admit I *wasn't liking* / *didn't like* it at all!

3 We'd *been walking* / *walked* for hours before we *were finding* / *found* someone to help us.

4 When I *fell* / *had been falling* out of the boat, I *was screaming* / *screamed* for help, and luckily the lifeguard *had seen* / *saw* me.

b Complete the text with the verbs in parentheses in the correct narrative tense.

Rescued by Fire Ants

In 1999, Joan Murray (1) _____ (skydive) when her main parachute (2) _____ (fail) to open during a jump from 4,420 meters. Her backup chute (3) _____ (open) when she was 200 meters above the ground, but then it deflated. Joan (4) _____ (crash) to the ground and the impact (5) _____ (smash) the side of her body. Amazingly, she was still alive when rescuers found her! She (6) _____ (land) on a mound of fire ants, and doctors believe the stings from the ants (7) _____ (shock) her heart so that it (8) _____ still _____ (beat) and saved her life. She (9) _____ (be) in a coma for two weeks, but she (10) _____ (heal) well enough to go home after six weeks.



3.2

a Complete the sentences with an adverb in the box in the correct position.

badly easily extremely personally rarely

1 I watch horror movies. Some are really terrifying.

2 I don't get scared, so I love any kind of extreme sport.

3 It's dangerous to drive over 120 km/h on the highway.

4 I think jumping off a bridge with a piece of elastic tied around your leg is really stupid.

5 I sing, so I'd love to take lessons to improve.

b Change the sentences in a so they are true for you or reflect your opinion.

WRITING BANK

1 A QUESTION-AND-ANSWER POST

- 1 a  Work in pairs. Read the question post. What suggestions would you give?

YOUR QUESTIONS Topic: Angry people

Open

Sort by: [Newest](#) [Most Popular](#) [Fewest Answers](#)

Alex808 

What's the best way to deal with someone who is angry? I've just started working in customer service, so any advice would be appreciated!



- b Read the answer post below and answer the questions.

1 Are any of your suggestions from 1a mentioned? 2 Do you agree with the advice? Why/Why not?



It can be difficult dealing with someone who's really angry. I know I sometimes end up getting angry myself and then things can get out of hand. I've found it helpful to remember to stay calm and in control. What I do first is acknowledge the person's feelings, without agreeing or disagreeing with them. I say something like, "I can see you're really angry about this." Then I offer an apology, as this helps defuse the situation. Finally, when things have calmed down, I ask an open-ended question like, "What can I do to help?" This can help an angry person to be more rational. (In my experience, this only works if you have acknowledged their emotions first, though.) So my advice would be to remember the three "As" the next time you have to deal with an angry person: Acknowledge, Apologize, Ask a question. Hope you find this works for you! Good luck!

- 2 Look at phrases a-f from the post. Which are used to...

- 1 describe what the writer does in this situation?
- 2 describe what the writer has done in this situation in the past?
- 3 give an example?
- 4 suggest what the other person should do?

- | | | |
|-------------------------------|-------|---|
| a I know I sometimes... | _____ | 1 |
| b In my experience,... | _____ | |
| c I say something like... | _____ | |
| d I've found it helpful to... | _____ | |
| e So my advice would be to... | _____ | |
| f What I do first is... | _____ | |

- 3 Work in pairs. You are going to write an online question-and-answer post. Write one question for each of these topics.

- 1 How to deal with over-protective parents
- 2 The best way to meet people in a new place
- 3 The effectiveness of social networks in making friends

- 4 a Exchange questions with another pair. Choose one question and write an answer post. Use the phrases in 2 if you like.

- b  Exchange answers with the same pair. Answer the questions.

- 1 Were the answers clear and relevant?
- 2 What would you change/add?

TIP

Use an informal style in question-and-answer posts. If you write a question, it is polite (although not essential) to say that you will appreciate any advice others give you. If you write an answer, make sure it is polite, clear and easy to follow and based on your personal experience.

2 A TRAVEL BLOG

1 a Work in pairs. You are going to read a travel blog. Before reading, discuss the questions.

- 1 Where is the Trans-Siberian Railway?
- 2 Where does it start and finish?
- 3 How long does it take to travel from one end to the other?

b Read the blog and check your answers.

2 Find and underline this information in the blog.

- Introduction:** where and when the trip started; feelings about the trip
Descriptions: traveling companions; places visited
Actions: what the writer did during the trip
Opinions: what he liked and didn't like
Conclusion: how the trip ended; why he recommends this trip

3 Work in pairs. Read typical blog features 1–6. Do they apply to this blog?

- 1 Blog entries often talk about one topic.
- 2 They are usually fairly short.
- 3 They use a relaxed, informal style.
- 4 They express the feelings and opinions of the writer.
- 5 Most have space for comments and responses from readers.
- 6 They are arranged in chronological order, from the most recent entry at the top to older entries toward the bottom.

4 Write a blog entry about a day sightseeing or a trip you made. Use the outline in **2** as a guide and incorporate some of the features in **3**.

5 Work in pairs. Exchange blog entries and answer the questions.

- 1 Is the writing style engaging? Why/Why not?
- 2 Is there any additional information you would like to have?

TIP

When you write a blog post, make your opinions clear. People want to hear your voice and know what you think. Use a natural, conversational style. Think of someone you know well and imagine you are writing for him/her.

Profile
Blog
Photos
Videos
Messages

My Trans-Siberia Journal



3 July, posted at 10:48 p.m.

I boarded the train in Moscow tonight and we set off at 21:30! Really excited to be on my way and taking this trip at last but also a little nervous. I'm in second class and am sharing the car with three other people.

4 July, posted at 3:24 p.m.

I made friends with my traveling companions last night. They're Ivan, Dasha and Katya, all Russians who don't speak much English. I broke the ice by showing them photos of family and friends. I also put a notepad and a Russian–English dictionary on the table. Thanks to the photos, we made friends quickly and used the dictionary and notepad to talk.

7 July, posted at 11:37 p.m.

I left the train at Irkutsk and took a bus to Listvyanka, a village on the shore of Lake Baikal. There are some beautiful old wooden houses and a few stores and restaurants. Early in the morning the harbor is full of local people smoking fresh fish to sell to villagers. Then I traveled back to Irkutsk and caught the train for the final leg of my trip.

10 July, posted at 10:09 p.m.

We arrived in Vladivostok late last night after six full days on the train! The only downside was the dining car. The food wasn't great and it was really expensive. Fortunately, in every station there were local people selling reasonably priced, homemade food, which was always delicious.

We've traveled through eight time zones and passed through some incredible places! I was so sad the trip was over. I would thoroughly recommend it! There's no better way to travel 9,000 kilometers, see amazing scenery and meet fellow travelers or locals.

5 comments and 1 reaction

40

COMMUNICATION BANK

2.3 Speaking, page 19, Exercise 2

Student A

You are going to do a simple psychology experiment with your partner. Follow the instructions.

- 1 Show list 1 to your partner (cover list 2). Give him/her 30 seconds to read it.

List 1: ambulance, aspirin, backache, bed, hospital, sick, medicine, nurse, pharmacist, surgeon

- 2 Cover list 1 and show your partner list 2. Can he/she identify which words were also in list 1?

List 2: acquaintance, ambulance, boss, computer, roommate, landscape, midwife, network, nurse, yellow

- 3 Answer the questions together.

- 1 What was the result of the experiment?
- 2 What do you think the experiment is testing? Check your ideas below.
- 3 Do you think the result would be the same if you did the experiment in your own language?

2.3 Speaking, page 19, Exercise 2

Experiment

In this experiment, we learn about false memory. This is when we think we remember things from the past that weren't there or didn't happen. In this experiment, people often think they remember the word "midwife" from the first list because all the other words in list 1 are connected to medicine.

Student B

Follow the instructions.

- 1 Read the list of words your partner shows you in 30 seconds.
- 2 Read the second list. Which words in list 2 were also in list 1?
- 3 Answer the questions in Exercise 2 on page 41 with your partner.

SELECTED TRANSCRIPTS

1.3, p. 4, Ex 1b

S = Suzanne, J = Jacques,
D = Dave, G = Gina

1

- S: OK, my first interview is with Jacques, my ex-roommate. Jacques, this is an interesting photo. It's your profile photo, isn't it? But why didn't you use one of yourself... you know, something more personal?
- J: Well, I did think about it, but I felt a little shy, especially because I've changed a lot since college. I mean, the Eiffel Tower is more impersonal, but it's special to me. I used to work there, and I have great memories of it.
- S: I remember! You sold tickets one summer, didn't you?
- J: Yeah, exactly. I worked with fantastic people. We got along really well, and we're all still friends. So, I guess I posted this photo to remind me of a happy time in my life.

2

- S: OK, Dave. Thanks for being on my podcast.
- D: No problem, Suzanne.
- S: I haven't seen this photo before...
- D: You have seen it—you're in it! That's you in the middle! Don't you remember?
- S: Oh yeah, I do! We were on the umm... the geography field trip just after our exams. Who's the guy on the left though? The one in the blue T-shirt... I don't remember him.
- D: I think he was a friend of Nina's.
- S: And, um... didn't something happen to him that day?
- D: Yes, something did happen! He climbed a tree on a dare and fell out on the way down.
- S: Oh yes! He didn't hurt himself, though, did he?
- D: No, he didn't break anything... but he ended up having to go to the hospital for an X-ray.
- S: I remember now... Poor thing, that was crazy!

3

- S: This is typical of you and your friends, Gina!
- G: Hey, no it's not! I don't always post pictures like this.
- S: Yes, you do. I expected some nice artistic photos... and I get you and your friends on a night out.
- G: OK, OK, I guess it's not artistic... but it's funny, isn't it?
- S: Well, everyone does look like they're having fun. So... who took the photo?
- G: My sister-in-law did.
- S: And do you worry that people will see you out partying? What about, you know, your coworkers or your boss?
- G: No, I don't. They can't see them! I'm very careful about the privacy settings on my account, so you can only see my photos if you're one of my close friends.
- S: So have you posted more photos like this online?
- G: Yes, I have! But, like I say, I don't let everyone see them. That could be dangerous!

2.2, p. 16, Ex 1

I = Interviewer, L = Laura

- I: Why did you decide to become a doctor, Laura?
- L: Well, I was always good at science subjects in school, and I really enjoyed them. I also used to work as an assistant to a paramedic in the summer. It was part of a volunteer project. I loved it... That's what convinced me to become a doctor.
- I: Was studying medicine tough?
- L: Yes, very. I had to do premed for six months, which involved classes, volunteer work and research, before applying to med school. Then I did four years of med school to get my degree, one year of social service, um, one year of residency and... four years of specialization in pediatrics.
- I: Wow. That's more than ten years. And where did you do your social service?
- L: They sent me to a small village in a remote region of Oaxaca. I was in charge of a small clinic. The culture was completely different from the city. I wasn't used to living in such a small community where everyone knows everyone else. I mean, I'm from one of the biggest cities in the world!
- I: I imagine there was a lot to get used to! What other differences were there?
- L: Well, when people were sick, they often went to a *curandero*, or traditional healer. Occasionally, they would come to the clinic for medication or bandages for a cut or sprain or something. But for many illnesses they were content to see the curandero.
- I: And were the curanderos successful in treating people?
- L: Most of the time I think they were... They have excellent knowledge of herbal medicine and massage. Pregnant women often go to a traditional midwife to give birth, sometimes in an adobe sauna, a *temascal*. They also do ritual cleansings with herbs and eggs or other objects. You know, I don't object to traditional medicine, I think it works well in many cases. Curanderos play an important role in rural areas. They're highly respected and trusted members of the community.
- I: What about your job now?
- L: Well, I have my practice as a pediatrician, and I work as a pediatric surgeon in the National Children's Hospital in Mexico City. I normally operate three mornings a week and the rest of the time I see patients in my office.
- I: Have there been any recent changes in medicine that affect your job?
- L: Oh yes, patients have much more access to medical information via the Internet. Self-diagnosis and self-medication are more common than they used to be. Now many parents bring their children in, and they've already checked the symptoms online and made a diagnosis. They know the entire contents of the relevant Wikipedia article! Sometimes I project an X-ray on the wall, and they start doing their own assessment of their child's illness! In the beginning it was frustrating, but now I'm getting used to it. Doctors are more used to dealing with this situation these days.
- I: Finally, what do you like best and least about being a doctor?
- L: I love operating and treating patients and seeing them in the children's ward getting better. I used to hate all the paperwork, but now I have an assistant to help me!

 3.9, p. 31, Ex 2a

A = Ayaka, L = Laura

A: Hello?

L: Hi, it's Laura!

A: Laura? Good to hear from you. How are you?

L: I'm fine thanks. Very busy with the new job and everything... But what about you? How's life in New York?

A: It's OK. But to be honest, it's been very tough adapting to life here. I'm not used to living in such a big city.

L: I know, it's a big change for you! So, what are you finding most difficult?

A: Well, I just feel really lonely. I don't know anyone here... and it's really difficult to meet people and make friends.

L: I'm sorry to hear that. But what about work? What are your coworkers like? Is there anyone nice?

A: Yes, they're all really nice, but they have their own lives outside work. We sometimes go out for a drink on Fridays, but that still means I spend the whole weekend alone.

L: Oh no, that must be really hard on you. What about interests? Are there any classes you can take or anything?

A: Well, I go to a yoga class once a week and, I've finally taken up salsa dancing!

L: That's fantastic! So have you met anyone in the classes?

A: Not really. I don't want to sound negative, but... no one really speaks to me. And when I try talking to people, they're perfectly nice and everything, but they don't seem to want to have a conversation.

L: That sounds really difficult. I'm sure it'll get easier over time, though. If you see the same people every week, you'll soon get to know some of them.

A: Yes, you're probably right, it's just a question of time. But that's not all! The worst thing is, my apartment was robbed last week while I was at work!

L: Oh no, what did they take?

A: My TV and some jewelry—it wasn't valuable, but it had, you know, sentimental value.

L: Of course! You must feel terrible.

A: It was horrible... and now I feel really nervous being alone in the apartment.

L: Oh, you poor thing, you *are* having a bad time! Did you report it?

A: Yes, of course. The police were really helpful, and I've had the locks changed now. The good thing is, I have some really nice neighbors, and they've been very helpful and supportive.

L: You did the right thing, Ayaka! And knowing the neighbors is always a good thing. It's always difficult at first when you move to a new city but things will get better soon—I promise!

A: I know. I'm sorry to complain so much... but it's good to have someone to talk to.

L: Don't worry about it, I completely understand! I'm always here for you. And remember, I'm coming to see you soon. So start organizing a fun weekend, OK?

A: Sure. I'll get started right away!

IRREGULAR VERBS

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

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

PHONETIC CHART

The Vowels of North American English and Their Phonemic Symbols

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

The Consonants of North American English and Their Phonemic Symbols

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

INTERNATIONAL EXAM PREPARATION: WRITTEN STRUCTURE

Below each sentence you will see four words or phrases marked A, B, C, or D. Choose the one word or phrase that best completes the sentence.

1. She did not understand what the word meant so she _____ its meaning in the dictionary.
 - a. looks up
 - b. looked up
 - c. finds
 - d. understood
2. He never learned how to dribble a basketball, _____ his chances of passing gym class are very slim.
 - a. unfortunately
 - b. and
 - c. however
 - d. therefore
3. Do not help her pick out her clothes. She can do it _____.
 - a. itself
 - b. herself
 - c. himself
 - d. ourselves
4. In high school Carrie _____ play varsity tennis. Now she swims.
 - a. tried to
 - b. tended to
 - c. used to
 - d. applied to
5. By 3pm, Danny _____ 5 kilometers and showed no signs of stopping.
 - a. had run
 - b. has run
 - c. is running
 - d. ran
6. Lisa _____ on the phone for three hours when she realized had to pick up her children.
 - a. had talked
 - b. has talked
 - c. had been talking
 - d. has been talking
7. For someone who does not use a computer often, you type _____ fast.
 - a. awkwardly
 - b. perfectly
 - c. quickly
 - d. surprisingly
8. Jose's blog is _____ on Google today.
 - a. trends
 - b. trended
 - c. trending
 - d. trend
9. When your car breaks down _____ help because you know nothing about cars.
 - a. you will need
 - b. you will need to
 - c. you will not need
 - d. you will
10. By Sunday, _____ 10 batches of cupcakes so you better contact her now if you do not need that many.
 - a. she will have made
 - b. she will not have made
 - c. she will have
 - d. she had made
11. When I want food right away I _____ delivered.
 - a. had it
 - b. have it
 - c. has it
 - d. have not had it
12. The tickets _____ yesterday so do not worry about getting to the theater early to buy them.
 - a. were made
 - b. were purchased
 - c. were lost
 - d. were included



INTERNATIONAL EXAM PREPARATION: WRITTEN STRUCTURE

Each sentence has four bolded words or phrases. The four bolded parts of the sentence are marked A, B, C, and D. Identify the one bolded word or phrase that must be changed in order for the sentence to be correct.

1. **A. However** it is important to remain calm in **B. the face of** danger, our bodies **C. are** engineered to either take flight **D. or** fight in high stress situations.
2. Academic excellence **A. depend on** a variety of factors **B. including** perseverance, knowledge of **C. subjects** and class attendance to name a **D. few**.
3. If left unchecked, future **A. generations** of bird species **B. in the** Amazon jungle will surely feel the **C. devastating** **D. affects** of deforestation.
4. **A. At** 85 years old, Ruth Bader Ginsburg is the **B. older** female judge on **C. the** Supreme Court **D. of** the United States of America.
5. Tolls **A. are collected** before entering a section of road to ensure the **B. maintenance** and renovation **C. of said** road without **D. impose** an extra separate tax on citizens.
6. The addition of a full or **A. partial** copy of chromosome 21 **B. results** in Down syndrome **C. on** a human **D. fetus**.
7. String theory **A. attempt** to bridge together **B. classical** and quantum **C. physics** in one **D. all-encompassing** theory.
8. Garment **A. details** in the mummy's burial shroud **B. helped** experts **C. to approximate** when he **D. was dead**.
9. Peru **A. contains** a plethora of unearthed artifacts and **B. it is believed** that **C. there is** still many more to **D. discover**.
10. Swimwear technology **A. has advanced** quickly over the past 20 years **B. giving rises** to **C. record-breaking** events year **D. after** year.
11. **A. It seems** illogical but **B. there is** a variety of bird species that cannot fly **C. including** the ostrich, penguin and **D. the chicken**.
12. The **A. mobilizations** of Indians in peaceful protest **B. led by** Mahatma Ghandi **C. resulted** in the country's liberation **D. from** the British Empire.



INSTITUTO CULTURAL PERUANO NORTEAMERICANO



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