

AMERICAN

BIG PICTURE



BEN GOLDSTEIN

7 Is This Yours?



- 1 Work in pairs. Look at the photos. How many items can you identify? What do the photos have in common? In what ways are they different?

- 2 a Listen to a photographer explaining what the three photos represent. In what order does he mention them?

b Listen again. Answer the questions.

- Which objects were...
 - sent to somebody?
 - lost?
 - removed?
- In which photos were the objects related to...
 - a natural disaster?
 - the financial crisis?
 - an accident?

- 3 a Work in pairs. Retell the story behind each of the photos.

b Which of the photos affects you the most? Why?

- 4 Complete A in the **KEY VOCABULARY PANEL**. Read Transcript 7.1 on page 42. Use a dictionary to help you.

- 5 a Listen to three people responding to 3b. Which photo are they referring to?

b Listen again. Which speaker...

- doesn't know why the objects are important?
- thinks the situation is very sad?
- feels the photo is unexpected and shocking?



- 6 a Match sentences a–e to speaker 1, 2 or 3 from 5a.
- a Elvis Presley and earplugs! I wonder why this man **treasured** those particular objects so much. And why did he **send them back** up to the surface?
 - b ...that's somebody's life that's just been **dumped** on the street there.
 - c They probably really want to **hold onto** their stuff... so they end up just having to **get rid of** it.
 - d I thought these were belongings that somebody had found and wanted to **give away** or even sell...
 - e Or I imagined that it was junk, items people had **thrown away**... and that these are things that a family had to **leave behind** when they fled...

b Look at the words in **bold** in 6a and complete B in the KEY VOCABULARY PANEL.

KEY VOCABULARY

Belongings

A Nouns

- Match the words in the box to the categories.

articles belongings contents items
junk possessions property stuff

- individual objects _____
 - objects in general _____
 - objects that are old and broken _____
 - objects that you own _____
 - objects that are inside something else _____
- Match the adjectives and the nouns to form expressions used in the listening texts.

Adjectives	Nouns
private	contents
treasured	items
personal	belongings
household	property
family	possessions

B Verbs associated with objects

- Complete the chart with the verbs in the box.

dump get rid of give away hold onto
leave behind send back throw away
treasure

Don't keep/ unimportant	Keep/important

- 7 Work in pairs. Discuss the questions.

- What kinds of objects do you like to keep and for what reasons?
- What belongings do you not mind throwing away? Why?
- How would you describe your home/room? Is it full of objects or fairly empty?

- 4 Read the comments that were left on the blog. Do they agree with the title of the article? Do you and your partner agree with any of them?

- 1 It's so good to hear someone praising mess. I never have **enough time** to tidy my desk! At last I can just enjoy my messiness. Thank you!
- 2 **Very few people** I know actually enjoy mess. That doesn't mean they're boring or inflexible. They just have different priorities. Live and let live, I say!
- 3 I think that people with messy desks are actually very selfish. If you have **plenty of space**, then that's fine. But when you have to share a workplace with a messy person, it can be very frustrating.
- 4 Have you ever worked for a messy boss? You've no idea **how much energy** I've wasted over the years tidying up after mine! Far **too much**, I can tell you!
- 5 I'm so busy, I have **very little time** to organize my desk. Sometimes someone else will do it for me—and that's always a complete disaster. I can never find anything!

- 5 Write your own comment in response to the article.

GRAMMAR

- 1 a Look at the expressions that are **highlighted in yellow** in READING 1 and 4. Decide if the nouns in **bold** are
 - a) countable (have both a singular and a plural form, e.g., desk/desks)
 - b) uncountable (only have a singular form and cannot be counted, e.g., space)
- b Complete 1–4 in the GRAMMAR PANEL with **a few**, **a little**, **many** and **much**.
- 2 Look again at the **highlighted** expressions. Complete 5–12 in the GRAMMAR PANEL with the words in the box.

enough few how little plenty so
too many too much

- 3 a Choose the correct options to complete the text.
I have ⁽¹⁾ *a lot of / so much* books and magazines. I don't have ⁽²⁾ *enough / too much* space for them at home. So I recently brought ⁽³⁾ *a few / a little* of them to work. I have ⁽⁴⁾ *plenty of / too much* space in my office. I think the bookshelves look great with ⁽⁵⁾ *so many / so much* books on them. But my boss disagrees. She says there are ⁽⁶⁾ *not enough / too many*. She says they make the office look cluttered and messy.
- b Compare your answers with a partner's. What causes the most clutter in your home/workplace/school?

QUANTIFIERS

We use the quantifiers *much*, *many*, *a little*, *a few*, *a lot of* and *lots of* to talk about general quantities without giving a specific number or value.

	Countable	Uncountable	Both*
Large quantity	(1) _____	(2) _____	lots of, a lot of
Small quantity	(3) _____	(4) _____	–

* We also use *plenty of* and (not) *enough* with both countable and uncountable nouns.

Much & many

We don't often use *much* or *many* by themselves in affirmative sentences. We prefer to use *a lot of* or *lots of*.
I have lots of space in my room. NOT *I have much space in my room.*

We often use *much* and *many* in combination with ⁽⁵⁾ _____ in questions and ⁽⁶⁾ _____ to emphasize a large quantity.

How much time do you spend organizing your desk?
I have so many clothes I don't know where to put them.

Few & little

We use *very few* and *very little* to say that we think a quantity is not sufficient.

I have very ⁽⁷⁾ _____ opportunities to stop and tidy my desk.
I have very ⁽⁸⁾ _____ free time during the day.

Enough, plenty, too much & too many

We use ⁽⁹⁾ _____ and ⁽¹⁰⁾ _____ to say that a quantity is more than is necessary. We often use it to criticize or complain.

We use ⁽¹¹⁾ _____ to say that we have a large quantity and it is more than sufficient.

We use ⁽¹²⁾ _____ to say that we have sufficient quantity.

See page 36 for grammar reference and more practice.

SPEAKING

- 1 a Work in pairs. Look at the image. What can you see? What does it tell you about the person who sleeps in this bed? Where do you think the bed belongs?
- b Listen and find out more about the bed. What surprised you about it?
- 2 Work in pairs. Do you agree that this bed is a "wonderful work of art"? Why/Why not?





VOCABULARY: Toys & games

- 1 a Work in pairs. Look at the toys and games in the image. How many can you name? Turn to page 41 to check.
- b Look again at the image and answer the questions.
- Which are...
a) digital? b) traditional? c) educational?
 - Which are...
a) board games? b) ball games? c) video games?
d) puzzles? e) other?
 - Which appeal mainly to younger children? Which appeal to adults as well as children?
 - Do you have any of these games in your home? Do you use them often or do they just add to the clutter in your home?

LISTENING

- 1 a 7.4 You are going to listen to the first part of a podcast about a museum dedicated to toys and games. Mark the information you hear.
- what it's called
 - what it is
 - where it is
 - when it opened
 - how many people visit it
 - what kind of toys it includes
 - what you can do there
- b Compare your answers with a partner's. Listen again and take notes on the information given.
- 2 Compare your notes and discuss the museum in 1a. Would you like to visit this museum? Why/Why not?

- 3 a 7.5 Listen to the second part of the podcast. Which toy is the presenter most interested in, a, b or c? Why?



- b Listen again. Which statement does the presenter NOT make?
- Sticks are everywhere.
 - They encourage the use of your imagination.
 - Some animals play with sticks.
 - They can be big or small.
 - They can sometimes be dangerous.
 - They can represent a lot of different things.
- 4 Compare your answers in 3b with a partner's. Can you remember how many different uses the presenter mentioned? Listen to Transcript 7.5 again and check your answers.
- 5 a Look at the other two toys in 3a. Think of three reasons why each one should be included in the National Toy Hall of Fame.
- b Compare your reasons with the class. What other everyday objects would you include in the National Toy Hall of Fame?

GRAMMAR

- 1 a Look at the extracts from the whole podcast in LISTENING 1a and 3a. Which refer to a) toys in general? b) sticks in general? c) a specific toy? d) a specific stick?

- 1 ...**new ones and old ones**... all much loved by adults and children alike.
- 2 Choose **your favorite one** and sit right down...
- 3 Here in this box is **one of my favorites**.
- 4 ...**big ones, small ones, straight ones, bent ones**...
- 5 **The one in the corner** is a sword, **this long one** is a horse and **this other one** is an airplane.
- 6 ...someone's drawing with **one** in the sand...
- 7 ...come and find out **which one** you like best.

b Work in pairs. Complete the GRAMMAR PANEL with some of the words in bold in 1a.

- 2 a Replace the words in bold with one or ones where appropriate.

- 1 I used to love those old **video games**, you know, the **video games** with the little dot that jumped around the screen.
- 2 We played lots of **board games** when I was a kid. My brother and I always used to argue over which **board game** to play.
- 3 My favorite toy was a **train set**, you know, a **train set** with a station and bridges and crossings.
- 4 I think the best **toys** are the **toys** that you can make yourself.

b Look again at the sentences in 2a. Are any of them true for you? Compare your answers with a partner's.

USING ONE & ONES

We use one and ones to refer back to something that has already been mentioned in a conversation or text.
... the most popular games and toys of all time, ⁽⁹⁾ _____,
... all much loved.

We often use one or ones with...

- **the:** ⁽¹⁰⁾ _____ is a sword
- **other:** ⁽¹¹⁾ _____ is an airplane.
- **this/that/these/those:** ⁽¹²⁾ _____ is a horse.
- **an adjective:** Choose ⁽¹³⁾ _____ and sit down.
- **which:** Find out ⁽¹⁴⁾ _____ you like best.

Notice we also use one to talk about one member of a group of people or things: Here in this box is ⁽¹⁵⁾ _____

See page 36 for grammar reference and more practice.

NOTICE ONE OR TWO?

Notice how we use the expression one or two to mean a few.
I've spotted **one or two** of my childhood favorites.
Have you had any problems with your computer recently?
Yes, **one or two**.
Do you have a similar expression in your language?

PRONUNCIATION: One/ones

- 1 Listen to three short conversations. Match them to the words in the box.

a child's bike a cupcake a pillow

- 2 a Look at the extracts. Which conversation do they come from?

- a I think the first one looks better, the rainbow one.
- b Can I have another one, please?
- c Look, that's the one!
- d No, one is enough, thanks!
- e So which one is it going to be?
- f The one with the chocolate chips, please.
- g What, the red one in the corner?

b Listen again and underline the main stress. The first two have been done for you. In which case is one used to stress the number?

- 3 Listen again and repeat.

SPEAKING & LISTENING

- 1 a Listen to two people talking about a childhood game they used to play. What were the rules? What was it called?

b Listen again and complete the sentences. Did you play the same game, or a similar game, when you were a child?

- 1 It was a very _____ game.
- 2 There was _____ who went off to hide.
- 3 We had to close _____ and count to _____.
- 4 When you found where they were hiding, you had to _____ them.
- 5 And the last person to find us all was the one who had to _____.

- 2 a Think of a game you used to play with your friends. Think about the questions and prepare to describe the game.

- What was it called?
- Did everybody play it?
- What were the rules?
- Why did you enjoy it?

b Work in pairs. Tell your partner about your game. Did you both play the same games? If yes, were the rules exactly the same every time or were there variations?



SPEAKING

- 1 Work in pairs. Look at the three objects in the images. Where would you expect to find them? What is the link between them and the lesson title? Check your answers on page 41.

READING

- 1 Read the texts describing the history of the objects. Match objects a–c to texts 1–3.
- 2 Read the texts again and match descriptions 1–6 to objects a–c.
 - 1 It's a sophisticated piece of technology.
 - 2 It was only used after the owner's death.
 - 3 It represents two distinct ideas.
 - 4 Its use is more symbolic than practical.
 - 5 It has been used by people from several different religions.
 - 6 It tells us a lot about its owner.
- 3 Find words in the texts that mean...
 - 1 a person who has studied a lot (1)
 - 2 come from a particular time in the past (2)
 - 3 the material taken from an elephant's tusk (2)
 - 4 a competitor (2)
 - 5 guns and other instruments used for fighting (3)
 - 6 is a symbol of (3)
- 4 Work in small groups. Discuss the questions.
 - Which object do you think is the most interesting? Why?
 - Can you think of any objects from your own town or family that tell an interesting story?

1 The astrolabe is an amazing instrument. It can tell you the time, the date and your exact geographical position using the sun or the stars. It can do mathematical calculations and even figure out your horoscope. In its day, it was a high status object, very much like a modern day smartphone or tablet computer. It's the same size and shape as a pocket watch, but it's much more complicated. The first astrolabes were made in Greece around 150 B.C. They were further developed by Islamic scholars and were often used for finding the exact direction of Mecca. This astrolabe was owned by a Jewish scholar living in the south of what we now know as Spain in the thirteenth century—a time when Jewish, Islamic and Christian communities lived together in relative harmony.

2 This object dates from 2985 B.C. It is about 5 cm square, it's very thin, it's made of ivory and it looks and feels a little bit like a modern-day business card. In fact, it's a label that was once attached to a pair of sandals, just like a modern day name tag on a pair of school shoes. The sandals belonged to an Egyptian pharaoh (King Den), and they were just one of the many things that would accompany the pharaoh to the afterlife. The label would identify him to those he met, and the picture engraved on it would tell them what kind of leader he'd been. On the label we see the king attacking and beating a rival in a clear demonstration of force: an image and a message that has often been repeated throughout history.

3 This object doesn't have a practical purpose, but it does have a very powerful message. It is made from weapons from the Mozambique Civil War, (1977–92). Almost 1 million people died during the war, and 5 million people were left without homes. This sculpture represents both the tragedy of that war and the human triumph of those who succeeded in creating a lasting peace. It was made by the Mozambican artist Cristóvão Canhavato (Kester) in 2001 for the *Transforming Arms into Tools* project. In this project approximately 7 million guns were voluntarily exchanged for useful tools and hardware.

GRAMMAR

- 1 a Work in pairs. Complete the extract from **READING 1 text 2**.

In fact, it's **a** label that was once attached to **a** pair of ⁽¹⁾ _____. **The** sandals belonged to **an** Egyptian ⁽²⁾ _____ (King Den), and they were just one of the many things that would accompany **the** pharaoh to the afterlife. **The** ⁽³⁾ _____ would identify him to those he met...

b Check your answers in **READING 1 text 2**.

- 2 a Look at the articles (*a*, *an* and *the*) in **bold** in the extract in 1a. Which article is used to...

- a) talk about an object for the first time?
b) refer to an object that has already been mentioned?

b Complete 1–4 in the **GRAMMAR PANEL** with *a/an* or *the*.

- 3 a Work in pairs. Add *the* to the sentences where necessary. There are five missing.

- 1 ^{The} Astrolabe is an amazing instrument.
2 It can do mathematical calculations and even figure out your horoscope.
3 It's same size and shape as a pocket watch, but it's much more complicated.
4 First astrolabes were made in Greece around 150 B.C.
5 They were further developed by Islamic scholars.
6 This astrolabe was owned by a Jewish scholar living in south of Spain in thirteenth century.
7 It was a time when the three communities lived together in relative harmony.

b Check your answers in **READING 2 text 1**. Use examples from 3a to complete 5–11 in the **GRAMMAR PANEL**.

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

This is my favorite object in ⁽¹⁾ a / the / - whole collection. It's ⁽²⁾ a / the / - very simple object, ⁽³⁾ a / the / - penny, but it's ⁽⁴⁾ a / the / - writing on ⁽⁵⁾ a / the / - penny that I find interesting. Can you read it? It's ⁽⁶⁾ a / the / - protest. At ⁽⁷⁾ a / the / - time, women were asking for ⁽⁸⁾ a / the / - right to vote. This penny is interesting for two reasons: it represents ⁽⁹⁾ a / the / - money and its importance in ⁽¹⁰⁾ a / the / - society, but it also symbolizes ⁽¹¹⁾ a / the / - fight for ⁽¹²⁾ a / the / - independence and ⁽¹³⁾ a / the / - democracy.



b ^{7.8} Listen and check.

ARTICLES

A The or a/an?

We use ⁽¹⁾ _____ to talk about an object, person, thing or place in general terms. We often use ⁽²⁾ _____ when someone or something is mentioned for the first time. *It's a label.*

We use ⁽³⁾ _____ to talk about a specific object, person, thing or place. We often use ⁽⁴⁾ _____ when someone or something has already been mentioned in the text.

The label would identify him to those he met.

B Other uses of the

We also use **the**...

- to talk about a thing, or a group of things, that is unique in your world. *the moon* (it is the only one), *the Internet*, *the sun*
- with a singular noun to talk about one object as an example of a group. ⁽⁵⁾ _____
- with *same*, superlative adjectives (e.g., *best*) and ordinal numbers (e.g., *first*, *nineteenth*). *the best example*, ⁽⁶⁾ _____, ⁽⁷⁾ _____, ⁽⁸⁾ _____
- with *north*, *south*, *east* and *west* to describe the position of something or someone. ⁽⁹⁾ _____

C No article

We use **no article** when we talk about a concept in general terms, and not a specific or unique example of that concept.

It can do mathematical calculations... (in general)
I found the mathematical calculations we did in class yesterday very difficult. (specific example)

Other examples where no article is necessary.

⁽¹⁰⁾ _____ ⁽¹¹⁾ _____

See page 36 for grammar reference and more practice.

SPEAKING

- 1 a Look at the image. What does it show? Why do you think it was nominated for the list of 100 objects?

b ^{7.9} Listen to someone describing this object and compare your answer.

- 2 a Work in pairs. Think of an object you would like to nominate for the collection. You should choose an object that shows some particular aspect of your country, community or time.

b Present your object to the class. Tell them why you chose it and why you think it should be in the collection.

- 3 Vote on the three most interesting objects to add to the collection.



7.4 FUNCTIONAL LANGUAGE: USING VAGUE LANGUAGE

TUNE IN



- 1 **a** Work in pairs. Think of different situations where you would give someone a present.

b Compare your answers with another pair and then with the rest of the class.
- 2 Look at your class list. Discuss the questions.
 - When did you last receive a present? What was the occasion? What was the present? Did you like it?
 - When did you last give a present? What did you give?
 - Was it difficult to choose? Why/Why not? Do you think the person liked it?
- 3 **a** 7.10 Listen to two people talking about choosing a gift and answer the questions.
 - 1 Who is the present for?
 - 2 What's the occasion?
 - 3 What presents do the two people decide to get?
b Listen again and make a list of the five suggestions that are made and rejected and why.

Suggestions	Reason rejected
flowers	wants to give something different/ more personal

- c Which suggestion is accepted in the end?
- 4 Work in pairs. Discuss the questions.
 - Who do you find it difficult to buy presents for? Why? What do you usually get for them?
 - Have you ever bought or received an "experience" as a present?

FOCUS ON LANGUAGE

- 5 Look at the expressions in bold in the extracts. Are they a) referring to a specific object? b) talking in general about a group of things or objects?
 - 1 **something** for her, **something** she can enjoy
 - 2 **something** through the mail
 - 3 **something** different, **something** a little more personal
 - 4 **some sort** of kitchen appliance
 - 5 I can't buy her a picture or a plant or **anything** like that
 - 6 **stuff** like tickets to concerts
 - 7 **something** like dinner for two
 - 8 or a day at a spa, **that kind of thing**

- 6 **a** Complete the sentences with ideas for presents.

- 1 **A** What would you like for your birthday?
B I'd like something different like a _____ or a _____.
- 2 **A** We really should get a thank-you present for the neighbors.
B Yes, you're right. I think we should get something small, just a token, maybe some sort of _____.
- 3 **A** Do you have any ideas about what I can buy for your sister for her birthday?
B She really loves ethnic stuff, you know, incense, _____, that kind of thing.

- b** 7.11 Listen and compare your answers.

STRESS

- 7.12 Listen to the extracts. Underline the main stress.
- I'd like something different...*
We should get something small...
... maybe some sort of pastry.
She really loves ethnic stuff, you know incense, candles, ornaments, that kind of thing.
 Listen again and repeat with the correct stress.

OVER TO YOU

- 7 Work in pairs. Look at the list of people and occasions. Choose three. Discuss what you think would be the best present for each one. Use the expressions in 5 and 6.
 - your father's birthday
 - a classmate is moving to a new town
 - a thank-you present for a friend who helped you on your exams
 - your grandparents' golden wedding anniversary
 - a present for your newborn niece or nephew
 - a surprise present for someone you love
- 8 Report back on your decisions to the class. Which pair had the most original present ideas?

TUNE IN

- 1 Look at the images of two objects. Why do you think they could be important for their owners?



a



b

- 2 a Listen and answer the questions.

- 1 Why is the object so important for the person?
- 2 How long has he/she had this object?

- b Listen again and match the facts to the speaker.

- 1 The object has sentimental value.
- 2 It forms an essential part of his/her life.
- 3 It's relatively new.
- 4 It's embarrassing for the owner to talk about this object.
- 5 The object reassures the owner.

PREPARE FOR TASK

- 3 Look at the extracts from 7.13. Match expressions a–g to 1–3.

- 1 say that something is special
- 2 say that something is necessary
- 3 say that something has sentimental value

- a I can't live without my glasses...
- b ... they're an absolute necessity.
- c It's terrible to be so dependent on something.
- d It's not something valuable or precious or anything like that, but it has great sentimental value.
- e ... it has some very special associations for me.
- f It's like a reminder of home, something familiar among the unfamiliar.
- g I know it's stupid, but there's something reassuring about having it with me.

- 4 a Think of an object that is important to you. Mark the reasons why.

- ☐ its sentimental value
- ☐ its financial value
- ☐ its age/history
- ☐ the service it provides for you
- ☐ its uniqueness—how difficult it is to replace
- ☐ the story attached to it

- b Answer the questions and prepare notes.

- What is it? What does it look like?
- Do you have it with you in class?
- Did you buy it or did someone give it to you?
- How long have you had it?
- What do you do with it?
- Where do you keep it?
- What associations does it have for you?
- How would you feel if you lost it?

TASK

- 5 Work in pairs. Describe your important object to your partner. Use your notes from 4a and b.

I can't live without my laptop. It has so much information on it that I need. It's like part of me.

REPORT BACK

- 6 Listen to other students' stories about their objects. Which is the most interesting story? Do you have an object or a story similar to anybody else's?

8 TELLING A DIFFERENT STORY



- 1 Work in pairs. Look at the images. What form of popular culture is shown in each? Do they have positive or negative associations for you?
- 2 Read two opinions about the images. Which text makes these points? In some cases more than one answer may be possible.
 - 1 It can be a way to meet people.
 - 2 It is more creative than people imagine.
 - 3 Both men and women enjoy it.
 - 4 It's a way to express your identity.
 - 5 You don't need to associate it with violence.
- 3 Find words in the texts that mean *story*. Complete A in the [KEY VOCABULARY PANEL](#).

1

The media's version of this sport is typical—male soccer fans in a battle with the police. But not all men are hooligans, and women love and enjoy soccer, too! It brings people together, it breaks down barriers, but you don't hear media reports about that.

2

My favorite music is hip-hop. There's a myth that only gangs listen to it, it's racist and sexist, the lyrics are violent. That's not true. This image shows the other side. All kinds of people rap about things that are important to them, about who they are. The raps are like anecdotes, personal tales of what life is like, and that can be very creative.



- 4 a Listen to two different opinions about soccer and hip-hop. Does each person a) agree? b) partly agree with the opinions expressed in the texts?

b Listen again. What points do they make? Write down the two expressions with **story** that you hear. What do you think they mean?

- 5 Complete B in the **KEY VOCABULARY PANEL**.

- 6 Work in pairs. Discuss the questions.

- Are either of these examples of popular culture important in your life? If so, in what way? If not, which do you like or consider important? Why?
- Do you agree with the opinions expressed here? Why/Why not? Give examples from your personal experience.

KEY VOCABULARY

Storytelling

A Types of stories

- Complete the sentences with the words in the box. You will need to use the plural in some cases. Use a dictionary to help you.

anecdote myth report tale version

- 1 The correspondent sent in a _____ on damage caused by the hurricane.
- 2 The victim told the reporters his _____ of what happened.
- 3 Some people are very entertaining—they can tell good jokes and _____.
- 4 A _____ is a story that people wrongly believe to be true.
- 5 Another word for a traditional story; we can read fairy _____ or folk _____, for example.

NOTICE SAY & TELL

Notice how we use **say** and **tell**.

She said that she loved stories.

I told him that I loved stories.

Say is followed directly by the words that were spoken.

Tell is followed by the person who is listening.

Note: *I told him.* NOT *I told to him.*

B Expressions with story

- Match the words in **bold** to the synonyms in the box. Think about the context.

authorized complicated main
real well known

- 1 It's moving because it's based on a **true** story.
 - 2 That's a **familiar** story. How many times have we heard this tragedy repeat itself?
 - 3 That's the **official** version, but nobody knows what really happened that night.
 - 4 The **top** story today is soccer violence.
 - 5 Sorry, it's a **long** story; you'd better not listen to it now.
- In what context do you think you would see or hear these sentences?



READING

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

- Where are they from? What do they show?
- What do they tell you about this place?
- Do you think they tell you the whole story? Why/Why not?

2 a Look at the blog title and the image, and read the first paragraph of the blog post. Answer the questions.

- 1 What is the place in the image?
- 2 What is the blog post about?

b Read the rest of the blog post. Answer the questions.

- 1 Who was Rosa?
- 2 What did the writer learn when she visited Rosa's village?
- 3 In what way did she have a similar experience in the United States?
- 4 What did her experience in the United States teach her?

3 Read the blog post again. Mark the statements true (T) or false (F). Correct the false statements.

- 1 The writer came from a poor family.
- 2 Rosa lived in a poor village.
- 3 English isn't spoken in Kenya.
- 4 The writer knew a lot about the United States before she went there.
- 5 The writer learned very little about the United States while she was there.
- 6 The writer believes that every country has one story to tell.

4 Work in small groups. Discuss the questions at the end of the blog post. Share your answers with the class.

Not the Whole Story



I was born and brought up in Kenya, in a happy, wealthy family. We had servants to take care of us, and we had everything we could ever want or need. As a child I took all this for granted. I didn't even know there was another side to the story. [Read more](#)

One of our servants was named Rosa. When she first came to live with us, we were both eight. When she wasn't working, we used to spend hours playing together. She was my best friend. My mother told me that she came from a very poor family, but it wasn't until I visited her family in their village three or four years later that I realized exactly what poor meant.

Her house was a simple hut, one room shared by the whole family. Their lives were very simple, too. For the first time in my life I saw people who had less than me. For a moment I was an outsider, like a curious tourist with a camera. It was like visiting a new world. Once I got over that initial shock, what really stayed with me wasn't the poverty, but the smiles and the warm welcome. And my view of my home, of my country, of Africa, had changed.

When I went to study at a university in the United States, the opposite happened. Most of the people I met knew just one story about Africa: a story of poverty and war. They were surprised by my clothes and my taste in music. They asked me where I had learned to speak English so well. When I explained that it was my first language, they said they didn't know that English was spoken in Africa. I told them that in Kenya, English was an official language. When they asked if they could see photos of Africa, I showed them photos of my home and my family and my school. I told them about my best friend Rosa, too. I wanted them to know that Kenya has a thousand truths, a thousand stories to tell.

And I realized that I was just as guilty. Before I arrived in the United States, I had only known one story, fed by images from Hollywood, showing beautiful people leading beautiful lives. When I arrived, I saw so many other stories—needy people living on the street, high unemployment, incredible crime rates and beautiful landscapes that took my breath away. It reminded me that we have to try and see all the different stories that every country has to tell.

What about you? What about your country? Does the world only see one side of the story of where you come from? If so, what is that story? How would you like people to see your culture?



PRONUNCIATION: Word stress—three- & four-syllable words

1 a Match the words in the box to the stress patterns.

beautiful curious incredible initial official
opposite outsider poverty

Ooo beautiful

oOo

oOoo

b Listen, check and repeat.

GRAMMAR

1 a Look at the extracts from READING 2. Who do the pronouns and possessives refer to?

- 1 My mother told **me** that **she** came from a very poor family.
- 2 **They** asked me where I had learned to speak English so well.
- 3 When **they** asked if they could see photos of Africa...

b Look again at the extracts. Write the actual words you think the person used.

- 1 "She comes from a very poor family."
- 2 "Where did _____?"
- 3 "Can I _____?"

2 Look again at the extracts in 1a and the sentences you wrote in 1b. Notice how the verbs change tense. Complete 1–6 in the GRAMMAR PANEL with a verb in the past.

3 Work in pairs. Report the statements and questions.

- 1 "I've never been to Africa." She told me that she...
- 2 "I love watching movies in other languages." He said that he...
- 3 "Have you traveled a lot?" He asked me...
- 4 "Where did you learn to speak English?" She asked him...
- 5 "Why are you studying English?" They asked her...

4 Work in pairs. Ask and answer questions 3–5 in 3. Write down your partner's answers as reported speech. Share your answers with the class.

REPORTED SPEECH

To report and summarize what someone said in the past we use a past reporting verb (*said, told, asked*). We often report the words in a past tense, too.

"People like Rosa have nothing," my mother said.

→ My mother told me that people like Rosa had nothing.

Notice how the verbs change from present to past.

"I don't know." → She said that she ⁽¹⁾ _____ know.

"I can read." → He told me that he ⁽²⁾ _____ read.

"I ve never visited New York." → I explained that I ⁽³⁾ _____ never visited New York.

"I m studying Literature." → I told them that I ⁽⁴⁾ _____ studying literature.

To report a question, we use the word order of an affirmative sentence. Do not use a question mark at the end of the sentence.

"What language do you speak in Kenya?" → She asked me what language we ⁽⁵⁾ _____ in Kenya. NOT She asked me what language did we speak in Kenya?

To report a yes/no question, use *if*.

"Is English the official language in Kenya?" → She asked me if English ⁽⁶⁾ _____ the official language in Kenya.

See page 37 for grammar reference and more practice.

SPEAKING

1 a Work in pairs. Think of five positive, nonstereotypical images of your country.

b Choose the image you like most. Prepare to present it to the class. Explain what it shows about your country and why you think it is both representative and positive.

This is a significant image because...

What I like about this one is...

2 a Present your choice to the class. Use the language to help you.

We chose this image because...

We feel it gives a really positive image because...

It shows...

It represents...

We think it's the best image because...

b Have the class vote on the three best images (you cannot vote for your own image).



SPEAKING & VOCABULARY: Travel activities

- 1 a** Look at the images. Discuss the questions.
- Which image shows independent travelers and which shows a guided tour?
 - Do you prefer to go on organized trips or to travel independently? Why?
- b** Look at the words in the box. Answer the questions. Use a dictionary to help you.
- 1 Which activities do you associate most with
a an organized vacation or trip?
b independent travel?
 - 2 Can you add any more activities to the box?
 - 3 Which activities do you enjoy most when you're on vacation?

taking a guided tour
taking a trip on a tour bus
bargain hunting
enjoying the atmosphere
exploring the backstreets
people watching
sightseeing
window-shopping

LISTENING

- 1** **8.3** Listen to a podcast from Victor, a Brazilian visitor to London. Answer the questions.

- 1 How long has he been in London?
- 2 What has he done so far?
- 3 What was so special about today?

- 2 a** Look at the list of activities. Which two activities did Victor not mention?

- 1 a ride on an open-top bus
- 2 seeing Big Ben and the Houses of Parliament
- 3 going on a guided tour of the Tate Gallery
- 4 taking it easy over coffee
- 5 window-shopping on Oxford Street
- 6 bargain hunting in Camden Market
- 7 eating some Indian food
- 8 a walking tour with *Unseen Tours*

- b** Listen again and check your answers. Which did he think was the most interesting?

- 3 a** **8.4** Listen to the second part of the podcast where Victor tells us more about the *Unseen Tours*. Prepare notes about...

- 1 the stories that the guides told them.
- 2 the advice that the guides gave them.
- 3 how Victor felt at the end of the tour.

- b** Compare your answers with a partner's. Would you like to go on an *Unseen Tour* of London? Why/Why not?

GRAMMAR

1 a Match 1–6 to a–f to make sentences.

- 1 They told us to
- 2 We asked them to
- 3 They told us how to
- 4 They told us where to
- 5 We asked
- 6 They also told us

- a avoid pickpockets.
- b bring a camera.
- c get the best cup of tea.
- d show us where they slept.
- e so many questions.
- f their personal stories.

b Look again at the sentences in 1a. Which are talking about...

- a) making a request?
- b) giving instructions?
- c) giving information or advice?

Complete 1–4 in the GRAMMAR PANEL.

2 Look at the reported statements. What do you think were the actual words the people said?

- 1 She told me to come back tomorrow.
- 2 They told us not to worry about pickpockets.
- 3 They asked us not to eat in the church.
- 4 They told us how to get to the station.
- 5 They told us where to get a taxi.
- 6 He asked me to pay \$5.

3 Report what was said using *ask* or *tell* + person + (not) to + verb.

- 1 "Can you please be quiet?"
- 2 "Turn left at the end of this street."
- 3 "This is the best pizza place in town."
- 4 "Please don't close the door."
- 5 "Could you please not use your cell phones during the tour?"
- 6 "This is the quickest way to get into town."

4 Think of three requests that you have made today. Report them using *ask* + to + verb.

I asked my son to brush his teeth.

5 a Think of the last time someone gave you some orders or instructions. Report them using *tell* + verb.

My coworker told me how to use the photocopier.

b Work in pairs. Compare your sentences. Explain the context for each one.

REPORTING REQUESTS & INSTRUCTIONS

We use *ask* + person + (not) to + verb to report requests / instructions.

"Can you show us where you sleep?" →

We asked the guides to show us where they slept.

"Please don't take photos." →

They asked us not to take photos.

We use *tell* + person + (not) to + verb to report requests / instructions.

"Bring a camera!" →

They told us to bring a camera.

"Please don't be late." →

They told us not to be late.

We can also use *tell* + person + question word + to + verb to report information or advice.

They told us ⁽³⁾ to avoid pickpockets.

They told us ⁽³⁾ to get the best cup of tea.

See page 37 for grammar reference and more practice.

SPEAKING

1 Work in pairs. Discuss the questions.

- Are there any walking tours or bus tours for visitors and tourists in your town?
- If so, have you ever been on one?
- What do they usually show?

2 a You are going to organize an alternative tour for your town. The aim is to show a different side of your town, as the *Unseen Tours* do in London. Look at the questions and prepare notes.

- What part of the town or city would you choose? Why?
- How long would the tour last?
- Would it be a walking tour or a bus tour?
- Where would it begin and end?
- Who would the guides be?
- What stories would they tell?
- How much would you ask people to pay?

We could do a guided tour of the port and fish market... Most tourists don't see that and it's really interesting.

b Compare your answers with a partner's. Then present your tour to the class.





READING

- 1 Look at photos a and b and answer the questions in pairs.
 - 1 What do the photos show?
 - 2 What is the difference between them?
 - 3 Who do you think took the photos, a professional news photographer or person standing nearby? Why?
- 2 a Photo b was taken by a citizen journalist. What is the difference between a citizen journalist and a professional journalist? Read the article and check your answer.

b Who do you think wrote the article? Who does "we" refer to?
- 3 Read the article again. Which sentence gives the best summary of the article?
 - 1 Citizen journalism can now substitute for traditional news media.
 - 2 Citizen journalists have a new and important role in society.
 - 3 Citizen journalism provides the best news in today's world.

When the Buncefield Oil Storage Depot near North London blew up, the BBC received more than 6,500 e-mails and tweets from the general public that contained shots and video footage of the fire. The first arrived at 6:19 a.m. just minutes after the explosion occurred. This was a long time before the police, ambulances and fire engines arrived, and of course the journalists, too.



Reporting like this shows that we now have a new role in society. As amateurs, we can publish information when and where we like. We can send our images to the press or publish them ourselves on some of the 150 million blogs that now exist. The information that we provide may be better and quicker than that of our professional colleagues. We can supplement and compare what we get from conventional media sources with other voices, telling different stories.

One of the most famous examples of this was the Egyptian uprising in 2011. Bloggers, tweeters, amateur photographers and eyewitnesses provided unique news coverage of the event. The videos traveled around the world. The clips were not professional, but they produced more vivid and immediate broadcasts and breaking news.

That doesn't mean the end of conventional journalism, as Jimmy Wales, the founder of Wikipedia said, "Everybody makes jokes, but we still need professional comedians." That's true, we can't replace news media, but we can offer a fresh alternative that they can't ignore. We can collaborate and write the news together. Now, they have to listen to our side of the story.

4 Choose the correct answer to complete the sentences.

- The amateur images of the Buncefield explosion were important because they were...
 - the best images the press had.
 - the first ones that arrived.
 - shocking and unexpected.
- The author suggests that citizen journalists...
 - don't realize their potential.
 - have many possibilities to publish their work.
 - have to compete with the professionals.
- The amateur footage from the Egyptian uprising was powerful because...
 - everything seemed more real and spontaneous.
 - there weren't any other images available.
 - everybody in the world watched it.
- Citizen journalism is...
 - not changing the way news is reported.
 - replacing old ways of presenting information.
 - all about collaborating with others.

5 Work in small groups. Discuss the questions.

- Do you agree that citizen journalists play an important role?
- Where would you go to find details of the latest news story? Why?

VOCABULARY: The media

1 a Match the media words in **bold** in the text in **READING 2a** to definitions 1–6.

- a film of a particular subject or event.
- a short part of a film, program or news story
- people who have seen something happen (often a crime)
- news about an event, it can also refer to the amount of attention given to something
- a news story that is often unexpected and develops quickly
- short messages sent via Twitter

b Choose three words from 1a to complete the sentences. Continue the sentences to make them true for you.

- I watched a _____ of my favorite group on YouTube, it was...
- Did you see the _____ just now on TV? It was about...
- I don't like the _____ on that channel. I prefer to watch...

LISTENING & SPEAKING

1 a Listen to two people talking about the article. What example of citizen journalism do they discuss?

b Listen again. Prepare notes on the differences between the news reported on the newspaper website and the news on Twitter. Which did the speakers think was more effective? Why?

2 a Complete the extracts from 1a with the words and expressions in the box.

first thing internet minute-by-minute reports story

- the _____ I heard was from my roommate
- we looked it up on the _____
- There was a story there, with a photo and some eyewitness _____
- the _____ said there were forty people stuck on the roof
- It was fascinating... so much detail and a _____ commentary

b Read Transcript 8.5 on page 42 and check your answers. Underline all the language connected to news.

3 a Work in pairs. Think of a story that has been in the news recently. It could be local, national or international. Answer the questions.

- What happened?
- How did you first hear of it?
- Did you follow it closely? Why/Why not? If so, how?

b Report back on your discussion to the class. Did anyone else discuss the same story?

4 a Work in pairs. Imagine that one of you was an eyewitness to the story. Decide exactly what the role of the eyewitness was.

b Act out an interview between a news reporter and the eyewitness.

5 Report back to the class on the interview.



8.4 FUNCTIONAL LANGUAGE: PHONE MESSAGES



TUNE IN



- 1 a 8.6 Look at the images and listen to three phone conversations. Match conversations 1–3 to the topics a–c.
- a travel problems c time to meet
 - b work arrangements
- b Listen again. What is the message in each case? Which person is able to speak to a real person?

STRESS



- 4.8 Listen to the extracts from 8.6 and 8.7. Underline the stressed words. Why does the speaker choose to stress these words?
- I told you that we were meeting at 5:15... not 4:15...*
Tell her not to pick me up at the airport.
 Listen again and repeat with the correct emphasis.

FOCUS ON LANGUAGE

- 2 a Work in pairs. Match expressions a–h to conversations 1–3 from 1a.
- a It's Marc.
 - b Who's speaking?
 - c Hold the line, please.
 - d Hi, this is Damian.
 - e Do you want me to take a message?
 - f May I speak to Peter Moorcroft, please?
 - g Could you ask him to call me, please?
 - h ...do you think you could call Pamela?
- b Which expressions are used to...
- i introduce yourself? _____
 - ii ask to speak to someone? _____
 - iii ask for the caller's name? _____
 - iv ask somebody to wait? _____
 - v take a message? _____
 - vi leave a message? _____
 - vii make a request? _____
- 3 Work in pairs. Act out conversation 1 in 1a. Student A, you are the caller. Student B, answer the phone and take a message.
- 4 Read Transcript 8.6 on page 42. What do you think will happen next in each conversation?
- 5 a 8.7 Listen to what happened next. Is it the same as you imagined in 4? Why/Why not?
- b Listen again and complete the exchanges.
- 1 Natalie Martin just called. She told me that _____ an important file. Can you _____ that you received it OK?
 - 2 Marc just called. He said he _____ tonight... so don't pick him up at the airport.
 - 3 I told you that _____ at 5:15.

- 6 a Work in groups of three. Read the instructions and write the three conversations.

- 1 Giovanni phones Claire to confirm their meeting for tomorrow at 11:30 a.m. Claire is not in. He has to leave a message with her roommate, Monica.
- 2 Claire comes home from work, and Monica tells her that Giovanni has called and passes on the message.
- 3 Claire calls Giovanni.

- b Act out the conversations.
- Student A, you are Giovanni.
 - Student B, you are Monica.
 - Student C, you are Claire.

OVER TO YOU

- 7 a Work in a new group of three. Act out three conversations. Turn to page 41 and follow the instructions.
- b Check that the original message got through correctly to Student C.
- 8 Discuss the questions with your classmates.
- When was the last time you had to leave a message on the phone? Who was it for? What was it about?
 - Do you ever need to speak in English on the phone?
 - If so, who do you speak to and what about? If not, who do you think you might need to talk to in the future?



PREPARE FOR TASK

- 3 a** Look again at the notes in 2b. Underline examples of
- 1 abbreviations
 - 2 symbols
 - 3 headings/subheadings
 - 4 numbering
- b** What do the abbreviations mean?
- 4 a** In small groups, look at the abbreviations and symbols. What do you think they refer to?

etc.	b4	c.g.	km	✗
⊕	+/-	tel.	✗	∴
&	✓	p.m.	w/	re

- b** Look at a short note. Write out the information in complete sentences.

Prof. Thomas Mankowitz (TM) Office
Meeting Tues. 21@2pm → There was a meeting on Tuesday 21 at two in the afternoon.

Present: TM, PhD students: Dave, Antonia & Jamal:

- 1 deliver exam results b4 end of week. (TM)
- 2 organize scholarship application ASAP (→ D)
- 3 interviews w/ new candidates, etc. (→ J)
- 4 plan next meeting & make reservation restaurant (→ A)

TASK

- 5** Listen to another phone conversation between a boss and an employee. Imagine that you are the employee. Take notes on what you have to do. Remember to use the suggestions in 3a and 4a.

REPORT BACK

- 6** Work in pairs. Compare your notes. What is the difference between them? Look at other sets of notes from your classmates. Who do you think wrote the best/clearest notes? Why?

TUNE IN

- 1 a** Look at the images of people taking notes. Where are they? What do you think they are taking notes about?
- b** In what other situations do you often take notes? Do you take notes on paper or use another device? Why?
- 2 a** Listen to a short phone conversation between two people organizing a business meeting. What is the relationship between the two people? Who is taking the notes?
- b** Listen again and correct the notes.

Meeting 10 Dec

Tasks:

- 1 prepare & send agenda by tomorrow a.m.
- 2 ask Sue for publicity material
- 3 Cocktail party (15 max.) – decide on caterers

Other business:

Call de Freitas re shipment Arg. ASAP

9 RULES AND REGULATIONS



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

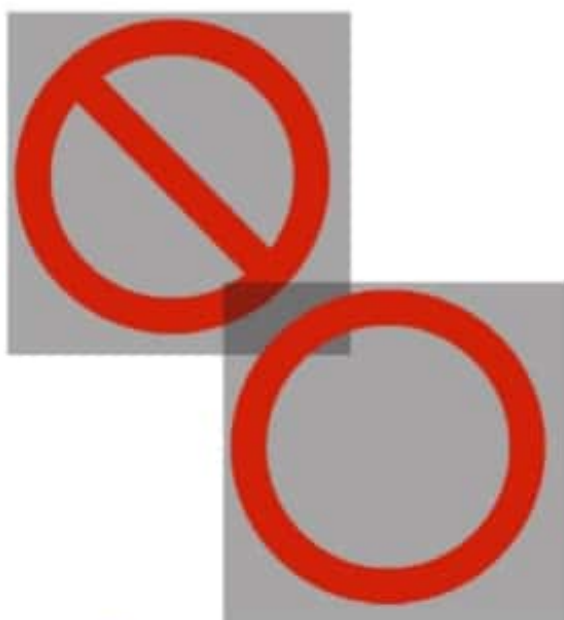
- What do the signs have in common?
- What exactly is each one telling us?
- Where would you expect to see these signs?
- Why do you think the action is being prohibited in each case?

b Complete A and B in the **KEY VOCABULARY PANEL**.

- 2 Listen to two people talking about two different signs and answer the questions.

- 1 Where was each sign?
- 2 Do the people think they are...
a) a good idea? b) a bad idea?

- 3 Listen again and draw the signs the people saw.



- 4 a Work in pairs. Look at the signs on page 22 again and discuss the questions.

- Which actions are **illegal** where you live?
- Which actions are simply **irresponsible**?
- Which signs would be **unusual** where you live? Why?
- Do you think any of the signs are **unnecessary**?

b Look at the adjectives in **bold** in 4a and complete C in the **KEY VOCABULARY PANEL**.

- 5 a Complete D in the **KEY VOCABULARY PANEL**.

b Work in pairs. Do you think there are a lot of rules where you live? Do you agree with the rules?

KEY VOCABULARY

Permission & prohibition

A Actions

- Find actions in the box to describe each of the signs. Which two actions are not represented?

carrying firearms disturbing the wildlife
feeding the pigeons flash photography
skating or scooting swimming trespassing
using a cell phone walking through a construction site
wearing a helmet wheelchair access

- What signs could you use to show that the two extra actions are prohibited?

B Public places & prepositions of place

- Match signs a-i to the most likely places 1-8 where you might see them. There may be more than one answer.

- 1 at the entrance to a bar or restaurant
- 2 in a square or a park in the middle of a town
- 3 in a courthouse
- 4 on the banks of a river
- 5 on the gates of a construction site
- 6 at a lookout
- 7 at the bottom of an escalator
- 8 on a door

- Underline the prepositions *in*, *at* and *on*. What prepositions do you use in your language?

C Negative prefixes

- Complete the chart with the words in the box.

common legal legible logical necessary
possible relevant responsible usual

il-	im-	ir-	un-

D Talking about prohibitions & obligations

- Find four pairs of synonyms in the box. Use a dictionary to help you.

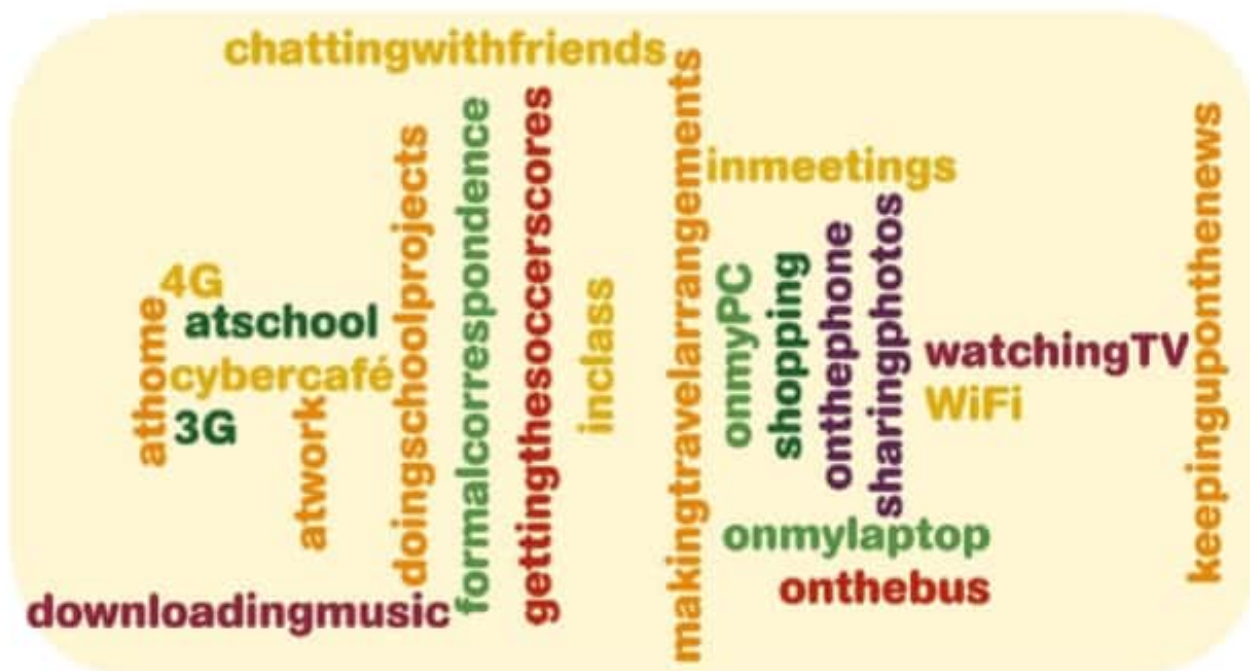
allowed banned compulsory limited obligatory
permitted prohibited restricted

- Think of two actions to match each pair of synonyms.
banned/prohibited: riding a motorcycle without a helmet

SPEAKING & VOCABULARY: Internet

- 1 a Work in pairs. Match the words and expressions in the word cloud to the questions.

- How and where do you usually access the Internet?
- What do you use the Internet for?



b Underline all the prepositions used in the answers to question 1. What prepositions do you use in your language? What do you notice about the verbs in the answers to question 2?

- 2 a Work in pairs. Ask and answer the questions in 1a. Add your answers to the lists in 1a if they are not already included.

I usually use my laptop. My cell doesn't have Internet access. I use the Internet for news, shopping and downloading music.

b Share your answers with the rest of the class. How do most people in the class usually connect with the Internet? What are the most common uses?



LISTENING

- 1 a Listen to two people discussing Internet restrictions at their school. Who is speaking each time: a teacher or a student? Are they talking about the same school?

- b Listen again. Who says the following statements?

	Respondent 1	Respondent 2
1 Internet access is possible on the school computers.	✓	✓
2 There are some restrictions to Internet use.		
3 Cell phones are generally not allowed in class.		
4 Cell phones are often used in lessons.		
5 Cell phones can be distracting.		
6 It's important to know about the dangers of using the Internet.		

- 2 a Look at the words in the box. How do they relate to the issues discussed by the two speakers?

banned blocked chatrooms cyberbullying firewall
safety security

- b Read Transcript 9.2 on page 43 and check.

- 3 a Work in small groups. Discuss the questions.

- What experiences have you or people you know had using the Internet for school, extended studies or training? In what way can it help?
- Do you think restrictions can protect young people from the potential dangers of the Internet? Why/Why not?

- b Report back on your discussion to the class.

GRAMMAR

- 1 a Complete the extracts with words from the box. Some words are repeated.

cell phones chatrooms computers
Internet laptops music sites WiFi

- We have _____ that we **can** use to access the Internet.
- We **can't** access YouTube or Facebook and a lot of _____ and _____ are blocked.
- Students **aren't allowed to** access _____ or chatrooms on the school _____.
- Students **are allowed to** bring their _____ to class.
- We **don't have to** rely on the school _____, which isn't always very efficient!
- They **mustn't** misuse the _____.
- They **have to** learn about good and bad use of the _____—and I think that's something we really **must** help them with.
- Our homeroom teacher **lets us use** our _____ to access sites that are blocked on the computers.
- Most of the teachers hate _____. I They **make us turn them off** as soon as we enter the classroom.

- b Match each sentence in 1a to functions a–d.

a permission b prohibition c obligation
d lack of obligation

- 2 Complete 1–7 in the GRAMMAR PANEL with some of the verbs in bold in 1a.

- 3 a Choose the correct options to complete the sentences. Where do you think you might find these signs?

1 All residents **must / mustn't** sign in and out.

2 Visitors **can / can't** park their cars in the parking lot, but only if they are in possession of a temporary permit.

3 Owners of bicycles and motorcycles **mustn't / don't have to** have a permit.

4 Children **don't have to / must not** play in this area.

5 All dogs **can / must** be kept on a leash.

6 Customers **cannot / have to** consume their own food on the premises.

- b Think of a sign you have seen recently. Write the text of the sign in English. Work in pairs. Can your partner guess where you saw the sign?

- 4 a Rewrite the sentences with *make* or *let*.

- We're allowed to use our phones in class.
They _____.
- I can't stay out later than 11 p.m. on weeknights.
They don't _____.
- I sometimes have to work extra hours in the evening.
They sometimes _____.
- We don't usually have to pay to use the tennis courts.
They don't usually _____.

- b Who do you think *they* refers to in each sentence?

- 5 Write three sentences about yourself using *they* and *make* or *let*. Read them to the class. Can your classmates guess who *they* refers to?

PERMISSION, PROHIBITION & OBLIGATION (1): PRESENT

A Modal verbs & phrases

Permission	Prohibition	Obligation	Lack of obligation
(1) _____ is/are allowed to	mustn't, (2) _____ isn't/aren't (3) _____	must, (4) _____	(5) _____

We usually use **must** on signs or when giving direct orders. We tend to use **have to** to talk about obligations in general.

B Make/let + object + verb

We use **make** to talk about obligation.

(6) _____

We use **let** to talk about permission or prohibition.

(7) _____

They don't let us use our cell phones in class.

See page 38 for grammar reference and more practice.

PRONUNCIATION: Are/aren't in permission and prohibition

- 1 a Listen to the sentences. Notice the pronunciation of *are/aren't*. Is the word stressed in the affirmative sentence or in the negative sentence? Why? Students **are** allowed to bring their phones to school, but they **aren't** allowed to bring them to class.

- b Listen again and repeat.

- 2 a Listen to six more sentences. Write them down.

- b Compare your answers with a partner's. Are any of these sentences true for where you live? Do you know of anywhere where they might be true?



SPEAKING & LISTENING

- 1 a Work in pairs. Where would you expect to see these two signs? Write two lists.
b Compare your lists with the rest of the class.
- 2 a Match the words in the box to the signs. Use a dictionary to help you.

a smoking ban designated smoking area
heavy fines nonsmokers smoke-free zone
smokers smokers welcome

- b Work in small groups. Discuss the questions.
- What exactly are the smoking laws in your country?
 - When did they last change?
 - Were people happy about the change?
- 3 Listen to a short news story. What is the link between the man in the photo and the signs?



- 4 a Listen again and take notes about...
- conditions under the old law
 - conditions under the new law
 - the bar owner's protest
 - the final result
- b Work in pairs. Compare your notes.
- 5 a Are the sentences true or false?
- 1 Under the old law, larger bars and restaurants could choose whether to be smoking or nonsmoking.
 - 2 Under the new law all bars and restaurants have to follow a nonsmoking policy.
 - 3 Smoking has also been banned in children's parks.
 - 4 You can still smoke at the entrance to schools and hospitals.
 - 5 The bar and restaurant owner's customers didn't support him in his protest.
 - 6 Neighboring bars and restaurants sympathized with his problem.
 - 7 The authorities closed down his restaurant.
 - 8 The bar and restaurant owner stopped his protest immediately.
- b Read Transcript 9.5 on page 43 and check.
- 6 Look at the extracts from Transcript 9.5. Explain the words and phrases in **bold**.
- 1 Bars, restaurants and cafés are **coming to terms with** the new smoking ban.
 - 2 Some **grumbled** and complained, but on the whole it was seen as being inevitable.
 - 3 One bar and restaurant owner refused to accept that he wasn't allowed to choose what to do in his own **establishment**.
 - 4 He decided to **make a stand against** the new law.
 - 5 He claimed that banning smoking would **ruin his business**.
 - 6 The rebel bar and restaurant owner **stuck to his guns**.
- 7 Work in pairs. Do you have any sympathy for the bar owner? Why/Why not? Are there any laws in your country that you disagree with? How would you like to change them?

GRAMMAR

- 1 a Look at the statements. Which apply to
a) the new law? b) the old law?
- Small establishments **could** choose whether to be smoking or nonsmoking.
 - Larger establishments **had to** designate a special, sealed-off area for smokers.
 - Bars **weren't allowed to** choose.
 - The smoking area **couldn't** be more than one-third of the total area available.
 - Smoking **was allowed** in this area.
 - Customers **didn't have to** go outside to smoke.
 - Everybody **had to** go out on the street to smoke.

b Complete 1–4 in the GRAMMAR PANEL with some of the verbs in **bold** in 1a.

- 2 a Look at the sentence from Transcript 9.5. What are the verbs in **bold** describing? Match them to two of the categories in the chart in A in the GRAMMAR PANEL.

He **let** his customers continue to smoke during meals and **didn't make** them stand out in the street.

b Write the first verb in 2a in the negative form and the second verb in the affirmative form. How does this change their meaning? Complete 5–8 in the GRAMMAR PANEL with the four verbs.

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

My parents were very strict. When we came home from school we ⁽¹⁾ *had to / could* take our shoes off at the door and change out of our uniforms to not get them dirty. Then we ⁽²⁾ *had to / made* do our homework. We ⁽³⁾ *couldn't / were allowed to* go out to play until we'd finished. We were ⁽⁴⁾ *only allowed to / only let us* watch half an hour of TV a night, and we ⁽⁵⁾ *didn't have to / had to* take turns choosing which show to watch. They ⁽⁶⁾ *let / made us* watch an extra hour on Saturdays, but only if we had done all our chores. I ⁽⁷⁾ *could / had to* wash the car, and they ⁽⁸⁾ *let / made my* brother cut the grass and clean the windows. We ⁽⁹⁾ *didn't have to / were allowed to* do any chores on Sunday, but my mother always ⁽¹⁰⁾ *let / made us* sit and read for at least an hour.

b Work in pairs. Compare your answers. Were any of these rules true for you when you were younger? What rules did you have to follow?

We didn't have to do chores; somebody came to clean the house...

PERMISSION, PROHIBITION & OBLIGATION (2): PAST

A Modal verbs & phrases

Permission	Prohibition	Obligation	Lack of obligation
(1) _____ was/were allowed to	(2) _____ couldn't, wasn't/ allowed to	(3) _____	(4) _____ have to

B Make & let in the past

We use **made** to talk about obligation.

(5) _____

We use **didn't make** to talk about lack of obligation.

(6) _____

We use **let** to talk about permission.

(7) _____

We use **didn't let** to talk about prohibition.

(8) _____

See page 38 for grammar reference and more practice.

VOCABULARY: Verbs with law

- 1 Match the verbs that combine with **law** to the people who do them: general public, politicians, the police.

break challenge change/amend enforce introduce
make make a stand against obey pass

- 2 a Fill in the blanks with the best verbs from 1.

- It was hard for the police to _____ the law at first.
- Politicians _____ many laws that we don't find out about.
- It's not always easy to _____ a law you don't like, but in the end you have to _____ it.

b What laws would match descriptions 1–3?

SPEAKING

- a 9.6 Listen to a short news report. What law was changed? How has it changed? Why? Has the change been popular?
b Work in pairs. Compare your answers. Would the change be popular in your country?
- Work in small groups. Think about a law that has changed recently in your country or community. What was the law before? And now? Do you agree with it?
- What new laws would you like to introduce? Why? Prepare notes on your ideas. Report back to the rest of the class. Which is the most popular law? Why?



SPEAKING

- 1 **a** Look at the images and answer the questions.
 - What do the images have in common?
 - Where do you think these facilities are?
- b** Match captions 1–4 from a government brochure on assisting people with mobility problems to images a–d.
 - 1 Ramps and lifts from the streets are now in operation in most stations.
 - 2 Temporary facilities are available, some are wheelchair accessible.
 - 3 Special seats can lower disabled people into the pool.
 - 4 Ring the bell if you want the driver to lower the ramp.
- 2 **a** In your daily routine, how many of the facilities in 1a do you see? Discuss with a partner what other places have access for people with mobility problems.

There are usually special seats in theaters and movie theaters.
- b** What other facilities can help disabled people live an easier life? Consider work/free-time activities/sports/routine.

Some disabled people can drive with specially adapted scooters.

READING

- 1 Look at images e–f. What solutions are they offering to problems of disabled access? Read anecdotes 1–2 and check your answers.



1 Rachel

I couldn't go to the beach before; there were few with disabled facilities or wheelchair access. I could only ride on sidewalks and flat surfaces. But now a family business has come up with a solution, and my life has really been transformed. You can see it here in the photo... Yes, that blue and yellow machine is a wheelchair carrier. It can help me get to places I couldn't dream of going to before—beaches, dunes or footpaths in parks. It's based on a pretty simple principle—caterpillar tracks. Those are tracks that you see on a tank or a bulldozer. They're very strong; they can go anywhere. Now what the company has been able to do is adapt the tracks to power a simple wheelchair carrier. It moves at walking pace and is guided by someone walking alongside on foot. I can go for walks along the beach with my friends and family now, and that's great. Two ramps extend out in front so we can lower the wheelchair to the ground or lift it onto the vehicle by ourselves without any additional assistance needed.

2 Ryan

Traveling with my brother by plane is difficult sometimes. Once the airline lost his wheelchair, and now we insist that he travel with his own wheelchair at all times. But the other day we were traveling to Chicago and the airline authorities told him that because of new security regulations he couldn't take his own chair on the plane. They said he had to use one from the airport. Just imagine, taking away somebody's chair—it's like taking away your legs or something. In the end, we managed to convince the authorities that he could travel with his own wheelchair to the plane, but that meant we couldn't go through the normal security checkpoints. We had to put the chair through a special, extra large security scanner. I couldn't understand it, but they made us cross to the other side of the airport to get to a much larger scanner they use to scan the containers transporting animals. So, in the end, my brother succeeded in boarding the plane with his own chair, but only after being scanned with everybody else's pets. We were relieved, but it was really humiliating.

2 Read the anecdotes in 1 again and answer the questions.

- 1 Why couldn't Rachel go to the beach?
- 2 How does the carrier work?
- 3 How does the wheelchair come off the carrier?
- 4 Whose wheelchair did Ryan's brother use on his Chicago trip?
- 5 Why did they have to use a different scanner?
- 6 How did they feel about the experience?

3 Match 1–5 to a–e to make collocations.

- | | |
|--------------|---------------|
| 1 airline | a access |
| 2 security | b facilities |
| 3 family | c business |
| 4 disabled | d regulations |
| 5 wheelchair | e authorities |

NOTICE BY MYSELF

We use the expression *by + reflexive pronoun* to mean *alone*, with no help or assistance.

I can ride the bike on my own. She can ride it by herself.

We can also use *on my own* as an alternative.

GRAMMAR

1 a Look at the extracts from **READING 1** and think back to the anecdote. What does the pronoun in **bold** refer to in each case?

- 1 You **can** see **it** here in the photo...
- 2 **It** can help me get to places I **couldn't** dream of going to before...
- 3 **They're** very strong; they **can** go anywhere.
- 4 ... so **we** can lower the wheelchair to the ground...
- 5 I **couldn't** understand **it**...

b Look at the modal verbs in *italics*. Do they refer to the past or the present? Complete 1–2 in the **GRAMMAR PANEL**.

2 a Work in pairs. Complete the chart for your partner. Ask questions using *can* or *could*.

Could you (walk) when you were (one)?

Can you (play the guitar) now?

	1 year	5 years	10 years	Now
Talk				
Ride a bike				
Speak English				
Swim				
Play the guitar				
Cook an egg				

b Think of three more actions to add to the chart in 2a and continue the exercise. Can you think of anything you could do in the past that you can't do now?

3 Look again at the sentences from **READING 1**. Which refer to general ability and which to the ability to do something at a specific time? Complete 3–5 in the **GRAMMAR PANEL**.

- 1 In the end, we **managed to** convince the authorities.
- 2 We **succeeded in** boarding the plane.
- 3 I **could** only ride on sidewalks and flat surfaces.

4 a Rewrite the sentences with the same meaning with the verbs in parentheses.

- 1 I did all my homework this week. (manage)
- 2 I couldn't go to class. (manage)
- 3 I've passed all my exams this year. (succeed)
- 4 I still haven't found a good replacement for my old phone. (succeed)

b Are any of these sentences true for you?

TALKING ABOUT ABILITY (PAST & PRESENT)

A General ability

We use ^(a) _____ to express ability in the present and ^(a) _____ in the past.

The machine can help me get to places that I couldn't go to before.

B Manage & succeed

We use *manage to + verb* and *succeed in + verb + -ing* to refer to the ability to do something ^(a) _____.

We ^(a) _____ to convince the authorities.

We ^(a) _____ in boarding the plane.

Notice we use both *manage* and *succeed* to talk about something that is difficult and requires skill or effort.

See page 38 for grammar reference and more practice.

SPEAKING

1 a Work in groups. Has mobility changed in your city/town in recent years? Think of a few examples.

*Before you **couldn't** find many ramps; now they are everywhere.*

b Report back on your examples to another group.

*You still **can't** access the subway in a wheelchair; most stations don't have an elevator to the platform.*

2 a Think of a few specific ways that the authorities could improve wheelchair access where you live.

b Report back to the rest of the class. Which ideas were the most popular?



9.4 FUNCTIONAL LANGUAGE: MAKING POLITE REQUESTS



TUNE IN

- a** Work in pairs. Look at the images. Where does each situation take place? What do you think the people are saying? Write a short exchange for one of the images.

b Read it out loud to the class. Can your classmates guess which image it is?
- a** Listen to six short exchanges. Match them to the images. There are two for each image.

b Listen again. In which exchanges does someone a) ask for help? b) offer help? Were any of the exchanges similar to the one you wrote in 1a?

FOCUS ON LANGUAGE

- a** Listen again. Match the requests and offers to the situations in 1a.

 - I was wondering if you **could** please help me with this.*
 - Do** you need any help with that?*
 - Do** you want a hand? **Can** I push the stroller for you?*
 - Do you think you **could** help?*
 - Here, **let** me help you.*
 - Would** you mind helping me pick them all up again?*

b Look at the modal verbs and auxiliaries in **bold**. Which are used in...

 - polite requests?
 - offers of help?
- a** Match responses a–f to the requests and offers in 3a.

 - Oh, thank you. If you don't mind, that'd be wonderful.
 - Sure thing, no problem.
 - No, of course not, no problem, here you are.
 - Thank you for offering to help, not many people do you know.
 - Yes, of course. Here, let me do it.
 - Thank you! They're all over the place!

b Underline the three expressions used to say yes to the request for help.

- a** Work in pairs. Write polite requests for situations 1–3. Use a different expression each time.

Excuse me, I was wondering if you could give me a hand with this?

 - You are in the parking lot of a shopping mall. You have just bought a new TV set, and you can't lift the box into the trunk of your car.
 - You are waiting at the bus stop. You don't have the right change to pay for the bus ticket. You need to ask someone if they can give you some change.
 - You are standing in line at the supermarket checkout, and you only want to buy two things. The person in front of you has a large shopping cart full of food. You are in a hurry.

b Pass your requests to another pair.
- b** Respond to the requests. You can say yes or no. If you say no, you have to give a reason why.

USING PLEASE

Listen to the request. Notice how the speaker's voice goes up on the last word. Underline the main stress.

I was wondering if you could please help me with this.

Listen again and repeat.

Look at the requests. Practice reading them out loud using *please* to make them sound more polite.

Could you open the door for me?

Sorry, do you think you could move over a little?

OVER TO YOU

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

 - When was the last time someone asked you to help them? What did they ask you to do?
 - When was the last time you asked someone for help? What help did you need?

b Choose one of the situations from 7a. Act out the situation with your partner. Student A, ask for help. Student B, offer your help.
- Switch roles and act out a second situation from 7a.
- Report back to the class on your situations. Were any of them similar? Which was the strangest request?



TUNE IN

- 1** Look at the images. What type of rules and regulations can apply to these forms of transportation?

You can't drive and speak on your cell phone at the same time.

- 2 a** Listen to three monologues about traveling by plane, car and train. Match monologues 1-3 to images a-c. Who is the angriest?

b Listen again and answer the questions.

- 1**
- 1 What was the change to the rules?
- 2 How does it affect the speaker?
- 2**
- 3 What did the speaker have to pay for? Why?
- 4 What other complaints does he make?
- 3**
- 5 What was the change to the law and why were the changes introduced?
- 6 What happened to the speaker? Why was he angry about it?

PREPARE FOR TASK

- 3 a** Complete the extracts from 2.

- 1 What _____ angry about this is that the trains...
- 2 I just don't _____ they had to change it.
- 3 ... the thing was I had _____ about that change, so, yes, I had to pay right then and there.
- 4 What are you _____ do if you don't have a printer?
- 5 ... it wasn't my _____, I just didn't see the signs.
- 6 I mean, how was I _____? I was really annoyed about that.

b Listen and check your answers. How would you describe the speaker's tone?

- 4** Work in pairs. Have you ever complained about similar things? Tell your partner.

- 5 a** Look at a-e and write down any unacceptable rules/regulations that might apply in each case.

- a parking regulations
- b in an apartment building
- c on a train/bus
- d at a concert/in the movie theater
- e pets

a *We have parking meters outside the office, which is OK even if they're expensive, but then after two hours you have to move your car, and you can't come back to the same parking zone for another hour!*

b Work in pairs. Why are the rules in 5a unacceptable?

- 1 too strict
- 2 too demanding/difficult to fulfill
- 3 unnecessary
- 4 irrelevant

parking regulations: you come back five minutes too late and you still get a parking ticket... That's just too strict.

TASK

- 6** Work in pairs. Read the model below. Do you agree with the opinion? Have you, or has anyone you know ever experienced something similar? What happened?

What really annoys me are the security checks at airports these days. You can't carry liquids in your hand luggage, or you have to carry them in tiny 100 milliliter bottles. I just don't understand why they have to enforce that. I don't think a shampoo poses a risk to air safety, do you? The checks just waste time and add to stress. What is a liquid anyway? I once had some soft cheese taken away from me! I mean, have you ever heard of anything so stupid? I'm going to try and avoid flying in the future.

- 7 a** Think of a rule (or a series of rules) that you feel is unnecessary, irrelevant or simply too difficult to keep. Think of as many reasons as you can why you dislike the rule.

b Work in small groups. Tell each other your complaints. Which is the most frequent complaint? Whose complaint is the most/least valid. Why?

REPORT BACK

- 8** Tell the class about the complaints in your group. What is the most common complaint in the class?

VOCABULARY

Belongings

- 1 a Change the words in *italics* for one of the words in the box. More than one answer may be possible.

belongings contents item junk
property possessions stuff

- Only one *piece* of hand luggage is permitted on board the plane.
- When you leave the plane, don't forget to take all your *personal things* with you.
- Every year I try to clear out all the *useless things* from my house.

b In what context would you hear sentences 1–3?

Organization

- 2 a Complete the text with words related to organization. The first letter of each word is given.

(1) *r*_____ is not exactly my strong point, everybody says that I'm really (2) *m*_____, my apartment is a disaster, I have to admit. But that's only really related to objects. I'm much more (3) *e*_____ when it comes to my work. All the files on my computer are really (4) *o*_____, for example, and my desktop is really (5) *n*_____ and (6) *t*_____.

b Change any parts of the monologue so that the information is true for you.

GRAMMAR

Quantifiers

- 1 a Look at these sentences describing the place in the image. Which type of place do you think it is? Why?



- There are too many tourists in winter.
- There aren't many jobs for people.
- There are a few places to visit.
- There are plenty of places to ski.
- You need a lot of money if you want to come here.

b Change the sentences so that they are true for you and your town.

There are not many tourists here in winter, but there are a lot in summer.

Using one & ones

- 2 a Listen to two short conversations. What do you think *one* and *ones* refer to in each case? Where do you think the speakers are?

b Listen again and fill in the blanks. Which *one/ones* do the people like in each case?

- A Which _____ would you like to try on?
B I'm not sure, I think those would suit me better...
- A I've already had _____, thanks.
B You can have _____ one, you know...

Articles

- 3 Insert *a/the* where appropriate in the following text. There are two examples each of *a* and *the*.

Most valuable possession I own is sixteenth century painting that I inherited from my great aunt. But my favorite belonging is simple silver watch. I don't normally like valuable things, but it's special to me because it was my father's, and when I look at time, I always think of him.

- 4 Talk to your partner about either a valuable object or one that has sentimental value for you.

FUNCTIONAL LANGUAGE

Using vague language

- 1 Work in pairs. Make the sentences vague using words in the box.

something something a little more somewhere
stuff that kind of thing things like that

- I'm looking for a present for my nephew, he likes model trains.
- I want to go on vacation to a place where I can relax and have a good time.
- Before I start the job, I need to know my schedule and other conditions.

- 2 Listen and compare.

LOOKING BACK

- Think of your family's most treasured possessions. Explain why they are so important.
- Think of five things that you use every day, and different ways that you can describe them and what they do.
- What was the most memorable part of the unit? Why?

VOCABULARY

Storytelling

- 1 a Work in pairs. Think of
- 1 a well-known myth.
 - 2 a common anecdote.
 - 3 the top news story of the moment.
 - 4 an interesting magazine article.
 - 5 an unlikely tale someone has told you recently.
- b Compare with the class. Did you have any in common?

Travel activities

- 2 a Look at the four images. What activities are they showing?



- b When was the last time you did these things? Did you enjoy it? Why/Why not?

I went window-shopping yesterday. I loved it!

The media

- 3 a Match the news media expressions in the box to the categories in the chart.

breaking news citizen journalists eyewitnesses
footage news coverage Twitter video clips

People	Type of news	Way of broadcasting news

- b Add words of your own to each category.

GRAMMAR

Reported speech

- 1 a Write down three things people have said to you today.
"I'll see you later." (a friend)
- b Work in pairs. Report the three things you wrote in 1a to a partner.
My friend said she'd see me later.

Reporting requests & instructions

- 2 a Look at the requests, questions and instructions from the police to a citizen journalist. Report what was said.
- 1 "Give us your name and address, please."
They asked me to give them my name and address.
 - 2 "Can you show us the photos you took?"
 - 3 "Did anybody see you take them?"
 - 4 "How many people did you see looting the store?"
 - 5 "Please don't leave the police station."
- b What type of event did the person witness?

FUNCTIONAL LANGUAGE

Phone messages

- 1 a Listen to two phone conversations. Report the information by filling in the blanks.
- 1
Dr. Baron called and said that he ⁽¹⁾ _____ the appointment. Can you ⁽²⁾ _____ to make a new one? He ⁽³⁾ _____ sorry.
- 2
Somebody else called and ⁽⁴⁾ _____ to phone this number: 0489 230388. They ⁽⁵⁾ _____ urgent. Can you ⁽⁶⁾ _____ as soon as possible? No, they didn't leave a name.
- b Listen and check.
- 2 Work in pairs. Think of a conversation that you have had recently in which you had to report a message to somebody. Tell your partner what it was.

LOOKING BACK

- Think of five different stories you have heard recently. How many different ways could you tell them?
- Can you describe a favorite story to your partner? Why is it your favorite?
- Describe to your partner the breaking news of the moment.

VOCABULARY

Permission & prohibition

- 1 a Work in pairs or small groups. Think of five actions that are prohibited in or around the area where you live. Do you think these prohibitions are fair?

b Can you think of any other prohibitions you would like to impose?

- 2 a Complete the sentences with *at*, *on* or *in*.

You can find signs...

- 1 _____ the entrance to a garage.
- 2 _____ the front door of a classroom.
- 3 _____ the bottom of an escalator.
- 4 _____ a museum.
- 5 _____ the gates of a construction site.
- 6 _____ the beach.

b What signs could you find in these places?

Internet

- 3 a R17 Listen to three people talking about the Internet. Complete the chart.

	Information/Activity	Device/Place
Speaker 1		
Speaker 2		
Speaker 3		

b Work in pairs. Which of the speakers do you identify with? Why? Ask your partner about his/her online habits.

Verbs with *law*

- 4 a Fill in the blanks with verbs in the box in an appropriate tense. One does not apply.

break defend introduce respect

- 1 The government _____ a very controversial new law.
- 2 People who download music illegally don't always realize they are _____ the law.
- 3 Sometimes you have to _____ a law even though you think it's stupid, like those in airports.

b Think of other verbs or phrases to replace the verbs in the blanks in 4a.

- 5 Work in pairs. Which of the statements in 4a do you think are true? Explain why/why not.

GRAMMAR

Permission, prohibition & obligation (1): Present

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

- 1 You're not allowed to chew gum in here.
You *mustn't* / *don't have to* chew gum here.
- 2 The boss or teacher forces us to do our work every day.
The boss or teacher *lets* / *makes* us do our homework.
- 3 We can drink water here, but not other beverages.
We *are* / *aren't* allowed to drink water.
- 4 You can come in with a dog, but only on a leash.
Dogs *are* / *aren't* allowed, but they *can* / *have to* be on a leash.

b Which sentences are true in your class?

Permission, prohibition & obligation (2): Past

- 2 Work in pairs. Think of a place where you used to go regularly in the past (e.g., an old school or workplace). Write down five rules and regulations for that place.

Talking about ability (past & present)

- 3 a Fill in the blanks in the conversations.

- A I was very bad at first, but somehow I ⁽¹⁾ _____ to pass the test, and now I can cope fine. It's all practice.
- B I know what you mean, I ⁽²⁾ _____ park at first, it was awful!
- C I was terrible at this subject at school, I ⁽³⁾ _____ in passing a single exam. I was convinced I ⁽⁴⁾ _____ do it, but now I love it.
- D It's strange, isn't it? You even write your own songs now.

b R18 Listen and check.

- 4 Work in pairs. Talk about your experiences.

FUNCTIONAL LANGUAGE

Making polite requests

- 1 R19 Make the request more polite in three different ways. Then listen and check.

Give me a hand with this bag.

- 1 I was _____
- 2 Do you _____
- 3 Would you _____

- 2 Work in pairs. Think about requests you have made in your language. Make polite requests in English.

LOOKING BACK

- Which laws do you consider fair/unfair where you live?
- Think of five different ways of describing your abilities.

LISTENING

- 1 Work in small groups. Look at the images of two language classrooms and answer the questions.
- What do you think the students are doing in each image? How can you tell?
 - What kind of teaching equipment can you see?
 - How are the classrooms similar to and different from the classrooms you've known?
- 2 Listen to David talking about two classrooms he has studied in. Answer the questions.
- What equipment does he mention?
 - What similarities and differences does he describe?
- 3 **a** Complete the text by adding one word in each blank.

When I first started studying English, it was in a classroom very much like the ⁽¹⁾ _____ in the photo. At ⁽²⁾ _____ time we thought this was cutting edge, state of the art technology. Our teacher always told us how lucky we ⁽³⁾ _____! We used to do a lot of work in this mini language lab. The teacher would ask us ⁽⁴⁾ _____ listen to dialogues on a tape that she played on her cassette player. The individual headphones were great. We ⁽⁵⁾ _____ record our voices, too, and then listen to them. We were ⁽⁶⁾ _____ to listen to them as many times as we wanted. Hearing my own voice really helped my pronunciation. I thought the lab was really cool! But the rest of the time we ⁽⁷⁾ _____ to do grammar exercises and vocabulary tests, and we didn't get much chance to speak.

The course I'm taking now is so totally different... as is ⁽⁸⁾ _____ classroom! We have ⁽⁹⁾ _____ projector and WiFi access. We ⁽¹⁰⁾ _____ watch videos and other clips on YouTube. I think that really helps, though I actually prefer to do it at home when I ⁽¹¹⁾ _____ decide what to watch. But they're great for starting ⁽¹²⁾ _____ conversation, and we get lots of opportunities to talk and learn through talking. I still love recording my voice though, and playing it back and listening to it. The only difference is that now I don't ⁽¹³⁾ _____ to be in a classroom to do it; I do it on my cell phone, so I can do it when I want, where I want. That's ⁽¹⁴⁾ _____ one thing I love most about new technology—it's all so portable!

- b** Listen again and check.



SPEAKING

- 4 Work in pairs. Discuss the questions.
- How long have you been studying English?
 - Have things changed at all during that time?
 - Do you use cell phone technology or web tools to help you study and practice outside the classroom? If so, what do you do?
 - What else do you do to practice English outside the classroom? What do you find is the one thing that helps you most? Why?
 - Are there any cell phone applications, websites or other activities that you could recommend to your classmates?

QUICK CHECK

Complete the checklist below.

Can you...	Yes, I can.	Yes, more or less.	I need to look again.
1 talk about your personal belongings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 discuss childhood games and toys?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 talk about the different sides of a story?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 report what someone has said to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 take and pass on a message on the phone?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 talk about rules and regulations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 discuss new laws and legislation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 talk about mobility issues in your area?	<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 7–9?
 - Do you need to look again at any of the sections?
 - Do you need any extra help from your teacher?

UNIT 7 GRAMMAR REFERENCE

7.1 QUANTIFIERS

	Uncountable	Countable	Both
Large quantity	much, how much, so much, too much	many, how many, so many, too many	a lot of, lots of, plenty of, enough
Small quantity	a little, very little	a few, very few	not enough

Much & many

We do not often use *much* or *many* on their own in affirmative sentences. We prefer to use *a lot of* or *lots of*: *I have lots of space.* NOT *I have much space.*

Very few, very little, too much, too many, plenty of, (not) enough

Very few/very little means a quantity is not sufficient: *I have very little free time.*

Too much/too many means more than necessary. It is often used to criticize or complain: *There's too much noise! Turn that music down!*

Plenty of means a quantity is more than sufficient: *We have plenty of food for everyone.*

Enough means sufficient quantity: *I think we have enough time to finish this last exercise.*

Not enough means the quantity is not sufficient: *I don't have enough time for coffee.*

7.2 USING ONE & ONES

Use *one* and *ones* to refer back to something that has already been mentioned:

Have you seen my shoes? Which ones? The red ones with the high heels.

We can use *one* or *ones* with:

- **the** *The ones you want are in the hall.*
- **other** *Don't sit in that chair, try the other one.*
- **this/that/these/those** *You're right, this one is much better.*
- **adjectives** *The red one is the best.*
- **which?** *Which one do you prefer?*

7.3 ARTICLES

Basic uses

A/an	with singular countable nouns: a label	to talk in general about an object, person, thing or place
The	with uncountable and countable nouns: the label, the labels	to talk about <u>specific</u> objects, people or places
No article	with uncountable and plural countable nouns: labels, labeling	to talk about <u>general</u> and <u>abstract</u> concepts

Other uses

A/an	when someone or something is mentioned for the first time
The	<ul style="list-style-type: none"> • when someone or something has already been mentioned. • when an object or person is the only one in the context: <i>the Internet</i> • to talk about one object as an example of a group: <i>the car</i> • with rivers, mountain ranges or names of countries that include a political label (e.g., state, republic): <i>the Nile, the Andes, the United Kingdom</i>
No article	with most proper names of people or countries: <i>Sonia</i> NOT <i>the Sonia</i> <i>Spain</i> NOT <i>the Spain</i>

7.1

- a** Look at the image. Write six sentences describing the contents of the refrigerator. Use as many words and expressions as you can with the words in the box.

a few a lot of enough not enough
not many not much plenty of
too many too much very little



- b** In what ways is it similar to or different from the contents of your refrigerator? Write three sentences describing the contents of your refrigerator.

7.2

- a** Complete the text with *one* or *ones*.

I love this collection of old TV sets. There are big ⁽¹⁾ _____ and small ⁽²⁾ _____ ⁽³⁾ _____ that were kept in wooden cupboards and ⁽⁴⁾ _____ that were round and sat on the dining room table. My favorite ⁽⁵⁾ _____ of all is this old, black and white set. It's just like the ⁽⁶⁾ _____ my parents had when I was a kid. Our family was ⁽⁷⁾ _____ of the last families in town to get a TV! Everyone else had a color set, but we had to make do with black and white. I remember when dad finally bought a color ⁽⁸⁾ _____. I invited all my friends over to see it!

- b** Write sentences describing your first TV set, using *one* and *ones* in your description.

7.3

- a** Choose the correct article to complete the text.

Yesterday ⁽¹⁾ a / the / - friend gave me ⁽²⁾ a / the / - present. It was ⁽³⁾ a / the / - small box. In ⁽⁴⁾ a / the / - box was ⁽⁵⁾ a / the / - piece of ⁽⁶⁾ a / the / - paper. On ⁽⁷⁾ a / the / - paper someone had written ⁽⁸⁾ a / the / - message. ⁽⁹⁾ A / The / - message was written in Japanese. ⁽¹⁰⁾ A / The / - characters were beautiful, but I couldn't understand them. ⁽¹¹⁾ A / The / - Japanese characters are so difficult to understand! I took it to ⁽¹²⁾ a / the / - Japanese neighbor and asked him if he could help me. He read ⁽¹³⁾ a / the / - message. It said, "Those who ask for ⁽¹⁴⁾ a / the / - help, find ⁽¹⁵⁾ a / the / - friend."

8.1 REPORTED SPEECH

To report and summarize what someone said in the past, we use a past reporting verb, e.g., *said*, *told*, *asked*, *explained*, *promised*. We often report the words in a past tense:

"People like Fide have nothing," my mother said. → My mother told me that people like Fide had nothing.

Present simple "I don't know ."	Past simple She said she didn't know .
can, will, may "I can read ."	could, would, might He said he could read .
Present perfect "I ve never visited New York."	Past perfect I explained that I had never visited New York.
Present continuous "I m studying literature."	Past continuous I told them I was studying literature.

Reporting questions

Use the word order of an affirmative sentence. Do not use a question mark at the end of the sentence:

She asked me what I did. NOT She asked me what did I do?

To report a yes/no question, use *if*:

"Do you have a brother?" → She asked me if I had a brother.

8.2 REPORTING REQUESTS & INSTRUCTIONS

Reporting requests

Use *ask* + person + (not) to + verb:

"Can you show us where you sleep?" → We asked them to show us where they slept.

"Please don't take photos." → They asked us not to take photos.

Reporting instructions

Use *tell* + person + (not) to + verb:

"Bring a camera!" → They told us to bring a camera.

"Don't stand near the doors." → They told us not to stand near the doors.

Reporting information or advice

Use *tell* + person + question word + to + verb:

They told us **how** to get to the station.

They told us **where** to find the best beaches.



8.1

a Report the words in the speech bubbles. Use past tenses.

1 I'm really tired. I'm going to bed.

2 Sorry I'm late. I missed my bus.

3 I'll do it tomorrow.

4 Sorry, I can't come. I'm working late.

1 She said _____.

2 He told her he _____ that he _____, but he _____.

3 You promised you _____.

4 I said I _____, but I _____ because I _____.

b Have you said any of these things recently? If so, who to? What did they say back to you? Report their words to you.

8.2

a Complete the reported speech using no more than three words in each blank.

1 "Be here at nine."

He told us _____ there at nine.

2 "Please don't be late, as the train won't wait for you!"

He asked us _____ late.

3 "Remember to bring an umbrella as it may rain."

He told us _____ an umbrella.

4 "If you're coming by car, the best place to park is next to the station."

He told us _____ to park.

5 "If you're coming by bus, take the number 21."

He told us _____ bus to take.

6 "If, for any reason, you have to cancel, please let me know as soon as possible."

He asked us _____ know as soon as possible if we have to cancel.

b What kind of trip do you think they are going on? Write down three more things the guide might ask or tell them.

UNIT 9 GRAMMAR REFERENCE

9.1 PERMISSION, PROHIBITION & OBLIGATION (1): PRESENT

Modal verbs & phrases

Use the following modal verbs and phrases to talk about permission, prohibition and obligation in the present.

Permission	can, is/are allowed to, may
Prohibition	mustn't, can't, isn't/aren't allowed to
Obligation	must, have to
Lack of obligation	don't have to

We usually use *must* on signs or when giving direct orders. We tend to use *have to* when we talk about obligations in general.

Make & let

Use (don't) *make* + object + verb to talk about obligation and lack of obligation: *They make us do homework every night. They don't make us pay for Internet access.*

Use (don't) *let* + object + verb to talk about permission and prohibition: *They let us bring our laptops to school. They don't let us use our cell phones in class.*

9.2 PERMISSION, PROHIBITION & OBLIGATION (2): PAST

Modal verbs & phrases

Use the following modal verbs and phrases to talk about permission, prohibition and obligation in the past.

Permission	could, was/were allowed to, might
Prohibition	couldn't, wasn't/weren't allowed to
Obligation	had to
Lack of obligation	didn't have to

Make & let in the past

Use *made/didn't make* + object + verb to talk about obligation and lack of obligation: *My parents always made us go to bed early on weekdays.*

Use *let/didn't let* + object + verb to talk about permission and prohibition: *They didn't let us stay up to watch TV.*

9.3 TALKING ABOUT ABILITY (PAST & PRESENT)

General ability

Use *can* to express ability in the present and *could* in the past: *The machine can help me get to places... that I couldn't go to before.*

Manage & succeed

Use *manage to* + verb and *succeed in* + verb + -ing to refer to the ability to do something in a specific situation. We use both verbs to talk about something that is difficult and requires skill or effort:

I finally managed to find a parking space. He succeeded in passing his driving test on the third attempt.

9.1

a Choose the correct modal verb.

Let me show you to your room. There are a few simple rules. You ⁽¹⁾ *can / cannot* keep pets. And no animals are allowed in your room. You ⁽²⁾ *can / cannot* smoke in your room. In fact the whole building is nonsmoking. You ⁽³⁾ *are / aren't* allowed to have visitors in your room, but they ⁽⁴⁾ *must / mustn't* leave before 10:30 p.m. They ⁽⁵⁾ *must / mustn't* tell the porter when they are leaving. You ⁽⁶⁾ *can / cannot* come in at any time of day or night, but you ⁽⁷⁾ *must / mustn't* be careful not to disturb the other residents after midnight. A night porter is at the front desk all night.

b What kind of accommodation do you think this is? Have you ever stayed anywhere similar?

9.2

Complete the rules using the words in the box.



could didn't have to had to let
made wasn't allowed

When I was at high school, I had a job delivering milk. I ⁽¹⁾ *_____* get up at five o'clock every morning. I ⁽²⁾ *_____* wear a uniform, but it was important to dress warmly. The boss always ⁽³⁾ *_____* us wear reflective clothing so that cars could see us on the street. I ⁽⁴⁾ *_____* wear headphones and listen to music if I wanted, but I ⁽⁵⁾ *_____* to play computer games. At Christmas the customers gave us really generous tips. Our boss usually ⁽⁶⁾ *_____* us keep the money, and we divided it up between us.

9.3

Rewrite the sentences in *italics* using the words in parentheses.

- It was really difficult finding a new apartment. *But we found one in the end. (manage)*
- He studied long and hard. *We were so pleased when he passed all this exams. (succeed)*
- I was amazed when I saw Peter swim. *I had no idea he was such a good swimmer. (could)*

4 SAYING THANK YOU



- 1 Work in pairs. Look at the images that were attached to three separate thank-you messages.
1 Who do you think the person is writing to?
2 What do you think they are saying thank you for?
3 When was the last time you thanked someone for something? Did you write to them or tell them in person?

- 2 Read the messages and match them to the images.

1

To: Elizabeth Janik
From: Gina

Dear Mrs. Janik,
I am writing to thank you very much for my graduation gift. It was very kind of you. I would like to move to the city soon, so the money will certainly come in handy.
I've attached a photo of the ceremony—I thought you might like it as a souvenir.
I hope you're enjoying your retirement. Take care of yourself.
Best wishes,
Gina

2

Edgar Carrillo

Hi there

Just want to say thanks a million for that great day at the beach. Had a fantastic time! Here's a photo of Ana's flip-flops, just as a reminder :-). Shame to be back in the office tomorrow morning :-).

Talk later

3

Harry & Jean

Our stay in your lodge was just fantastic—one of our most memorable vacations. Thanks so much for the great hospitality.

See the photo of us all out on the deck after a long walk (we've put it on the notice board). Don't you worry, we'll be back!

Stay in touch!

Connie & Gerardo (Milwaukee, Wisconsin)

- 3 Read the messages again and check your answers to question 1. Summarize what each person is saying thank you for and why.

1 Gina says thanks for Mrs. Janik's gift of money. She'll use it ...

- 4 Underline the different phrases for saying thank you and fill in the blanks in the chart.

Formal	_____
Informal	_____
Very informal	_____

- 5 Put the expressions from the messages in the chart in 4. What is the function of each?

Stay in touch!
Talk later
Take care of yourself
Best wishes

- 6 In informal texts, we often leave out words. Can you find some examples in messages 2 and 3? What other aspects of formal and informal style can you find in the texts?

Addressing the person at the start of the message _____
Referring to a photo _____

- 7 Work in groups. Think of situations in which you would write a thank-you message. Write the messages in a formal and informal style. Consider the following:

- What other information are you going to mention? Why?
- How are you going to say good-bye?
- What photo are you going to attach?

TIP

Remember to say what you are thanking the person for and include some extra information, news or a reference to meeting up so that your message finishes with a personal touch.

5 FILING A COMPLAINT



1 a Work in pairs. Look at the image and the title of the task. What do you think the problem might be?

b Read about what happened. Did you guess the problem in 1a?

What a nightmare! You won't believe what happened to us on the way home. We got to the airport for our flight to New York, and they'd changed the time of the flight! The plane had already left. We couldn't believe it. They said they'd sent out text messages to all the passengers 24 hours earlier. I showed them my phone. I hadn't received any messages. The girl at the check-in desk said she couldn't help and that we'd have to buy new tickets. We were furious!

2 Work in pairs. Discuss what options the passengers have now, and what you think is the best thing to do. Share your answers with the class.

3 a The passengers were asked to fill out an official form of complaint in order to ask for their money back.

Look at the useful phrases in the box. Use a dictionary to help you and decide which phrases you can use to...

- 1 describe what happened.
- 2 demand some action.

We were shocked and disappointed to find that...
We were forced to...
We couldn't believe that...
We were informed that...
The least you can do is...
We hope you will be able to...
We expect a full and prompt repayment of all expenses incurred.

b Work in pairs. Complete the form with the information you have so far and the useful phrases in 3a.

To register an official complaint, please complete the form below. We will endeavor to reply within seven working days.

Airport	Chicago O'Hare
Flight number	AM 278
Date	July 15
Who waited on you?	
What exactly was the problem?	
Were you given any assistance?	
Any other comments?	

4 a Compare your answers with another pair's. Check that you have...

- 1 used complete sentences to describe what happened and what you would like the company to do now.
- 2 expressed your anger and disappointment.
- 3 included information about any money you had to spend because of the delay.
- 4 made it very clear what you expect the company to do about the situation.

b Make changes to your form if necessary.

5 a Work in small groups. Think of situations you have been in where you were not happy about the service or the facilities. Use the ideas in the box to help you.

a store a restaurant a concert a party
an online service a beauty salon

Discuss what happened and what exactly you were unhappy with.

In a store: The sales staff was rude and impatient and refused to exchange a shirt I had bought for a friend that was too small.

b Fill out a complaint form explaining exactly what happened.

6 a Check your complaint against the checklist in 4a.

b Read your complaint to the class. Ask them to decide what the best response would be.

TIP

When writing a letter/e-mail of complaint or filling out a complaint form, remember to use polite language, no matter how angry you are. Your complaint will be taken more seriously if you remain polite at all times.

7.2 Vocabulary, page 6, Exercise 1a



7.3 Speaking, page 8, Exercise 1

All of these objects are exhibits in the British Museum in London. They were all featured on a BBC radio program called *A History of the World in 100 Objects*. The program looks at interesting man-made objects throughout history and talks about what they can tell us about life at the time when they were created.

8.4 Over to You, page 20, Exercise 7a

Conversation 1: Student A, you are going to phone Student B and leave a message for Student C. Before you start, Student A needs to think of a reason for calling Student C. Do NOT tell your partners what you have chosen. Student A, call Student B. You must conduct your conversation in whispers so that Student C cannot hear you.

Conversation 2: Student B, you are going to pass on the message to Student C. Decide if you're going to do it on the phone or face-to-face. You must conduct your conversation in whispers so that Student A cannot hear you.

Conversation 3: Student C, you are going to call Student A in response to his/her message. You must conduct your conversation in whispers so that Student B cannot hear you.

7.1, p. 2, Ex 2a

1
These treasured possessions—a few chairs, a carpet, a photograph and some old records—are looking for their owners. They are, in a way, lost property, but nobody threw these things away. These are household contents that have been left by a natural disaster, Hurricane Ivan. Ivan was one of the most intense hurricanes ever recorded and, in 2004, caused heavy damage in Jamaica and Cuba before affecting Florida and the Gulf of Mexico. This photo was taken in Pensacola, Florida. Homes were destroyed and private property scattered everywhere. Did anyone ever claim these articles, I wonder?

2
These family belongings—toys, chairs, laundry baskets—are not in the street because these people are moving. They are there because the police have just removed them from an apartment in Lafayette, Colorado. The people living there could not pay the rent, so the owner had them evicted. As the economic crisis continues, many Americans are finding it hard to pay their rent or mortgage. If this continues, more and more stuff like this will start appearing on our streets.

3
This photo shows six objects that the family and friends of miner Edison Peña sent him while he was trapped underground. Edison was one of thirty-three Chilean miners trapped underground for sixty-nine days at the San José mine after it collapsed on August 5, 2010. He received these objects through a narrow tube that acted as a lifeline, sending food, water and allowing regular contact between families and their trapped loved ones. The six objects include a picture of his idol, Elvis Presley, some socks and earplugs. Not long before his rescue, Edison sent these personal items back up to the surface.

7.4, p. 6, Ex 1a

Today we're in the National Toy Hall of Fame, a museum that houses a collection of some of the most popular games and toys of all time, new ones and old ones, digital and traditional, all much loved by adults and children alike. To join the collection a toy must be recognized and loved across the world. It must have been used by children for several generations, and it must encourage creativity and learning.

The inside of the museum looks more like a giant playroom than a museum. There are toys and games from, and for, all ages. You can touch and explore and play. There are giant building blocks and an enormous train set. There are board games and puzzles. Choose your favorite one, and sit right down and play.

8.1, p. 13, Ex 4a

1
Well, I'm not sure. I don't think women like soccer much. Soccer stadiums are usually full of men, aren't they? But, yes it does bring people together. People are always exchanging stories and opinions about it. My problem with soccer is that it's always in the media. Every time you turn on the news or open a newspaper, it's always the same old story—soccer, soccer, soccer. What if you're not interested in soccer?

2
Yes, absolutely right. Hip-hop is a great way to express yourself. It's like poetry you recite, that you read aloud. People can find a voice when they rap, and women do it, too, of course! Just because of one or two well-known cases years ago, now all we get is negative stereotypes about it. People prefer to marginalize it and make up these lies. It's time to tell the other side of the story.

8.5, p. 19, Ex 1a

A: Did you read that article I sent you?

B: Yeah, interesting. I was thinking about that the other day...

A: What, citizen journalism?

B: Yeah, you know, and all the stuff about Twitter and people finding out about the news from the people who are there, you know, like the fire the other day.

A: The fire? Oh, you mean the one in the hotel?

B: Yeah... I mean, you know, the first thing I heard was from my roommate when he came home. He'd been riding his bike near there, and he said he'd seen this huge cloud of smoke... but he didn't know where it was coming from...

A: I saw that cloud, too—it was massive!

B: Yeah, well, we looked it up on the Internet... you know, on the local newspaper's website...

A: ...and there was nothing there?

B: No... no... There was a story there, with a photo and some eyewitness reports—you know, guests who were staying at the hotel, passersby, that kind of thing...

A: Yeah...

B: And the story said there were forty people stuck on the roof... but that's all... no more information; so we went on Twitter and it was amazing!

A: Really?

B: Yeah—there were two people actually tweeting from the rooftop! With photos and comments and quotes from the other people on the roof. It was fascinating... so much detail... and a minute-by-minute commentary. We got really caught up in it!

A: I bet!

B: Yeah... I mean, the news story was interesting, but normally I'd have given it about two minutes of my time, but the Twitter side of the story was like watching a movie or something!

8.6, p. 20, Ex 1a

S = Secretary N = Natalie M = Marc

D = Damian

1
N: Hello. May I speak to Peter Moorcroft, please?

S: Hold the line, please.

N: OK, no problem.

S: Hello, I'm afraid Peter isn't picking up the call. Do you want me to take a message?

N: I just wanted to check that he'd received a file from me.

S: Who's speaking?

N: It's Natalie Martin. I sent him a file this morning, and I just wanted to know if he received it. It's important. Could you ask him to call me, please?

S: Of course. I take it he has your number, Natalie?

N: Yes.

S: Fine, I'll let him know.

N: Thanks.

2
You've reached the voice mail service of Sabine Meyer. Please leave a message after the tone.

M: Sabine, listen. It's Marc. You won't believe this, I'm still at the airport. Uh... there are terrible delays, same old story... Um...

I won't be able to travel tonight. So... do you think you could call Pamela? Tell her not to pick me up at the airport or text me her number. I don't have it for some reason. Thanks a lot! Bye!

3
The cell phone you've called is turned off or currently unavailable. Leave a message after the tone.



D: Sarah, hi, this is Damián. I'm in the square. Where are you? You asked me to be here at 4:15, didn't you? I texted you before. Call me, I'm here. OK, in front of the town hall? OK, bye!

9.2, p. 24, Ex 1a

I = Interviewer **R1** = Respondent 1

R2 = Respondent 2

I: So, what's the situation in your school? Are you allowed to access the Internet on the school computers?

R1: In the library we have laptops that we can use to access the Internet, but there's a very strong firewall. We can't access YouTube or Facebook, for example, and a lot of music sites and chatrooms are blocked. In class, we use laptops as well—and sometimes our homeroom teacher lets us use our cell phones to access sites that are blocked on the computers. Most of the teachers hate cell phones! They make us turn them off as soon as we enter the classroom. One teacher makes us leave them on the desk at the front of the classroom, and we aren't allowed to have them back until the end of the day! I think that's a little extreme, but I guess I kind of understand as well. I think they can be really distracting sometimes.

I: So, what's the situation in your school?

R2: Our school computers are carefully controlled, a lot of social networking and music sites are blocked. Students aren't allowed to access music sites or chatrooms on the school computers. I think it makes sense from a security point of view. And, anyway, they can do all that on their cell phones.

I: What about phones? Are those banned?

R2: No, not at all. Students are allowed to bring their cell phones to class. It can be really good because then we don't have to rely on the school WiFi, which isn't always very efficient! And they're great for making recordings, taking photos, preparing presentations and so on. Of course students must be taught to be responsible. We don't share phone numbers in case of cyberbullying, and we have to monitor their use very closely. They mustn't misuse the Internet whether it's on their phones or on a computer. We're very strict with offenders. They have to learn about good and bad

use of the Internet, and I think that's something we really must help them with; it's such an important skill for their futures. We talk about it a lot in class, too... responsibilities and duties and safety, above all safety. They really need to know about the dangers of the Internet. I think that's a really important part of my job.

9.5, p. 26, Ex 3

A: Anchor **M** = Marianne

A: Today we have a story of a modern day Quixote fighting against the windmills of the new Spanish smoking law. Marianne Allen reports from Marbella, where bars, restaurants and cafés are coming to terms with the new smoking ban while others are breaking the law! Marianne...

M: I'm here in Marbella, on a street lined with bars and restaurants, all showing the obligatory no smoking signs. Under the old law, smaller establishments could choose whether to be smoking or nonsmoking, while larger establishments had to designate a special, sealed-off area for smokers. This could not be more than one-third of the total area available to the public. A lot of smaller establishments went for the smoking option. They lost some customers, families with small children, for example, but their smoking clients were more than happy. They didn't have to stand outside to enjoy a cigarette; they could continue to smoke while they ate or drank. But then the law changed.

A: And what did that change mean?

M: Well, all public bars and restaurants, along with all public buildings, children's parks and entrances to schools and hospitals became no smoking areas. Restaurants and bars were no longer allowed to choose. It was a blanket ban, and it came accompanied by heavy fines and the risk of being closed down. Most people accepted the change. Some grumbled and complained, but on the whole it was seen as being inevitable. But one bar and restaurant owner here in Marbella simply refused to accept the new law. He refused to accept that he wasn't allowed to choose what to do in his own establishment, and he decided to make a stand against the new law.

A: So what did he do?

M: He posted signs in his bar and restaurant stating that smoking was allowed. He claimed that banning smoking would ruin his business. He let his customers continue to smoke and didn't make them stand out in the street. His regular customers were happy, but the neighboring bars and restaurants weren't. They reported him to the authorities, and he was threatened with a fine of 145,000 euros and of having his business closed down immediately. The rebel bar and restaurant owner stuck to his guns. When the authorities informed him he would be closed down, he invited a group of friends to join him in a protest at his bar and restaurant, where they spent the whole night smoking cigarettes and cigars. There was a party atmosphere, but the party soon came to an end. After long talks with his lawyer and the local authorities, and being forced to close down for almost a week, the bar and restaurant owner finally agreed to take down all the smoking signs and posters attacking the anti-smoking law and replace them with the regulation no smoking signs.

A: And did he?

M: Yes, he did, and now his bar and restaurant is just like all the others, and all his customers have to go outside if they want to smoke. Will this ruin his business? Only time will tell!

IRREGULAR VERBS

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

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

INTERNATIONAL EXAM PREPARATION: WRITING

Answer the following questions in Task 1 and Task 2. You have 45 minutes.

Writing Task 1

1. Where did you grow up? How long did you live there?

2. What did you like to do while you were growing up?

3. Write about something interesting from your place of origin.

Writing Task 2

Write an essay of about 1-2 pages.

1. Children should wear uniforms to school. Give answers for and against. Include your own opinion.



Structure and Written Expression

Questions 1–4 are incomplete sentences. Below each sentence you will see four words or phrases marked A, B, C and D. Choose the one word or phrase that best completes the sentence.

1. At 2 pm the girls played tennis _____ the boys played soccer at the same time.
 - a. during
 - b. after
 - c. while
 - d. instead
2. If he passes his classes _____ graduate this year.
 - a. he may
 - b. he will
 - c. he must
 - d. he cannot
3. If I _____ you, I would get a master's degree.
 - a. told
 - b. was
 - c. were
 - d. had
4. _____ of the following ice cream flavors is your favorite?
 - a. What
 - b. How many
 - c. Who
 - d. Which

In questions 5–10, each sentence has four highlighted words or phrases. The four bolded parts of the sentence are marked A, B, C and D. Identify the one word or phrase in blue that must be changed in order for the sentence to be correct.

5. Tom Hanks is A. best known B. worked as an actor C. who starred in the D. renowned movie Forrest Gump.
6. At A. least one third of students B. will not pass high school C. due to circumstances both within their control and out D. on it.
7. A. While caterpillars typically spend 5 to 21 days in their chrysalis, B any butterflies do not emerge from their cocoons for C. up to 3 years D. due to harsh weather conditions.
8. Regular skateboarding A. may not become B. a thing of the past if the C. trend to buy motorized skateboards D. continues.
9. A. An American Girl Doll, B. known for its stories and C. cost, D. will be discontinued within the next 5 years.
10. Traveling A. by sea is not a task for the B. faint of heart C. nor for those who cannot D. defend motion sickness.



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

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

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- Grammar sections focus on authentic, useful language and high-frequency expressions, and are topic and context driven
- The Functional Language pages allow students to practice the target language in everyday situations
- The final Writing or Speaking Task in each unit requires students to apply the language they have learned in a practical, fun context