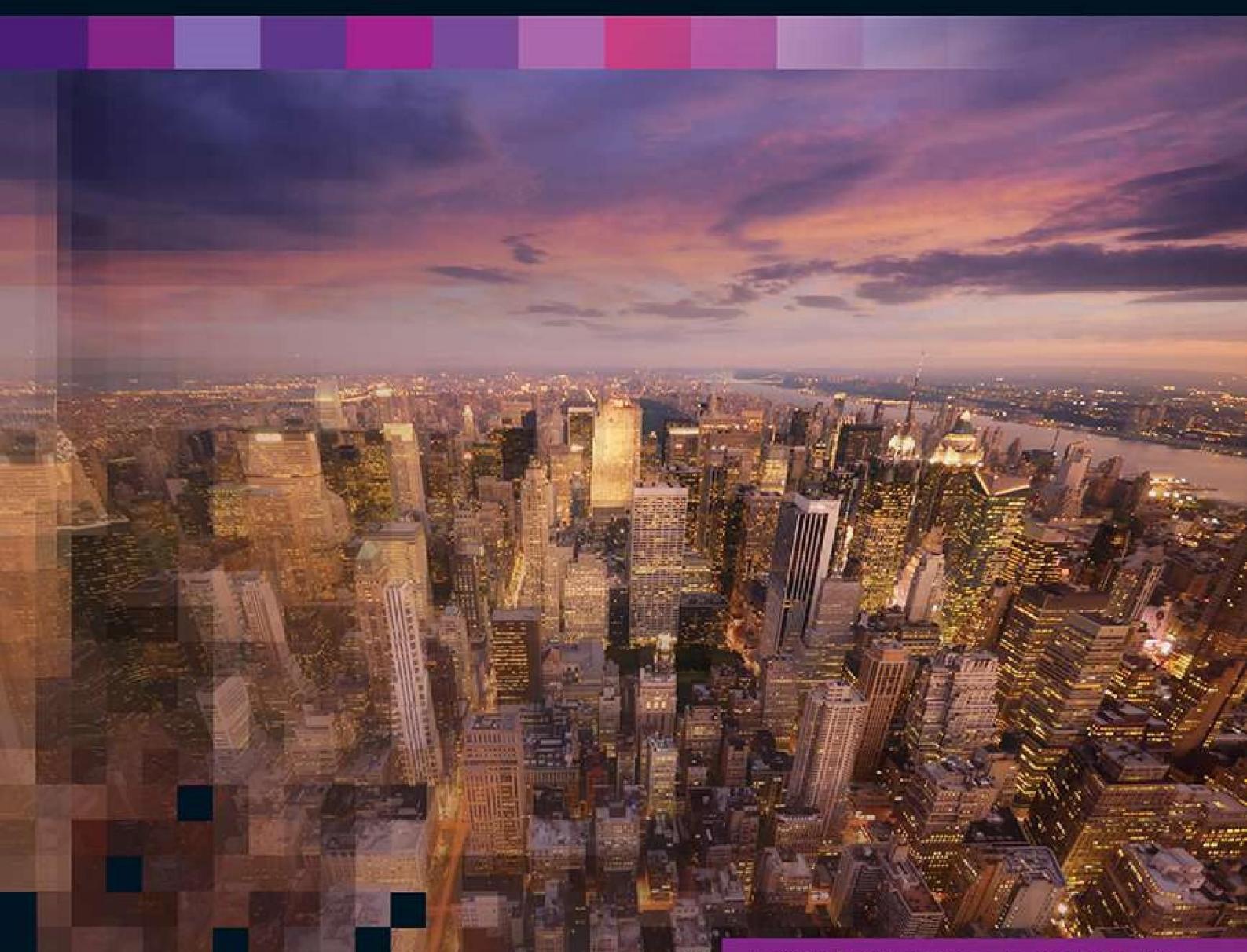




AMERICAN BIG PICTURE



SIMON BREWSTER ■ ALASTAIR LANE

Series editor: Ben Goldstein



WELCOME UNIT INTERMEDIATE 12

Learning strategies for moving from B2 to C1: Reading

While reading, you absorb words, collocations, and sentences naturally just like in your native language. Reading practice outside the classroom should focus on both extensive reading for pleasure such as novels and intensive reading for detailed understanding.

Reading a **popular teenage novel** can help you achieve fluency faster. It's a fun and relaxing experience. It's a great way to expand your vocabulary knowledge and general understanding and get exposure to authentic language without memorization. Keep a notebook at hand to write down some new interesting vocabulary, discover the meaning from context and check in the dictionary if necessary.

You can also find lots of short stories, fact files and articles online. Many websites offer graded reading materials with a reading comprehension quiz www.classicshorts.com/

Want to read about the daily life of teenagers around the globe? Follow a blog for teenagers about lifestyle or fashion such as Hideawaygirl for girls and WeTheUrban for boys.

You will come across quite long texts, so you need to time your reading. If you want to increase your reading speed, you can learn speed reading on breakingnewsenglish.com/speed_reading.html

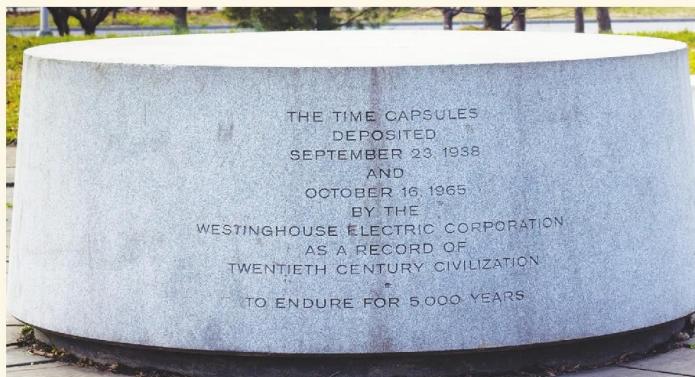
Read the local or international newspapers online. Start with the Peruvian Times or Santiago Times and then challenge yourself with newspapers such as The New York Times Learning Blog and The New Yorker.

Burying the past

To celebrate the 1939 World Trade Fair, held in Flushing Meadows, New York, the Westinghouse Corporation took on an exciting project. The company was asked to develop a time capsule: one that would be retrieved fifty centuries after being buried in an unspecified place. Westinghouse worked on technology and logistics, while a selection committee began the arduous task of choosing the contents of the capsule.

Westinghouse's resulting product was a bullet-shaped capsule, constructed from a brand-new metal alloy made of tempered copper, chromium and silver called Cupaloy. The contents, sealed snugly inside an airtight glass envelope, were selected based upon how well they captured American life as it was in 1939. The contents were divided into five basic areas: small articles of common use, textiles and materials, miscellaneous items, an essay on microfilm and newsreel.

What exactly are the contents of the capsule? They range from things as common as fountain pens and a set of alphabet blocks-about thirty-five small, everyday articles



in all. The time capsule also contains seventy-five small, representative fabrics, metals, plastics and seeds. Contemporary art, literature and news events collected on microfilm also secured a spot in the capsule.

Some day, 5,000 years in the future, a person will stumble across the capsule. Perhaps someone will find it in a monastery in Tibet, or in a library in Manhattan. To help with the search, the *Book of Record*, sets out the latitude and longitude of the capsule's burying place. Instructions for making and using instruments to locate the capsules electromagnetically are also included in the book. Some three thousand copies are stored in libraries, museums and monasteries throughout the world.

The *Book of Record* not only provides clues to aid the discovery of the capsule, but also a series of requests. The book requests that its contents be translated into new languages as they supersede older ones. And it contains an ingenious key to the English language to aid future archaeologists and linguists should knowledge of our present language be lost.

1. Read the article and answer the questions.

1. Why was the time capsule commissioned?

2. Who designed the capsule?

3. How were the contents chosen?

4. What is the *Book of Record*?

5. What request does the book make?

2. Are these sentences true or false? Find evidence in the text to support your answers.

1. It was easy to choose the capsule contents. _____

2. The capsule was futuristic for its time. _____

3. The capsule will be difficult to find. _____

3. Find words or expressions in the text to match the definitions.

1. difficult (*paragraph 1*) _____

2. comfortably (*paragraph 2*) _____

3. find (*paragraph 4*) _____

4. replace (*paragraph 5*) _____

5. clever (*paragraph 5*) _____

4. Discuss with a partner. Talk for two minutes.

- 1 If you had the opportunity to bury a time capsule with 10 objects that best represent current times in Peru...
... what would you choose?
... Where would you bury the time capsule?
... when would the time capsule be opened?

5. Choose a title and write an essay (150 – 200 words)

- a Choose your favorite movie and explain why you would put it into a time capsule.
or
b Write a short biography of yourself to include in the capsule.

GRAMMAR

VOCABULARY

READING & LISTENING

PRONUNCIATION

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- *Either... or/Neither... nor*
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- Shopping
- Adjective order
- Business & finance

- A blog about bargain hunting
- An interview with a retail expert
- Talking about China
- Underemployment

- So & well

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- Relative Clauses
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10 VALUE FOR MONEY



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

- What kinds of stores do they show?
- What kinds of stores do you visit most frequently? Why?
- Which do you enjoy visiting most? Why?

2 ^{10.1} Listen to an interview with a retail expert. Number the images in the order they are mentioned.

b Work in pairs. Answer the questions.

- 1 What aspect of shopping psychology do you think each image relates to?
- 2 In what other ways do stores try to get us to spend money?

3 **a** Match items 1–6 to a–f according to the audio. What is the purpose of each retail trick?

- 1 beds
- 2 computer products
- 3 fish and meat
- 4 men's products
- 5 silk scarves
- 6 premium brands

- a disorderly piles
- b aluminum tables
- c purple packaging
- d pillows and duvets
- e big pine tables
- f back of the store

b Listen again and check. What information surprised you most? Why?



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

b Work in pairs Ask and answer the questions. Ask follow-up questions to find out more information.

- 1 Are you saving up for anything at the moment?
- 2 What advice would you give someone for cutting back on spending?
- 3 When was the last time you were ripped off?
- 4 Do you think it's a good idea to take out a personal loan to pay off a credit card debt? Why/Why not?

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

- 6** Work in groups. Think about your favorite store. Discuss the questions.

- Where is it? Is it easy to get to?
- What kinds of things do you buy there?
- What does it look and smell like?
- Do they play music? What kind?
- How do you feel when you're in the store?
- Do you often buy things there that you don't really need?

My favorite store is a game store. They have lots of secondhand games and you can pick up some great bargains.

KEY VOCABULARY

Shopping

A Phrasal verbs about money

- Underline the phrasal verbs in the box in Transcript 10.1 on page 42. Match the verbs to meanings 1–8.

cut back fork out get by pay off rip off
run out (of) save up take out (a loan)

- 1 get by survive day to day, especially financially
- 2 _____ make a financial agreement with a bank or company
- 3 _____ accumulate money for future use
- 4 _____ spend a lot of money on something
- 5 _____ reduce the amount that you usually spend
- 6 _____ charge (someone) more money for something than it is worth
- 7 _____ use all of something and not have any left
- 8 _____ give back all the money you owe for something

- Which verbs collocate with words a–d?

- | |
|----------------------------------|
| a <u>fork out</u> , _____, money |
| b _____, _____, a loan |
| c _____, a debt |
| d _____, on spending |

B Materials

- Put the words in the box in the correct category.

aluminum cardboard cotton leather
nylon pine plastic silk wax

Natural fibers	_____ , _____ , wool
Synthetic materials	_____ , _____ , polyester
Wood	mahogany, _____
Metal	_____ , steel
Paper products	_____
Other natural products	_____ , rubber, _____

- What belongings do you have that are made from the materials in the chart?

a leather jacket, a mahogany table...

SPEAKING & LISTENING

1 Work in groups. Discuss the questions.

- What products do you associate with these countries?

Argentina France Italy
Japan Kuwait South Africa

When I think of Italy, I think of fashion brands like Dolce and Gabbana.

- Which products is your country famous for? What is the most famous brand?
- Are there any products from your country that are not famous but you think should be?

2 a Work in pairs. Look at the images. Can you answer the questions?

- 1 Where and what are these places? Why were they built?
- 2 What connection do they show between China in the past and China today?
- 3 What famous inventions came from China?
- 4 What is China famous for producing today?



GRAMMAR

1 a Complete the sentences. Check your answers in Transcript 10.2 on page 42.

- 1 I bought all of them this week, and they were all made in either _____ or _____.
- 2 Neither a _____ nor a _____ company could employ that many people at the same time.

b Which sentence in 1a

- a compares two things and says that something is not true in each case?
- b compares two things and says that something is true in each case?

2 a Find one more example of each type of comparison in Transcript 10.2 on page 42. What is being compared in each sentence?

b How do you say either... or and neither... nor in your language?

b 10.2 Listen to an interview about China's economic success. How does Christopher Yu answer questions 1–4 in 2a?

3 a Listen again. Are these reasons for China's economic growth true, false or not mentioned?

- 1 China makes high-tech products.
- 2 Original ideas are encouraged.
- 3 Employees are very productive.
- 4 There is collaboration with overseas companies.
- 5 Many tourists come to visit the Great Wall.
- 6 There are many globally famous Chinese brands.

b What does Christopher say about the global recognition of Chinese brands?

4 Work in groups. Do you think your country is similar to China? Why/Why not? If you are from China, do you agree with Christopher?

negative positive singular

3 Complete 1–3 in the GRAMMAR PANEL with the words in the box.

negative positive singular

4 Insert either... or or neither... nor in an appropriate position in sentences 1–5.

- neither nor*
- 1 In my country there are beaches mountains. It's flat and landlocked.
 - 2 A lot of young people here are employed studying in college. It's a problem.
 - 3 When they graduate, most young men have to spend a year in the army do community service.
 - 4 There are many convention centers and reception halls in my town, so most people work in catering tourism.
 - 5 Unfortunately, there's a swimming pool a soccer stadium in my hometown.

- 5** Rewrite sentences 1–5 in 4 so they are true for your town/country. Compare your sentences with a partner's.

EITHER... OR/NEITHER... NOR

We use *either... or* and *neither... nor* to compare two different items.

We use *either... or* to mean "one or the other but not both." It has a ⁽¹⁾ _____ meaning:

We can visit either Shanghai or Beijing.

Neither... nor has a ⁽²⁾ _____ meaning. It means "not the first one and not the second one":

Neither the drugstore nor the supermarket had the medicine you wanted.

In formal English we use a ⁽³⁾ _____ verb with *either/ neither*, unless the second noun or both nouns are plural:

Neither Janna nor Harry is going to the conference.

NOT *are* going...

Neither my sister nor my parents know about this.

Either/neither go directly before the first of the two items being compared:

They are either owned by foreign companies or just make parts of other products.

See page 36 for grammar reference and more practice.

VOCABULARY: Adjective order

- 1** **a** Read the rule. Match the adjectives in the box to the correct category.

Chinese huge new red
rubber shiny square writing

When there is more than one adjective to describe a noun, they usually follow this order:

size / age / quality / shape or design / color /
origin / material / role or type / noun

NOTE: we rarely use more than two or three adjectives with a noun.

- b** Put the words in bold in the correct order. Check your answers in Transcript 10.2 on page 42.

- 1 a **rubber round red** ball for my dog
- 2 a set of **table steel shiny** knives
- 3 a **writing pine huge** desk
- 4 a **engineering Swiss leading** firm
- 5 that **cardboard square big** box for your computer

- 2** **a** Describe images 1–4. Use two or more adjectives for each image.

1



2



3



4



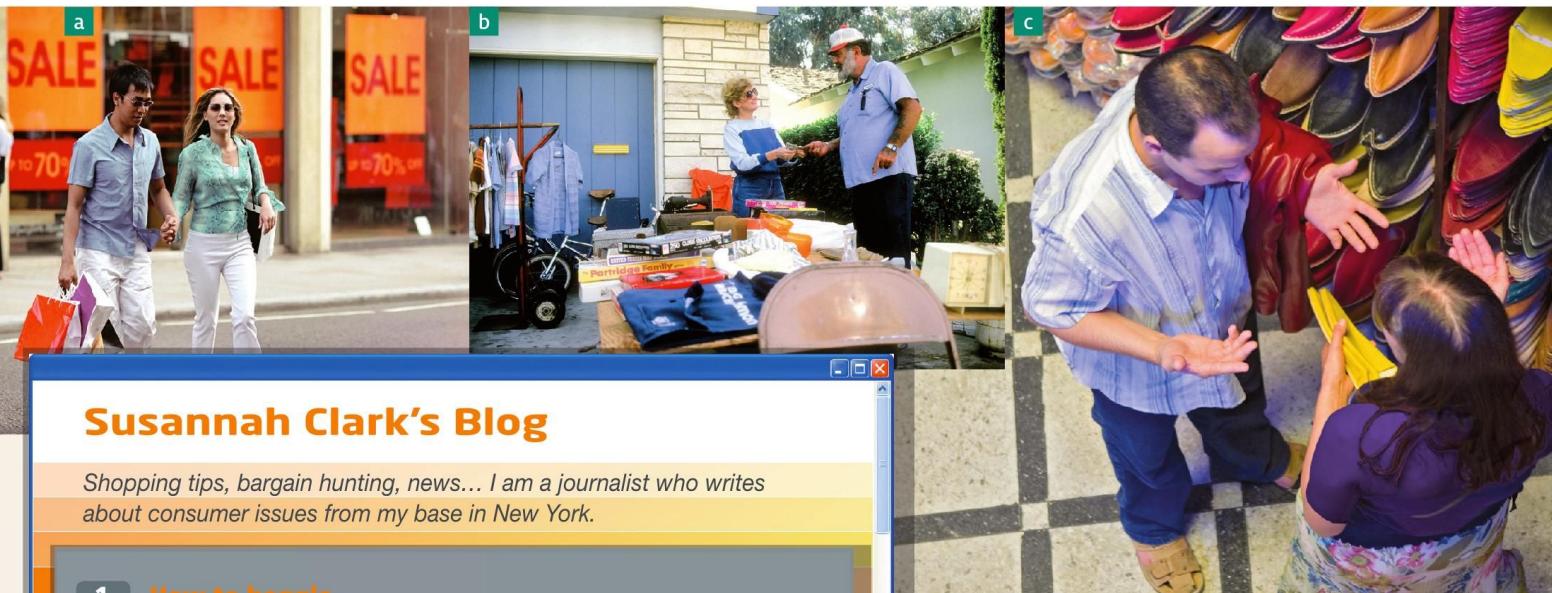
- b** Exchange sentences with a partner. Are the adjectives in the correct order?

SPEAKING

- 1** Work in groups. Think of a famous building or landmark in your country. Discuss the questions.

- Is it modern or historic? Who built it? When?
- How would you describe it?
- What is/was its purpose?
- Why is it famous? Do many people visit it?
- If you have visited it, what impression did it make on you?

- 2** Present your buildings or landmarks to the class. Can you add any more information to each description?



Susannah Clark's Blog

Shopping tips, bargain hunting, news... I am a journalist who writes about consumer issues from my base in New York.

1 How to haggle

Susannah Clark | 10:30 EST, January 9

In many parts of the world such as Latin America, Africa and Asia, haggling is expected. This is also true in street markets in southern Europe. Local markets are great places to go shopping. You can buy everything under the sun there, but there is a definite technique for haggling. If you see an item you like, don't look too interested. Decide how much it is worth to you, and then let the vendor make the first offer on the item. Make a counteroffer for half as much. Then haggle until you get to a point between the two offers you are happy with. If you are not happy with the price, try walking away. The vendor may make a better offer.

2 Buying online – a good way to shop?

Susannah Clark | 9:35 EST, January 16

Buying online is now well established and often the cheapest way of shopping. Amazon has gone from being an online bookseller to an e-commerce company and a major online provider of electronic goods, toys and games, clothes and shoes. Is it cheaper? Yes, often, but paying for shipping can also increase the cost. eBay is an online auction and shopping website, where people can buy and sell products worldwide. It can be slightly cheaper than Amazon.

3 Are garage sales a waste of time?

Susannah Clark | 11:40 EST, January 22

There are three kinds of garage or yard sale shoppers: browsers, bargain hunters and judicious shoppers. Browsers enjoy going to garage and yard sales and rarely buy anything. Bargain hunters are practical shoppers and take advantage of popular sale items like furniture and baby clothes. Judicious shoppers are the garage sale elite. They usually have a niche and are looking for pieces to fill it, whether it be antique furniture or out-of-print books. They prepare detailed lists of sites, products and prices and will search all summer for the items they collect.

4 Making the most of sales

Susannah Clark | 9:06 EST, January 29

January sales are a good time to find a bargain, but how can you make the most of this opportunity? Do some research about the items you want to buy. A bad product is a bad deal no matter how cheap it is, and some items can be a rip-off, even on sale. Decide how much money you want to spend and try not to go over the limit. It's good to compare product prices on Internet shopping sites such as [PriceGrabber.com](#). Sites like these give good advice to bargain hunters.

READING

1 a Work in pairs. Look at the images. What do they show? What connection do they have to the lesson title?

b Match the images to blog post headings 1–4.

2 Read the four blog posts. Answer the questions in your own words. According to the blogger...

- 1 What's the first decision to make if you want to haggle for something?
- 2 Why is walking away from a vendor sometimes a good idea?
- 3 What are the differences between Amazon and eBay?
- 4 How are the three types of buyers at garage or yard sales different?
- 5 What are the three recommendations for finding a bargain in a sale?

3 Read the blog posts again. Find words that mean...

- 1 transporting goods (*blog 2*).
- 2 a public sale where goods are sold to whoever offers the highest price (*blog 2*).
- 3 sensible and careful (*blog 3*).
- 4 specific interest or area (*blog 3*).

4 Work in groups. Discuss the questions.

- Which of the types of shopping mentioned in the blog posts have you experienced?
- How good are you at haggling? What was the last bargain you got?
- What kinds of things do you buy online? Why? What are your favorite websites for online shopping?



NOTICE NOUNS FROM VERBS

We can make some phrasal verbs into nouns by adding a hyphen (-):

to rip off (v) *some items can be a rip-off (n) even on sale*

GRAMMAR

- 1 Work in pairs. Look at the words in bold in sentences a–h. Which ones have an article? Which article is used? Explain why.
 - a I am **a journalist** who writes about consumer issues from my base in New York.
 - b **Local markets** are great places to go shopping.
 - c You can buy everything under **the sun** there.
 - d If you see **an item** you like, don't look too interested.
 - e Let the vendor make the first offer on **the item**.
 - f **The vendor** may make a better offer.
 - g Buying online is... often **the cheapest way** of shopping.
 - h Judicious shoppers are **the garage sale elite**.
- 2 Complete 1–8 in the GRAMMAR PANEL with sentences a–h in 1.
- 3 a Complete the text with *a/an*, *the* or no article (\emptyset).

eBay

eBay is already ⁽¹⁾ most successful auction site on ⁽²⁾ planet. Many of us go there to pick up ⁽³⁾ cheap gifts and ⁽⁴⁾ gadgets, and many people sell unusual items. But perhaps ⁽⁵⁾ strangest item of all was put up by ⁽⁶⁾ student from ⁽⁷⁾ Nebraska who sold ⁽⁸⁾ advertising space on his forehead. ⁽⁹⁾ space was bought by ⁽¹⁰⁾ company that makes ⁽¹¹⁾ medicine to help you sleep. ⁽¹²⁾ student said, "Everywhere I went, ⁽¹³⁾ people wanted to talk to me. I guess that's what ⁽¹⁴⁾ advertiser wanted." Luckily ⁽¹⁵⁾ tattoo wasn't permanent. It washed off after 30 days.

- b Write a short description of something you bought recently, where you bought it and what you use it for.

ARTICLES

a/an + countable noun

We use *a* or *an* to talk about...

1 jobs or professions:

(1) _____

2 something for the first time, when it has not been mentioned before:

(2) _____

the + countable or uncountable noun

We use *the*...

3 to talk about a specific member of a group, often when it has already been mentioned:

(3) _____

4 when there is only one of something or it is obvious what we are referring to:

(4) _____

5 before a noun that is unique in the world, e.g., *the sky, the moon*:

(5) _____

6 to talk about a specific group of people:

the Japanese, the unemployed,

(6) _____

7 with ordinal numbers and superlatives: *the first offer, (7)*

No article (\emptyset)

We don't use *a/an* or *the*...

8 when we refer to something "in general," rather than giving a specific example:

(8) _____

9 with the names of continents, regions, most countries, individual mountains and lakes:

Africa, Asia, Thailand, Mount Fuji, Lake Baikal

See page 36 for grammar reference and more practice.

SPEAKING

- 1 Work in groups. Decide the best place to buy these items.
 - 1 a really rare book that is no longer on sale in bookstores
 - 2 some unusual spices and ingredients for a dish you want to cook tomorrow
 - 3 a computer game/cell phone that has just come on the market
 - 4 some old clothes for a 1960s party
 - 5 a secondhand car or motorcycle
 - 6 some cheap furniture for your new apartment
- 2 Present your ideas to the class. Who had the best suggestions?

SPEAKING

- 1 a** Read the definition. How do you think the images relate to it?

underemployed (*adj*) working in a low-paid job that does not require you to use your skills and training



LISTENING

- 1 a** Listen to the first part of an interview about underemployment. Answer the questions.

- 1 Who does underemployment affect most?
- 2 Give two examples of the problems of underemployment.

- b** Listen again and complete the sentences.

- 1 Underemployment increases during...
- 2 If you can't get a job in your chosen industry, you may end up...
- 3 If you aren't using your skills, this will affect...
- 4 If you earn a lower salary, you won't have such a good...
- 5 This makes it easier to...
- 6 You may no longer have... or... in your job.

- 2 a** Listen to the second part of the interview. Which image a-d does Ryan talk about? What advice does it relate to?

- b** Listen again. Circle the correct option, a–c.

- 1 Ryan suggests additional training so that...
 - a you have some qualifications.
 - b you have the best skills for your industry.
 - c you can get a government grant.
- 2 He suggests using public transportation because...
 - a you may make a useful contact.
 - b there are lots of job opportunities in transportation.
 - c it's cheaper.
- 3 The first thing you need to start your own business is...
 - a a boss to manage it.
 - b money to invest in it.
 - c to be working in a similar industry.
- 4 When did the flower shop start to make money?
 - a After 18 months.
 - b When the owner's grandmother died.
 - c It never made any money.

- 3** Work in pairs. The interviewer asks listeners to call in with their comments. What comments would you make about...

- 1 the problems of low job satisfaction?
- 2 doing additional training to improve your skills?
- 3 getting money to start your own business?

VOCABULARY: Business & finance

- 1** Match the words in the box to definitions 1–6.

benefits capital expenses grant profit return

- 1 _____ the money a business makes after it pays all its costs
- 2 _____ money given by an organization, e.g., the government, for a particular purpose
- 3 _____ payments or advantages you get as an employee in addition to your wages
- 4 _____ money you get back after investing in something
- 5 _____ funds or money you use to start up a business or invest in something
- 6 _____ the day-to-day costs of running a company

- 2** Work in pairs. Answer the questions. Do you know...

- 1 anyone who gets really good benefits in their job?
- 2 a company that makes a huge profit?
- 3 what kinds of things people receive grants for?
- 4 what expenses a small store usually has?
- 5 how to calculate how much capital you'd need to start up a business?
- 6 a good way to get a high return on an investment?

- 3** Match 1–7 to a–g to make collocations.

- | | |
|----------------|---------------------|
| 1 run | a debt |
| 2 get into | b in (a business) |
| 3 provide | c costs/the cost of |
| 4 repay | d through college |
| 5 cover | e a service |
| 6 invest | f a loan |
| 7 put yourself | g a business |

- 4** **a** Complete the e-mail with the correct form of collocations 1–7 in 3.

Dear Business Guru,

I'm Ken. I'm 21, and I have money worries. I have ⁽¹⁾ gotten into debt to ⁽²⁾ _____ through college. I'm in my senior year, and I need a way to ⁽³⁾ _____ the ⁽⁴⁾ _____ of my education and ⁽⁴⁾ _____ a huge loan. I'm thinking of starting a company to design websites, but I need some capital. I think I'll be able to ⁽⁵⁾ _____ an excellent ⁽⁶⁾ _____, but I need to find people to ⁽⁶⁾ _____ in my idea. Unfortunately, I don't know anything about ⁽⁷⁾ _____ a business. What should I do?

Ken

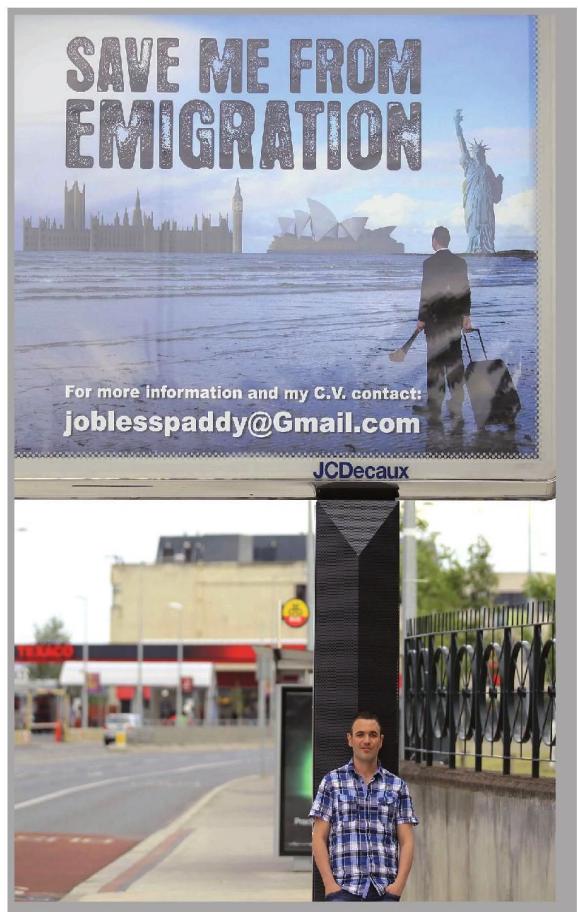
- b** Work in pairs. What advice would you give Ken?

SPEAKING

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

- 1 What does the image show?
- 2 Who do you think made the billboard? Why?
- 3 Who is it aimed at?
- 4 Do you think it was successful?
Why/Why not?

- b** Check your ideas on page 40.



- 2** **a** Think of a way to make a company interested in you in order to get your dream job. Think about...

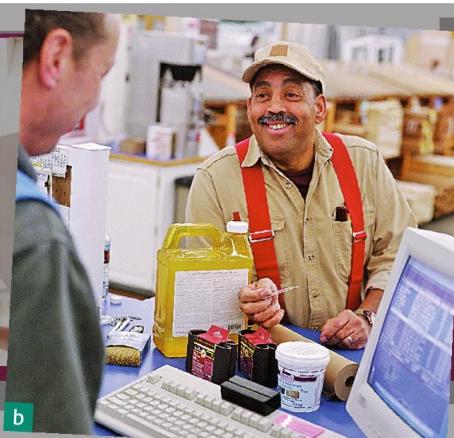
- what medium you will use: poster, leaflet, networking site, etc.
- what message it will contain to get their attention
- whether it will contain an image.

- b** Present your ideas to the class. Which idea do you think would be most effective? Why?

10.4 FUNCTIONAL LANGUAGE: ARRANGING FOR A SERVICE



a



b



c

TUNE IN

- 1 a Work in pairs. Where are the people in the images? How do the situations relate to the lesson title?
- b Answer the questions.
- When was the last time you arranged for something to be done for you?
 - What was it for? What questions did you need to ask?
- 2 a Work in pairs. Choose one of the images. What do you think the people are saying? Write a short conversation.
- b Read your conversation out loud. Ask the class to guess the correct image.
- 3 a Listen to conversations 1–3. Match them to images a–c.
- b Check your answers to 1a. Did the speakers ask any of the questions from the conversations the class wrote in 2?

FOCUS ON LANGUAGE

- 4 a Match 1–9 to a–i to complete the sentences.
- 1 What's your minimum. . .
2 Could you tell me
3 What documents
4 Will I need to pay
5 I'd like to get an estimate for
6 Do you have a budget
7 Is there a discount
8 Do you have a next-day
9 Could I arrange for
- a for the job?
b delivery service?
c do I need?
d this to be delivered?
e a deposit?
f replacing the windows in my apartment.
g rental period?
h your daily rate?
i if I pay cash?
- b Listen again and check. Which sentences in 4a
- 1 are related to money? _____
2 ask about a service? _____
- 5 What were the answers to the questions in 4a? Listen again and check.

OVER TO YOU

- 6 a Work in pairs. Choose a role and act out the situation.

Student A

You need to rent a minibus for a camping trip with friends. You need to know...

- the minimum rental period
- the daily rate
- if you can get an estimate
- if you need to pay a deposit
- if they offer a cash discount
- what documents you need

Call the rental company to find out the information.

Student B

You work for a car rental agency. A customer calls to find out about renting a minibus for the weekend. Answer his/her questions with the information below.

minimum rental period: one day
daily rate: \$230
estimate: \$460
deposit: \$50
cash discount: No. Full payment to be made by credit or debit card.
documents: driver's license, two utility bills for proof of address, and one other item for proof of signature

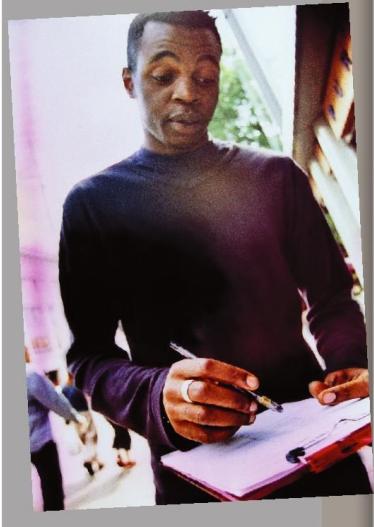
- b Switch roles and act out the situation again.

TUNE IN

1 Work in pairs. When was the last time you answered a survey? What type of survey was it? Do you like doing surveys? Why/Why not?

2 Read the survey report. Answer the questions.

- 1 What was the survey about?
- 2 What kind of people completed the survey?
- 3 What did people a) like? b) not like?
- 4 Was the survey a success? Why/Why not?



PREPARE FOR TASK

3 Complete the survey with phrases a–l.

- a about a third
- b Over half
- c a small number of people
- d What respondents dislike the most
- e As you might expect
- f with one exception
- g Here are the findings of our survey.
- h In conclusion
- i One of our most interesting findings
- j The vast majority
- k We surveyed a sample of
- l What respondents like the most

4 **a** Work in pairs. Write eight survey questions to find out about your classmate's shopping habits. Think about...

- what stores people visit
- when/how often they shop
- what products they shop for
- how much money they spend
- how they usually pay
- if they're happy with the service they receive.

How do you usually pay when you go shopping?

I usually pay cash as I don't want to get into debt!

b Interview half the class each. Write down of the responses. Then compare your findings with your partner's.

Arbon Village Store & Restaurant Survey Report

Now that many tourists are visiting Arbon Village, we decided to ask hotel guests staying in July and August about the local store and other facilities.

- (1) Here are the findings of our survey.
- (2) _____ 110 people.
- (3) _____ (103) said that overall they were very happy with the store.
- (4) _____ is the proximity of the store and the fact that it provides a pleasant meeting point. This is closely followed by the excellent choice of products.
- (5) _____ is that prices are too high, especially for sunscreen. This is reflected by
- (6) _____ (34) of respondents.
- (7) _____, many parents are worried about protecting their children from sunburn and thought the prices were unreasonable.

There was also (8) _____ (5) who would like to see extended hours in the store.

Everyone was happy with the local restaurant, (9) _____. A customer complained that it had run out of fresh fish when he visited.

- (10) _____ (57) of our respondents said they would return next year. (11) _____ was that, on average, visitors from this country spend more per day (\$35) than visitors from overseas.
- (12) _____, this year's survey has provided a great deal of new information about visitors to Arbon Village, and it would be useful to carry out a similar survey next year.



TASK

5 Write a report of your survey findings. Use the survey report in **2** as a model. Include some of the expressions in **3**.

- Write a brief introduction.
- Divide your report into paragraphs.
- Include an interesting result.
- Write a conclusion.

REPORT BACK

6 Read each other's reports. What were the most surprising results?

11 TECHNOLOGY



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

- Where would you see each keyboard or keypad?
- Which have you used in the last 24 hours?
- Which have you never used?
- Can you think of any other examples of keyboards and keypads in everyday use?

2 Listen to someone talking about a new keyboard. Match it to one of the images a-f.

b Complete the notes about the keyboard. Then compare your answers with a partner's.



3 a Look at the words in bold and their definitions in A in the KEY VOCABULARY PANEL Listen again and complete the sentences.

- 1 The speaker claims the fast finger keyboard is quite a **breakthrough** because...
- 2 The main **drawback** of early alphabetical keyboards was...
- 3 The inventor got her **flash of inspiration** when...
- 4 It has not been a **commercial success** because...
- 5 **Early adopters** say...
- 6 The speaker asks if we think this **gadget** is just another **gimmick** or...

b Work in pairs. Answer the questions.

- Do you think the keyboard is just another gimmick? Why/Why not?
- What was the last piece of new technology you bought? Why did you buy it?
- Are you usually an early adopter? Why/Why not?
- Can you think of any new technological breakthroughs in the news recently? Are they genuine breakthroughs or just gimmicks?

Name:

Main feature:

Other features:

Origin of the idea:



- 4** Work in pairs. Complete **B** and **C** in the **KEY VOCABULARY PANEL**.
- 5** Work in groups. Think about your first computer or cell phone. Answer the questions.
- How was it different from the one you have today? Think about...
 - size
 - speed
 - Internet connection
 - programs (graphics, etc.)
 - games.
 I remember our first computer took ages to start when you turned it on.
 - Was there anything you preferred about the old model? If so, what?

KEY VOCABULARY

Talking about ideas & inventions

A Key nouns

breakthrough a discovery or a solution to a problem

commercial success something that sells a lot and makes a lot of money

drawback a disadvantage

early adopters people who buy/use new high-tech products when they first appear on the market

flash of inspiration a sudden very good idea

gadget a small mechanical or technological device or tool

gimmick something that is intended to draw attention but is not really useful

B Word building: *-al/un-*

- Add *-al* to the nouns in the box to form adjectives.

convention inspiration logic
nature origin tradition

traditional

- Which of the adjectives can you use to describe the fast finger keyboard?
- Look at the adjectives again. Which can you not add the prefix *un-* to? Which negative prefix can you add?

C Getting ideas

- Underline expressions for “getting ideas” in Transcript 11.1 on page 43. Complete 1–4 with the words in the box.

got out struck up

- It _____ them that...
- They figured _____ a way to...
- Someone came _____ with the idea of...
- The inventor _____ the idea from...

- Think of a problem you had to solve recently. How did you find the solution? Use the expressions to explain the situation to a partner.

SPEAKING & READING

- 1** Work in groups. Look at the images of candidates for the Invention of the Year award. What do you think these inventions do?

- 2** **a** Work in pairs. Student A, turn to page 40. Student B, turn to page 41. Read the blog post and check your ideas in **1**.

- b** Complete the chart for your invention.

	Engkey	Waterboxx
Inventor		
Nationality		
Purpose of invention		
Place(s) used		
Cost		



- 3** **a** Work in pairs. Tell your partner about your invention. Use the chart in **2b** as a guide.

- b** Read about the other invention. Make a note of any information your partner left out.

- 4** Choose *Engkey*, *Waterboxx*, *Both* or *Neither* and the correct options to complete sentences 1–5.

- 1 _____ was / were invented to solve an environmental problem.
- 2 _____ is / are used in the countryside.
- 3 _____ has / have some limitations in its / their use.
- 4 _____ was / were designed to make people behave better.
- 5 _____ was / were invented by an amateur scientist.

- 5** Work in groups. Which invention do you think should win the award? Why?



GRAMMAR

- 1** **a** Read sentences a and b. Answer the questions for each sentence.
- a Engkey is the kind of teacher **who doesn't accept errors**.
 - b Many areas of the world receive very little rainfall, **which makes growing trees a real challenge**.
- 1 What do the phrases in bold describe?
 - 2 If you take away the words in bold, does the sentence still make sense?
- b** Read the GRAMMAR PANEL . Which sentence in **1a** has...
- 1 a defining relative clause?
 - 2 a nondefining relative clause?

2 a Complete the text with relative pronouns.



It's here at last, the invention ⁽¹⁾ that everyone's been waiting for. The world's first 3D television ⁽²⁾ _____ doesn't require you to wear glasses has hit the market! Toshiba, ⁽³⁾ _____ has long been a leader in the home entertainment industry, has launched two models. The pictures are created with multiple lenses ⁽⁴⁾ _____ direct light from the screen to points in front of the TV. The test audience at the trade show, ⁽⁵⁾ _____ had originally watched *Avatar* in 3D in a movie theater, said they loved seeing it again on the new screens.

b Look again at relative clauses 1–5 in 2a. Answer the questions for each one.

- 1 Is it defining or nondefining?
- 2 Can you omit the relative pronoun?

3 a Complete sentences 1–4 so they are true for you. Add commas if necessary.

- 1 The most famous inventor from my country is _____ who _____.
- 2 The last electronic device I bought was a _____ that _____.
- 3 My first English teacher was _____ whose lessons _____.
- 4 On the weekend I often go to _____ where _____.

b Compare your answers with a partner's.

RELATIVE CLAUSES

We use relative clauses to give more information about a person or object.

Defining relative clauses

In defining relative clauses...

1 the sentence is not complete, or does not make sense, without the extra information:

Engkey can only correct mistakes that are already in its database.

2 *who* can replace *that*:

He was the child who asked to be allowed in.

3 if the word *who* or *that* (the relative pronoun) is the object of the relative clause, it can be omitted:

It has a tough teaching technique (that) the students sometimes don't expect!

Nondefining relative clauses

Nondefining relative clauses

1 give additional information. The sentence still makes sense without this information:

Dr. Choi-taek is a specialist in robotics, which is increasingly important in his country.

2 give extra information on the whole sentence:

The kids think their teacher sounds rather robotic today, which is hardly surprising.

3 are separated from the rest of the sentence by a comma.

NOTE We don't use *that* or omit the relative pronoun in nondefining relative clauses.

See page 37 for grammar reference and more practice.

PRONUNCIATION: Relative clauses

1 Listen to two sentences. What differences do you notice in the intonation?

- 1 The invention that won the award helps the environment.
- 2 The invention, which won the award, helps the environment.

2 a Listen again. Why does the first sentence use *that* and the second sentence use *which*?

- b** Practice saying the sentences with the correct intonation.

3 Practice reading the text in GRAMMAR 2a with the correct intonation.

SPEAKING

1 a Work in pairs. What do you think has been the most important invention in the last 100 years? Why?

- b** Share your answer with the class. Which invention did most people choose?

LISTENING

1 a Work in pairs. Look at the gadgets in the images. What do you think they do?

b Listen to a podcast about the gadgets. Number them in the order they are mentioned. Were you right about their uses?

2 Listen again. Which gadget a-f does Gabrielle recommend...

- 1 for someone who travels with a laptop? _____
- 2 as a treat for herself? _____
- 3 for someone who plays computer games? _____
- 4 for a young child? _____
- 5 for someone with a hand or arm injury? _____
- 6 for a forgetful person? _____

3 a Work in pairs. Complete the descriptions of the gadgets.

- 1 This automatic can opener can be operated using only _____ hand. It opens _____ and jars, as well as cans.
- 2 The pet drinking fountain is very simple. Just connect it to a _____ supply. The simple _____-sensitive pad activates the fountain, and your pets can get themselves a drink whenever they want.
- 3 This great little idea not only works, it looks good as well! The WiFi logo on the front of the T-shirt _____ when it approaches a WiFi hotspot. The stronger the _____, the more it lights up. Simple but very effective.
- 4 Computer games take on a whole new dimension with Scentsciences. Simply hook it up to your _____, and you will not only be able to see and hear your latest games, you'll be able to _____ them, too!
- 5 This fun little gadget moves its _____ in time to any sounds it picks up. Great for _____ —but a hit with adults as well!
- 6 The 3D version of the Nintendo DS _____ has been very successful, combining great 3D _____ with the ability to record your own short 3D movies.

b Listen again and check.

4 Work in small groups. Discuss the questions.

- Would you buy any of these gadgets? If so, who for? If not, why not?
- When was the last time you bought a gadget? What was it? Who was it for?



VOCABULARY: Describing gadgets

- 1 Look at sentences 1–6 from the audio. Which image a–f do they describe?

- 1 It has a **touch-sensitive** pad. _____
- 2 It's a **lightweight**, white, plastic box. _____
- 3 It's very cool, with a **rounded**, black, **metallic** design. _____
- 4 It's a **slim**, **handheld** device. _____
- 5 It's a little, **high-tech** box. _____
- 6 It was a truly **cutting-edge** piece of hardware. _____

- 2 a Work in pairs. Take turns explaining the meaning of the words in bold in 1.

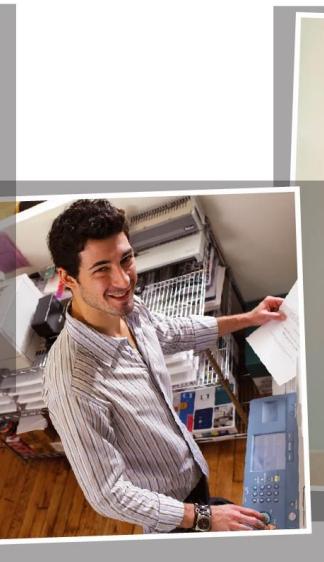
- b How many objects can you describe using the words in 1? Make a list.

touch-sensitive – lamp, keyboard, switch...

- 3 Look again at your list in 2b. Which of the objects do you have? Which would you like to have? Why?

SPEAKING & LISTENING

- 1 Work on your own. Make a list of all the electrical appliances and gadgets you have used in the last 24 hours. Use the images to help you.



- 2 a Work in pairs. Compare your lists. Divide the items into groups used for...

- work ● study ● fun
- household/everyday chores ● other.

- b Decide which appliance or gadget is most important in each group and why.

- 3 a Compare your answers as a class. Vote on the number one most important appliance or gadget.

- b Listen to someone talking about an important gadget. Answer the questions.

- 1 Is it the same as the gadget you voted for in 3a?
- 2 Why did she give the gadget up for a week?
- 3 What did she miss most?
- 4 How did she feel about giving it up?

- 4 Listen again. Make a list of the things she uses the gadget for. How did living without the gadget change her life?

- 5 a Imagine you have agreed to live without your favorite appliance or gadget for a week, as part of an experiment. Discuss the questions.

- What impact would this have on your day-to-day life?
- Would any areas of your life improve? If so, which ones? How?

- b Present your ideas to the class. Would most people feel better or worse? Why?

Generation Y



a

The first thing you notice when you walk into a modern classroom is the noise and energy. I've never seen such chaos! Today's children discuss and share ideas and find solutions to problems. It seems a different world to the classroom of old where children sat for long periods with their heads down.⁽¹⁾ How has such a huge change come about in just a single generation? Technology lies at the root. In the past, many school subjects, like history, focused on learning and memorizing facts. Today, information is easier to obtain, and memorizing facts and details is not so important. In history, for example, lessons now concentrate on interpreting

events and documents from the past. Class time is spent on discussion and project work.

Working collaboratively like this also prepares people for the modern working world. In a computerized age, many tasks are too complicated to be done by an individual.⁽²⁾ Twenty people can brainstorm more ideas than just one person. Likewise, when today's students make decisions, they want to vote on the best solution. Everyone's opinion should be heard.

Working on teams is completely natural for so many teens and young adults (the so-called Generation Y).⁽³⁾ Much of their time is spent online, interacting with other people via networking sites or an MMOG (a Massively Multiplayer Online Game, such as World of Warcraft). This requires people skills that easily translate to the workplace: how to allocate roles or negotiate to resolve a conflict. Generation Y wants feedback as well. A simple grade is not good enough for them.⁽⁴⁾ That's normal if you're used to learning by questioning. Many young people will also give an employer their opinion from day one. They know that experience on its own is not enough to get the job done. Ideas and teamwork are more important.

One downside is that Generation Y also wants the constant change they are used to from online

SPEAKING & READING

- 1 a** Work in groups. Read the quote. Do you agree with it? Why/Why not?

"Young people growing up in a digital age prefer working on teams to working alone."

- b** What is the connection between the quote and the images? Which image is most similar to the school you went to?

- 2 a** Read the article quickly. Does the writer agree with the quote?

- b** Read the article again and answer the questions.

- 1 What is Generation Y?
- 2 What does the writer say about the style of education in image a?
- 3 What does the writer say about the style of education in image b?

- 3** Fill in blanks 1–6 in the article with sentences a–f.

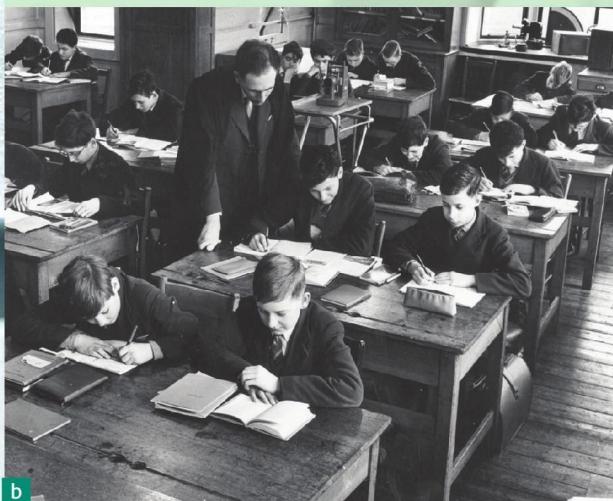
- a They want to know why things are right or wrong.
- b Many people leave a great career for no particular reason.
- c They've grown up doing it, in schools and online.
- d On the other hand, older generations often don't understand Generation Y's ability to multitask.
- e And to find creative solutions, working as a team is better.
- f The days of the "chalk and talk teacher" are over.

- 4 a** Work in pairs. Check your answers to **3**. List four characteristics of Generation Y according to the article.

- b** Are you a member of Generation Y? Do you agree with the description of this group of people? Why/Why not?

environments. Often they will quit a job if it's not interesting enough to challenge them.⁽⁵⁾ They often complain that "the job was just so boring," but it's unlikely their parents would have felt like this.

⁽⁶⁾ A boss is likely to be furious to discover a worker checking Facebook when an urgent deadline is due. But the world has changed. Some companies think that if they pay their employees enough money, everyone will be happy, but that's not true for Generation Y. They're not in it for the money. What they want is to feel part of a team and to have their voices heard.



GRAMMAR

- 1 a Complete sentences 1–4 from the article with the words in the box.

boring change chaos teens

- 1 I've never seen such _____ !
- 2 How has such a huge _____ come about in just a single generation?
- 3 Working on teams is completely natural for so many _____ and young adults.
- 4 They often complain that "the job was just so _____."

b Check your answers in the article. Look at the words that follow *such*, *so* and *so many*. What part of speech is each one?

- 2 Match sentences 1–4 in 1a to uses a–d in the GRAMMAR PANEL.

- 3 Complete the sentences with *so* or *such*.

- 1 My least favorite teacher was Mr. Cranston. He taught _____ badly and was _____ an impatient person.
- 2 Sometimes I'm too much of a perfectionist about my work. I spend _____ much time checking it that I miss the deadline.
- 3 It was _____ a complicated problem that our team didn't manage to solve it in time.
- 4 I obviously didn't spend enough time on the report. I've never received _____ criticism for my work!

- 4 a Complete the sentences with your own ideas.

- 1 Nowadays, there's such a lot of...
- 2 Education today is so...
- 3 Young people today are such...

b Work in pairs. Take turns reading your sentences. Give more information to explain your ideas.

NOTICE ENOUGH

Notice how *enough* comes 1) after an adjective and 2) before a noun:
It's just not challenging enough.
They just don't pay enough money.

So/Such

We use *so* and *such* to add emphasis and intensify a description:

- a) *so* + adjective/adverb:
The trip was so long. He speaks so slowly.
- b) *so* + *much/many/little/few* + noun:
I have so much work to do this afternoon.
- c) *such* + (*a/an*) + (adjective) + noun:
He's such a supportive manager.
- d) *such* + noun to mean "this kind of":
I've never read such nonsense before.

NOTE: We often use *that* with *so/such* to talk about a result or consequence:

The job was so boring that I decided to quit.

See page 37 for grammar reference and more practice.

SPEAKING

- 1 Work in groups. Answer the questions.

- 1 Do you think it's easier to learn these things by yourself or in a group? Why?
 - irregular verbs in a foreign language
 - the basic skills of a sport
 - how to assemble ready-to-assemble furniture
 - how to play a musical instrument
- 2 Have you ever learned any of the things in 1? How did you learn it? Were you successful?

11.4 FUNCTIONAL LANGUAGE: DEALING WITH TECHNICAL PROBLEMS

TUNE IN

- 1 Read the definition of "Murphy's Law." Do you have a phrase like this in your language? Do you agree with it?

Murphy's Law

an expression meaning "anything that can go wrong will go wrong"

- 2 a Work in pairs. Look at the image. What do you think has gone wrong?

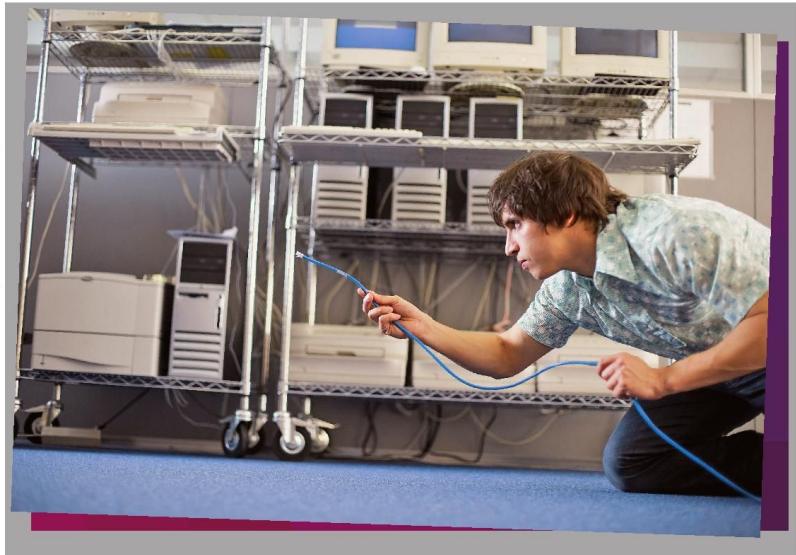
b Have you had problems with a gadget or piece of equipment recently? What went wrong? How did you solve the problem?

- 3 11.5 Listen to conversations 1–4. Which conversation does the image show?

- 4 a Answer the questions for each conversation in 3.

- 1 What is person A's problem?
2 What does person B suggest?

b Listen again and check.



FOCUS ON LANGUAGE

- 5 Complete the sentences from the audio.

- 1 It says on the box that I _____ them into this _____.
2 I've already tried _____ it in there.
3 Is it meant to _____ the computer _____.
4 Have you tried _____ a media player?
5 I've finally managed to _____ this shaver to work.
6 The instructions say you're supposed to _____ the battery before you use it.

- 6 a Rewrite sentences 1–6 using one of the phrases in bold in 5.

- 1 What about turning it off then turning it on again?
Have you tried turning it off then turning it on again?
2 After a lot of effort I've succeeded in assembling the dresser.
3 It's written on the packaging that it'll work with any operating system.
4 The idea is that you attach the red wire to this switch here.
5 Does the computer usually make that sound?
6 I've attempted to call the helpline, but it was busy.

b 11.6 Listen and check.

“STRESS”

- 11.7 Listen to extracts 1–3. Underline the main stress.
1 Is it meant to slow the computer down?
2 I've finally managed to get this shaver to work!
3 You're supposed to charge the battery before you use it.

Listen again and repeat with the correct stress.

OVER TO YOU

- 7 a Work in pairs. Choose one of the situations. Make a list of four things that could go wrong and possible solutions to the problems.

- working out how to use a new cell phone
- assembling a lamp or ready-to-assemble furniture
- installing and playing a computer game
- setting up a new music system

- 8 a Work in pairs. Act out the situation in 7.

Student A

Tell your partner what has gone wrong and ask for help.

Student B

Listen to your partner and offer solutions.

b Switch roles. Prepare and act out another situation in 7.

TUNE IN

1 Work in groups. Discuss the questions.

- Do you have an e-reader? If so, what do you read on it? If not, why not?
- Do you prefer to use an e-reader, read on a computer or read printed books, magazines, etc.?
- What are the advantages and disadvantages of e-readers/reading on screen?

2 Look at the images. What do you think are the differences between the three e-readers?

3 ^{11.8} Listen to two people discussing the e-readers. Number the images in the order they are mentioned.**b** Answer the questions.

- 1 What is the name of each e-reader?
- 2 Which one does Colin decide to buy?

4 Listen again. Which e-reader...

- 1 is the largest?
- 2 has the most functions?
- 3 is the most expensive?
- 4 doesn't have a touch-sensitive screen?
- 5 can you bend?



PREPARE FOR TASK

5 ^{hand} Work in pairs. Correct one mistake in each sentence.

- 1 On the one side, it's larger than other e-readers.
- 2 But on another hand, it's incredibly light and thin.
- 3 One thing to have in mind, though, is that you can only buy Kindle e-books through Amazon.
- 4 From all the options, it has the greatest functionality.
- 5 It has a touch-sensitive screen, when the Kindle uses buttons.
- 6 But for the downside, it costs more than the others.
- 7 Another thing in preference of the Skiff is that it's flexible.
- 8 They all seem to have the pros and cons.

b Check your answers in Transcript 11.8 on page 43.6 Imagine you have to choose a present for a friend. Work with a partner who has the same role, A, B or C. Follow the instructions.

- 1 Student As, turn to page 40.
Student Bs, turn to page 41.
Student Cs, turn to page 41.
- 2 Discuss your present idea. Write down its pros and cons.
I like the rain poncho. Of all the options, it's the most practical.

TASK

7 ^a Work in groups of three, with one student from each A/B/C group. Take turns describing your present idea to the group.**b** Discuss the pros and cons of the three items. Decide which item to buy as a present.

On the downside, it's not as much fun as the other two.

REPORT BACK

8 Tell the class which present your group chose and why. Which item was most popular in the class?

12 OUT OF THE ORDINARY



a



b

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

- 1 What do the images have in common?
- 2 Which one (if any) appeals to you most? Why?

b Share your ideas with the class. Which image did most people like?

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

- 3 a Listen to three people talking about the images. Match speakers 1–3 to images a–c.

b Listen again and answer the questions.

- 1 What time of day was it?
- 2 What made the moment so important?
- 3 What aspect of the story is shown in the images?

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

- 5 a Think of an example of...

- a breathtaking or stunning view
- an awe-inspiring experience or sight
- an overwhelming emotion.

b Share your ideas with a partner. Use the adjectives and intensifiers in B.

- 6 a Match the extracts to the images.

- 1 I went on this incredible vacation. It was a once in a lifetime experience.
- 2 I stopped and stared. It just took my breath away.
- 3 There's this one memory that really stands out to me... an incredible memory.
- 4 When I got there I just couldn't believe my eyes.

b Complete C in the KEY VOCABULARY PANEL .



c

- 7 a Choose one of the expressions in C. Think of a story or an experience that you associate with the expression.
- b Read the transcript on page 43 again and find expressions you can use in your story.
- 8 Work in pairs. Tell your partner your story.

KEY VOCABULARY

Experiences

A Times of day

- Match some of the words and phrases in the box to the images. Give reasons for your ideas.

dawn daybreak dusk early morning
late afternoon midmorning sunrise
sunset the dead of night twilight

- What do you associate with each of the times of day? Which time of day is your favorite? Why?
I always associate midmorning with a coffee break.

B Positive adjectives & intensifiers

- Read the definitions. Which speaker 1–3 used each adjective?

breathtaking	} extremely impressive or beautiful
stunning	
awe-inspiring	making you feel great respect and admiration
overwhelming	making you feel very strong emotions, often so strong that you cannot think or act

- Check your answers in Transcript 12.1 on page 43. What does each adjective describe?
- What other descriptive adjectives are used in the audio? Find examples of the intensifiers used with them (e.g., *truly*, *totally*).

NOTICE AWESOME

Awesome means extremely good. It is informal and is used in exclamations to express approval:
Awesome! / That's awesome!

C Expressions

- Complete the expressions without looking back at 6a. Then check your answers.

- 1 it took my _____ away
- 2 I just couldn't _____ my eyes
- 3 one memory that really _____ out to me
- 4 a once in a _____ experience



a



b



c

SPEAKING

1 a Work in pairs. Look at the images. What are the similarities and differences?

b Choose one of the men in the images. Imagine a life for him. Discuss the questions.

- Where is he? Why is he there?
- Is he alone, or is he waiting for someone?
- Why is he smiling? What is he thinking?

2 a Work with another pair. Share your ideas in **1b**. Can they guess which man you chose? Do they agree with your impression of him?

b Answer the questions.

- What's the first thing you notice when you meet someone for the first time?
- Do you think you can always trust your first impressions? Why/Why not?

READING

1 a Read the blog post about first impressions. Answer the questions.

- 1 Who is the writer?
- 2 Who did she meet?
- 3 What did she think of him at first?
- 4 How did she feel about him at the end?

b Compare your answers with a partner's.

2 a Read the blog post again. Make a list of the things that drew the writer's attention to Carlos.

b Work in pairs. Compare your lists and discuss the questions.

- When did the writer first understand that Carlos was a con artist?
- When did you first suspect he might be a con artist?
- Do you think you would have been tricked by Carlos? Why/Why not?
- Look at images a–c again. Which one looks most like your impression of Carlos?

OVER

Coffee

An interesting character

The first time I saw Carlos (as he called himself), he was standing at the bar, drinking an exotic-looking cocktail. It was eleven in the morning. I walked up and ordered coffee.

"That smells nice," he said, "Colombian?"

Now I don't usually like being approached by total strangers, but I'm a coffee lover, and there was something in his voice that made me look up. He sounded genuinely interested—and in the coffee, not in me.

We started up a conversation and found we had a lot in common. He claimed to be a lover of good coffee, a hater of time wasters, a fan of the simple things in life.

He suggested having lunch together at the hotel restaurant. I had no other plans and Carlos intrigued me, so I accepted. He insisted on paying for my coffee. I usually pay my own way, but with Carlos it was different. It was as if he had some kind of power over me.

At lunch he was charming. He spoke intelligently and interestingly about so many different topics. He explained that he was a writer, working on his next novel. I told him about the latest article I was writing and how little I got paid.

At that point he seemed to become bored and restless. An elderly woman came and sat at a nearby table, a wealthy permanent resident at the hotel. He excused himself and went over to her table. I don't know what he said, but she immediately invited him to join her.

I didn't see him again for a couple of days. Not until, that is, I heard a commotion in the reception area. I went out to see what was going on. The police were arresting Carlos. It turned out he was a con artist.

So, all that charm, all that fascinating conversation had been a con! As soon as he'd found out I wasn't a wealthy tourist but a poor journalist, he'd lost all interest. He'd moved on to his next victim.

The police accused Carlos of attempting to trick the old woman into giving him \$10,000 to invest in a fictitious pension fund. And they congratulated her on spotting the trick. She looked very pleased with herself. He didn't. He suddenly looked ten years older. For a fleeting moment, I almost felt sorry for him.



GRAMMAR

1 a Match the two halves of the sentences.

- | | |
|-----------------------------------|---|
| 1 He later explained | a having lunch together. |
| 2 He claimed | b him of attempting to con the lady. |
| 3 He suggested | c him to join her. |
| 4 He insisted | d on paying for my coffee. |
| 5 She invited | e that he was a writer. |
| 6 They accused | f the lady on spotting the trick. |
| 7 The police congratulated | g to be a lover of good coffee. |

b Check your answers in the text in READING 1a.

2 Look again at the words and phrases in bold in 1a. Complete 1–7 in the GRAMMAR PANEL with the correct verbs.

3 a Report the conversations using the verbs given.

1 A I think I'm going to be about twenty minutes late.

B Don't worry, I'll wait.

a He explained _____.

b She promised _____.

2 A Don't walk home through the park at night.

B OK, I won't. I'll get a taxi.

a They warned me not _____.

b I agreed _____.

3 A I'm so sorry I lost your book! I'll buy you another one!

B Why don't I just borrow one of yours instead?

a She apologized _____ my book and offered _____.

b I suggested _____.

b Who do you think the speakers are in each conversation in 3a?

4 a Choose a reporting verb from three different sections, a–e, in the GRAMMAR PANEL. Write a sentence with each reporting something you have said, or heard someone say, recently.

b Share your sentences in small groups. How many different reporting verbs did you use in total?

PRONUNCIATION: Sentence stress

1 a Listen to the sentences. Notice how the reporting verb is stressed in each one. What other words are stressed?

- 1 He insisted on paying the bill.
- 2 He claimed he was a coffee lover.
- 3 He denied approaching the lady.
- 4 He promised to pay me back.

b Listen again and repeat.

REPORTING VERBS

A Verb + that clause

When the reporting verb is in the past, the verb following *that* is often in the past, too:

He explained that he was a writer.

If the verb after *that* refers to a situation that is true in the present, we can also use a present form:

He warned me that conmen are difficult to spot.

Common verbs: *agree, claim, deny, (1) _____, insist, promise, recommend, reply, warn*

B Verb patterns

a Verb + to + infinitive: *I agreed to try.*

Common verbs: *agree, (2) _____, offer, promise*

b Verb + object + to + infinitive: *He advised me to be careful.*

Common verbs: *advise, ask, (3) _____, tell, warn*

c Verb + -ing: *He recommended going to the casino.*

Common verbs: *deny, recommend, (4) _____*

d Verb + preposition + -ing: *He apologized for spilling my coffee.*

Common verbs: ⁽⁵⁾ _____ (on), apologize (for)

e Verb + object + preposition + -ing: *They blamed him for causing the accident.*

Common verbs: ⁽⁶⁾ _____ (of), blame (for),

⁽⁷⁾ _____ (on)

See page 38 for grammar reference and more practice.

SPEAKING & LISTENING

1 a Listen to two people answering the question: *Have you ever met any interesting characters, people who were a little out of the ordinary? Answer the questions for each speaker.*

- 1 Where did he/she meet the person?
- 2 Why was the person interesting?

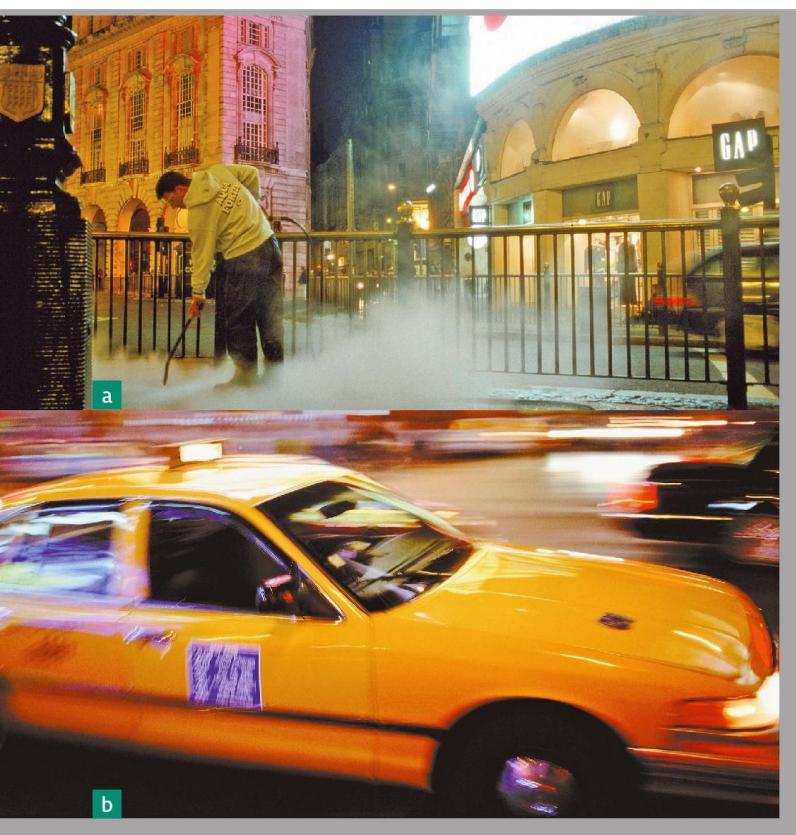
b Listen again. In which story, 1, 2 or both, do the people

- 1 communicate without speaking the same language?
- 2 have a long and interesting conversation?
- 3 share some food?
- 4 see each other on more than one occasion?
- 5 find a connection through music?

2 Think of an interesting character you have met. Prepare notes about the person to answer questions 1–2 in 1a.

3 a Work in pairs. Tell your partner about your interesting character. Are there any similarities between your stories?

b Report back to the class. Which person sounds the most interesting? Why?



SPEAKING & VOCABULARY:

Night expressions

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

- What time do you think it is?
- What are you usually doing at this time?
- What are the people in the photos doing?

b Write a list of jobs people do at night.
street cleaner, taxi driver...

2 a Compare your list with those of the rest of the class. Which jobs were mentioned most often? What was the most unusual job?

b Read the text. What do you think the writer's job is?

night long. Or maybe taken a ride on an overnight train? (Bet you didn't feel so great the next day, did you?) And those of us who work nights are interested in an extra bit of down-time afterwards. Being up all night is our everyday lives. I mean, we might still go to bed at 11 pm, and wake up early in the morning. It's usually late—midnight or earlier—sleep comfortably through the night. And I'm never on call—some of the doctors here are available for 24 hours, trying to get some

3 Match the words and phrases in bold in **2b** to definitions 1–8.

- | | |
|---|----------------|
| 1 not go to bed | <u>stay up</u> |
| 2 ready to work whenever necessary | |
| 3 a period at work during the night in a place that stays open 24 hours | |
| 4 very early in the morning | |
| 5 do your job during the night | |
| 6 the whole night | |
| 7 a form of transportation that travels during the night | |
| 8 catch up on sleep | |

4 a Complete the questions with the phrases in bold in **2b**.

- 1 If you've had a late night, do you ever try to _____ later on the next day?
- 2 When was the last time you _____ all night long?
- 3 Do you often get up _____ dawn?
- 4 Have you ever been on an _____ train?
- 5 Do you know anyone who has to be _____ during the night?
- 6 If your boss offered you more money to work a _____, would you accept?
- 7 Are there any jobs where you typically have to _____ that appeal to you?

b Work in pairs. Ask and answer the questions in **4a**. Ask follow-up questions to find out more information.

LISTENING

1 a Listen to two people talking about the people in images c–e on page 27. What does each person do at night, while the rest of the city is asleep?

b Listen again and complete the sentences in your own words.

- 1 David saw the video clips...
- 2 The clips are about...
- 3 Kris thinks the first person is...
- 4 The first person likes her job because...
- 5 The people in the second clip surprise the speakers because...
- 6 The people in the second clip like their job because...
- 7 People often stare at the third person because...
- 8 Kris thinks people won't pay him for his photos because...

2 a Work in pairs. Discuss the questions.
 Who...

- has the most exciting nights?
- meets the most people?
- finds their nights a welcome change from their daytime routine?

b Whose nightlife appeals to you most? Why?

GRAMMAR

- 1** Match extracts a–e to the people in images c–e. What do the words in bold refer to?

- a I'm glad someone is taking care of **them**.
- b She's rescued hundreds of **them**.
- c He's been doing **it** for six years.
- d I guess he'll still be doing **it** when he's 100.
- e He'd first fallen in love with **it** in the 1940s.

- 2** **a** Work in pairs. Look at the sentences in **1** and follow the instructions.

- 1 Underline all the past participles. Which auxiliary verb comes immediately before them?
- 2 Circle all the -ing verb forms. Which auxiliary verb comes immediately before them?
- 3 Which sentence contains both a past participle and an -ing form?

b Complete 1–5 in the **GRAMMAR PANEL** with sentences a–e in **1**. Then match the examples in section **A** to uses a–h in section **B**.

- 3** **a** Choose the correct form to complete the sentences.

- 1 I was working / had been working really hard all week, so I was really glad the weekend had arrived / had been arriving.
- 2 I've studied / I'm studying more than usual at the moment because I have exams coming up next week.
- 3 I ran into an old friend when I was walking / had walked down the street.
- 4 I'm passing / I've just passed my driving test. What a great feeling!
- 5 This time next week, I'll be lying / I'll have lain on a beach in the sun!

b Compare your answers with a partner's. Have any of the sentences ever been true for you?

Yes, 3 happened to me a few months ago. I hadn't seen my ex-roommate for three years, and then there he was, coming out of a store in the mall

- 4** Write three questions using the prompts. Then ask and answer the questions with the same partner.

- 1 Have you ever...?
- 2 Do you think you will have... by the time...?
- 3 Had you ever thought about... before...?



REVIEW: PERFECT & CONTINUOUS

A Form

have + past participle = a perfect tense
present perfect: ⁽¹⁾ _____

past perfect: ⁽²⁾ _____

future perfect: *I'll have finished by the end of the day.*

be + verb + -ing = a continuous tense
present continuous: ⁽³⁾ _____

past continuous: *I found this when I was looking at some stuff on the Internet.*

future continuous: ⁽⁴⁾ _____

have + been + verb + -ing = perfect continuous tense
present perfect continuous: ⁽⁵⁾ _____

past perfect continuous: *He'd been working as a photographer since the 1960s.*

B Uses

An action that...

- a) happened in the past (but we don't say when exactly).
She's rescued hundreds of them.
- b) started in the past and continues in the present.
I've studied / I'm studying
- c) will be in progress in the future.
I'll be working
- d) was in progress before or up to a point in time in the past.
I was working
- e) was in progress at a point in time in the past.
I was working
- f) is in progress at the moment.
I'm working
- g) happened at some point before a given point in the past.
I had worked
- h) is going to finish before a certain point of time in the future.
I'll have finished

See page 38 for grammar reference and more practice.

SPEAKING

- 1** **a** Work in pairs. Look at the questionnaire title. What do you think it is about?

Are you a night owl or an early bird?

- b** Write five questions for the questionnaire.

How late do you usually stay up at night?

- 2** **a** Work with a partner from a different pair. Ask and answer your questions. Decide if your partner is a night owl or an early bird.

READING & SPEAKING

- 1 a** Work in small groups. Read the request a student posted on a social network. What is the link with the images? What experiences are shown in each photo?

Update status

 **PalominoVi**
Hi! I need your help! Our teacher has given us this essay to write: "What are the simple pleasures in life? Why are they so important? Discuss, giving examples from your life and the lives of others." So, I'm collecting examples of simple pleasures! A few words, a few sentences, anything you have to say would be much appreciated. 😊

posted at 11:42 a.m. • Like | Comment

**a****b****c****d**

- b** Read the replies 1–5 that her friends sent. Match them to images a–e. Check your answers in **1a**.

View all comments

-  **cmclol**
We saw a chameleon the other day. We'd never seen one before. We were on our bikes and almost ran over it! It was bright green, and it was making its way slowly across the road. As it scuttled away into the undergrowth it turned from bright green to mottled brown—amazing!
- posted at 12:15 p.m. • Like
-  **LABlogger**
I love watching clouds. I like to just stop sometimes, take time out to look up, wherever I am and watch the clouds floating across the sky. It's just so relaxing. Almost hypnotizing.
- posted at 2:24 p.m. • Like
-  **Roslyn99**
I love that first sip of coffee in the morning, when it's cold and dark outside. Somehow the first sip always tastes so good. And I stop for a second to hold the cup in my hand and let the steam rise onto my face.
- posted at 6:30 p.m. • Like

-  **Beach_babe**
I love the feel of sand between my toes. That first moment when you take off your shoes and feel your feet sink into the sand. It always makes me smile! 😊
- posted at 6:42 p.m. • Like
-  **Jacksonjo9**
A simple pleasure? For me, it's that "aha!" moment when you understand something or you can do something for the first time, especially when you see that on a kid's face! Like the smile on Ellie's face the first time she rode her bike by herself.
- posted at 8:53 p.m. • Like

2 a Work in pairs. Which reply/replies 1–5 describe(s)

- something the person has only done – or seen – once?
- something the person does as part of his/her daily routine?
- something the person does from time to time?

b Look at the categories in 2a. Think of a simple pleasure for each one, if possible. Take a minute to prepare the language you need to describe each experience.

3 Work in small groups. Share your experiences. Were there any similarities?

4 a Work as a group. Write a short answer to the question: What is a simple pleasure? Use no more than sixty words.

b Compare your answers with other groups'.

5  12.5 Read what the student wrote in her next update. Then listen to her summary. Is it similar to yours? In what ways is it similar/different?

Update status



PalominoVi

Thank you so much everybody for all your great replies—each and every one of them helped me with my essay. As part of the task, our teacher also asked us to record a short summary of our essay. Here's my recording. I hope you like it!

posted at 10:47 a.m. • Like | Comment

VOCABULARY: Idiomatic expressions

1 Work in pairs. Look at extracts 1–6 from Transcript 12.5. Explain what the expressions in bold mean in your own words.

- 1 Small pleasures **come in all shapes and sizes**.
- 2 They make you **see the things** around you **in a different light**.
- 3 Make sure you **take the time** to stop...
- 4 ... and **make the most of** each and every special moment.
- 5 **That special “aha” moment**, when you finally understand something.
- 6 They make you **stop in your tracks**.

2 a Work in pairs. Match the expressions in bold in 1 to definitions a–f.

- a suddenly forget about what you're doing at the time
- b exist in many different forms
- c you finally understand something after a period of confusion
- d get everything you can from a situation
- e think about something from a new angle
- f do something slowly, without rushing

b Do you have any similar expressions in your language?

3 a Complete the questions with a word in bold in 1.

- 1 How often do you take the _____ just to relax and be by yourself? Do you manage to make the _____ of your free time? What do you usually do?
- 2 Can you remember a time when you had the “aha” _____ when you managed to do or understand something?
- 3 Dreams come in all _____ and _____. What are yours usually about?

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

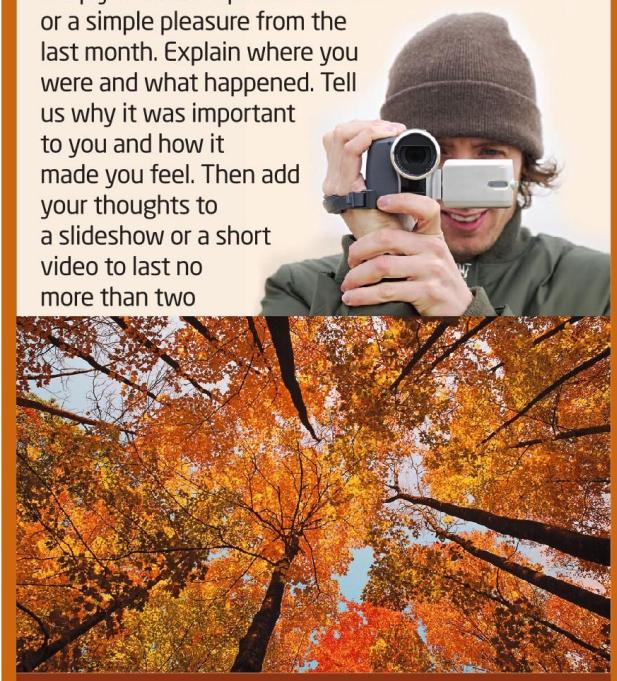
SPEAKING

1 a Imagine you want to enter the competition below. Read the instructions and think of a special moment.

A Moment in Time

Enter our video competition and win two airline tickets to the destination of your choice.

Simply choose a special moment or a simple pleasure from the last month. Explain where you were and what happened. Tell us why it was important to you and how it made you feel. Then add your thoughts to a slideshow or a short video to last no more than two



b Work in pairs. Tell each other about the moment you chose.

- Explain where you were and what happened.
- Talk about how you felt.
- Discuss what kind of images you'd like to use to illustrate the moment.

2 Present your ideas to the class. Did the special moments you chose have anything in common?

12.4 FUNCTIONAL LANGUAGE: SHOWING INTEREST

TUNE IN



1 Work in pairs. Answer the questions.

- What is the relationship between the people in the images?
- What do you think they're talking about?
- When and where do you get together to chat with friends?
- What kinds of things do you talk about?

2 Listen to the conversation. Has something similar ever happened to anyone you know?

3 a Read a summary of the conversation. Find and correct eight more mistakes.

A woman is telling a friend about an embarrassing situation that happened to her brother, Ray. Her friend doesn't seem ^{seems} very interested in the story. Yesterday, Ray and his girlfriend, Jackie, were going on vacation to Amsterdam. When they arrived at the airport, Ray realized that he had forgotten their passports. He had left them in his suitcase when he returned home from Paris the week before. They couldn't catch that flight and had to spend \$450 on tickets for a later flight. The woman wants them to bring her back a Mexican sombrero.

b Listen again and check.

FOCUS ON LANGUAGE

4 a Read extracts 1–7. Are the expressions a) asking for more information, b) showing surprise or c) expressing sympathy?

- | | | | |
|---------------------|-------|---------------|-------|
| 1 Poor thing! | c | 4 No way! | _____ |
| 2 So what happened? | _____ | 5 Go on. | _____ |
| 3 You're joking! | _____ | 6 You didn't! | _____ |

b Listen to the conversation again. Mark the expressions in 4a that you hear.

“SHOWING INTEREST”

12.7 Listen to the responses in 4a. How does the listener use his/her voice to show interest and encourage the speaker to continue with the story?

Listen again and repeat with the correct intonation.

5 a Read another story. After each line, write an expression that shows you are interested in the story.

- | | |
|--|-------|
| 1 I had an awful night last night.
<u>Oh no! What happened?</u> | _____ |
| 2 Well, I woke up in the middle of the night. | _____ |
| 3 I could feel this... thing in my hair. | _____ |
| 4 I jumped out of bed and turned on the light. | _____ |
| 5 It was a massive cockroach! | _____ |
| 6 I didn't know what to do, so I went into the living room to sleep on the sofa. | _____ |
| 7 I couldn't get back to sleep for ages! | _____ |

b Compare your conversations in pairs. Then act them out, using intonation to show interest.

OVER TO YOU

6 a Think of an interesting, surprising or embarrassing thing that has happened to you, or someone you know, recently. Prepare notes to help you tell your story.

b Work in pairs. Listen to each other's stories. Remember to sound interested and to prompt your partner to continue, wherever possible.

7 Report back to the class. Answer the questions.

- Did your listener show interest, sympathy or surprise?
Did he/she react appropriately?
- Has anything similar happened to anyone you know?

TUNE IN

- 1** Work in small groups. Choose a story that you read or heard while studying this unit. Tell the group why you like it.
- 2 a** Read another story.



Of all the times I've had to take an exam, there's one that really sticks in my mind. (1) _____, I lived in east Budapest, but the college was on the other side of the city. The exam was taking place in a hall near the college. I decided to leave early so that I could find it in plenty of time. (2) _____, I used to go everywhere by subway. (3) _____, I went to the station feeling relaxed and confident. But (4) _____, I sensed trouble. (5) _____, the train stopped in the tunnel. (6) _____, we crawled into the station. The same thing happened between the next two stations—another ten minutes had gone by. And it kept happening! I was beginning to feel nervous. (7) _____ the train reached Széll Kálmán Square, my stop. My watch said 10:07. I was late. I jumped off the train and ran as fast as I could. When I (8) _____ got to the hall, my heart was beating like a drum. I sat down and looked at the clock. It was (9) _____ 10:22.

Unsurprisingly, I've never written as fast as I did that day! I was on fire! I even finished a few minutes early. I wouldn't recommend being late to make you write fast on exams, but I did pass!

- b** Work in pairs. Have you ever been late for an important event? What happened?

- 3** Complete the story in **2a** with the time expressions in the box. Sometimes more than one answer is possible.

now finally eventually
within two minutes of getting on the train
ten minutes later on the day of the exam
in those days at the time
before we'd arrived at the first station

PREPARE FOR TASK

- 4** Group phrases 1–8 according to whether you would see them at the beginning (B) or end (E) of a story.
- | | |
|--|---------|
| 1 Once, when I was just... years old... | B _____ |
| 2 You can imagine how I felt! | _____ |
| 3 So the next time you..., remember/don't forget to...! | _____ |
| 4 One of the most memorable days of my life was when I... | _____ |
| 5 Of all the times/places/people I've..., this has to be the most exciting/interesting/frightening, etc. | _____ |
| 6 That's the last time I ever... | _____ |
| 7 I'll never forget the day that... | _____ |
| 8 It all turned out fine in the end. | _____ |

- 5 a** Read about a writing opportunity. How do you choose a story to write about?



www.americanbigpicture.net

American Big Picture is looking for personal stories for its website.




Find an image in this *American Big Picture* Student's Book that reminds you of an interesting story. Write your story. The best ones will be published online!

- b** Choose an image and a story. Follow the instructions.

- 1 Decide how your story will begin and end.
- 2 If you like, use phrases from **4** to help tell your story.
- 3 Decide which time expressions from **3** may be useful.

TASK

- 6** Write your story. Organize it into at least three paragraphs, as follows.

- 1 **introduction**—where you were, what you were doing, any background information to set the scene
- 2 the **main events** in the story—what happened
- 3 a **conclusion**—what happened in the end, were there any consequences

REPORT BACK

- 7 a** Read your story out loud. The rest of the class guesses which image from the book inspired it.

- b** Decide whose story a) was the funniest, b) was the most unusual or surprising or c) fitted the image best.

VOCABULARY

Materials

- 1 Work in pairs. Think of two items made from each material in the box.

cotton leather nylon pine
rubber silk steel wool

cotton – sheets, clothes...

Adjective order

- 2 a Work in pairs. Student A, look at the image below. Student B, turn to page 41. Imagine this is your store. Follow the instructions.

Take turns asking for three items in your partner's store. Use at least three adjectives to describe each one. How quickly can your partner identify the item?

How much is the large blue plastic thing on the right?



Business & finance

- 3 a Complete the sentences with the correct form of the words in the box.

fork out get into repay rip off run

- 1 What's the most expensive thing you've ever _____ a lot of money for?
- 2 Do you know anyone who's been _____ recently? What happened?
- 3 Would you like to _____ your own business? Why/Why not?
- 4 Why do people _____ debt with credit cards?
- 5 What's the best way to _____ a loan?

- b Work in pairs. Ask and answer the questions.

GRAMMAR

Either... or/Neither... nor

- 1 a Work in pairs. Complete the sentences so they are true for your country/town.

- 1 For breakfast, people either...
- 2 In my neighborhood, there's neither...
- 3 The most interesting thing to do there is either...
- 4 People here neither...

- b Report back to the class. What was the most surprising information in 1a?

Articles

- 2 Complete the definition with *a/an, the* or *Ø* (no article).

nylon (*n*) this is _____ artificial material invented in 1935 by Wallace Carruthers, _____ American scientist. It remains one of _____ most popular kinds of _____ fabric in _____ world.

- 3 a Work in pairs. Find three new words that you've learned in this book. Write definitions for them, similar to the one in 2.

- b Work with another pair. Read your definitions. Can they guess/remember the words?

FUNCTIONAL LANGUAGE

Arranging for a service

- 1 a Listen to someone arranging for a service. Answer the questions.

- 1 What does the man need an estimate for?
- 2 When is someone going to visit his house?
- 3 What's his budget for the job?
- 4 How much deposit would he need to pay?

- b Put the words in order to complete the sentences. Listen again and check.

- 1 an / get / for / like / to / estimate / I'd / updating my bathroom.
- 2 for / arrange / I / someone / could / to come over ?
- 3 the / for / job / a / have / you / do / budget ?
- 4 need / I / deposit / pay / to / will / a ?
- 5 if / discount / a / cash / there / is / pay / I ?

LOOKING BACK

- Which topics in this unit would you like to know more about?
- Is there anything that you want to look at again?
- Think of five new phrases you have learned to talk about shopping and finance.

VOCABULARY

Talking about ideas & inventions

- 1 a Match the words to form compound nouns and adjectives.

1 touch-	a through
2 draw	b held
3 light	c edge
4 high-	d sensitive
5 cutting-	e weight
6 break	f tech
7 hand	g back

- b Which words in 1a are a) nouns?
b) adjectives?

- 2 Work in pairs. Use some of the words in 1a to describe your belongings.

I love my mountain bike – it's lightweight and fast.

- 3 Use the words in the box and some of the words in 1a to complete the text.

adopters came commercial figured
gimmick inspirational launched struck

Dyson Bagless Vacuum Cleaners:

an ⁽¹⁾inspirational idea

James Dyson ⁽²⁾ _____ up with the idea for a better vacuum cleaner in the late 1970s. It ⁽³⁾ _____ him that existing machines had a major ⁽⁴⁾ _____: they kept losing suction power as the bag filled up. Then he had a flash of inspiration: he ⁽⁵⁾ _____ out how to use his ⁽⁶⁾ _____ "cyclone technology" from a previous invention to get around the problem. Five years and over 5,000 prototypes later, Dyson's machine was ready. However, ⁽⁷⁾ _____ success didn't come immediately. No one was interested in his product, describing it as a ⁽⁸⁾ _____. The ⁽⁹⁾ _____ came when he ⁽¹⁰⁾ _____ it himself. Although it cost \$2,000, early ⁽¹¹⁾ _____ loved it and turned the "Dyson" into a status symbol. Today, more than 20 million machines have been sold.



GRAMMAR

Relative clauses

- 1 a Join the sentences, using a relative pronoun. Omit the relative pronoun where possible.

- 1 This is the novel. I bought it online. *This is the novel I bought online.*
- 2 I'm reading it on my new iPad. It's generally good but has some drawbacks.
- 3 It has a reflective screen. This makes it hard to read outside.
- 4 Anyway, the story is about a Dutch man. He falls in love with a Japanese midwife.
- 5 Unfortunately, I've lost the cable for my iPad. This means I'll have to wait three weeks to read the end!

b R19 Listen and check your answers.

- 2 a Write a short summary (about forty words) of a book you have read recently, or a TV show/movie you have seen. Use relative clauses.

I read Snowdrops, which was nominated for the Booker Prize. It's about a British lawyer who lives in Moscow...

- b Work in pairs. Read each other's summaries. Would you like to read the book or watch the show/movie? Why/Why not?

So/Such

- 3 a Complete the speech with *such*, *so* or *that*.

And now, for the prizes! There were ⁽¹⁾ _____ many excellent inventions in this year's competition. We've never had ⁽²⁾ _____ good entries! They're all ⁽³⁾ _____ original. In fact, the entries were of ⁽⁴⁾ _____ a high standard ⁽⁵⁾ _____ we've decided to give prizes to three different inventions...

- b Where/When might you hear a speech like this?

FUNCTIONAL LANGUAGE

Dealing with technical problems

- 1 R20 Listen and complete the sentences.

- 1 I've already tried _____.
- 2 Have you tried _____?
- 3 The instruction manual says _____.
- 4 Is it meant to _____?
- 5 I haven't managed to _____.

■ LOOKING BACK

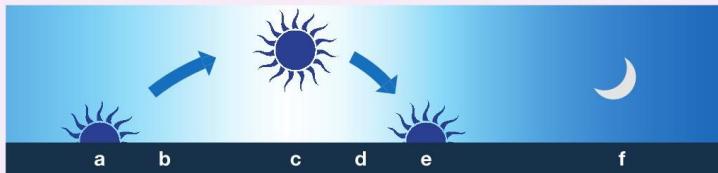
- Think of six new words or phrases you've learned to talk about technology and innovations.
- Which speaking activity did you find the most difficult? Why?
- Which lesson motivated you most? Why?

VOCABULARY

Times of day

- 1 a Match the times of the day to the letters on the timeline.

dawn/daybreak late afternoon noon
sunrise sunset the dead of night



- b Work in pairs. Tell your partner what you were doing yesterday at the times in 1a.

I was in the supermarket around noon.

Describing experiences

- 2 Complete the expressions.

- 1 Watch the solar eclipse in Antarctica with IceTour Cruises! Don't miss this on c e in a l..... e.....!
- 2 After the birth of our daughter, my view on life changed and I began to see t..... in a d.....!
- 3 In Nepal we visited Pokhara. Some of the views looking across to the Himalayas are totally F......
- 4 Visiting my grandparents in Australia when I was five is one memory that really s..... o..... t..... me.
- 5 I couldn't b..... m..... e..... when I saw the hotel we were staying in. It looked like a palace.

- 3 a Prepare brief notes on...

- 1 a stunning view you have seen.
- 2 an experience you probably won't repeat in your lifetime.
- 3 the last time you were overwhelmed by emotion.
- 4 an event that made you see things in a different light.

- b Work in pairs. Take turns describing your experiences in 3a. Ask questions to find out more information.

Night expressions

- 4 a Number the lines of text in order from 1–10.

- _____ our everyday lives. I start my night
- _____ nights and go to bed at the crack of
- _____ up late? Ever stayed up all night
- _____ shift at 11 p.m. and finish at 8 a.m. At least I'm never on
- _____ How often do you stay
- _____ dawn, this exhausted feeling is all part of
- _____ some sleep between calls. Now *that's* exhausting!
- _____ long? Or maybe riding on an overnight
- _____ call, like some doctors. They have to try and get
- _____ bus or train? For those of us who work

- b Check your answers in SPEAKING & VOCABULARY 2b on page 26.

GRAMMAR

Reporting verbs

- 1 a R21 Listen to two conversations. Answer the questions.

- 1 What are the relationships between the three people?
- 2 Why is the man in conversation 1 (Michael) angry?
- 3 Why do Darren and Katy go for a meal?

- b Listen again. Number the actions in order from 1–8.

- _____ Darren offered...
- _____ Darren denied...
- _____ Darren insisted...
- _____ Darren explained...
- _____ Michael accused...
- _____ Katy promised...
- _____ Katy congratulated...
- _____ Katy suggested...

- 2 a Work in pairs. Compare your answers in 1b. Then complete the sentences.

Michael accused Darren of stealing the money.

- b Check your answers in Transcript R21 on page 44.

FUNCTIONAL LANGUAGE

Showing interest

- 1 a R22 Listen to one side of a phone conversation. What's the gossip?



- b Listen again. Write the other side of the phone conversation.

- 2 Work in pairs. Using your notes in 1b and Transcript R22 on page 44, act out the conversation.

LOOKING BACK

- Do you know anyone who has done anything out of the ordinary recently? Tell a partner.
- What was your favorite lesson in this unit? What did you like about it?
- Choose five words or expressions from the unit you would like to remember.

SPEAKING & READING

- 1** Work in pairs. Look at the image of a learner practicing English. Answer the questions.

- 1 What do you think he's doing?
- 2 Would you call this studying? Why/Why not?
- 3 What have you been doing recently to practice your English outside class?

- 2** **a** Read the report. Label the chart, a-h, with the underlined activities.



- b** Work in pairs. Which activity in **2a** do you think is the best independent learning practice? Why?

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

by either enough for of on out so that to (x2) which

Report: Students' Independent Learning Practices

Introduction: We carried ⁽¹⁾ _____ a survey among the students at school concerning their attitudes toward learning English outside the classroom. Our aim was to share good learning practices before the end of the semester.

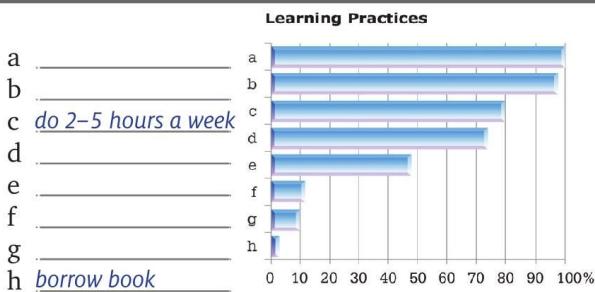
Independent Study: When asked how much they study outside class, most ⁽²⁾ _____ the 167 respondents claimed ⁽³⁾ _____ do between two and five hours a week. Popular activities include using the workbook, ⁽⁴⁾ _____ was almost universal, and listening to music with the lyrics, which was enjoyed ⁽⁵⁾ _____ just under half the students.

Without exception, students use the Internet to practice listening and reading. There were ⁽⁶⁾ _____ many different ways to do this ⁽⁷⁾ _____ we cannot explain them here. Surprisingly, over 10% of us also manage ⁽⁸⁾ _____ practice speaking online, in forums and language exchange sites.

Vacation Plans: Sadly, only two people have borrowed a book from the library. However, the vast majority of students plan to practice English over vacation, ⁽⁹⁾ _____ studying at home (about three quarters) or even traveling to an English-speaking country (16 people).

Problems: Students seem motivated and have good ideas ⁽¹⁰⁾ _____ practicing listening and speaking skills. ⁽¹¹⁾ _____ the downside, many are worried that once classes are over, they won't dedicate ⁽¹²⁾ _____ time to English.

Recommendations: We think that students should...



WRITING & SPEAKING

- 4** **a** Work in pairs. What recommendations do you think the report will make? Write three practical steps for practicing and improving English over vacation.

b Share your recommendations in groups. Write down any ideas from other pairs that you think are useful.

- 5** Choose the best ideas for you from the list in **4**. How are you going to keep improving? Tell your partner your plans.

QUICK CHECK

Complete the checklist below.

Can you...	Yes, I can.	Yes, more or less.	I need to look again.
1 talk about retail and finance and describe goods?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 discuss modern innovations and gadgets?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 describe memorable experiences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 report what people say?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 arrange to have a service done for you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 show interest in what people are saying?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 write a report on the findings of a survey?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 discuss the pros and cons of an issue?	<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 10–12?
- Do you need to look again at any of the sections?
- Do you need any extra help from your teacher?

10.1 EITHER... OR/NEITHER... NOR

We use *either... or* and *neither... nor* to talk about two or more different things. We use *either... or* in positive sentences to mean “one or the other.” We use *neither... nor* in negative sentences to mean “not one and not the other.” *Either... or/neither... nor* can be used with

- two or more nouns: *We're going to buy either a sofa or an armchair for the living room.*
- two or more adjectives: *The sofa is available in either white, black or red.*
- two or more linked clauses: *You can either pay in cash or use your credit card.*
- two or more separate clauses: *Either we buy the sofa here or we look for a better deal online.*

We can also use *either/neither* alone:

Which dress do you like, the red one or the black one? Neither. I prefer this one, in blue.

Do you want to try on the black dress or the red dress? Either. I like them both.

10.2 ARTICLES

	Basic uses	Other uses
a/an	with singular countable nouns	<ul style="list-style-type: none"> • when we mention someone/something for the first time • when we talk about jobs or professions: <i>I'm a salesperson.</i> • when we talk about what someone/something is or is like: <i>eBay is an online auction site. Shane is a really generous person.</i>
the	with uncountable and countable nouns	<ul style="list-style-type: none"> • to talk about a specific person/thing • when someone/something has already been mentioned • when a person/thing is the only one in the context (and it is obvious what we are referring to): <i>I bought a newspaper at the station.</i> (= the station in this town) • when we talk about something that is unique in the world: <i>I bought these shoes on the Internet.</i> • with some adjectives to talk about a specific group of people: <i>the young, the elderly, the French</i> • with ordinal numbers and superlatives: <i>It's the best place to buy fruit and vegetables.</i> • with the names of deserts, rivers, mountain ranges and country names that include a political label (e.g., <i>state, republic</i>) • with the names of specific hotels, museums and art galleries
no article	with uncountable nouns and plural countable nouns	<ul style="list-style-type: none"> • when we talk about general or abstract things: <i>Online shopping is really convenient.</i> • with the names of continents, regions, most countries, individual mountains and lakes

We do not usually use *the* with parts of the body. We use *my, his, etc.*

10.1

a Complete the sentences with *either... or/neither... nor*.

- 1 I **always** eat a good meal during the day, _____ at **lunchtime** _____ **in the evening**.
- 2 If I go out for a meal, I like to eat _____ **Chinese** _____ **Thai** food.
- 3 When I need to buy food, I go _____ to **the market** _____ to **the local stores near my house**.
- 4 I rarely **cook at home**. I find **cooking** _____ **interesting** _____ **enjoyable**.

b Rewrite the phrases in bold so the sentences are true for you.

10.2

a Correct the sentences. Two sentences are already correct.

- 1 I think you've broken the ankle and you need to go to the hospital.
- 2 The night market is best market in the city.
- 3 I have a very strange ambition—I want to cross Sahara on a motorcycle.
- 4 Everyone knows that eating the fruit and vegetables is good for you.
- 5 I've bought a new camera. It's the one I found on that auction site on the Internet.
- 6 If you get room at the Bavaria Hotel, you'll have a fantastic view of Alps.
- 7 Fran's staying at home today because she has a cold.
- 8 I heard unusual story on the radio this morning.

b Add articles to the text where necessary.

Hi Andy,
How's life? Everything's OK with me, although I'm looking for job at the moment. I spent summer working with my uncle, because he has yacht here in Ukraine. We were taking tourists sailing around Black Sea. It's been fun, but now all tourists are going home, and I don't have any work. I'm thinking of going to USA, like you, and trying to work in tourism industry there. As you know, I love working with boats, but I'm happy to do anything. I was wondering whether I could find work in hotel, maybe even Foxton Hotel, like you. Do you think I should send my CV to manager?
If there isn't job there for me, I'll take a look on the Internet, too. Can you recommend website where I can search for international jobs?
Thanks—and talk to you soon!
Nikolay

11.1 RELATIVE CLAUSES

We use relative clauses to give information about a person or thing. In relative clauses, we use *who* to talk about people, *that* or *which* to talk about things, *where* to talk about places or *whose* to talk about possession.

Defining relative clauses

Defining relative clauses explain which person/thing is being described.

I need to speak to someone who understands computers. (*who understands computers* explains which kind of person)

In a defining relative clause, we can use *that* to replace *who*. We can also omit *who* or *that* if they are the object of the verb in the relative clause:

This is the website that I use to study English. (the website is the object of the relative clause)

This is the website that has English grammar exercises. (the website is the subject of the relative clause so *that* cannot be omitted)

Nondefining relative clauses

Nondefining relative clauses give extra information about the person/thing being described. They are usually separated from the rest of the sentence by commas:

The website, which was started by a teacher, is great for English students.

A nondefining relative clause can give extra information about a whole sentence. In this case it begins with *which*:

The website lets you record yourself speaking English, which is useful.

In nondefining relative clauses we do not use *that* and we cannot omit the relative pronoun.

11.2 SO/SUCH

So

We use *so* with adjectives and adverbs to make their meaning stronger:

Technology is so important to our lives these days.

Technology changes so quickly these days.

So can also intensify the meaning of quantifiers, e.g., *much*, *many*, *few*. We use *so + quantifier + noun*:

My children own so many gadgets!

NOTE: We use *such + a lot (of)*:

Aisha spends such a lot of time online.

Such

We use *such (a) + adjective + noun* to make a description stronger.

We use *such a* with singular countable nouns:

Technology is such an important part of our lives these days.

We use *such* with plural countable nouns and uncountable nouns:

That company makes such reliable laptops.

These new smartphones use such sophisticated technology.

We sometimes use *such a + noun* to intensify the meaning of a noun:

I bought this laptop on sale. It was such a bargain! (= it was a very good bargain)

We can also use *such + noun* to mean "this type of":

Such technology will soon be available to the public. (= this kind of technology)

11.1

a Cross out the word in bold, if possible.

- 1 I want to find a lawyer **who** speaks English.
- 2 I love the pictures **that** your mom bought for the living room.
- 3 Last year, there was a terrible blizzard **that** closed all the roads.
- 4 Have you seen the story **that** Giselle put on her website?
- 5 The police officer **who** we spoke to was really helpful.

b Complete the sentences with *who*, *whose*, *which* or *that*. In which sentence can the relative pronoun be omitted?

- 1 The weather was sunny yesterday, _____ was nice.
- 2 That's the designer _____ invention won an innovation award.
- 3 Professor Clay, _____ taught me in college, was on the news today!
- 4 Computer science is a subject _____ I'd like to know more about.
- 5 The city art gallery, _____ is free, has a lot of interesting pictures.

11.2

a Complete the sentences with *so* or *such (a/an)*.



- 1 Steve Jobs, who died in 2011, was _____ influential person within the technology industry.
 - 2 He helped design and launch _____ many great products like the iPhone and iPad.
 - 3 _____ products are sold all over the world and have made Apple a very successful company.
 - 4 Jobs's designs show _____ attention to detail; every button or switch is the perfect size and shape!
 - 5 I think Jobs is _____ inspiration; he worked _____ hard to achieve his goals.
- b** Write three sentences describing a person you admire. Use *so* and *such (a/an)*.

12.1 REPORTING VERBS

Verb + infinitive

Some reporting verbs (e.g., *agree, claim, offer, refuse, promise*) are followed by *to + infinitive*: *He promised to do better the next time.*

Some reporting verbs (e.g., *advise, ask, invite, tell, remind, encourage, warn*) are followed by object + *to + infinitive*: *She asked me to go.*

Verb + -ing

Some reporting verbs (e.g., *deny, recommend, suggest*) are followed by the *-ing form*: *She recommended having dinner at the hotel.*

Verbs followed by a preposition (e.g., *insist on, apologize for, accuse of*), or an object and a preposition (e.g., *blame for, congratulate on*) are followed by the *-ing form*: *She insisted on paying.*

We form the negative of these structures using *not* (before the *infinitive* or *-ing form*): *She apologized for not calling me. He warned the children not to eat too much candy.*

Verb + that + clause

Many reporting verbs can be followed by *that + clause*. *That* can be omitted in informal English: *They explained (that) they needed more time.*

12.2 REVIEW: PERFECT & CONTINUOUS

Perfect tenses

We form perfect tenses with a form of *have + past participle*.

present perfect	an action/event that happened at some point in the past: <i>My brother has been to India twice.</i>
past perfect	an action/event that happened at some point before a given point in the past: <i>He had visited a lot of other countries before he decided to go to India.</i>
future perfect	an action/event that is going to finish before a given point in the future: <i>After his next trip, he'll have been to India three times.</i>

Continuous tenses

We form continuous tenses with a form of *be + -ing*.

present continuous	an action/event that is in progress now: <i>My brother is traveling around India at the moment.</i>
past continuous	an action/event that was in progress at a point in the past: <i>He became interested in India while he was studying in college.</i>
future continuous	an action/event that will be in progress at a point in the future: <i>I'm sure he'll still be going to India when he's an old man.</i>

Perfect continuous tenses

We form perfect continuous tenses with a form of *have + been + -ing*.

present perfect continuous	an action/event that started in the past and is still in progress now: <i>My brother has been traveling for two months.</i>
past perfect continuous	an action/event that was in progress before or up to a point in the past: <i>Before he went traveling he had been working for two years as a teacher.</i>

12.1

- a Choose the correct options.

My friend Josh told me that he ⁽¹⁾*has / had* to take his driving test 13 times before passing! After his twelfth attempt, some people recommended ⁽²⁾*give / giving* up, but his parents encouraged him ⁽³⁾*to take / take* the test one more time. He got a new instructor, who claimed ⁽⁴⁾*have / to have* a 100% success rate. On the day of the test, the instructor ⁽⁵⁾*reminded / suggested* Josh to stay calm and forget about the other tests. And it worked! Josh's family organized a big party to congratulate him on finally ⁽⁶⁾*pass / passing* the test.

- b Finish the sentences so that they mean the same.

1 *We're really sorry we didn't come to the party.*

They apologized...

2 *Would you like to come for dinner, Tom?*

She invited...

3 *Let me help you with that suitcase, Natalie.*

He offered...

4 *Did you eat the rest of that cake, Matt?*

She accused him...

5 **VISITORS: DO NOT TOUCH THE ELECTRIC FENCE**

The sign warns...

- c Think of a conversation or argument you have had recently. Write a summary of what was said.

*About a week ago, I argued with my sister.
She accused me of...*

12.2

- a Correct the sentences. Two sentences are already correct.

- 1 I've never traveled anywhere by **plane**.
- 2 I have been going abroad **three times in my life**.
- 3 I'll be studying English for about **seven years now**.
- 4 At the moment I'm **studying abroad**.
- 5 By the time I've finished this exercise, I won't have eating for **three hours**.
- 6 This morning at 7:15 I'd been **taking a shower**.
- 7 Tonight at 10:00 I'll probably been **having dinner**.

- b Rewrite the phrases in bold so the sentences are true for you.

6 A FOR-AND-AGAINST ESSAY

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

- 1 Where are the people? What are they doing?
- 2 What are the positive and negative aspects of these different ways of working?



- b** Read an essay about working from home. Which of your ideas in **1a**, question 2, are mentioned?

- 2** Work in pairs. Read the guidelines for writing a for-and-against essay. Then follow instructions 1–3.

- Spend time thinking about the topic and make a list of points for and against.
- Start each paragraph with a topic sentence that summarizes the content of the paragraph.
- Use phrases to introduce and add arguments.
- Write one paragraph giving the arguments for and one giving the arguments against.
- Don't use opinion words (*I think, I believe*, etc.) in the introduction or main body.

- 1 Underline the topic sentence in each paragraph of the essay below.
- 2 Underline the phrases used to introduce or add arguments.
- 3 List the main advantages and disadvantages of telecommuting mentioned in the essay.

- 3** Are phrases 1–6 used a) to introduce an initial argument, b) to add arguments or c) to conclude?

- 1 Overall, I believe... c
- 2 Another negative aspect of...
- 3 First of all...
- 4 To begin with...
- 5 In conclusion...
- 6 One argument in favor of/against...

- 4 a** Work in pairs. Choose topic 1 or 2. Make a list of points for and against.

- 1 Does modern technology make life more convenient?
- 2 Is teamwork a means of success?

- b** Write your for-and-against essay, using the plan below. Follow the guidelines in **2** and use some of the phrases in **3**.

Introduction: Introduce the topic

Main body: Two paragraphs—one with arguments for and one with arguments against

Conclusion: Your opinion or a balanced view of the topic

- 5** Work in pairs. Exchange essays and answer the questions.

- 1 Are the arguments for and against convincing?
- 2 Does the essay follow a clear, logical order?

TIP

Avoid using informal or colloquial language in your essay and try to express your views in an unemotional way. In for-and-against essays, it is very important to balance arguments on both sides.

Telecommuting

Telecommuting, or working from home, is a growing trend nowadays. It is likely to become more popular in the future, bringing changes in work and family life.

The main advantage of telecommuting is that it saves time and money for workers. The time that workers currently spend commuting is reduced or completely cut as they make fewer trips to and from the office. As a result, workers have more time and energy for work. Furthermore, telecommuting saves people money as they spend less on transportation, gasoline and parking. This also benefits the environment by reducing carbon dioxide emissions. An additional advantage for workers is that they have a better balance between work and home life. They can spend more time with their families because they can arrange their work around other commitments, such as taking children to school.

While the idea of more time at home and less time traveling to and from work is attractive, there are some drawbacks to telecommuting. In the first place, people may feel unable to escape their work and may even work longer or more unsocial hours. In addition, the quality of work may suffer because of the reduced face-to-face interaction with other employees. Finally, there is the possibility that managers feel they have less control over what workers are doing.

In my opinion, the trend towards more flexible ways of working can only be a good thing. It may take a while to adapt to a new system, but overall the benefits outweigh the disadvantages.

COMMUNICATION BANK

11.1 Speaking & Reading, page 14, Exercise 2a

Student A

ENGKEY

The kids think their teacher sounds rather robotic today, which is hardly surprising. She's short, white and made of plastic. This is Engkey, the brainchild of Dr. Choi-taek, a government scientist from Korea. Dr. Choi-taek is an expert in robotics, which is increasingly important in his country.

This is reflected by the high cost of one of these machines—at 10,000,000 won (about \$9,000) each, Engkey isn't the cheapest teacher around! But the cost is worth it because a robot can go to islands and rural areas, where few native speakers work as English teachers. Once there, it can start immediately—and it has a tough teaching technique the students sometimes don't expect! Engkey is the kind of teacher who doesn't accept errors, and pronunciation mistakes are met with a strict "Not good this time!"

However, there are some drawbacks to using a robot teacher. The main one is that Engkey can only correct mistakes that are already in its database. That's one reason it can't interact with students all the time. Nevertheless, the Koreans are hoping to use more robots like this in the classroom in the future. So perhaps Engkey really does represent the future of classroom teaching.

11.5 Prepare for Task, page 21, Exercise 6

Student A

Read about the item below. Do you think it would be a good gift item?

Description

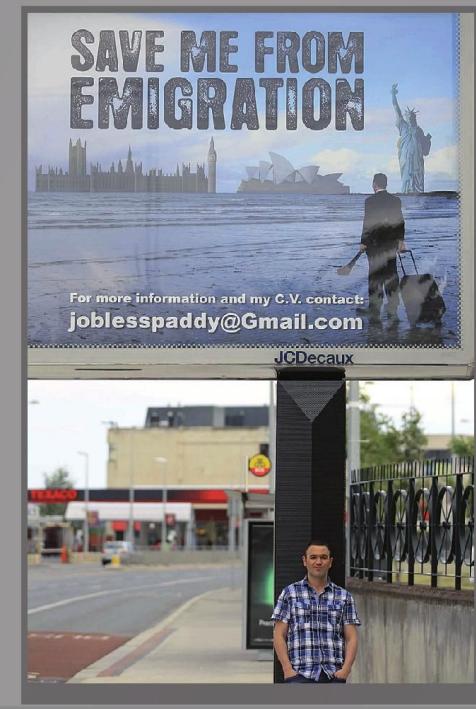
Purpose: novelty ice cubes for drinks
Design: 1980s Arcade game character, PacMan
Cost: \$10



10.3 Speaking, page 9, Exercise 1b

Unemployment

In 2011, unemployment became a serious problem in the Republic of Ireland, and many young people left the country to find work. But Feilim Mac An Iomaire didn't want to emigrate. So to find work he advertised himself on a giant billboard in Dublin. It worked—he received several invitations to job interviews from interested companies.



11.5 Prepare for Task, page 21, Exercise 6

Student B

Read about the item below. Do you think it would be a good gift item?

Description	
Purpose:	keeps you dry in the rain
Design:	made from potatoes. Recycle it by planting it in the ground!
Cost:	\$20



11.5 Prepare for Task, page 21, Exercise 6

Student C

Read about the item below. Do you think it would be a good gift item?

Description	
Purpose:	alarm clock
Design:	top flies off to wake you up
Cost:	\$20



11.1 Speaking & Reading, page 14, Exercise 2a

Student B

WATERBOXX

Many areas of the world receive very little rainfall, which makes growing trees a real challenge. To solve this, Pietr Hoff has come up with an intriguing innovation called the Waterboxx. It's basically a bucket that has a cover with two holes in it to catch rainwater. In the center is an opening to plant a tree.

It enables plants to grow and survive in areas where there is little water, like the Sahara, which is one of the driest regions on earth. It is a breakthrough that could bring salvation to enormous numbers of people worldwide. Mr. Hoff believes that the Waterboxx could help replant many of the world's forests that have been destroyed by heavy industry over recent years.

The good news is that Mr. Hoff, whose previous job was exporting flowers, has recently received a grant from the government in his native Holland. This means that he doesn't need to make a lot of money from his invention. So the price for the Waterboxx could be as low as \$1 (although it is now \$199 for ten). Mr. Hoff's simple idea could soon change the lives of millions of people and make him an inspiration for future inventors.

REVIEW D, Vocabulary, page 32, Exercise 2a

Student B

Imagine this is your store. Follow the instructions on page 32.



SELECTED TRANSCRIPTS

10.1, p. 2, Ex 2a

- A:** The credit crunch is on. Everything is expensive and for many families, it's hard to get by. This is a time when people should be cutting back on their spending... and yet the stores are full of customers. More people are taking out loans, even though some will take years to pay off their debts. Retail expert Terry Landry explains why people keep shopping during a financial crisis.
- B:** The stores are very good at using retail psychology. They use tricks to manipulate customers into spending money. For example, imagine you've been saving up for months to buy a new bed. In the store you see feather pillows and attractive, colorful duvets next to it. So displaying similar items together tempts people to buy them. And if you're forking out hundreds of dollars for a bed, buying a pillow and a duvet as well doesn't seem too expensive.
- A:** I see!
- B:** Store layout is very important. One big computer store created their display with lots of empty space and just a few products, with no price labels, on big pine tables. This gives the impression that a store has a few, high quality products, and the space makes customers feel more comfortable and confident by giving them better access to the products.
- A:** And so, because there are no prices displayed, you don't know if the store is ripping you off until you get really interested in a product?
- B:** Absolutely. Layout is important for supermarkets, too. Fruit and vegetables look fresher in natural light, so they are almost always at the front. Fish and meat are in a section with white walls and aluminum tables as they look fresher in clean, white light. Supermarkets also know that men usually just grab what they need in a store and leave. Major items are placed in the middle of the aisles, and men's products are placed at the back of the store. That way they have to walk past other things to get to what they need and may buy on the way.
- A:** So you go to the supermarket because you've run out of shaving cream and come out with cereal, cookies and detergent? Are there techniques for women, too?

B: Well, for example, younger women are more likely to buy clothes if they're in disorderly piles. It suggests that they are popular. If piles are too neat, it gives the impression that no one is buying the clothes. I once sold hundreds of silk scarves just by leaving them in disorderly piles in my store.

A: And what about color?

B: Yes, this can influence us to choose a product. Purple is associated with luxury, so supermarkets often use purple cardboard packaging to sell a premium brand, for example, a more expensive ready-prepared meal.

A: Thanks, Terry, I never realized how much I was being manipulated...

10.2, p. 4, Ex 2b

A = Announcer, **I** = Interviewer,
C = Christopher

A: And now we join Emma Grigson in the studio, for this week's edition of *The World Today*.

I: Good morning and welcome to *The World Today*! Now, a round red rubber ball for my dog. A set of shiny steel table knives. A huge pine writing desk. What do they have in common? Well, I bought all of them this week, and they were all made in either China or Taiwan. And here to talk about China's remarkable economic success is Christopher Yu of the Chinese Chamber of Commerce here in New York. Christopher, welcome to the program!

C: Thank you, Emma, it's a pleasure to be here.

I: So, Christopher, why is China growing so fast?

C: Well, Emma, for a variety of reasons. First, today's China now has the capacity to make very up-to-date, sophisticated products. For example, just think about the magnificent curving steel lines of the Bird's Nest Stadium, the National Stadium in Beijing.

I: Mmm, yes, it's an amazing piece of architecture.

C: Yes, well as you know, it was built for the 2008 Olympic Games, and I think it's a great example of China's recent success. The government is very anxious to encourage innovation, and there are plenty of creative people with new ideas and ambition, for example, the Chinese designer of the National

Stadium, Li Xinggang. But the stadium is also an example of how we're open to developing projects with foreign companies—it was a joint venture with a leading Swiss engineering firm. This kind of collaboration creates more jobs and brings the Chinese economy in closer contact with international markets.

I: Hmm, that's really interesting. So foreign companies are attracted to China because it's such a creative environment.

C: Well, yes, partly, but another factor in China's growth is its growing productivity. People often work longer hours than in the West, and, of course, we have a very large population. At one stage, there were 17,000 people working on the Bird's Nest Stadium. Neither a U.S. nor a European company could employ that many people at the same time.

I: Wow, 17,000 people! That's incredible! So, it looks as if China's economy has really started to take off in the twenty-first century.

C: Well actually we mustn't think that Chinese growth is a purely modern phenomenon. Look at the Great Wall of China! In many ways it's a similar achievement to the Bird's Nest Stadium. It was a hugely ambitious project, and there was nothing else like it at the time. And you know, China has always been the workshop of the world, at the forefront of new technology. Paper, gunpowder and printing were all invented there. And for hundreds of years, China was the center of the world's silk industry.

I: So, it's all looking very positive for the next few decades.

C: Absolutely! But there's just one problem. I can't think of a single world-famous Chinese brand, can you? Lenovo is a major computer maker in China, and Ningbo Bird is one of its biggest cell phone makers. But neither Lenovo nor Ningbo Bird has global recognition.

I: So why do you think that is?

C: Well, I think to a large extent it's because most Chinese companies are either owned by foreign companies or just make parts of other products. So you might see a U.S. company's name on that big square cardboard box for your computer, but it was probably made in China.

 11.1, p. 12, Ex 2a

I came across this new gadget on the Internet the other day. I think it's quite a breakthrough—for someone like me at least, who doesn't know how to type! It's a great alternative to the conventional Qwerty keyboard, called the "fast finger" keyboard. It's different from a traditional keyboard because the letters are arranged in alphabetical order to make typing easier. It's especially good for kids who are first learning to write. Such a simple idea but so effective! Qwerty boards are so difficult to learn on! I mean, why on earth are the keys in that order? For those of you who don't know, a traditional keyboard is called a "Qwerty" keyboard because of the letters on the first six keys on the board: Q-W-E-R-T-Y. Ever wondered why the keys are arranged in this unnatural order? Early typewriters, it seems, were originally designed with the letters in alphabetical order—far more logical. But there was a drawback: designers noticed that the keys kept jamming, kept getting stuck, because people were typing too fast. So they had to figure out a way to slow typists down to stop the keys from jamming. And that's how they came up with the Qwerty keyboard. They rearranged the letters in an unfamiliar order. This slowed typists down and caused fewer jams. Of course, over time, typewriter technology improved, but keyboards stayed the same. Until now that is, when someone came up with the idea of the fast fingers alphabetical keyboard. The inventor of the new keyboard got this flash of inspiration after watching a mechanic typing information on a computer in a repair shop. He spent ages looking for the right letters on the keyboard and had a long line of frustrated customers waiting to be served. If only the keys were arranged alphabetically, she thought. A friend of the inventor also noticed how we use the same abbreviations over and over again on the computer, especially for e-mailing, chatting and instant messaging. So this unusual keyboard also has special keys for common abbreviations such as ASAP, FYI and LOL. So far it has not been a commercial success, mainly due to the fact that the vast majority of keyboards are Qwerty boards and you can't really avoid using them. But early adopters say that once you get used to it, it really does make typing much easier. So, just another gimmick, or a great innovation that will radically change the way we type? What do you think?

 11.8, p. 21, Ex 3a

- A:** Hey, Monica, can you come here a second?
B: What is it?
A: Well, I'm thinking of buying an e-reader, but I'm not sure which one. I've been looking at some online. You know a lot

about these kinds of things. Could you give me some advice?

- B:** Of course. So this is the first one?
A: Yeah, it's called the Skiff.
B: OK... I think it's designed for reading newspapers and magazines mainly.
A: I know – I mostly read newspapers anyway. What do you think of it?
B: Well, on the one hand, it's larger than other e-readers, so it isn't so convenient to carry around. But on the other hand it's incredibly light and thin and has the highest resolution display. It's also designed to be more durable than other e-readers, I think!
A: That sounds good. And what do you think of the Kindle?
B: It's really popular, I know lots of people who have them now. It's reasonably priced, and the battery lasts up to a month! One thing to bear in mind, though, is that you can only buy Kindle e-books through Amazon, you know, to upload on it.
A: That's OK, I use Amazon a lot.
B: But since you read newspapers more than books, maybe the Skiff is a better option? Though you should also consider the iPad... Of all the options, it has the greatest functionality. You can do almost anything with it.
A: And it has a touch-sensitive screen, while the Kindle uses buttons.
B: But on the downside, it costs a lot more than the others. Another thing in favor of the Skiff is that it's flexible; I mean, you can actually bend it. I really like that idea.
A: They all seem to have their pros and cons. I guess I need to think about it a little more.
B: Oh Colin, you can never make up your mind!

 12.1, p. 22, Ex 3a

Speaker 1

I went on this incredible trip to the Canary Islands in the Atlantic Ocean. We were on a ship named the *Lord Nelson*. It was like an old pirate ship or something, really massive. We weren't just passengers, we were sailing the ship—it was a once in a lifetime experience. There's this one memory that really stands out to me... an incredible memory. I was on night watch, it must have been about 3 a.m.—and we were all up at the helm—you know, at the back of the ship where you sail the ship from, with the wheel and compass and everything. We were sailing past Tenerife, one of the big islands, and suddenly there were lots of little fishing boats all around us, right across our path. It was kind of weird, there were we on this amazing ocean voyage on this huge ship, and at the same time there were all these little fishing boats just going about their business, getting on with their day-to-day life. Our job was to keep a course but at the same time to look

out for these little boats, so we didn't hit any, and it was the dead of night, so you had to look really hard. Anyway, um, I was at the helm when the first mate, who's the captain's assistant, said that everyone else had to go to the front of the ship to correct a sail that wasn't right, so all the other people in my team and the first mate went off to pull on some ropes and things. So there I am, sailing this huge ship with all its sails above me, the island to my left and the clouds all lit up by the moon... totally stunning... all I can hear is the waves and the wind, and I'm the only person there! It feels like I'm totally alone. Honestly, it was awesome. I'll never forget that...

Speaker 2

I was traveling in India a few years ago, and one day I decided to visit the beach temples in Mahabalipuram. The temples are over 5,000 years old and stand on the shore of the Bay of Bengal, facing due East. I wandered down to the beach, and there were the temples... simple, stone temples. The setting was so fantastic that I decided to get up early the next morning and go down to watch the sun come up over the bay and over the temples. I got up early, at about 5 o'clock, had a cup of wonderful sweet chai from a street vendor and walked toward the beach. The day was just about to break. There were strings of purple and pink in the sky—absolutely breathtaking. I'd been expecting to be alone... to be one of the only people down on the beach at that time, but when I got there I just couldn't believe my eyes... there were crowds and crowds of people down on the beach, hundreds of people silhouetted against the ocean and the purple-pink sky. Then I remembered, they were pilgrims, mainly young people, I had heard about them. They were on a one-month pilgrimage, visiting various sites, and one of the things they had to do was bathe in the waters of Mahabalipuram at sunrise. But still, seeing them all walking together into the ocean, fully dressed, their clothes soaked by the waves, was truly awe-inspiring!

Speaker 3

I was taking an English course in Canada—we were sitting in class one morning... in January I think it was... and suddenly I noticed the teacher. She turned to look out the window, and a smile spread across her face. So we all looked. It was snowing! Big, heavy, slow snowflakes were floating past the window. I stopped and stared, it just took my breath away! I had never seen snow before. There were a few of us in the class, another Guatemalan and a couple of students from Brazil, who'd never seen snow either. We must have looked so funny, all staring out the window in amazement! She walked to the door, and we followed her out onto the street, into the snow. It

SELECTED TRANSCRIPTS

was incredible, so different, so strange, so beautiful... Almost overwhelming. I swear I just stood there like a child with my face turned up and my hands held out, catching snowflakes on my tongue. My classmates laughed at me, and then we started a huge snowball fight. We all got completely soaked—and freezing! It really was amazing, unforgettable... I wish I'd had my camera! This photo was one I took later, toward the end of the day, we were walking home along the river... it all looked absolutely spectacular.

 R21, p. 34, Ex 1a

D = Darren, M = Michael, K = Katy

M: I just don't understand it. There were \$80 in the cupboard earlier; there're only \$35 now.

D: Hey! Don't look at me. I haven't touched the money.

M: Nobody else could have taken it, Darren. You're the only one who knew where it was.

D: I didn't! I swear! I mean, I wasn't even here most of the day. Maybe you, I don't know, took it for shopping or something and forgot.

M: Don't be ridiculous! I wouldn't forget something like that.

D: Look, Dad, I have to go out now. The game starts in half an hour, and Katy's picking me up.

M: You haven't heard the last of this!

K: You won! At last! Congratulations, Darren, it was a great game.

D: Yeah, I know, it was getting a little embarrassing with all those defeats. Thanks for the lift, Katy.

K: No problem. Anyway, how about we go for a drink to celebrate?

D: Sure. Or, we could go to Tino's for pizza if you like?

K: Oh, I don't think I can. I don't have much money until next week.

D: That's all right, it's on me.

K: But I thought you were broke, too.

D: Nah, it's OK. My dad lent me some money.

K: But you bought the gasoline the other day and the coffees yesterday...

D: Don't worry about it, I'd like to. Please let me buy you lunch. My thank-you for, you know, getting me here on time.

K: Well, if you're sure... But I'm getting it next time, promise.

D: Great! Come on, then. Let's go!

 R22, p. 34, Ex 1a

Hi, Susan, how's it going?

...

You'll never guess what's happened!

...

Darren and Katie went out for lunch together on Saturday...

...

Yeah, honestly! Amalia saw them in Tino's.

...

They went out after the game to celebrate his team winning, or something.

...

Well, they went for pizza, and he paid for the meal...

...

Yeah, but wait... it gets better. Apparently he stole the money from his dad!

...

He did! I can't believe it either. And now his dad won't let him go out for a whole month!

...

Well, not really, he only has himself to blame. It was a pretty stupid thing to do.

IRREGULAR VERBS

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

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

PHONETIC CHART

The Vowels of North American English and Their Phonemic Symbols

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

The Consonants of North American English and Their Phonemic Symbols

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

INTERNATIONAL EXAM PREPARATION: READING

In this section you will read 2 short passages. Each passage has questions that follow. Answer all the questions about the information in the passage on the basis of what the passage states or implies.

Passage #1

The world's population surpassed 7 billion on October 31st, 2011 and it is swiftly making its way to 8 billion. Despite the ever present fast track to overpopulation, 5 | fertility rates throughout the world's countries have fallen to record lows in the past two years. Throughout the globe, shifts in culture, industrialization and technology thwarted the once popular idea 10 | of having many offspring with the logic that economic success would succeed it but that alone does not counter ever-increasing human reproduction. Notwithstanding, world population growth 15 | persists as women expand their child-bearing years due to better health and technological advances and global life expectancy at birth improves. If left unchecked the effects of these circumstances will give way to a population of over 9.8 billion by 2050.

1. In line 8 the sentence implies that.
 - a. Changes in three different areas led to fertility rate increases
 - b. Changes in three different areas led to fertility rate decreases
 - c. Having children is fun
 - d. Success in life is based on how many children one has.
2. The word "thwarted" on line 9 is closest in meaning to.
 - a. Helped
 - b. Created
 - c. Impeded
 - d. Relented
3. The passage implies that.
 - a. There is irony in the fact that the world's population keeps growing but fertility rates are dropping.
 - b. Birth control is the reason fertility rates have declined.
 - c. Children are born as economic investments.
 - d. The world's population desperately needs to slow in growth in order for fertility rates to rise again.
4. What two main reasons does the passage give for population growth?
 - a. Lack of access to birth control and better life expectancy.
 - b. The increasing window of opportunity for women to give birth and improved life expectancy at birth.
 - c. Decline in birth rate in first world countries and technological advances.
 - d. Economic incentive and improved global life expectancy.



INTERNATIONAL EXAM PREPARATION

Passage #2

It is obtuse to think that texting was only invented with the introduction of the cell phone when in reality the first texts were sent in the 1830s via an electrical

- 5 | telegraph. In the 1940s, Samuel Morse along with physicist Joseph Henry and Alfred Vail developed a code comprised of clicking sounds that corresponded to each letter. The code was imprinted onto tiny
10 | strips of paper via electromagnetic telegraph and operators would decipher the code in a painstakingly slow process in comparison to today's texts filled with emojis and instant reception and response.
15 | Very few people are trained in Morse code today as it has logically become antiquated and less efficient than modern cell phone and telecommunication technology. However, the forefathers of texting must
20 | be remembered for their indelible contribution to what would eventually become a more interconnected world.

1. What is the main idea of the passage?
 - a. Texting was a popular activity in the 20th century.
 - b. Texting was not invented in the 20th century.
 - c. Morse Code is the antecedent invention to modern day texting.
 - d. Morse Code was used by armies.
2. What does the word "obtuse" in line 1 mean?
 - a. Important
 - b. Tragic
 - c. Smart
 - d. Unintelligent
3. What is implied about Morse code according to the passage?
 - a. It was named after a physicist.
 - b. It required operators to decipher it.
 - c. It was fast and easy to decipher in comparison to today's texts.
 - d. It was the most important contribution to the modern world.
4. The word "indelible" on line 20 is closest in meaning to.
 - a. Unforgettable
 - b. Remarkable
 - c. Surprising
 - d. Regrettable



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