

AMERICAN studio

Pre-intermediate

Student's Book



APP with Pairwork Activities,
Audio & Video



- Topic variety with 12 channels
- e-book+ on e-zone
- **101** THINGS TO DO IN ENGLISH



HISTORY

7A Rock-Paper-Scissors

VOCABULARY | Easily confused verbs

GRAMMAR | Verb form review

OUTCOME | Play a language game



LIVING

7B The store of the future

VOCABULARY | Shopping

GRAMMAR | Future predictions with *will*

OUTCOME | Give a presentation about a store



LIFE STORIES

7C Smile – it might never happen

VOCABULARY | Idioms

GRAMMAR | Modal verbs:
might and *may*

OUTCOME | Make and discuss a plan



101 THINGS TO DO IN ENGLISH

React to news



7A Rock-Paper-Scissors



VOCABULARY || Easily confused verbs

1. Work in pairs. Share examples of the following.

a game that doesn't need equipment

a language game you have played

a game you played a lot as a child

2. Choose the correct options to complete the sentences.

1. It's my turn to write. Can you *lend* / *borrow* me your pen?
2. I *lent* / *borrowed* this game from my mother.
3. This time I'm going to *win* / *beat* you.
4. He's angry because he never *wins* / *beats*.

5. I'm *hoping* / *waiting* for the other players.
6. I *hope* / *wait* I don't lose this.
7. You *missed* / *lost* the game last time, so you go first now.
8. If you roll a six, you *miss* / *lose* a turn.

→ Language studio p. 127: Easily confused verbs

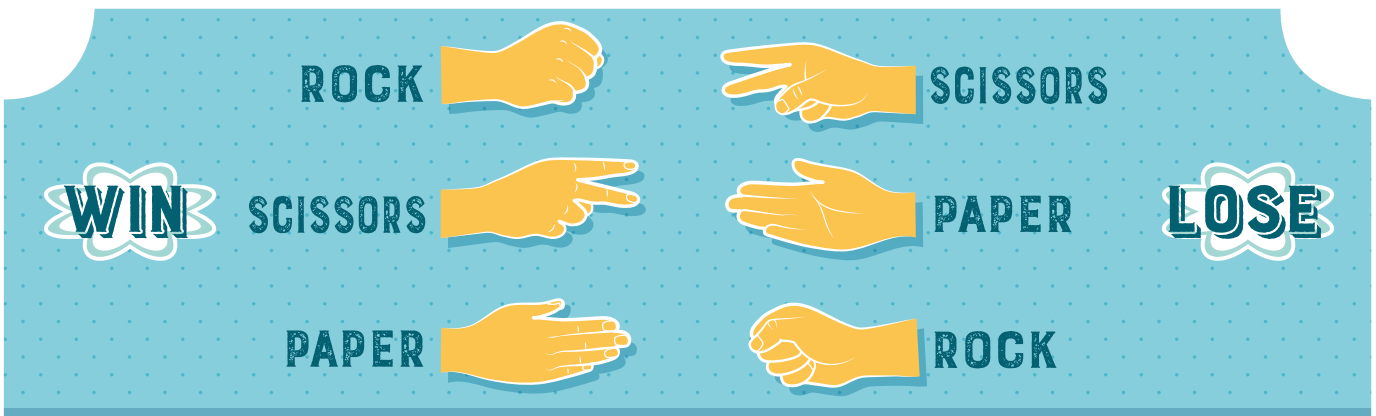
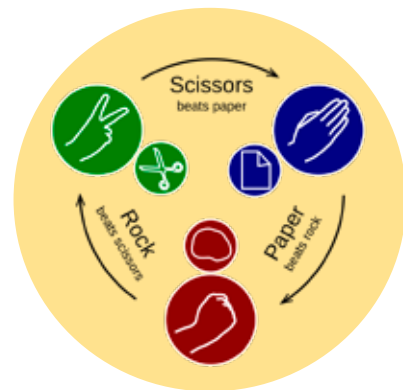
READING ||

3. Work in pairs. Look at the diagram and answer the questions.

1. Do you know this game?
2. Can you explain the rules?

4. Read the article quickly and choose the best title.

- a) How to win at Rock-Paper-Scissors
- b) How a simple game became an international hit
- c) The history of the world championships of Rock-Paper-Scissors
- d) How a brother and sister resolved an argument



The other day I **was having** an argument with my brother. We **were talking** about our old record collection. My brother wanted to sell them. I wanted to keep them. "I know what," said my brother, "why don't we decide with a game of Rock-Paper-Scissors?" It was a game we always played as children, but I **didn't know** anything else about it. So I decided to investigate.

In the early days of the internet, two American brothers, Doug and Graham Walker, made their first website. Like my brother and me, they both enjoyed playing Rock-Paper-Scissors. They posted the rules, invented a fake history for the game, and wrote about strategies on how to win. They called it the World Rock-Paper-Scissors Society and published the website in 1995.

It started as a joke, but by 2007, the World Rock-Paper-Scissors Society was incredibly popular. People **organized** professional games with referees. Companies like Microsoft and Yahoo sponsored the competitions. There were national and international championships in different countries.

The game of Rock-Paper-Scissors (RPS) is much older, however. In 1842, a Paper-Scissors-Stone Club started in London. But according to historians, people played games like this in ancient Egypt and Japan.

Many believe that the game is about luck, but experts say that there is a strategy. Like getting a penalty in soccer, there is an element of psychology. Good players often **beat** beginners.

The popularity of RPS **has gone down** a little since the mid 00s. There **hasn't been** a world championship since 2009, and sports channels are not showing RPS games anymore. The World RPS Society say they **are going to bring back** the event in the future. Of course, people **are still playing** informally. It's a popular game and, as the rules on the Walkers' website say, it's a very good way to resolve an argument.

It resolved my argument with my brother, too. I kept the records.



5. Read the article again and decide if the sentences are **true**, **false**, or the text **doesn't say**.

- Two Americans invented the game of Rock-Paper-Scissors.
- The original World Rock-Paper-Scissors Society was not a serious organization.
- Microsoft and Yahoo gave money for competitions.
- There were organized tournaments of Rock-Paper-Scissors in ancient Japan.
- There is no strategy involved in Rock-Paper-Scissors.
- The sport is now more popular than ever around the world.
- The World RPS website says that Rock-Paper-Scissors starts lots of arguments.

6. Imagine you and a friend are having an argument.

Do you agree that Rock-Paper-Scissors is "a very good way to resolve an argument"?

Do you know of any other ways?

GRAMMAR || Verb form review

7. Look at the grammar box. Then read the time expressions. What verb form do we usually use them with?

at the moment right now two months ago next year
usually in 1995 last month every day since the mid 00s

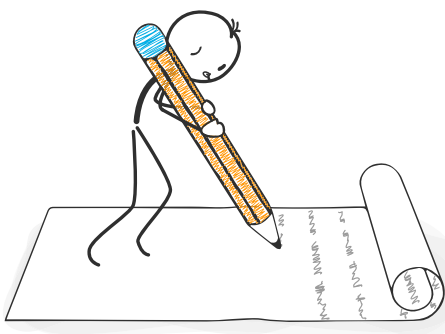
Choose three of the expressions above. Write one question for each, then compare with a partner.

➔ Language studio p. 139: Verb form review

SPEAKING ||

8. Work in small groups. Read the instructions to the game.

THE LONGEST SENTENCE GAME



You are going to play this game in rounds. In each round, begin a sentence with the words given. Take turns adding one word each. When you can't add any more words, finish the sentence.

Round	Begin the sentence with:
1	Every day ...
2	At the moment ...
3	Last night ...
4	Next year ...
5	Have you ever ...

Share your sentences with others in the class.

Win 1 point per word in the sentence.

Win 3 points if the sentence is grammatically correct.

Calculate your points. Which group has the most points?

Every day ...

Every day we ...

Every day we go ...

Grammar Box: Verb form review

Match the verbs in bold in the article on page 62 with these verb forms.

- past continuous _____ , _____
- present simple _____
- present continuous _____
- past simple _____ , _____
- present perfect _____ , _____
- be going to* _____

Now match each verb form above with the correct use.

- to talk about an action in progress in the past
- to talk about a plan or intention
- to talk about what is happening now or around now
- to talk about a routine, or something that is always true
- to talk about the past in general
- to talk about a time from the past up until the present



VOCABULARY Shopping

1. Ask and answer the questions with a partner.

1. Do you prefer buying clothes online or at a physical **store**? Why?
2. Which are your favorite fashion stores and **labels**?
3. How often do you buy clothes or other fashion **products** during a **sale**?
4. How do you prefer to pay – **cash** or **card**?

How do you say the words in **bold** in your language?

2. Match these words with the correct item in the picture.

assistant basket checkout / register customer fitting room line

3.  37 Listen to the final “s” sound of the plural of the words in Exercises 1 and 2. Write them in the correct list: /s/ or /z/.

/s/ assistants, baskets ...

/z/ cards ...

- 38 Listen to check your answers and repeat.

➔ **Language studio p. 128: Shopping**

LISTENING

4. Listen to the radio show. Which things in the picture *don't* belong in the store of the future?

5. Listen again and choose the correct answers.

1. Casper	a) wrote the report. b) has read the report. c) advises shopping brands.	4. You will pay for products	a) when you leave the store. b) after delivery of the products. c) as you put products in your shopping cart.
2. In the future, most people will shop	a) in physical stores. b) online. c) by phone.	5. Robots will	a) help customers. b) process payments. c) do repetitive jobs.
3. When you enter the store of the future, ... will identify you.	a) your phone b) cameras c) robots	6. Vero asks about	a) other devices included in the report. b) things that haven't been invented yet. c) smart fitting rooms.

6. Work in pairs. Make a list of three things you like and don't like about shopping.

Share your answers with the rest of the class. How many students have the same answers?



Grammar Box: Future predictions with *will*

Read the examples from the recording. Then choose the correct word in parentheses to complete the grammar rules below.

- There will be physical stores in the future.
- Your phone will probably help you find products.
- We definitely won't order everything online.

We use *will* + the infinitive without *to* when we talk about future ¹ (plans / predictions)

We use ² to say something is 100% sure and ³ to say something is 75% sure. (definitely / probably)

In affirmative sentences, *probably* and *definitely* come ⁴ *will*.

In negative sentences, they come ⁵ *won't*. (before / after)

GRAMMAR || Future predictions with *will*

7. Look at the grammar box. Then complete the sentences using the future with *will*.

- All cars (be) electric by the year 2030.
- We (not travel) to Mars in our lifetime.
- One day, we (take) pills instead of eating food.
- People (not carry) cell phones in the future.
- People (live) much longer than today.
- Large corporations (control) the world.

What do you think? Make the sentences true for you using *probably* and *definitely*.

8. Put the words in the correct order.

- a famous singer / one day / become / I'll
- definitely / Australia / go to / I'll
- get married / won't / until I'm 30 / probably / I
- a house / I'll / buy / in the mountains / hopefully
- I'll / how / an amazing meal / to cook / learn
- retire / I / until I'm 80 / won't / definitely

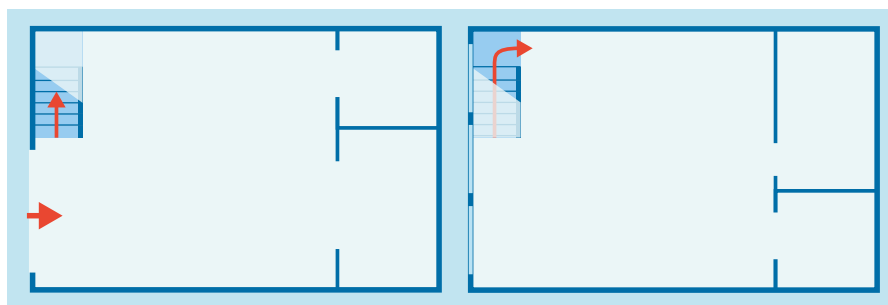
Write three sentences about your personal dreams and predictions for the future.

→ Language studio p. 140: Future predictions with *will*

PAIRWORK 7B Telling the future

SPEAKING ||

9. Work in pairs or small groups. Follow the steps below to design your own store of the future.



Choose a type of store (not a clothing store – it could be a supermarket, sports store, bookstore, etc).

Make a list of the things to include in your store.

Use the floorplan shown or draw your own plan.

Label the different parts and give your store a name.

Present your store of the future to other students. Talk about how it will be different from today's stores. Use the phrases below to help you.

Our store will be ...

Customers will ...

There will be robots to ...

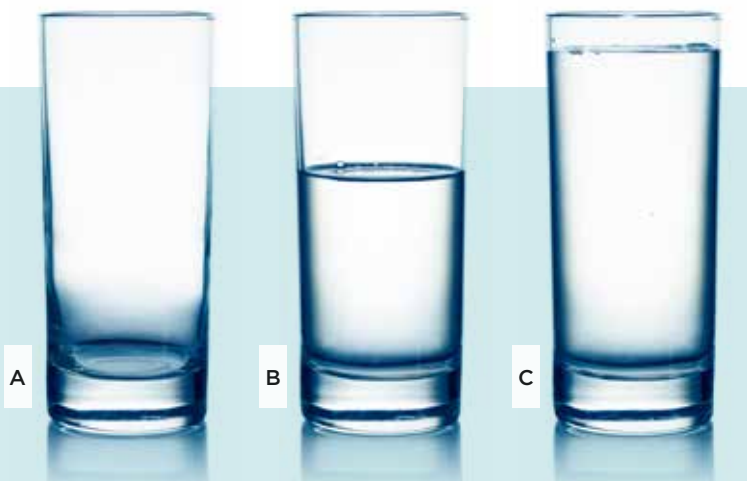
Sales assistants won't ...

SPEAKING

1. Work in pairs. Look at the photo of three glasses and answer the questions.

1. Which glass is full: a, b, or c?
2. Which glass is empty: a, b, or c?
3. How do you see the third glass – half full or half empty?

Did you both give the same answer to the third question? What does your answer say about your character?



VIDEO Watch and listen

2. Read the Life Stories introduction. What might be responsible for making people optimistic or pessimistic?



Is the glass half empty or half full? This is a question we often use when two people see the same situation in different ways. The person who sees the glass half full is more positive and optimistic. The person who sees the glass half empty is more negative and pessimistic.

Why are some people more optimistic than others? According to recent research, the answer is in our genes. Some genes can increase our focus on positive things in life, while others increase our focus on negative things. But is being optimistic better than being pessimistic? Today's Life Stories speaker, Daniel, talks about his experience.

3. Look at the photo of Daniel. What kind of person do you think he is?

▶ 22 🔊 40 Watch or listen to check your answer.

4. Work in pairs. How much do you remember about Daniel? Answer the questions.

1. What kind of person is Daniel?
2. What does he think about before he goes on a date?
3. How long has he been this way?
4. What do people think when they see him on the street?
5. Why do his co-workers say he has no sense of humor?
6. According to Daniel, what's the best way to be?

Watch or listen again to check or complete your answers.

5. Complete Daniel's sentences.

1. I focus on the negative rather than the
2. I've never talked a
3. It's better to expect the worst in life because you won't be
4. I don't show my emotions. I have a very serious
5. Is there a law that says we have to smile and look happy all the ?
6. The glass is half empty, but it's also half

🔊 41 Listen to check your answers.

6. Ask and answer the questions with a partner.

1. Do you know anyone like Daniel? If so, who?
2. Do you think Daniel can change his attitude to life? Why? / Why not?
3. Is it better to be a glass-half-empty or a glass-half-full person? Give reasons for your answer.



VOCABULARY || Idioms

7. Look at the sentences from the video. Replace the idioms in *italics* with the words and phrases (a-f).

1. *As a rule*, I don't show my emotions.
2. It really *gets on my nerves* when strangers look at me on the street.
3. Don't *get me started on* jokes.
4. I *drive* my co-workers *crazy* because I don't laugh at every joke they make.
5. *At the end of the day*, it's probably best to be somewhere in the middle.
6. Then you have the *best of both worlds*.

- a) in the end
- b) I have a lot to say about
- c) usually
- d) annoy / a lot
- e) annoys me
- f) all the advantages of the two options

8. Work in pairs. Look at these common idioms. What do you think they mean?

1. The other students said the test was difficult. I thought it was *a piece of cake*.
2. We both had a cold over the weekend so we're feeling a little *under the weather*.
3. I love this store, but the clothes *cost an arm and a leg*.

→ Language studio p. 128: Idioms

GRAMMAR || Modal verbs *might* and *may*

9. Look at the grammar box. Then choose the best answers (a-f) for the questions (1-6).

1. What are you going to do after class?
 2. Are you going away this weekend?
 3. Are you going to go swimming this evening?
 4. Did you listen to the weather forecast today?
 5. What are you having for dinner?
 6. Can you come to a party on Friday night?
- a) I might. But I have to meet some friends later.
 - b) There's nothing at home. I might get takeout.
 - c) I might go to the school library to study.
 - d) I'd love to, but I may have to babysit for my aunt.
 - e) No, I didn't. But it looks like it might rain.
 - f) We may go the mountains on Saturday.

→ Language studio p. 140: Modal verbs: *might* and *may*

Grammar Box: Modal verbs: *might* and *may*

Read the sentence and the rule, then follow the instructions.

I might say the wrong thing, or I may do something stupid.

We use *might* and *may* to talk about possibility.

Change this sentence using *might* or *may*:

I think about things that will possibly go wrong.

SPEAKING ||

10. Work with two other students and follow the steps. Make sure each student in the group has a chance to be the glass-half-empty and glass-half-full person. Try to include an idiom in your conversations.

Take turns choosing one of these things to talk about:

a place to go for a weekend trip

a present for your teacher or another student

activities for an evening out with the class

Agree on one of the options.

Student A

Think of options and make suggestions about where to go or what to do.

Student B

You're a glass-half-empty person. Think of negative things that might / may happen.



Student C

You're a glass-half-full person. Think of positive things that might / may happen.



Present your decisions to the other students. Which of the options are most popular with the whole class?

GET READY

1. Work in pairs. Look at the photos and answer the question.

How does the woman feel in each photo?
Choose from these words.

annoyed happy upset worried



A



B



2. Listen to the video intro without watching. Answer the questions.

- What is the situation? Where are the people?
- What is the relationship between them? How do they feel?

WATCH



3. Watch the 101 video and check your answers.

4. Complete the sentences with *Michelle* or *Archie*.

- _____ wrote a book.
- _____ works in the family business.
- _____ 's mother is not well.
- _____ sold a house.
- _____ bought a second house.
- _____ has a baby daughter.
- _____ has two children.
- _____ ends the call.



C



D

ANALYZE

5. Complete the table with words from the video.

Kind of news	Reaction			
Ask about news	What's up?	What's new?	What ¹ _____ you?	What's ² _____ on?
Surprising news	Wow.	Seriously?	You're kidding, ³ _____ ?	
Good news	That's great ⁴ _____ .	That's wonderful.	I'm so ⁵ _____ for you.	Congratulations!
Sad news	Oh ⁶ _____ .	That's terrible.	I'm ⁷ _____ sorry to hear that.	That's awful.



- 24 Watch the 101 Useful Phrases video to check your answers. Repeat the phrases.



6. Listen to each of these phrases said in two different ways. Which speaker sounds more enthusiastic: Speaker 1 or Speaker 2?

What's up?

Wow.

Seriously?

Congratulations.

That's terrible.

Listen again, then say the phrases yourself in both ways.

SPOKEN ENGLISH No way!

We sometimes say *No way* to show that we are surprised at some news or that we don't believe it.
– I finished my book. – No way! That's great news.



REHEARSE

7. Work in pairs (A and B). Read the situation below, then prepare a conversation.

You haven't seen your friend for about ten years.

What has happened in your life? Think of some recent news that you can share with your partner. Choose from these ideas, or use your own.

An important event in your personal life (e.g., you got married, you had a baby)
A change in your professional life (e.g., a new job, you lost your job)
An amazing thing that happened to you

Student A

Ask B about recent events in his/her life.

Student B

Tell A about the event.

Student A

React to B's news. Tell B about an event in your life.

Student B

React to A's news.

Film it Use the videoscape to present your conversation to other students. Then film it!

1. Complete the sentences about life in the past with *used to*.

- Children (spend) more time outside.
- Families (eat) more meals together.
- We (not spend) a lot of time looking at screens.
- We (have) more friends.
- People (not spend) a lot of money on shopping.
- People (live) longer.

Put a check ✓ next to the sentences above you agree with and put an X next to the ones you disagree with. Compare your answers with a partner. Did life use to be better or worse in the past?

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

- I've read a lot about polar bears, but (I / never / see) one.
- Hi Jan! What a coincidence. (you / live) around here?
- (I / call) you this evening if the meeting goes well.
- If you mix yellow and blue paint, (you / get) green.
- (I / sit) on the bus when suddenly (I / see) you outside the bank.
- If (it / rain) tomorrow, (I / probably / stay) at home and study.

3. Complete the words.

- A person who takes photographs is a p .
- Someone who often travels is a t .
- A t is a young person aged 13 to 19.
- The person who buys things in a store is a c .
- An e person is someone who is in their seventies or eighties.
- Actors and dancers are both p .



4. ERROR CORRECTION Decide if the words in italics are correct. Correct any errors.

- Excuse me. Can you *borrow* me your phone?
- I just *lost* my train.
- At the end of the *day*, we all have to respect the law.
- How do I make a call? These new phones are very *annoyed* to use.
- I'm feeling *depressed*.
- My brother just *won* me at chess.

Check your answers with a partner. Do you want to change anything?

PAIRWORK A

Do this activity in pairs, A and B.

A Read the instructions below. **B** Turn the page and read the instructions.



- Describe the picture to your partner and listen to the description of their picture. What similarities and differences can you find?
- Show each other your pictures. Can you find any more similarities and differences?
- Think about the answers to these questions.

What do you think the pictures are of?
What has changed?
What did the place use to be like?
What is it like today?
How do you think it will change in the future?

- Write three or four sentences about the past, present, and future of the place.



5. Agree with the statements using these phrases.

Neither can I. Neither do I. Neither have I. So am I. So do I.

1. I don't use credit cards as a rule.
2. I love to dance.
3. I'm a nervous person.
4. I can't paint.
5. I don't enjoy trying on clothes in fitting rooms.
6. I think people should get married in their thirties.

Work in pairs. Give your own responses to the statements above. Use these phrases if you disagree. How many times do you give the same response?

I can. I do. I don't. I have. I'm not.

6. Put the conversation between a sales assistant and a customer in the correct order.

- a) ☐ Could you explain what the gold card service is?
- b) ☒ Excuse me. Could you help me?
- c) ☐ Wow! That sounds interesting.
- d) ☐ A hundred?! Seriously? You're kidding, right?
- e) ☐ Yes, of course. It's really good. You get special offers and a free returns service.
- f) ☐ Of course. What can I do for you?
- g) ☐ Well, if you buy a TV or a fridge and you don't like it, we'll pick it up for free.
- h) ☐ And the card only costs \$100 a year. You can apply for it at the register.
- i) ☐ What do you mean?

Work in pairs. Continue the conversation above. Include at least two of these phrases

Sorry, but I don't understand. Do you mean ...? Would you mind ...?

7. Complete the conversation with these words. There are two extra words you don't need.

awful happy mean seriously sorry terrible up wonderful

A Hi. You look happy. What's ¹ _____ ?

B Good news. I got a job as an actor.

A That's ² _____ .

B Unfortunately, they can't afford to pay me.

A ³ _____ ? I'm ⁴ _____ to hear that.

B What do you ⁵ _____ ? The money isn't important. I've always wanted to act.

A Oh, good. I'm so ⁶ _____ for you.

Review what you've learned. Follow the instructions and find things on pages 62-76.

Find out what the letters RPS stand for. (7A)

Write the question that we use in English to ask if someone is more optimistic or pessimistic. (7C)

Name one famous website that uses crowdfunding. (8A)

Name two different styles of teenage fashion in the 20th century. (8B)

More practice

→ Writing 4 p. 119

→ WB pp. 45-46, Vocabulary Beats p. 47

CLIL Projects

EXAM PRACTICE CAMBRIDGE B1 PRELIMINARY LISTENING PART 4, WRITING PART 2; IELTS READING; TOEIC READING

PAIRWORK B

Do this activity in pairs, A and B.

B Read the instructions below. A Read the instructions on page 77.

1. Describe the picture to your partner and listen to the description of their picture. What similarities and differences can you find?
2. Show each other your pictures. Can you find any more similarities and differences?
3. Think about the answers to these questions.

What do you think the pictures are of?
What has changed?
What did the place use to be like?
What is it like today?
How do you think it will change in the future?

4. Write three or four sentences about the past, present, and future of the place.

