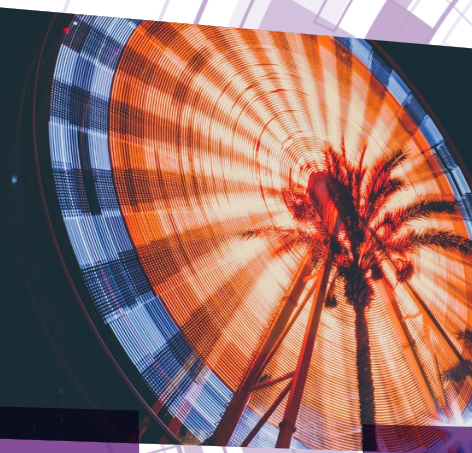


AMERICAN studio

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



SPORTS

7A Faster, higher, forever?

VOCABULARY | Describing changes and statistics

GRAMMAR | Past, present, and future ability

OUTCOME | Discuss abilities in music, sports, and art



STYLE

7B Jewelry on men

VOCABULARY | Jewelry

GRAMMAR | Infinitives and *-ing* forms

OUTCOME | Talk about a dilemma



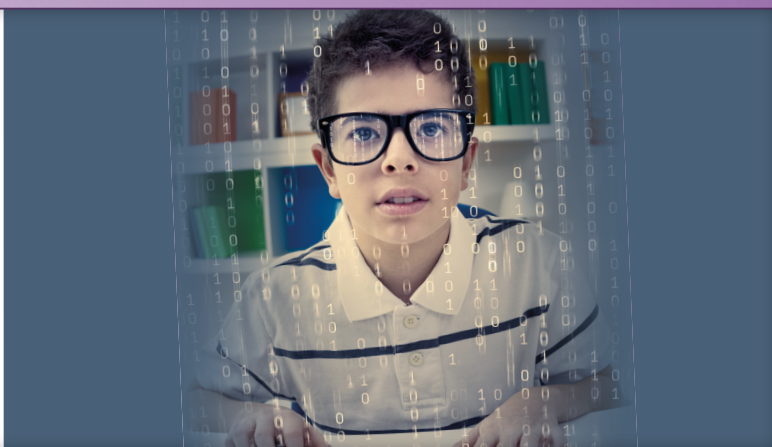
LIFE STORIES

7C Child prodigy

VOCABULARY | Expressions with *make*

GRAMMAR | Time linkers

OUTCOME | Write a short biography of a talented person



101 THINGS TO DO IN ENGLISH

Make a complaint





VOCABULARY Describing changes and statistics

1. Ask and answer the questions with a partner.

- Which of these sports do you like watching?
- What other sports do you like watching? Why?
- Do you know anybody who plays a lot of sports? How good are they?

Are performances improving in all sports? Look at the graphs and give examples.

CHART A

High jump, men and women

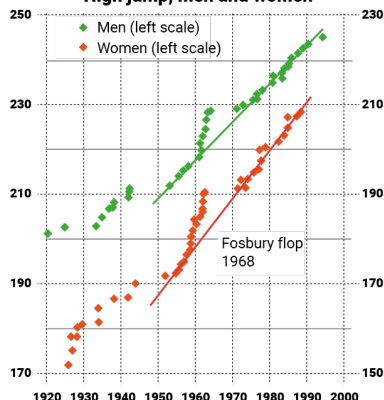


CHART B

World record 100 meters freestyle swimming times

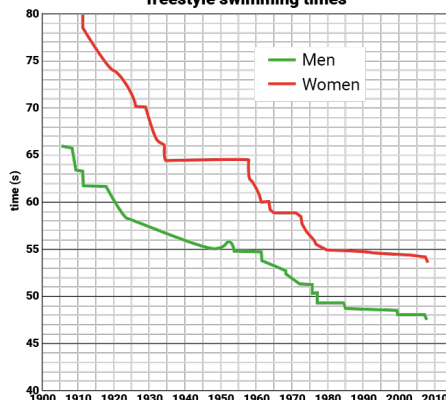
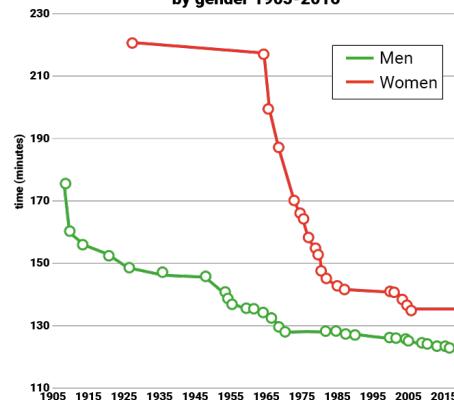


CHART C

Marathon World records by gender 1905-2016



2. Do the Language studio vocabulary exercises. → Language studio p.128: Describing changes and statistics

3. Which graph does each sentence describe: A, B, or C?

- The record *rises* to over two meters in the 1970s and continues to *increase*.
- Record times *fall* for women until 1940, then *stay the same* for some time.
- The men's record time *drops* to under 130 minutes in the late 1960s.
- The time for the women's event has *remained unchanged* for the last ten years.
- The chart *reaches its highest point* in the 1990s.
- The fastest time *decreases* by almost ten minutes in the early 1900s.

How much better can humans become at sports in general? Make five predictions about the future. Use the graphs, the ideas below, and the phrases in *italics* above.



number of goals in a soccer game / basketball game
world records in running / swimming / jumping
fastest times for motorcycle racing / Formula 1
world records in biking races (e.g., Tour de France)



I think records in biking races will stay the same.

I believe that the record for the women's marathon might drop to under 130 minutes.



LISTENING



4.  33 Listen to a lecture about the progression in world records. What three reasons does the speaker give to explain the trends?
5. Listen again and complete the notes.
- Humans can now run faster, swim faster, and ...
 - Elite sports organizations look for people with ... and train them.
 - Michael Phelps had a large upper body which is ...
 - In the end, technologically advanced swimsuits from the 2000s were ...
 - A fast track and ... make a difference.
 - Before 1954, nobody believed it was possible to run ...
 - An important barrier for the 100-meter race was ...
 - The speaker believes that it's too early to say when ...

GRAMMAR

6. Look at the grammar box. Then put the words in parentheses in the correct order to complete the sentences.

- The British marathon runner Paula Radcliffe the world record in 2002. (break / managed / to)
- Scientists predict that runners nine seconds for the 100-meter race. (to / be / beat / will / able / never)
- Based on current statistics, some mathematicians predict that swimmers 50 meters in zero seconds by the year 2994! (be / to / swim / will / able)
- So far, nobody Wilt Chamberlain's record of 100 points in a single basketball game. (managed / has / beat / to)
- In sports like the long jump and the high jump, athletes at higher altitudes. (better / do / often / can)
- In the original Olympic games in Ancient Greece, ordinary people in the events. (often / could / participate)

7. Complete the sentence beginnings with information about you and your sporting ability.

- I've never been able to ...
- Once I managed to ...
- I would love to be able to ...
- When I was younger, I could ...

SPEAKING

8. Work in pairs. You are going to do a survey about the abilities of the other people in the class. Read the questions below. Then choose one area and add three more questions.

SPORTS

What sports were you able to do when you were younger that you can't do now?
Have you ever managed to complete a very difficult sporting event?
What was it?
How fast can you ...
run 5km? swim 500m?
ride a bicycle 20km?

MUSIC

Could you play a musical instrument when you were a child?
Are you able to read music?
What instrument would you like to be able to play?

ART

How well can you draw?
Have you ever taken a really great photo?
If you could be very good at a certain kind of art, what would it be?

Grammar Box: Past, present, and future ability

Look at the examples and answer the questions.

- Humans *can* now run faster, swim faster, and jump higher.
- Runners *are able to* increase their speed on special fast tracks.
- Will we be able to* run a marathon in less than two hours?
- Michael Phelps *managed to* break the world record.
- Michael Phelps *could* swim very well as a child.

- Which words are used to talk about ability: in the present, in the past, and in the future?
- Which words are used to talk about ability in general and ability in a specific case?

➔ Language studio p.142: Past, present, and future ability

Take your questions and interview other people in the class. Make a note of their answers.

Look at the different answers that you have. Compare them and summarize your findings to another partner.

7B Jewelry on men

VOCABULARY || Jewelry

- Look at the photos and describe all the pieces of jewelry you see. Use these words to help you.

bracelet chain diamond earring gold necklace precious stones ring

- Do the Language studio vocabulary exercise.

→ Language studio p. 128: Jewelry



PAIRWORK 7B Spot the difference



- Answer the questions in pairs.

- Do you wear any jewelry? Why? / Why not?
- Describe some items of jewelry that you own or have given to someone.
- Imagine one of the men in the photos was your father, your boyfriend, or your son. Would you approve of the choice of jewelry?



READING ||

- Look at the webpage of results and links from a search engine. Read it through quickly. What do you think the search terms were?

- where to buy jewelry
- should men wear jewelry?
- difference between men's and women's jewelry

440,000,000 results

A Sponsored link

Buy men's jewelry online

Avoid waiting in line at the store for a wide range of men's jewelry online at HS Precious. Free delivery in the US, or you can choose to pick up your purchase at our store.

B Sponsored link

Ernest Pink jewelry for men

Do you want to buy the perfect gift for the man with everything? In our extensive collection of men's jewelry, you can expect to find the perfect ring, earrings, or chain for men. All are from top designers. Click here to find out more ...

C Men and jewelry through the ages

Oct 23, 2018 – A new photo exhibition coming to the Central Museum next month aims to examine the relationship between men and jewelry. How have men used jewelry in history and how is it different in different countries?

D All your jewelry questions answered

Mar 20, 2012 – I've considered wearing my wedding ring on my right hand, but I'm not sure if this is correct or not.

E A man's guide to wearing jewelry

Feb 23, 2015 – When it comes to jewelry for men, simple is better. If you worry about wearing too much, then remember to follow the rule of three: a nice watch, a pair of cufflinks and, if you're married, a simple gold ring.

F Your thoughts on men and necklaces?

Jun 5, 2005 – I really like jewelry on men. Wedding rings? Oh, yes. A nice watch? Sure. A simple chain, usually hidden under the shirt? Also, yes.

G Very few men can, or should, wear jewelry

Jan 19, 2016 – OK, so I remember seeing rings and necklaces on famous actors like Johnny Depp, but let's be honest, there are very few men who can do this well ...

H Holiday gift ideas for that special man

Dec 15, 2018 – You feel like getting him a special gift, but you can't afford to buy an expensive watch. Don't worry! There are more and more options now in men's jewelry, and our helpful guide will tell you everything.

People also ask ...

How do you ask him to stop buying you jewelry?

Best men's necklaces of 2018

Trends in jewelry buying remain unchanged in 2020

Where can I buy cheap men's jewelry online?

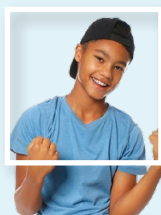




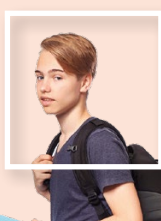
5. Read the webpage again. In which link (A-H) would you find these sentences? In some cases, more than one answer may be possible.
1. Bracelets don't have to be gold or silver. Consider buying some other metal or a nice strong leather one.
 2. I read somewhere that according to tradition, you need to wear it closer to your heart, so on the left.
 3. I even enjoy seeing big old gold necklaces, it's true!
 4. Why? Because if you try to wear more than this, it doesn't work. Unless you're a rock star.
 5. Sign up for our newsletter and you'll get 10% off your next purchase.
 6. In 1861, the watch chain was born and quickly became a popular item at the time.
6. Which links in these search results express an opinion? Do you agree with what the writer says? Why? / Why not? Tell a partner.

GRAMMAR

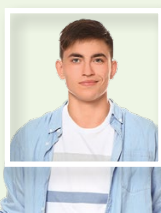
7. Look at the grammar box. Then complete the sentences with the correct form of the verbs in parentheses.



Jack's great-grandfather had always promised ^{1.} (give) his big gold chain to Jack. When he died, Jack considered ^{2.} (keep) it, but needed the money and finally sold it.



Stephen is 13 years old. He wants ^{3.} (wear) an earring. His mother feels like ^{4.} (say) yes, but his father refuses ^{5.} (let) him.



Joaquin can't afford ^{6.} (buy) a really valuable piece of jewelry, so he gets his girlfriend a fake pearl necklace. He doesn't tell her it's fake.



Philip receives a gold chain from his partner. He puts it on and goes to work. After two days, he is called to a meeting. "Stop ^{7.} (wear) the necklace," they say. "It's not appropriate here."

Grammar Box: Infinitives and -ing forms

Find these verbs in the webpage and put them in the correct part of the table.

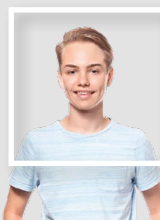
afford aim avoid choose consider
expect feel like want worry about

Verb + to + infinitive	Verbs + -ing form
decide promise refuse offer	enjoy dislike imagine appreciate

Some verbs take the **-ing** form and the infinitive form, with a change of meaning. Look at the sentences and answer the questions.

1. **Remember to follow** the rule of three ...
Which happens first, *remember* or *follow the rule*?
2. I **remember seeing** necklaces and watches.
Which happened first, *seeing* or *remember*?
3. He **stopped to look** for the necklace, ...
Which happened first, *stopped* (a different activity) or *look* (for the necklace)?
4. He **stopped looking** for the necklace.
Which happened first, *stopped* (the activity) or *looking* (for the necklace)?

→ **Language studio p.142: Infinitives and -ing forms**



Victor is given an expensive piece of jewelry by his mother-in-law. He secretly thinks it's very ugly. His wife expects him ^{8.} (wear) it all the time.



Ivan finds a beautiful silver bracelet on the bus. He decides ^{9.} (take) it and later gives it to his mother for her birthday. He doesn't say where he got it.

SPEAKING

8. Work in pairs. Look at the situations in Exercise 7. For each situation, answer the questions:
1. What would you do?
 2. Imagine the person was a girl or a woman. Would this change your opinion?

VOCABULARY || Expressions with *make*

1. Work in pairs. Think of your relationship with one of these people and answer the questions.

your brother or sister your parents your children your grandparents

- How would you describe your relationship? 2. How was it different ten years ago?
- Who is talking? Read the sentences. Put (P) if this is something a parent says to a child or (C) if it's something a child says to a parent.
 - Everyone *made fun* of my clothes today. They were all laughing.
 - Stop *making a face* and eat your vegetables.
 - The park or the movies? *Make up your mind*, quickly!
 - You didn't *make your bed* today.
 - Will I *make friends* at my new school?
 - Henry's not a real person. He's a friend that I *made up*.
 - We want you to *make a good impression* on your first day at school.
 - If you studied harder, it would really *make a difference*.
 - Make sure* you don't forget your lunch!

What are the phrases in italics in your language?

-  3.  34 Listen to how these expressions are pronounced. Say the expressions.

 make up your mind make a difference make a face make it up

Which words are linked in these phrases? Draw a line to show the linked words.

How was it different? eat your vegetables the park or the movies? first day at school

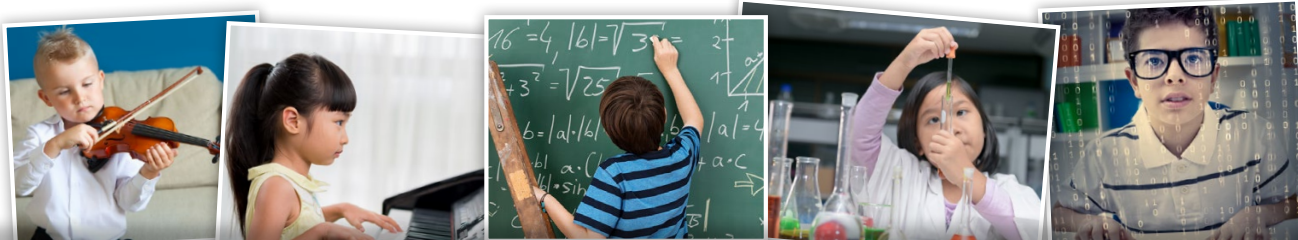
-   35 Listen to check your answers. Practice the phrases.

4. Did your parents say any of the things in Exercise 2 to you? Did you say any of them to your parents? Ask and answer with a partner.

→ Language studio p. 129: Expressions with *make*

VIDEO || Watch and listen

5. Read the Life Stories introduction and look at the photos. What kinds of activities do child prodigies do well?



In psychology, the term *child prodigy* is used to talk about a person under ten years old who does certain activities as well as an expert adult. Child prodigies are extremely rare. In today's Life Story, Stefanie talks about her experience as a child prodigy, and where she is now.

-  6.  19  36 Watch or listen to the Life Story. Answer the questions.

- What activities did Stefanie do very well? 2. What has changed since her childhood?



Watch or listen again. What is the significance of these phrases or numbers? Make notes, then compare your answers with a partner.

- four years old 3. 154 5. nine years old 7. five times
- six years old 4. 140 + 6. six 8. 20 years old



GRAMMAR

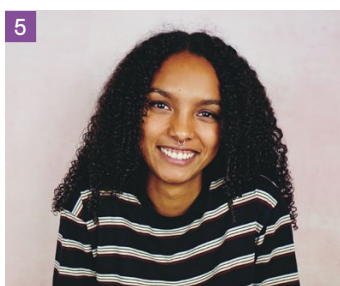
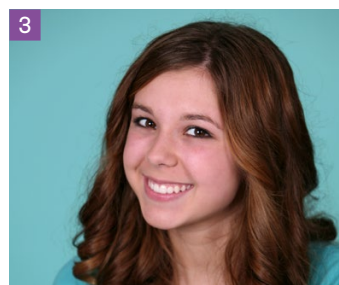
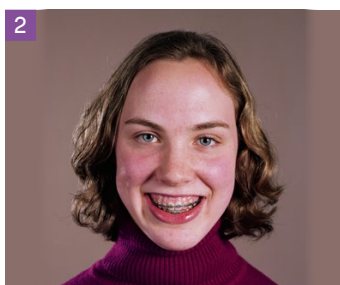
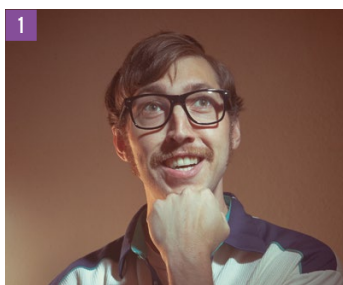
7. Read the text and choose the correct options.

We knew Stefanie was special ¹*while* / *as soon as* she could walk and talk. She was so curious about everything. ²*While* / *During* the other children were watching cartoons, Stefanie was watching YouTube videos of classical pianists. ³*After* / *Meanwhile* she started school, the teacher called us to say that Stefanie should be in a higher grade. ⁴*During* / *While* all her time at school, everything seemed so easy for her. I don't think we realized that maybe she wasn't so happy. ⁵*During* / *Meanwhile*, she did one amazing thing after another. ⁶*Once* / *While* she had finished her degree, she got a job at the post office, sorting mail. We were shocked. ⁷*Afterwards* / *Meanwhile*, we accepted it. You just have to accept what is best for your child.

SPEAKING & WRITING

8. Work in groups of three to five people. You are going to write a story about a child prodigy. Follow the instructions.

1. Choose one of the photos below. Give your person a name and decide what he / she can do that makes him / her a prodigy (play musical instruments, speak languages, do math, fix computers, play chess ...).



2. Take turns adding sentences to your story. Use these phrases. You can add more details if you like. One person should write the sentences down.

(name) discovered he / she was a child prodigy when ...

Once, ...

His / Her parents didn't know anything until ...

After ...

While he / she was at school ...

During ...

Meanwhile, his / her teachers ...

In the end ...

Check your story for any errors. Then read your story aloud to the class.

Grammar Box: Time linkers

Read how we use the time linkers *after*, *afterwards*, *once*, *during*, *while*, and *meanwhile*. Look at the examples, then find one other example of each linker in the transcript on page 154.

One action after another	Actions happening at the same time
Combining two actions in one sentence	
<i>After</i> + noun, ... After school, I studied music.	<i>During</i> + noun, ... During my lunch break, I practiced.
<i>After</i> subject + verb, subject + verb After I graduated, I went to work.	Subject + verb <i>while</i> subject + verb. I met Stefanie while I was in college.
<i>As soon as</i> / <i>Once</i> subject + verb, subject + verb As soon as / Once I finished one thing, I started the next.	
Beginning a new sentence	
<i>Afterwards</i> , subject + verb Afterwards, I changed jobs.	<i>Meanwhile</i> , subject + verb Meanwhile, my parents were amazed.

→ Language studio p. 142: Time linkers

GET READY

1. Look at the hotel room problems on the right. Ask and answer the questions with a partner.

- Have you ever had one or more of these problems?
- If you were in a hotel room with this problem, what would you do?



Brian

2 days ago

"Hotel phone doesn't work"
 "Room is too noisy"
 "Air conditioning / heat too high"
 "WiFi doesn't work"
 "No hot water in the bathroom"
 "Lights don't work"

WATCH

- 20 Watch the beginning of the 101 video without sound. What is the complaint?
- 21 Watch the whole video. Are the sentences true or false?

- Monday morning:** The guest has only hot water.
- Monday evening:** The guest can't turn on the water.
- Monday evening:** The receptionist says he will call someone.
- Tuesday morning:** The guest says there is no water at all.
- Tuesday morning:** The receptionist says there is something he can do.
- Tuesday evening:** The guest can't leave the bedroom.

Correct the false sentences.



ANALYZE

4. Complete the table with these words.

afraid appears bother hear nothing slight wrong

Begin politely	Make the complaint	Replies
Excuse me,	there's something ^{3.} in our hotel room.	I'm so sorry, I'll ...
Sorry to ^{1.} you,	there ^{4.} to be a problem in the bathroom.	I'm sorry to ^{6.} that, I'll ...
I'm sorry but,	there's a ^{5.} problem with the hot water.	I'm afraid there's ^{7.} we can do.
I'm ^{2.} ...	I want to complain about our room.	
Sorry to say this, but ...		

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

5. Say these words. Which syllable has the most stress?

excuse afraid problem complain hotel appear

- 37 Listen and practice the phrases. Pay attention to the word stress.

REHEARSE

6. Work in pairs, A and B. Read the situation.

Student A

You are a guest at the hotel. There are three things wrong with your room. Use the ideas in Exercise 1. Go to reception and make a complaint. Begin politely.

Student B

You are the receptionist. Listen to Student A. Then offer to help. You can help with at least two of the complaints.

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

1. Choose the correct options.

- I always make *a difference* / *sure* that I haven't forgotten anything before I go out.
- I can't remember the last time that I made my *bed* / *blanket*.
- I don't usually worry about *make* / *making* mistakes in my homework.
- I have never found it easy to make *sure* / *up my mind* about big decisions.
- I have never promised *doing* / *to do* something and then not done it.
- I usually avoid *talking* / *to talk* about politics.
- I would never refuse *helping* / *to help* a member of my family.
- I never make *friends* / *fun of* other people.

Change the sentences in Exercise 1 so they are true for you. Then compare your sentences with a partner. How many things do you have in common?



2. Complete the text with these words.

after after afterwards as soon as / once as soon as / once during meanwhile while

Percy Fawcett was an English explorer who visited South America at least four times ^{1.} the early years of the 20th century. ^{2.} he was there, he explored the jungle between Brazil and Bolivia in order to make a map of the area for the local authorities. ^{3.}, he became interested in stories of a lost city in the Mato Grosso region of Brazil. ^{4.} war broke out in Europe in 1914, Fawcett had to return to England to join the army. However, ^{5.} the war had ended, Fawcett returned to Brazil to look for the lost city. ^{6.} everything was ready, he made his first attempt in 1920. It was not a success and, ^{7.}, he had to wait five years before trying again. Five weeks ^{8.} setting off, he wrote to his wife, "You need have no fear of any failure." He was never seen again.

3. Look at the photo above of the items found by a metal detector. Write six sentences about the objects A-G using *It / They must / might / may / could / couldn't be ...* and these words.

antique bracelet diamond earring fake gold necklace pearl pin precious stone ring silver valuable

Complete the sentences about the photo using a past modal of deduction and the verbs in parentheses. More than one answer is possible.

- These things look very new – they (be) there very long.
- None of them are valuable, I think. A young girl (put) them there for some reason.
- Maybe she was playing. It (be) a game of some kind.
- It (be) a boy who buried these things, of course.
- The child (forget) where everything was.

PAIRWORK A

Do this activity in pairs, A and B.

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



You are going to do this activity in two rounds. In each round, you need to make your partner guess the words in the list. Follow the instructions for each round.

Round 1

Your partner must guess these words or phrases. Give definitions or examples.

antique a pearl a fall (in statistics) a wedding ring
to make sure

This is something you wear on your finger when you are married.

Round 2

Your partner must guess these words or phrases. You can't talk! You can only use gestures or drawings to help your partner guess.

to increase a bar chart make a face
a frame to celebrate

4. ERROR CORRECTION Change one word in each sentence to make it correct.

- Do you like having your picture took?
- Do you think you can be able to buy your own home one day?
- Have you ever been your phone repaired?
- How well can you speak English when you were ten?
- What is the longest book you have manage to read?
- When was the last time you had pizza delivering to your home?
- When will you next make your hair cut?

Ask and answer the questions above with a partner.

5. Match the sentence halves 1–7 with a–g.

- | | |
|---|--------------------------|
| 1. We really need to find a <i>solution</i> | a) between these things. |
| 2. They never gave an <i>explanation</i> | b) for what they did. |
| 3. I haven't received an <i>invitation</i> | c) into what happened. |
| 4. He made a full <i>confession</i> | d) of the thief. |
| 5. There's no <i>connection</i> | e) to the party. |
| 6. We want a full <i>investigation</i> | f) to the police. |
| 7. She gave them a <i>description</i> | g) to the problem soon. |

Write the verb forms of the nouns in italics above.

6. Complete the dialogues at a cell phone store and a car rental office with these words.

afraid bother nothing say slight speaking tend whole wrong

A: Sorry to ¹ you, but there's something ² with my phone.

B: I'm sorry to hear that. What appears to be the problem?

A: Well, on the ³, it's working fine, but there's a ⁴ problem with the WiFi sometimes.

B: These phones ⁵ to have very good connectivity. Let me have a look.

C: I'm ⁶ there's a problem with my car. It's not the car I ordered.

D: Ah yes, we've given you a bigger model for the same price. Generally ⁷, people are happier when we give them a bigger car.

C: But it's not the one I wanted.

D: Sorry to ⁸ this, but I'm afraid there's ⁹ we can do. We don't have the smaller models today.

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

Write three verbs that mean fall or rise. (7A)

Write five verbs that can describe body movements. (8A)

Write three pieces of information about DB Cooper. (8B)

Write five things that you can find on a bed. (8C)

Write two pieces of advice about visiting Britain. (8 101)

More practice

➔ Writing 4 p. 119

➔ WB pp. 45–46, Vocabulary Beats, p. 47

CLIL Projects

EXAM PRACTICE CAMBRIDGE B2 FIRST READING & USE OF ENGLISH PART 5, WRITING PART 2; IELTS READING; TOEIC LISTENING

PAIRWORK B

Do this activity in pairs, A and B.

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



You are going to do this activity in two rounds. In each round, you need to make your partner guess the words in the list. Follow the instructions for each round.

Round 1

Your partner must guess these words or phrases. Give definitions or examples.

fake to blink a confession a cushion
to remain unchanged

This is when you open and close both your eyes quickly.

Round 2

Your partner must guess these words or phrases. You can't talk! You can only use gestures or drawings to help your partner guess.

a pie chart cufflinks a stool a candle
to make your bed