

AMERICAN studio

Upper-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

**EDUCATION**

7A College towns

VOCABULARY | Making an evaluation
GRAMMAR | Adjective order
OUTCOME | Evaluate two college towns

**ARTS & ENTERTAINMENT**

7B Movie monsters

VOCABULARY | Talking about fear
GRAMMAR | Relative clauses
OUTCOME | Write a story

**STUDIO VIEWS**

7C The nomad

VOCABULARY | Needs
GRAMMAR | Future in the past
OUTCOME | Discuss the sense of belonging



101

THINGS
TO DO IN
ENGLISH

Express a preference



VOCABULARY || Making an evaluation

1. Work with a partner. What are the most famous colleges and universities in your country? What is special about them?
 2. Find words and phrases in the list of questions that match the definitions.
 1. ask for advice from someone who knows more than you
 2. look carefully at something to find out if it is satisfactory
 3. say how good or bad something is
 4. something that is more important for you
 5. something that you can choose
 6. the opinion that people have about how good or bad something is
 7. things that affect or cause something else
 8. think carefully about something before making a decision
- Language studio p. 128: Making an evaluation
3. Work in pairs. Imagine you are thinking about studying at a new college or university. Discuss the questions in Exercise 2.

Choosing a college or university**6 questions that will help you make up your mind**

1. What is your priority – a course that will lead to a good job or a course that you will enjoy?
2. How do other people rate the quality of the teaching and the school's facilities?
3. What can you find out about the school's reputation?
4. Is it possible for you to check out the campus by visiting it and talking to other students?
5. Who can you consult before deciding which option to choose?
6. What other factors should you consider?



Top tips

for prospective international students

Looking for an English-language university course in another country? A degree from a foreign university or college will look good on your resume, but how do you choose where to go?

1. ☐

Massachusetts Institute of Technology (MIT) and Harvard University are two of the world's highest-rated universities. Both are located in Cambridge, Massachusetts, a town that is packed full of cool places to hang out and fascinating historical monuments. With enormous, ultra-modern research facilities (including its own nuclear reactor), and an impressive long list of world-famous Nobel Prize winners, both deserve their reputation, but you'll need more than \$65,000 a year to study there. Studying at the University of Cambridge in England, in one of the most beautiful cities in the world, with its breathtaking medieval architecture and picturesque green courtyards, will be less costly, but not by much. Universities in English-speaking countries are often extremely expensive, so check out English-language options elsewhere. Switzerland, for example, has two of the best universities in the world, in Zurich and Lausanne, but they are about three times cheaper than the top US colleges.

2. ☐

Perhaps more important than a university's reputation is the reputation of the degree that you want to study. Some of the best universities in the world to study engineering, for example, are in China (Peking University and Hong Kong University of Science and Technology) and these will cost much less than the top universities in the US and the UK. Make sure you consult the international league tables for your subject area before making any decisions.



Peking University

3. ☐

Life as an international student can sometimes be financially hard, tiring, and lonely, so consider somewhere with lots of other people like you. Berlin, in Germany, has three top universities offering English-language courses with no tuition fees, and with 160,000 students from around the world, it should be easy to make friends. Multicultural Berlin has an efficient, large public transportation network and accommodation is not too hard to find. And with its exciting, affordable nightlife, it is also an excellent place to have fun.

4. ☐

Millions of people dream of attending one of the most well-known American or British universities, but your chances of getting a place at Stanford, Princeton, or Yale are less than 1 in 14. Oslo, Paris, Mexico City, and Mumbai all have universities in the global top 200 and tuition is much lower than in English-speaking countries.

Harvard



READING

4. Read the article on page 62. What are the advantages and disadvantages of studying at a college or university in another country? Would you like to study in another country?
5. Read the article and match the paragraphs (1-4) with the headings (a-e). There is one heading that you do not need.
- a) *Be realistic*
b) *Finding a job after the course*
c) *Friendliness and international students*
d) *Get your priorities right: universities and courses*
e) *Reputation and costs*
6. Read the article again. Put a check (✓) next to the information (1-7) that is mentioned.
1. MIT is rated more highly than Harvard.
2. Cambridge, Massachusetts, is a good place to study.
3. The University of Cambridge is cheaper than MIT and Harvard.
4. Berlin is a good place to meet other students.
5. Germany is a good place to look for work after your studies.
6. The possibility of studying at Yale is not high.
7. The cost of living in Norway is very high.
7. Which of the university towns that are mentioned in the article appeal to you most? Why?

GRAMMAR Adjective order

8. Look at the grammar box. Then put the words in parentheses in the correct places in the sentences.
1. It's a good place for international undergraduate students. (young)
2. In the middle of the college is an amazing glass lecture theater. (round)
3. The university has extensive sports facilities. (modern)
4. You will experience a warm welcome when you arrive. (American)
5. The campus is a 600-acre colorful park. (lovely)
6. Cambridge is full of pretty cafés that are popular with students. (little)
7. There are lots of old stone houses near the college where students live. (beautiful)

SPEAKING & WRITING

9. Work in pairs. Think of two university towns in your country and compare them. Use the topics below or your own ideas.

The town

cost of living (accommodation, food, & transportation)
number of international students in the town
variety of things to do for young people (arts, sports, & nightlife)
friendliness of the people
possibilities of finding part-time jobs

The university

tuition
reputation
location
facilities

Grammar Box: Adjective order

Look at the phrases below. Put a check (✓) next to the ones that you think sound correct and correct the others. Then look at the article again and check your answers.

1. fascinating historical monuments
2. ultra-modern research enormous facilities
3. an impressive long list
4. medieval breathtaking architecture
5. picturesque green courtyards
6. an efficient public transportation large network
7. the most well-known American or British universities

Look at the adjectives above and match them with the categories below. There are two categories that you do not need.

superlative → opinion → size →
age → shape → color → nationality
→ material → purpose

→ Language studio p. 138: Adjective order

Posted by lkm15 — 2 weeks ago

Advice needed

Hey! I'm planning to study in [country X] next year (Computer Science) and I am not sure where the best place to go is. Where would you recommend? Many thanks!

8 comments

share

10. Choose one of the places that you discussed in Exercise 9 and write a short reply to the question in the post.



VOCABULARY || Talking about fear

1. Match the sentence halves.

1. I'm anxious	5. I'm	a) made my blood run cold.	e) about my next visit to the doctor.
2. Walking alone at night makes	6. The sound of footsteps	b) a little creepy.	f) of spiders.
3. I find that guy	7. Horror movies give me	c) scared stiff of flying.	g) me quite uneasy.
4. I'm terrified	8. The news of the accident	d) nightmares.	h) makes my hair stand on end.

Put the sentences into two groups: a) someone who is a little bit frightened; b) someone who is very frightened.

→ Language studio p. 128: Talking about fear

2. Work in pairs. Read the following situations. How frightened would you be in each one? Describe your reaction.

1. It is five minutes before an important exam and you don't think you've studied enough.
2. You are driving on the highway and a big truck passes you very quickly.
3. You are in a very small elevator with other people and suddenly it stops.
4. You have to give a presentation to a room of 500 people.
5. You are changing channels on TV and suddenly you land on a scary scene in a horror movie.

LISTENING & READING ||

3. Have you seen any horror movies with monsters in them? What can you remember about the movies?
4. You are going to listen to a synopsis of the classic 1979 movie *Alien*. First, check you understand these words and phrases.

crew distress call fall into a coma hunt down parasite



37 Listen to the synopsis and try to remember as much as you can. Then work in pairs and try to retell the story.

5. Read about the monster in the movie *Alien*. Decide if the statements are *true*, *false*, or the text *doesn't say*.

1. The Xenomorph was the first movie alien ¹that audiences were really afraid of.
2. The artist ²who designed the monster deliberately left out eyes.
3. The actor could not see very well in the suit.
4. The director kept Bardejo away from the other actors because they were scared of him.
5. There were a total of three actors ³who wore the alien suit.
6. Audiences didn't react well to the first half of the movie because it didn't show the monster.

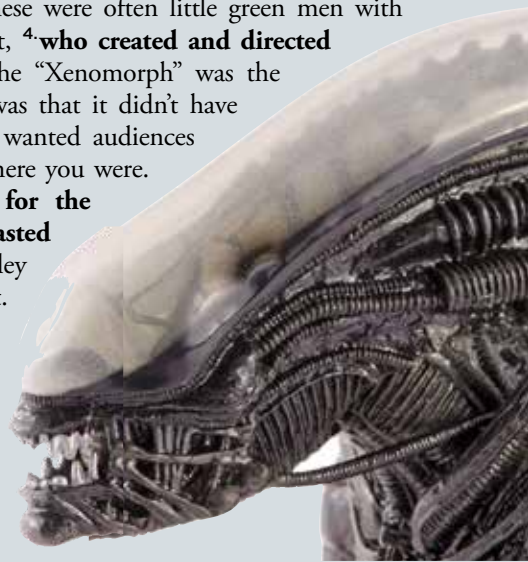
A history of movie monsters #33:

The Xenomorph in *Alien* (1979)

Hollywood had used visitors from outer space in movies before *Alien*, but these were often little green men with big heads or giant robots, and they typically weren't very scary. Ridley Scott, ⁴who created and directed the movie *Alien*, showed what a truly terrifying creature an alien could be. The "Xenomorph" was the name of the movie's title character. One of the key aspects of the Xenomorph was that it didn't have any eyes. The Xenomorph was designed by an artist named H.G. Giger. Giger wanted audiences to understand that even though the alien didn't look at you, it somehow knew where you were.

Bolaji Bardejo, ⁵whose height and long thin arms made him perfect for the role, was the actor in the alien suit. During the filming of *Alien*, ⁶which lasted over 14 weeks, Bardejo didn't take breaks or hang out with the cast. Ridley Scott wanted the other actors to genuinely feel more afraid of him as a result.

One of the brilliant things Ridley Scott realized is that the less you actually see a monster, the scarier it becomes in your mind. The Xenomorph only has four minutes of screen time in the original *Alien*. In fact, you don't see the title character at all for the first hour of the movie, ⁷which was revolutionary for a mainstream movie at the time. As the alien hunts the crew of the ship, it isn't truly revealed in all its terrifying glory until the very end of the movie.





GRAMMAR || Relative clauses

6. Look at the grammar box. Then read about another famous movie monster and add the information (a-f) in the correct place, using a relative pronoun only if necessary.

- the chains are holding him
- they have become legendary in movie history
- he fights off attacks from airplanes
- they are visiting a location to make their next movie
- they call the show "The Eighth Wonder of the World"
- his name is King Kong



The movie *King Kong* begins with a movie crew ¹ . It is a creepy and mysterious place called Skull Island. They quickly discover that dinosaurs and other terrifying beasts are living there. They haven't been there long when they meet a giant ape, ² . Kong then saves the lead actress, Ann Darrow, from a group of other monsters. The crew capture King Kong and display him in a show ³ . Eventually, King Kong breaks the chains ⁴ and escapes. In the final scenes, ⁵ , Kong destroys parts of New York and captures Ann Darrow. He takes her to the top of the Empire State Building, ⁶ . At the end of the movie, Kong is mortally wounded by gunfire and falls to his death.

Grammar Box: Relative clauses

Look at the relative clauses in bold in Exercise 5 on page 64 and the article. Put them into two groups: a) defining relative clauses; b) non-defining relative clauses.

Choose the correct options to complete the rules.

- Non-defining* / *defining* relative clauses are separated from the rest of the sentence by commas.
- In *defining* / *non-defining* relative clauses we can replace the pronoun *who* or *which* with *that*.
- To show possession in a relative clause, we use the word *who* / *which* / *whose*.
- If the relative pronoun is the *subject* / *object* of the relative clause, we can omit it.

→ p. 139 Language studio: Relative clauses

7. Complete the relative clauses in the sentences with your own ideas.

- I don't usually watch movies like *Alien* that ...
- As a child, I was scared stiff of movies that ...
- Horror movies are popular with people who ...
- Another popular movie monster is a giant shark, who ...
- I once had a nightmare about a monster whose ...

Work in pairs. Read the relative clause part of your sentence (but do not say the relative pronoun). Your partner must guess which sentence you are completing.



PAIRWORK 7B Definition choices

SPEAKING & WRITING ||

8. Work in pairs. You are going to write a synopsis for a new horror story by working with other pairs. Follow the instructions below.

Copy sentence 1 of the story below onto a piece of paper.

Discuss ideas for how to add to the sentence, then choose the best idea and write it down. You can add to the sentence or write a new sentence.

Now exchange pieces of paper with another pair of students. Read what the other pair has written.

Discuss with your partner how to add details to sentence 2. Write this down.

Exchange papers with another pair and continue.

- A group of scientists are working at a research station. (Add a detail about the group or the station.)
- They discover some strange objects. The objects make them uneasy, so the scientists take them back to the station to investigate. (Add a detail about what they find.)
- The scientist examines the objects. Her blood runs cold when she realizes the truth. (Which scientist? Add a detail about the scientist.)
- The other scientists begin to have strange nightmares. (Add details about the scientists or the nightmares.)
- The object suddenly makes a terrifying sound. (Which object? Add a detail about the object.)
- What happens next? Add two or three sentences.



7C The nomad

A digital nomad's "office" near Chiang Mai, Thailand



Chiang Mai

Tallinn



Tbilisi

VOCABULARY Needs

1. Where do you feel most at home? Why do you feel at home there?

in my bedroom

at my mother's home

wherever my family is

in my local coffee shop

2. Put the sentences into two groups: a) the home-lover; b) the adventurer.

- Financial security and job security are very important to me.
- I am in no hurry to settle down and raise a family.
- I am not interested in owning property or having lots of possessions.

- I have very strong family ties and friendships and would not want to live far away from home.
- I feel very attached to my home town and my country.
- Variety is more important than stability in my life.

→ Language studio p. 128: Needs

3. Work in pairs. How true for you are the sentences in Exercise 2?

VIDEO Watch and listen

4. In this Studio Views video, Martina talks to Christine Vela, a digital nomad. Think of four questions that you would like to ask a digital nomad about their life. Then compare your ideas with a partner.

nomad (n) a person who moves from place to place



15 38

Watch or listen to the interview. Which of your questions did she answer?

5. Watch or listen to the interview again and put an (X) next to the topics that are not mentioned.

- the work that she does
- the problems of being a digital nomad
- the reasons for choosing a place to stay
- her closest friend
- the countries where she lived as a child
- where her parents live
- her reasons for wanting to go to Brighton
- her plans for the near future

What do you think about the way that Christine has chosen to live her life?



GRAMMAR || Future in the past

6. Look at the grammar box. Then rewrite the sentences using the words in parentheses so that they have the same meaning.

- I was going to explain everything later.
_____ (my plan)
- I was planning to buy the tickets yesterday.
_____ (meant)
- We were at the point of getting married.
_____ (about)
- My plan was to spend a year there.
_____ (going)
- The idea was to move back home after a year or two.
_____ (intending)
- We weren't intending to stay there forever.
_____ (intention)



7. 39 Listen to the pronunciation of the underlined words. Then practice saying the sentences.

- I was going to call you, but you called me first.
- She was intending to spend the weekend at home.
- We were planning to arrive early.

8. Complete the sentences with a structure from the grammar box and your own ideas. Then compare your ideas with a partner.

- I ran as fast as I could because I thought ...
- We were extremely worried because she said she ...
- I didn't know ... so I stayed at home.
- I ... but unfortunately I forgot!
- My plan ... until you persuaded me to change my mind.

SPEAKING ||

9. Work in pairs. Read the definition of "belongingness," then ask and answer the questions.

- How strongly do you feel you belong to the following groups? (0 = not at all, 1 = a little, 2 = a lot.) What other groups do you feel that you belong to?

your family your friends your school or your place of work your town your country

- How would you feel if you were separated from the different groups in question 1?
- What advice would you give to a digital nomad who arrives in your town and is feeling lonely?

What is meant by the need for belonging?

Belongingness ... The need to belong is the need to give and receive attention to and from others. **Belonging** is a strong and inevitable feeling that exists in human nature. To **belong** or not **belong** can occur due to choices of one's self or the choices of others.



Grammar Box: Future in the past

Look at the transcript on page 152 and write down how Christine expresses the ideas below.

- a) I was going to try to visit every country in the world.
b) _____
- a) I was intending to say, "My third time."
b) _____
- a) My plan was to go and live for a while back in Britain.
b) _____
- a) I was about to sort out my tickets.
b) _____

Underline all eight structures above that talk about future plans or intentions in the past. Then answer the questions.

- Which two structures are used to talk about something that was going to happen very soon?
- Which of the structures in the sentences above is followed by an *-ing* form?

→ p. 139 Language studio: Future in the past



GET READY

1. Work in pairs. How long do you usually take to decide the following?

- what to choose from a menu in a restaurant
- what to wear in the morning
- where to go on vacation

2.  16 Watch Tony and Miriam playing the game "This or that?" What are the rules of the game?

3.  40 Listen to the way Miriam's voice rises and falls in her questions.

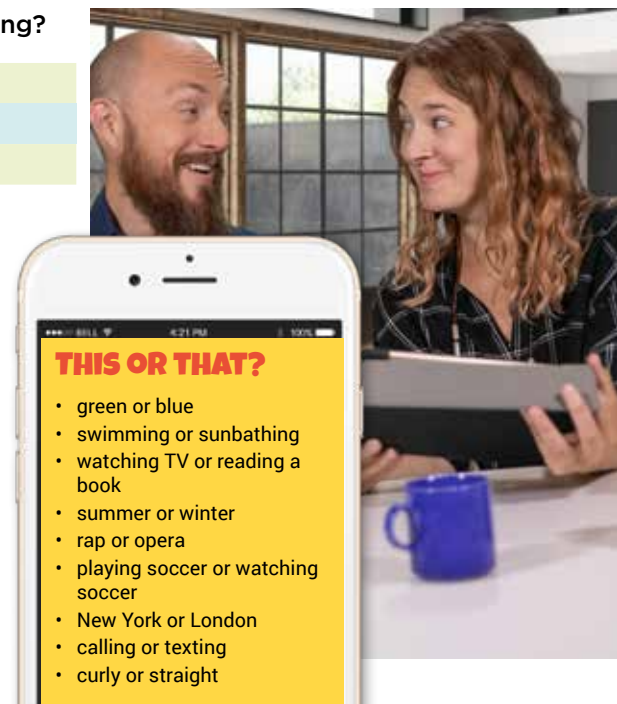
Swimming or sunbathing?

Practice this pattern with the pairs of words and phrases in Exercise 2.

4. Complete the sentences with the correct words.

- I'd go swimming, definitely. Every time.
- I (much / slightly) prefer reading watching TV.

Work in pairs. Play "This or that?"



WATCH

5.  17 Watch Tony and Miriam playing another game. How would you answer the questions? Does Tony give the same answers as you?

ANALYZE

6. Look at the phrases and complete the rules below with *rather* or *prefer*.

Ask someone for their preference

Would you rather travel into the past or into the future?
Do you have a preference?
Do you prefer reading a book (or watching TV)?
Would you prefer to ask the questions this time (or answer them)?

Express a preference

+	I (much) prefer reading a book to watching TV. I'd / I would prefer to continue playing (than go for a walk). I'd / I would rather know when I will die (than how I will die).	-	I'd rather not. I'd prefer not to. I'd rather we did something else.
---	--	---	--

- We use *I prefer* to talk about a general preference. We use *I'd prefer* to talk about a preference in a specific situation in the future.
- We use a noun or an *-ing* form after *I*
1. .
- We use an infinitive with *to* after *I'd*
2. .
- We use an infinitive without *to* after *I'd*
3. .
- We use the past tense after *I'd* 4. you / we ... , but it refers to a hypothetical future.

7. Find and correct five errors in the dialogue.

A: I think I'd prefer asking the questions in this game. Can I ask you difficult ones?
B: I'd rather you wouldn't! I'd prefer avoiding really personal things.
A: OK. Would you rather to kiss a frog or a rat?
B: Ugh! I'd rather not kissing either of them!

 41 Listen and check your answers.

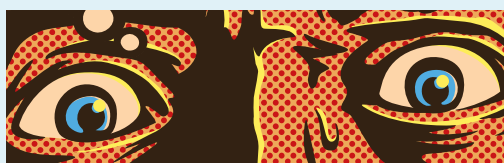
REHEARSE

8. Work in pairs. Write six questions for the "Would you rather ...?" game.

Film It  Work with a different partner and play the game using your questions. When you're ready, use the videoscape and play the game again using your questions. Then film it!

1. Complete the sentences with the past perfect form of the verbs in parentheses. Use the past perfect continuous whenever possible.

- The child went downstairs to the dark basement. His parents _____ (leave) the door open.
- The hikers all stopped talking. They _____ (hear) something in the forest.
- The woman looked over her shoulder. Someone _____ (follow) her.
- The explorers brought their discovery back to the lab. It _____ (live) under the sea for thousands of years.
- The scientist rubbed her eyes and continued her work. She _____ (not sleep) for the last few days.
- The alarms in the colony all went off at the same time. The invasion _____ (begin).



2. Read the guide's comments about a famous university. Then combine each of the comments into one sentence.

- | | |
|--|--|
| 1. It's an old university. It's important. It's American. | It's an _____. |
| 2. This library is modern. It's wonderful. And it's huge. | This is the _____. |
| 3. The old hall is a red-brick building. It's beautiful. And it's tall. | Here you can see the old hall, which is a _____. |
| 4. This is our sports center. It's new. And it's excellent. | This is our _____. |
| 5. This is the college sweatshirt. It's stylish. It's dark red. And it's cotton. | And here is our _____. |

3. Complete the excuses. Include the correct form of the words in parentheses.

- | | |
|--|--|
| 1. Why didn't you do your homework? | I _____ it, but there was a family emergency. (go, do) |
| 2. When are you giving the presentation? | I _____ it today, but I felt too self-conscious. (mean, give) |
| 3. Did you thank your aunt for the present? | I _____ to her, but I didn't have her email address. (go, write) |
| 4. You are in an unauthorized area. You can't be here. | Sorry, we _____ . (about, leave) |
| 5. You weren't at the sales conference on Monday. | We _____ there, but our flight was delayed. (intend, be) |
| 6. Where did you go on vacation? | Our _____ around the country, but we didn't have time. (idea, drive) |
| 7. I didn't see you in class this morning. | I _____ , but there was a storm and the roads were blocked. (go, come) |
| 8. Are we meeting for lunch or not? | I _____ you, but I was busy with work. (just, about, call). |

PAIRWORK A

Do this activity in pairs, A and B.

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



- You have the beginnings of six words. Read these to your partner. Your partner must listen and tell you the missing letters. Write down the complete words.
- Your partner will read the beginnings of six words. Find the correct way to complete these words from your list of endings. Tell this to your partner.
- When you have finished, do the following:
 - Check that you and your partner have the same answers.
 - Check that you can both remember the meaning of these words.

beginnings	endings
com ...	... alty
con ...	... eat
inva ...	... iety
inven ...	... ility
libe ...	... rity
prop ...	... tion

- Decide which category each word belongs to: CRIME, HISTORY, or NEEDS?

4. ERROR CORRECTION Change one word in each question to make it correct. For one sentence there are two possible answers.

1. Who do you consultate when you need to make an important decision?
2. Have you ever had to pay a parking sentence?
3. Do you have strong ties for a particular city or part of the country? Where?
4. Do you know anyone who is auto-employed? What do they do?
5. What is one of the scariest movies what you have seen?
6. What advice would you give to a new classmate in order that learn English successfully?

Ask and answer the questions with a partner.

5. Complete the text below with suitable words. Sometimes there is more than one possible answer.

In Almeria, southern Spain, there is a fascinating attraction ¹ _____ combines history and historical fiction. It is called Oasys MiniHollywood, and it's a replica of an American Wild West village. In 1964, the Italian film director Sergio Leone was looking for a site ² _____ make a series of Wild West movies. He found it in Tabernas, ³ _____ is Europe's only real desert. Leone apparently chose Spain in order ⁴ _____ to pay the more expensive costs of Hollywood.



The village, ⁵ _____ was specially built by Leone, is not a historical reproduction of a real American place. It was more a romantic idea of the Wild West ⁶ _____ people had during the 1960s and 1970s. Over the next 50 years it became one of the most popular places to make any movie, music video, or commercial set in the Wild West. It has now become a living history theme park for tourists, ⁷ _____ come from all over the world so ⁸ _____ they can check ⁹ _____ its dusty streets and see actors reproducing classic cowboy scenes.

6. Complete the replies to these comments with between one and three words.

1. Would you prefer the front or the back seat? _____ rather sit in the front.
2. I can't believe I got that question wrong. Don't _____ get to you.
3. Which is better, the red one or the blue one? I can't decide! Do you have a _____ ?
4. I failed another exam. I'm starting to lose my self-confidence. I know the _____. The same thing happened to me last year.
5. My basketball team lost the game tonight. Oh well, better _____ time.

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

Name three examples of famous colleges or universities from different countries.
(7A)

Write one example of a famous movie monster.
(7B)

Write four words that can begin with the prefix *self-*.
(8A)

Write two examples of real living historical re-enactments that happen around the world.
(8B)

Name two examples of internet piracy.
(8C)

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; TOEFL LISTENING; 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. Your partner will read the beginnings of six words. Find the correct way to complete these words from your list of endings. Tell this to your partner.
2. You have the beginnings of six words. Read these to your partner. Your partner must listen and tell you the missing letters. Write down the complete words.
3. When you have finished, do the following:
 - Check that you and your partner have the same answers.
 - Check that you can both remember the meaning of these words.

beginnings	endings
cau ...	... erty
def ...	... fess
pen ...	... mit
secu ...	... ration
stab ...	... sion
var ...	... tion

- Decide which category each word belongs to: CRIME, HISTORY, or NEEDS?