

AMERICAN studio

Advanced

Student's Book



APP with Pairwork Activities,
Audio & Video



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



BUSINESS

7A Power words

VOCABULARY | Advertising
GRAMMAR | Comparison
OUTCOME | Write a script for a radio ad



ARTS & ENTERTAINMENT

7B A life well lived

VOCABULARY | Euphemisms
OUTCOME | Write an obituary



STUDIO VIEWS

7C If only

VOCABULARY | Phrasal verbs:
 Life experiences
GRAMMAR | The unreal past
OUTCOME | Talk about regrets

101 THINGS
TO DO IN
ENGLISHMake a business
pitch



VOCABULARY || Advertising

1. Read the title of the article and look at the photos. What do you think the article is about?

Read the article and check your prediction.
Then answer the questions with a partner.

1. What does the first paragraph say about advertising? How does the writer emphasize this idea?
2. What points does the second paragraph make? Do you agree with them?
2. Work in pairs. Match five of the words and phrases in *italics* in the article with the photos (A-E). Then decide what the others mean. Use the context or a dictionary for help.

Can you think of other places where you see or hear ads? Make a list. Then compare lists with another pair.

→ Language studio p. 128: Advertising

3. Work in groups. Answer the questions, referring to the types of ads in the article.
 1. What ads do you find annoying? Why? Are there any you enjoy?
 2. What ads do you think are most and least effective? Why?
 3. Do you, or would you, pay not to see or hear ads on a digital service?

Ad saturation

Advertising. It's everywhere. On *billboards* in the street, on posters on walls, windows, and bus stops, on *transit ads* on the sides of buses and taxis. It's in the *freebies* and marketing *gimmicks* at the mall, in *jingles* on the radio, the *sponsorship* on your favorite team's shirt, in commercial breaks where your favorite songs are used to sell cars and clothes, the *product placement* in your favorite TV show, in the books celebrities *plug* in talk shows, in the *telemarketing* calls at all hours. It's in customer reviews and *testimonials* online, in the *mailing lists* you don't remember signing up for, in the *display ads* all over website pages, in the *pop-ups* that you need to close to keep reading. And is that another article? No, it's a *native ad* that looks just like everything else on the page but is recommended *just for you*. Because you match the advertiser's demographics and form part of their *target audience*.

Yes, we live in an ad-saturated world. But before you switch off, turn away, or download ad-blocking software, think about the other side of the coin. Behind the ads are businesses that need to sell their products and services, businesses that would make no money at all without advertising. And remember that many of your favorite free websites would not be free if they were unable to fund themselves through advertising.



LISTENING



4. **27** Work in pairs. Listen to the introduction to a radio show and answer the questions.

- What's the guest's job?
- What's she going to be talking about?
- What are your answers to the host's question?
Make a list.

28 Listen to the show and write Chandra's 14 words. Then compare answers. How many of her words are on your list from question 3?



5. Work in pairs. Match Chandra's 14 words with why they are powerful. Then listen again to check.

- | | |
|------------------------------------|------------------------------------|
| a) We want instant gratification. | h) We need to feel special. |
| b) We want protection from danger. | i) Time and money matter. |
| c) We want our expectations met. | j) Emotions trigger spending. |
| d) Our lives are busy. | k) We love a good deal. |
| e) We want evidence. | l) Being well comes first. |
| f) We seek new experiences. | m) Being different appeals. |
| g) Novelty is appealing. | n) We want any faults to be fixed. |

6. **WORDS IN CONTEXT** Explain what the words and phrases in *italics* mean.

- If a product is easier to use than its competitors, that's a strong *selling point*.
- We live in a world driven more and more by *instant gratification*.
- Some consumers are *on the lookout* for the very latest of everything.
- Our *health* is of the *utmost* importance to us.
- You* is the *ultimate* marketing power word.

7. Work in small groups. Which of your words from Exercise 4 were not mentioned on the show?

→ Language studio p. 128: The suffix *-ie*

WORD MAKER || The suffix *-ie*



In the radio interview you heard the word *freebie*, which ends in the suffix *-ie*.

To find out more, and to practice making words with *-ie*, do the Word maker exercise in the Language studio.

GRAMMAR || Comparison

8. Look at the grammar box. Then choose the correct options to complete the ad.
What type of store could it be an ad for?

With permanent discounts on more ¹*of / than* a thousand products, we always have the ²*most / very* best offers on the most essential products. And with our regular three-for-the-price-of-two offers, you'll find that the more you buy, ³*less / the less* you spend, giving you ⁴*even / more* better value for money. It's all part of our price pledge. If you can find the same product for less at another store, we'll refund you twice as much ⁵*as / than* you paid. Save time too by using our automated checkouts. ⁶*Less / Fewer* lines mean you get ⁷*much / very* more time to spend on the things that matter most. The best for less. It's how we differ ⁸*from / to* the rest.



PAIRWORK 7A What am I comparing?

WRITING & SPEAKING

9. Work in pairs. Think of a product or service and write the script for a radio ad that would work in your country. Use as many of the ad power words as possible. You can use a name, but don't mention the type of product or service.

Read your ad to other students. Can they guess what's being advertised? How persuasive do they find your ad?

Grammar Box: Comparison

Complete the sentences with one word.

- You can help save the planet, too, something more people than _____ are taking into account.
- If that safety pledge comes with a guarantee ... so much the _____.
- It's a claim you can make _____ stronger by offering a refund.
- Unique* tells us this product is different _____ all its competitors.
- The more advertisers can appeal to our emotions, the _____ it will be to get us to buy on impulse.
- Love* isn't number one, but it's almost _____ powerful.

Answer the questions with the words and phrases from the sentences above.

Which ...

- add emphasis?
- say two things are similar or different?
- shows how one increase affects another?

→ Language studio p. 144: Comparison



VOCABULARY || Euphemisms

- Euphemisms are phrases that refer to something embarrassing or unpleasant in a polite or indirect way. Work in pairs and discuss the questions.
 - What euphemism is being used in the cartoon?
 - What does it mean?
- Discuss the meaning of the euphemisms in *italics*. In what situation might someone use them? Who might be speaking and to whom?
 - Excuse me. Where are the *restrooms*?
 - John? He's *between jobs* right now.
 - I think you're *being economical with the truth*.
 - She left the group due to *creative differences* with the other members.
 - I'm afraid we're going to have to *let you go*.
 - My grandmother was 101 when she *passed away*.
 - Your work *leaves a lot to be desired*.



- Are you sure you want to run a marathon? You're *no spring chicken*.
- Can we find a *rest stop*?
- I see you *served time* when you were younger.

Check your answers. Match the euphemisms with the phrases on page 168 and answer the questions.

→ Language studio p. 129: Euphemisms

READING & SPEAKING ||

- You are going to read an obituary for Carrie Fisher. What do you know about her? Can you complete the gaps in the heading?

Compare your answers with a partner. Then read the obituary to check.

- You have been asked to write a one-paragraph bio of Carrie Fisher. Read the obituary again and decide what information to include. Make notes.

Compare your notes with a partner. Try and agree on what information should be included.

- WORDS IN CONTEXT** Work in pairs. Match five of the words and phrases in bold in the article with the definitions. Then find out the meaning of the remaining words in bold.
 - making your abilities seem less important – often in a humorous way
 - completely honest, with no information removed
 - attracting a lot of attention or being known in the media
 - very direct in giving your opinion
 - with carefully selected content
- Work in small groups and discuss the questions.
 - Was having famous parents a good or bad thing in Carrie Fisher's life?
 - How did she deal with mental health issues?
 - What does she say about women in Hollywood? Do you agree?
 - What do we learn about her personality?

Share your reactions to Carrie Fisher. Do you find her interesting? Do you admire her? Why? / Why not?

SPEAKING & WRITING ||

- Prepare to write an obituary for a person from history or a celebrity who has recently died.

Choose a person.

Make notes on information to include and any further research you need to carry out.

Discuss your choices in pairs. Exchange advice about what to write.

Find phrases in Carrie Fisher's obituary to use in your work.

Write your obituary of up to 200 words.



Carrie Fisher obituary

Best remembered for _____, she later became a successful _____.

The actor and writer Carrie Fisher has passed away at the age of 60, four days after suffering a heart attack on a flight from London to L.A. **Tributes** immediately **poured in** from fans and fellow celebrities, with *Star Wars* co-star Harrison Ford describing her as “a one-of-a-kind ... funny and emotionally fearless.”

Carrie was born into **Hollywood royalty**, but didn’t have an easy upbringing. Her mother was renowned actor Debbie Reynolds, who achieved stardom in the musical *Singin’ in the Rain* (1952). Her father, Eddie Fisher, was a successful singer with his own TV show. They split up when Carrie was two, and she saw very little of her father when growing up. She had a difficult relationship with her mother, too, who famously poured baked beans on her hair during one of their constant arguments. Carrie retreated into books, which led to the family nickname “the bookworm.”

When she was 18, Fisher made her movie debut in the comedy *Shampoo* (1975). But it was her next role, playing Princess Leia in *Star Wars* (1977), that **propelled** her to international fame. In her memoir, Carrie confessed that she wasn’t

impressed with the role, saying “A lot of it was just running down corridors in a hairstyle resembling ‘hairy earphones’.” However, she took part in four more movies in the franchise, the most successful in movie history.

Carrie’s screen career continued with roles in movies like *The Blues Brothers* (1980), Woody Allen’s *Hannah And Her Sisters* (1984), and *When Harry Met Sally* (1989) among others, and appearances in TV shows like *30 Rock* (2007) and cult British sitcom *Catastrophe* (2015). She even played a satirical version of herself in *The Big Bang Theory* (2014), a **testament** to her **self-deprecating** sense of humor.

Though memorable, none of her subsequent screen roles recaptured the impact of Princess Leia, but as her acting work became more intermittent, her reputation as a writer grew. In 1985 she published her first novel, the semi-biographical *Postcards from the Edge*. It became a critically-acclaimed bestseller and was turned into a movie of the same name in 1990. She went on to write two more novels.

In the 1990s she became one of Hollywood’s most in-demand script doctors, polishing screenplays for

movies like *Sister Act* (1992). She also wrote the screenplay for *These Old Broads* (2001), a comedy starring her mother alongside screen legends Shirley MacLaine, Joan Collins, and Elizabeth Taylor.

Carrie also wrote non-fictional accounts of her own experiences. These dealt frankly with the ups and downs in her life, including her struggle with depression and bipolar disorder. Her willingness to talk openly about these issues made her a **high-profile** mental health **advocate**.

She was also **outspoken** about how Hollywood treats women, revealing that she had been asked to lose weight for her appearances as Princess Leia in the *Star Wars* saga. “They don’t want to hire all of me – only about three-quarters!” she said about her role in *The Force Awakens* (2015). “Nothing changes, ... I’m in a business where the only thing that matters is weight and appearance.”

In the final year of her life, Carrie took her candid, humorous outlook on life onto social media with a Twitter account that gained over a million loyal followers. Her tweets were spontaneous and **unfiltered**, unlike the highly **curated** offerings of other celebrities, and she was adored all the more for it.

Carrie is survived by her brother, Todd; her daughter, Billie Lourd; and her half-sisters, Joely Fisher and Tricia Leigh Fisher. ◀

READING & SPEAKING

1. Work in pairs. Discuss the meaning of these motivational quotes. Do you agree with them? Why? / Why not?

Make it a rule of life never to regret and never to look back. Regret is an appalling waste of energy; you can't build on it; it's only good for wallowing in.

— Katherine Mansfield (writer)

Your time is limited, so don't waste it living someone else's life.

— Steve Jobs (entrepreneur)

It is never too late to be what you might have been.

— George Eliot (writer)

You miss 100% of the shots you don't take.

— Wayne Gretzky (ice hockey player)

I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.

— Maya Angelou (writer)

Twenty years from now you will be more disappointed by the things that you didn't do than by the ones you did do, so throw off the bowlines, sail away from safe harbor, catch the trade winds in your sails. Explore, Dream, Discover.

— H. Jackson Brown (20th century American writer)

Share any other motivational quotes you know with the class. Then discuss your personal opinion of motivational quotes. Explain if and how they work for you.

Do it now

Sometimes "later" becomes "never."



Inspirationforyou

#motivation #doitnow
#don'tdelay #noregrets



lucyinthe sky

Procrastination is
the thief of time



denny99

134 likes

VIDEO Watch and listen

2. In this Studio Views video, Isabella and Liam talk to psychologist Matthew Watts about personal regrets. Which five areas do you think are the top five sources of regret?

- career choices
- education
- financial mistakes
- parenting conflicts
- wasting time
- relationship decisions
- self-improvement
- unhealthy eating



13 29

Watch or listen to the discussion and check your answers. Which is the number one source of regret in the West?



3. Watch or listen again. Decide if the sentences are true or false. Correct the false sentences.

1. People don't usually regret their education choices.
2. Many people live lives designed to please other people.
3. Most regrets focus on actual past mistakes rather than on what could have been.
4. Nearly three quarters of people in a survey felt they hadn't lived up to their own ideals.
5. Most people are happy with the life they have lived.
6. Anger and guilt can be consequences of regret.
7. Regret has only negative outcomes.

What is said about how regret affects older and younger people? Do you think this is true?

4. **WORDS IN CONTEXT** Answer the questions about the words or phrases in *italics*.

1. Matthew says patients are often *guilt-ridden* because they weren't around when loved ones passed away. How can you say this in a different way?
2. People worry about *stepping out of their comfort zone*. Explain what this means by giving examples.
3. Matthew says his advice to avoid regrets might sound *trite*. What does he mean by that?

Ask and answer the questions with a partner.

1. What is Matthew's advice to avoid having regrets?
2. Do you agree with him or do you think his advice is trite?
3. What other advice could you offer?



VOCABULARY || Phrasal verbs: Life experiences

5. Complete the mini-dialogues with the correct form of these phrasal verbs. Two verbs have a similar meaning. Use them as alternatives in one gap.

branch out (into) chicken out (of) creep up on dwell on go on (about) lighten up
live up to measure up (to) move on revel in stand up (to) weigh on

1. A: What happened this morning ^{1.} my mind. I can't stop thinking about it.
B: I understand. But it wasn't your fault and I'm sure the boss will see it that way, too.
2. A: My dad thinks I'm such a failure. I just can't ^{2.} the person he'd like me to be.
B: You're not a failure. You need to ^{3.} him. It's time to ^{4.} and live your own life.
3. A: I think we should ^{5.} a new area of business and produce children's wear.
B: Hmm. I'm not sure. I'm afraid I can feel a few doubts ^{6.} me.
4. A: Come on, ^{7.}. It's no good worrying and ^{8.} the past.
B: You're right. I'm sorry for ^{9.} it.
5. A: So, kitesurfing tomorrow. I'm sure you'll ^{10.} the danger, but I think I might skip it.
B: You can't ^{11.} now!

Work in pairs. Discuss who you think is speaking in each dialogue and in what situation.

Have you ever done the following? Describe the situation to a partner.

1. stood up to someone
2. chickened out of something
3. branched out into something new
4. measured up to a challenge

→ Language studio p. 129: Phrasal verbs: life experiences

GRAMMAR || The unreal past

6. Look at the grammar box. Then write true sentences, using the words in italics in the grammar box.

I might have been happier if I'd studied science instead of languages.



Exchange sentences with a partner. Check the grammar and make any necessary corrections. Do you have any regrets in common?

SPEAKING ||

7. Talk about your own regrets using these topics or your own ideas. Your regrets can be light-hearted like Liam's (*I regret not having breakfast*) or serious.

education healthy habits leisure activities relationships travel work

If only I'd ...

Supposing I'd ...

If I'd ... / If I hadn't...

I'd rather have ...

I wish I'd ...

Grammar Box: The unreal past

Look at these sentences about imaginary situations in the past. Then answer questions 1-4.

- a) *I might have been happier* if I'd taken the risk.
- b) *I wish I hadn't* studied economics.
- c) *I would rather have* lived a different life.
- d) *If only I'd* accepted, I could have taken part in Wimbledon!
- e) *Supposing I had* had the courage of my convictions and not listened to other people?
- f) *If I'd chosen* a different career, I wouldn't be working here.
- g) *What if I'd* done that differently?

1. Which three sentences express regrets about the past?
2. Which three sentences express possibilities in the past?
3. Which sentence expresses a consequence in the present?
4. Which sentence expresses a consequence in the past?

→ Language studio p. 145: The unreal past



GET READY

1. Work in groups. You have decided to start a business or offer a service in your area, and ask for a loan from the bank to set it up. Decide on an idea and think about these things.

Businesses or services that need improving: how could they be improved? For example, sustainability (e.g., reducing packaging); convenience (e.g., offering home delivery); or local participation (e.g., markets).

A useful business or service that doesn't exist in your area, or a new creative venture.



2. Brainstorm ideas and think about what qualities these businesses or services would need to have. Check your ideas on page 168.

WATCH

3. 14 Watch Lucy's two-minute pitch to a bank to apply for an investment loan. What is her business idea and what are its two main goals?

Were you convinced by Lucy's proposal? Would you offer her a loan? Why? / Why not?



ANALYZE

4. Put the headings in the correct place in the table. There are two extra headings.

- | | |
|--|--|
| a) Describing future dreams | e) Promoting yourself |
| b) Ending your pitch | f) Explaining your idea |
| c) Explaining where information is available | g) Talking about cooperation and competition |
| d) Giving details and examples | |

1.	2.
I'm going to revolutionize ...	I have a strong track record of ...
I'm excited to tell you about ...	My key strengths are ...
Imagine (a community dining room) ...	I am confident that ...
I envision / envisage ...	What motivates me is ...
3.	
I plan to partner with ...	This will set us apart from ...
4.	
My larger dream would be ...	In ten years, I see myself ...
5.	
Thank you for your attention.	I appreciate your time.

5. 30 Say the phrases in Exercise 4 out loud. Underline the main stress. Then listen and check your answers. Then practice saying the phrases.

REHEARSE

6. Look back at your idea for a new product or service from Exercise 1. Use the phrases in Exercise 4 to structure your ideas, and make notes for a two-minute pitch to the bank. Then practice your pitch. Pay attention to intonation – think about the main words that need stressing.

Film It Film your pitch, being clear and confident. Watch it and re-record it if you're not happy with the delivery of your pitch. Show your pitch to the class. Answer questions. If you're not sure how to answer immediately or need more time, use one of these phrases.

That's a very good question. That's a question I've given a lot of thought to.
Well, it depends. It's difficult to say but ...

1. Choose the correct options to complete the email.

Hi Harry,

Great to hear from you, though you sound down in the dumps. If you want my advice, you should lighten ¹ *off / up* a little. Companies are always letting workers ² *go / off*. You said it was due to ³ *creative / economical* differences with your boss, but think of it as an opportunity. You're ⁴ *before / between* jobs now, looking for something better! Stop ⁵ *dwelling / thinking* on the past and move ⁶ *away / on*. It's time to ⁷ *branch / reach* out and try something new. And think about what you want next. The only expectations you need to ⁸ *be / live* up to are your own.

Your friend,
Margarita

2. Put the words in the correct order to make emphatic sentences.

- with Chloe / I / is / thing / on my birthday / love doing / one / eating / out
- who / chooses / it's / the restaurant / always / Chloe
- walked in / no / we / than / I heard / had / a huge cheer / sooner
- then / planned / only / Chloe / realize / what / did / had / I
- that / say / such / a word / was / couldn't / my surprise / I
- don't / like parties / I / I / enjoy / that one / normally / but / did

3. Complete the forum posts with the correct form of these words. There is one word you need to use twice.

altruism bigotry billboard biodegradable crunch deforestation emission fizz fossil jingle
modesty plug pop-up reciprocation renewable rivalry scratch slurp sponsorship

The forum where you can rant and rave!

I'm fed up with people talking non-stop about stopping ¹ _____ in the Amazon, reducing carbon ² _____, replacing ³ _____ fuels with ⁴ _____ and biofuels, using ⁵ _____ plastic bags ... and not taking any real action to save the planet!

I've had enough of radio ads and hosts constantly ⁶ _____ things. Every show has its own ⁷ _____ too, and those horribly catchy ⁸ _____ stay in your head for days. As if telemarketing calls, website ⁹ _____ and ¹⁰ _____ on every corner weren't enough, they have to colonize the airwaves, too!

Whatever happened to values? Everywhere I look, I see arrogance rather than ¹¹ _____, self-interest rather than ¹² _____, freeloading instead of ¹³ _____, ¹⁴ _____ where we need tolerance, and ¹⁵ _____ where there should be solidarity. If we lose our values, we lose our humanity.

Tried ASMR? If you haven't, don't. Is there any benefit in watching a video of someone ¹⁶ _____ their nails on a table, ¹⁷ _____ cereal, ¹⁸ _____ coffee, or ¹⁹ _____ their keys? I don't think so. Maybe I'll make one – open a can of soda so you hear it ²⁰ _____, then I'll pop a balloon to make everyone jump!

Work in pairs. Which of the four rants do you sympathize with?

4. Find these words in the final post in Exercise 3. Are they examples of ellipsis (E) or substitution (S)?

- Tried
- haven't
- don't
- so
- one
- open

Write the words that have been left out or substituted.

PAIRWORK A

Do this activity in pairs, A and B.

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



1. Read these questions and prepare your answers. Your partner has four different questions.

- What are your key strengths?
- What do you do when you need to relax?
- When was the last time you chickened out of doing something?
- What values do you appreciate most in a friend?

- Take turns telling each other your answer to a question. Try to avoid using the words in the question. Your partner has to guess the question you are answering.
- When you have both answered your own questions and guessed your partner's questions, ask each other your questions.

5. Complete the conversation. For 1-4, write the correct form of the verbs in parentheses. Use contractions where possible. For 5-10, choose the correct options.

A: What's your job?

B: I'm an FBI agent. Sometimes I wish ¹I _____ (not accept) the job as it can be dangerous. I think, "What if I ²_____ (find) an ordinary job when I left college?" But if I ³_____ (not become) a secret agent, I ⁴_____ (not have) the VIP lifestyle I enjoy today.

A: Wow. So what do you know about UFOs?

B: This is top secret, but they're ⁵by far / much more common than people think. The problem is communicating with the ETs flying them. We've used ESP, but ⁶harder / the harder we try, the ⁷least / less success we seem to have – perhaps because they're so different ⁸from / than us. But if we can get through, so much ⁹better / the better. We'd have so much to learn from them!



6. **WORD MAKER** Complete the sentences with words with an -ie ending. Double the final consonant or add a b if necessary.

- Who's the n _____? I've never seen her in class before.
- My brother's into technology. He's a real t _____.
- Are you eating fish? I thought you were a v _____.
- I love going to store openings and collecting all the f _____!

- When I'm not at work, I always wear jeans and a h _____.
- There's a problem. It's a b _____, so we need everyone's help.

Find six initialisms in Exercises 3 and 5 and write what they stand for.

7. Complete this talk to the staff in an office. Write one word in each gap.

Good morning! Let me ¹s _____ by asking a question. How many hours a day do you spend sitting down? Lots, right? But does it have to be that ²w _____? My answer is no.

I'm going to ³r _____ life in this office. I ⁴e _____ a working day that makes you healthier. In fact, I'm ⁵c _____ that I can get you in better shape in just two weeks. This will set us ⁶a _____ from other companies by improving productivity. I think you'd all ⁷a _____ that that's worth striving for.

Let's ⁸t _____ our attention now to *how*. My fitness plan consists of exercises performed at your desks. Trust me, I have a strong ⁹t _____ record of getting office workers into shape and I can't ¹⁰s _____ enough how good my program will make you feel.

More practice

→ Writing 4 p.119 | → WB pp. 45–46, Vocabulary Beats p. 47 | CLIL PROJECTS

EXAM PRACTICE CAMBRIDGE C1 ADVANCED LISTENING PART 4, READING & USE OF ENGLISH PART 6; WRITING PART 4; IELTS WRITING; TOEIC LISTENING

PAIRWORK B

Do this activity in pairs, A and B.

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



- Read these questions and prepare your answers. Your partner has four different questions.

What are your favorite and least favorite sounds?
What type of advertising annoys you the most?
When was the last time you were economical with the truth?
What do you do to reduce your carbon footprint?

- Take turns telling each other your answer to a question. Try to avoid using the words in the question. Your partner has to guess the question you are answering.
- When you have both answered your own questions and guessed your partner's questions, ask each other your questions.