

AMERICAN studio

Advanced Workbook



APP with Audio &
Vocabulary Beats



- Topic variety with 12 channels
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- **101** THINGS TO DO IN ENGLISH

VOCABULARY || Advertising

1. Complete the names for types of advertisement.

1. d _____ ad 3. t _____ ad
2. n _____ ad

2. Put the letters in the correct order to make ways of making the public notice a new product.

1. OPP-PU _____
2. EGIJLN _____
3. CMGIKIM _____
4. BEEEFIR _____

3. a) Match the two parts of the advertising compounds.

1. bill	a) ship
2. mailing	b) marketing
3. product	c) board
4. sponsor	d) audience
5. target	e) list
6. tele	f) placement

b) Write definitions for these words.

1. Testimonial: _____
2. Plug: _____

4. Complete the talk about a product launch with words and phrases from Exercises 1-3.

Our ^{1.} _____ is young adults, and we want our biggest ad campaign ever. Max will get it ^{2.} _____ in talk shows, and we've commissioned a catchy ^{3.} _____. We want to attract attention at the musical festival with fun ^{4.} _____, and we have ^{5.} _____ to give away. We'll also make sure that ^{6.} _____ nearby are showing our ads, and get ^{7.} _____ on buses that pass by. We'll have big ^{8.} _____ on websites, as well as ^{9.} _____ that look like news articles. And ^{10.} _____, too. They're annoying, but will get people to sign up to our ^{11.} _____. Meanwhile, our call center will set up a ^{12.} _____ campaign.

WORD MAKER || The suffix -ie

5. Complete the sentences with a word ending in -ie.

1. I usually wear jeans and a _____ie to work.
2. _____ies are a great way to eat more fruit.
3. I have an _____ie in the US. She's my dad's sister.
4. I'm a big fan of _____ie Chaplin's films.
5. Golden _____ies are better than today's pop hits.
6. A _____ie has to drive a taxi for long hours to make a decent wage.
7. I'm not a _____ie. I'm happy to eat fast food.
8. We got a bag full of _____ies from the party.

GRAMMAR || Comparison

6. a) Complete the sentences with a comparative or superlative phrase. Use the words in parentheses, adding any other words you need.

1. All businesses want to advertise themselves _____ . (effectively / possible)
2. What are _____ a product? (powerful / ways / market)
3. The campaign for a car isn't what _____ for a clothing store. (work / best)
4. Companies _____ in online advertising. (investing / more / more)
5. _____ for people to see what you do, _____ to stay on your page. (easier / is, likely / are)
6. _____ people have on your site _____. (fewer / problems, better)
7. Ensure you look _____ the competition. (distinct)
8. If your site looks good so people want to talk about it, _____. (so / better)

- b)  42 Listen to part of an interview with an ad executive and check your answers.

7. a) Complete the extracts with these words and phrases. There are two extra words.

all by far exactly ever just most
much quite slightly utmost very

1. The campaign for two clothing stores will never be _____ the same.
2. Your digital presence is more important now than _____.
3. Digital campaigns are _____ the most cost-effective way to advertise.
4. You can reach millions of potential customers for _____ less money.
5. A good website is of the _____ importance.
6. It should display _____ as well on a phone as it does on a laptop.
7. Investing in branding isn't _____ as important as functionality.
8. Which brings me to the most effective advertising of _____ : word of mouth.
9. A recommendation from a satisfied customer is the _____ best form of advertising.

- b) Listen to the interview again and check your answers.

VOCABULARY || Euphemisms

1. a) The euphemisms in *italics* each have one word that is in the wrong expression. Cross out the wrong word and write the correct one below.
- A) Actually, I'm being ¹*economical with the jobs*. I did ²*pass time* when I was younger. But I've been on the straight and narrow since then.
- B) No, I haven't made a will. I know I'm ³*no spring stop*, but I'm not planning to ⁴*serve away* just yet!
- C) I have some bad news. I'm afraid we're going to have to ⁵*leave you go*. So you're going to be ⁶*between restrooms* for a while!
- D) Can we find a ⁷*rest chicken*? There are sure to be some ⁸*differences* at the next service station.
- E) No, we didn't have a fight. We're splitting up due to ⁹*creative truth*. Let's just say contributions can sometimes ¹⁰*let a lot to be desired* on an artistic level.
1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

b) Now match each cartoon with the correct euphemism from Exercise 1a.



2. Match each of these groups of common euphemisms with a euphemism in Exercise 1 with a similar meaning.
- pass on, go to a better place, be departed, be at peace, be at rest, _____
 - getting on, over the hill, long in the tooth, past your prime, _____
 - lay off, make redundant, release, dehire, decruit, _____
 - bathroom, ladies' room, men's room, little boys' room, little girls' room, _____
 - feed someone a line, pull someone's leg, use alternative facts, _____

PRONUNCIATION || Stress in sentences

3. Read the information below and answer these questions.
- What type of words do we usually stress?
 - Why is stressing these words important for both intelligibility and comprehension?
 - Which words are given extra stress?

When we speak, we tend to stress the words that carry important information – *content* words like nouns, verbs, adjectives, and adverbs. *Function* words like articles, pronouns, auxiliaries, and prepositions are not usually stressed.

The meaning of a sentence can usually be understood from its content words. And because stressing them makes them easier to hear, it helps people to understand us, and helps with comprehension, too.

Not all content words are stressed equally, though. Remember that we break up longer sentences into chunks (see page 16). The most important word in each of these chunks is given extra stress.

4. a) Look at the extract from the information, which has been divided into chunks. Underline the content words, and then circle the word in each chunk you think will be given extra stress.

The meaning of a sentence / can usually be understood / from its content words. / And because stressing them / makes them easier to hear, / it helps people to understand us, / and helps with comprehension, too.

b) 43 Listen and check your answers.

c) Practice saying the extract, stressing content words and putting the main stress on the most important content word in each chunk.

VOCABULARY || Phrasal verbs: life experiences

1. a) Read the email. Complete the phrasal verbs with these words.

in on out up

Dear Olivia,

I hope you don't mind me writing, but I hear you're having a "quarter-life" crisis; that you're feeling anxious because you've finished your degree, but can't afford to leave home because you can't find stable work.

I never had a quarter-life crisis, but I did have a mid-life one. I had children in my early twenties, so when they ¹**moved** _____, I'd lived half of my life. People talk about age ²**creeping** _____ on you, but hitting 40 was a shock. Friends kept ³**going** _____ about how life begins at 40, how it's a time to ⁴**branch** _____ and do all those things you ⁵**chickened** _____ of doing when you had a family to take care of. They told me to ⁶**lighten** _____, to ⁷**revel** _____ my new-found freedom. But I couldn't stop ⁸**dwelling** _____ the past. Had my life ⁹**lived** _____ to my expectations? Had I ¹⁰**measured** _____ to my children's expectations? And what if I'd ¹¹**stood** _____ to people more and lived according to my rules? These questions ¹²**weighed** _____ me until I finally learned to accept my situation and live in the present. I think this advice might help a 26-year-old, too. I hope so!

- b) Match the definitions with the phrasal verbs in the email.

1. get great pleasure from _____
2. defend yourself against _____
3. make you feel worried _____
4. do something very different _____
5. relax and be less serious _____
6. be too afraid _____

GRAMMAR || The unreal past

2. Complete the sentences using the third conditional or a mixed conditional.

1. Romeo was late for work, so he ran for the bus.
If Romeo hadn't been late for work, he _____.
2. He dropped his wallet because he was running.
He _____.
3. Jules was biking to work and she saw Romeo's wallet.
If _____.

4. She was able to call Romeo because she found his number in it.
She _____.
5. They arranged to meet and started talking.
If _____.
6. They got along so well that day that they're close friends now.
If _____.

3. a) Complete the book review with the correct form of the verbs in parentheses.

BOOK OF THE WEEK

The Top Five Regrets of the Dying

Written by Bronnie Ware, who worked giving palliative care to the dying, this book looks at the most common regrets expressed by people in the final weeks of their lives, and will make you reassess how you live your life.

The most common regret, Ware reveals, was people wishing they ¹_____ (have) the courage to live the life they wanted to. Many people were sure that they ²_____ (could / fulfill) more of their dreams if they ³_____ (follow) their instincts rather than doing what others expected of them. The second most common regret was working too hard. This was particularly true for men, who said they ⁴_____ (be able to) spend more time with their children if they ⁵_____ (always / not work). In third place was not expressing feelings more. Many believed they ⁶_____ (might / lead) very different lives if they ⁷_____ (not suppress) what they really felt to avoid upsetting others. And the last two regrets were losing touch with friends, and not letting yourself be happier.

- b) Read the review again. Complete what people expressing the top five regrets might have said.

1. I wish _____ the courage to live the life I wanted to.
2. What if _____ so hard?
3. What if _____ my feelings more?
4. I'd rather not _____ touch with my friends.
5. I wish _____ myself be happier.

1.  44 Listen to a business pitch. What is the "TranslatEar"?
2. a) Complete the words in the extracts from the business pitch.
 1. I'm e_____ to tell you about the TranslatEar.
 2. With this small electronic device, I'm going to r_____ communication.
 3. I _____ a world in which language was never a barrier.
 4. I e_____ that becoming a reality within five years.
 5. I am c_____ that the TranslatEar will make it possible.
 6. What m_____ me is my own experience of worldwide business travel.
 7. My company has a strong track r_____ of developing state-of-the-art technology.
 8. Our k_____ strength is incorporating that technology into wearable devices.
 9. We plan to p_____ with a leading voice-recognition software firm.
 10. This will s_____ us apart from our competitors.
 11. My larger d_____ would be for the TranslatEar to work with any language in the world.
 12. In ten years, I s_____ myself as the head of a multinational organization.

13. T_____ you for your attention.
14. I a_____ your time.

b) Listen again and check your answers.

3. Put ten of the extracts in Exercise 2 into these categories.

- a) sentences that promote the speaker and her company _____, _____, _____
- b) sentences that set out the speaker's shorter-term plans _____, _____, _____
- c) sentences that detail her longer-term ambitions _____, _____
- d) sentences that establish the market for her idea _____, _____

-  4. a)  44 Listen again and look at the sentences in Exercise 2. Underline the word the speaker stresses most in the first part of each sentence. Then answer the questions.

1. In which three sentences is the main stress *not* on the word you used to complete the sentence?

2. Which word is stressed most in the first part of these three sentences?

b) Practice saying the sentences in Exercise 2, putting the main stress on the correct word.



STUDY SKILLS

Choosing the right words when you speak

When you speak, it's important to choose the right words and expressions for the situation you're in. You don't want to sound too formal when chatting with friends or colleagues, but you don't want to be too informal or direct and risk offending someone in a formal situation.

1. Read the tips for choosing the appropriate word or expression and complete them with these words.

connotation meaning register slang tone

1. Start by getting the _____ right. Does your word choice express exactly what you want to say?
2. Think about _____. Does the situation call for formal, neutral, or informal language?
3. Be careful with _____. Very informal language is often only appropriate to use with a particular group of people.

4. Find out if the word or expression has a _____ - a positive or negative idea that people associate with it.
5. Consider the _____ you want to convey. Do you want to sound humorous or serious? Supportive or critical? What's your attitude?

2. Choose the best options to complete the sentences. Then explain why the others are less appropriate. Use the tips in Exercise 1 to help you.

1. I enjoyed the meal. Don't tell your mom, but the soup was pretty *bland* / *revolting*.
2. Hey, Frank! Listen, are you *going* / *due to go* running later? I might come along.
3. I just talked to your friend, Jon. He's very political! Is he a *commie* / *communist*?
4. I hope you don't mind me asking, but is she your *bae* / *girlfriend*?
5. Lucky you, going to Thailand for a wedding! I want all the info! And take loads of *pics* / *pictures*!
6. I hear your grandma's *dead* / *passed away*. I'm so sorry.

Review 7 & 8

VOCABULARY

1. Circle the correct options to complete the sentences.

- There's a *display ad* / *billboard* / *freebie* right outside my living room window.
- Whenever I visit a website, a *gimmick* / *testimonial* / *pop-up* opens!
- You're not old, but you're no spring *chicken* / *onion* / *lamb* either.
- Maybe it's a good time to *revel* / *branch* / *creep* out and seek new challenges in life.
- Let's find *creative differences* / *biofuel* / *a rest stop*. The restrooms are by the entrance.
- To reduce our carbon footprint, we need to stop using *fossil fuels* / *biofuels* / *emissions*.
- Saving our ecosystems means *measuring* / *living* / *standing* up to powerful oil companies.
- In today's world self-interest takes priority over *freeloading* / *reciprocation* / *bigotry*.
- I love the sound of sparkling water *crinkling* / *fizzing* / *popping* in a glass.
- I can't stand it when people *tinkle* / *crinkle* / *slurp* tea or coffee when they drink.

Vocabulary: ___ / 10

WORD MAKER

2. Match five of these words and initialisms with the sentences.

ASMR ATM goodies BLT brownie
ESP foodie PR roadie smoothie

- She's really into cooking and eating well.
- You can withdraw cash from the machines outside the bank.
- I love chocolate cakes, and this one has nuts in it, too!
- I love listening to this, it really helps me sleep!
- This sandwich has the perfect ingredients!

Word maker: ___ / 5

GRAMMAR

3. Choose the correct options (a-c) to complete the sentences about regrets.

- It's normal to have regrets about our lives. I think we all _____.
a) have b) do c) do have
- _____ doesn't help anyone is dwelling on them.
a) That b) It c) What
- My sister wishes _____ more advice when she set up her business.
a) she had b) she'd gotten c) getting

- She now realizes she should have spent _____ more on advertising at the start.
a) way b) many c) by far
- _____ she launched an ad campaign than sales rose.
a) No sooner b) No sooner had c) Only when
- As for me, _____ I'd learned to deal with stress earlier?
a) I thinking b) wished c) what if
- I tried yoga and meditation, but _____ worked.
a) either b) neither c) both
- It took me a long time to discover that _____ help me relax is ASMR.
a) what does b) what c) the thing that
- Other techniques I've tried are _____ as good.
a) completely b) nowhere near c) very much
- But the faster you can put your regrets behind you and move on, _____.
a) the better b) better c) so much better

Grammar: ___ / 10

DICTATION

4. 50 Listen to the talk and write the sentences you hear.

- _____
- _____
- _____
- _____
- _____

Dictation: ___ / 5

LISTENING

5. 51 Listen to the radio interview about the singer Umm Kulthum. Decide if the sentences are true, false, or the speaker doesn't say.

- Exactly when she was born is uncertain.
- Her father earned his living as a singer.
- She taught herself to sing by imitating her father and brother.
- She had a loud, deep voice.
- At the time her career started, women were only allowed to sing religious songs.
- Her fame eventually spread across the Arab world.
- Maria Callas was also very famous in the East.
- When Umm Kulthum died, her funeral procession lasted hours longer than planned.
- She was paid the same as Maria Callas for a performance in Paris.
- Maria Callas wasn't impressed by Umm Kulthum's voice.

Listening: ___ / 10

READING

6. a) Read the opinion piece from a newspaper and choose the correct answers (a–c).

- Why didn't Julia recognize her street?
 - Cars were only parked on one side.
 - The sidewalks were wider.
 - It looked wider than it does now.
- Which health risk from traffic has been questioned in the past?
 - car emissions
 - road accidents
 - noise pollution
- What does Julia attribute the lack of action to?
 - We don't know the real health risks.
 - Car users and politicians have too much to lose.
 - Politicians might lose votes.
- What has happened in London?
 - Bicycles have replaced private cars as the main traffic problem.
 - Restrictions have improved mobility.
 - Traffic still moves slowly despite restrictions on private vehicles.
- Why is Julia's proposal a "win-win solution"?
 - It benefits everyone involved.
 - There are more winners than losers.
 - It allows her to win the argument.

b) Underline one sentence in each paragraph in which the standard word order has been changed and/or extra words have been added for emphasis.

Reading: ____ / 10

Total progress check ____ / 50

It's time to take back our cities

JULIA MURRAY

Personal views // There are moments in life when you suddenly see something that has been staring you in the face. I had one of those moments recently at an exhibition of vintage photos of my hometown. One photo in particular caught my eye. It looked familiar, though I struggled to understand why until I realized it was my own street. What had confused me was how much wider it looked. That was because there were no cars parked on either side by the sidewalk. In fact, there were no sidewalks. Why would there be, with no need to separate cars and pedestrians?

I became acutely aware of the extent to which we've allowed cars to take over our cities, despite the harm that it does to both our physical and mental health. That traffic pollution is responsible for thousands of premature deaths a year is no longer challenged by even the most outspoken advocates of private transportation. Cars also force pedestrians to be constantly vigilant to avoid being run down as we move around the city, and their noise robs us of vital restorative sleep at night.

So why aren't we taking immediate action? As always, self-interest is partly to blame. Most of us do know that car

exhaust fumes are lethal, but are not prepared to forego the convenience of having a personal form of transportation parked at our front door. Cowardice plays a part too, with most politicians knowing they should make our cities car-free, but fearful of becoming unelectable if they did.

What's more, as London shows, merely restricting private transportation use isn't nearly as effective at reducing traffic and its related problems as we might hope. Even though its charge for using a vehicle in the center has reduced private car use, the city is still in constant gridlock, brought to a standstill by ever increasing numbers of Ubers and delivery vans competing for less space – an unfortunate consequence of the widespread introduction of bike lanes. Not only does gridlock decrease mobility, it also increases the levels of deadly pollution in the air.

So what's to be done? To my mind, the answer is clear. It's only by imposing a total ban on private motor vehicles from our cities that we'll solve our car problem. And it's a win-win solution. We all get to breathe clean air, we all get to move around our cities faster, and the streets in front of our homes become play areas for our kids. ●

NOW I CAN:

- use a wide range of structures to make comparisons
- use the third conditional and other structures to talk about the unreal past
- use cleft sentences, emphatic *do*, and inversion to add emphasis
- use ellipsis and substitution
- use a range of words to talk about advertising
- use the suffix *-ie* to create new words
- use a variety of euphemistic phrases
- use a range of phrasal verbs to talk about life experiences
- use various verbs to talk about onomatopoeic sounds
- use initialisms to convey abbreviations
- use a wide range of words to talk about the environment
- use vocabulary to talk about social values and opposites
- create and perform a radio ad
- write an obituary
- talk about regrets
- talk about different sounds
- exchange ideas for reducing our carbon footprint
- plan a TV episode
- use phrases to make a business pitch
- use phrases to give a talk

VOCABULARY BEATS

 VB04 **Listen to the Vocabulary Beats and underline the words you hear from the Wordlist.**

Listen again and repeat the words and phrases.

You can use the Vocabulary Beats to improve your vocabulary and intonation. Download the audio track and listen at home, in the car, or while you exercise. Listen and repeat. Keep to the beat!



Advertising

a billboard
a display ad
a freebie
a gimmick
a jingle
a mailing list
a native ad
(to) plug
a pop-up
product placement
sponsorship
a target audience
telemarketing
a testimonial
a transit ad

Euphemisms

(to) be economical with the truth
(to) be no spring chicken
(to) be between jobs
creative differences
(to) leave a lot to be desired
(to) let (someone) go
(to) pass away
a restroom
a rest stop
(to) serve time

Phrasal verbs: life experiences

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

Onomatopoeic sounds

(to) crinkle
(to) crunch
(to) fizz
(to) jingle
(to) pop
(to) scratch
(to) slurp
(to) splash
(to) tap
(to) tinkle

The environment

biodegradable
a biofuel
carbon footprint
carbon neutral
deforestation
ecosystem
ecotourism
emissions
fossil fuels
(to) liquidate
non-renewable
overpopulation
(to) regenerate
renewables

Social values & opposites

altruism
arrogance
bigotry
bravery
cowardice
freeloading
modesty
reciprocation
rivalry
self-interest
solidarity
tolerance