

CEFR B1

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AMERICAN

JETSTREAM

INTERMEDIATE

Second Edition



LMS



e-book+



APP



Student's Book

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REVIEW Units 7 & 8 page 79; Culture Matters: Movies and films

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REVIEW Units 9 & 10 page 97; Culture Matters: Types of dance

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	LESSON 2 Temptation	Describing food	Defining relative clauses	Reading: Self-control or smart thinking?	Writing and giving a presentation about your favorite food
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KEY

	Audio
	Video
	Pronunciation activities
	Pair and group work
 OVER TO YOU	Over to you
 MEMORY	Test your memory
 EVERYBODY UP!	Share with others
 TAKE AWAY	Language you take with you
 YOUR VIDEO	Create your own video
 EXPLORE	Extend your learning with online projects
 YOUR STORY	Tell your own story
	Link to Workbook

On Helbling media app

- Audio
- Video

On helbling-ezone.com

- Cyber Homework
- Exam Practice
- Projects
- Audio and video

LESSON 1 How would you describe yourself?

- Stand up and say "Hi!" to other people in the class. Add another sentence beginning with "I ...".
-  Work in groups. Talk about the photos below. Use the names below to help.
 - Do you recognize the people in the photos? Who are they?
 - Where are they from?
 - What do they do?
 - Are they still alive?



- Read the quotations. Match them with the people in the photos. Which one do you like best? Why?
 - "I paint self-portraits because I am so often alone."
 - "I'm not afraid to try anything."
 - "I don't want your hope. I want you to panic."
 - "I love stories ..."
 - "I want to be a good leader. Not a good lady leader."
 - "I was born in a place where your zip code determines your destiny."
- Look at the quotations in Exercise 3. Rewrite the underlined parts so they are true for you.

I love ... walking in the rain!
-  Use three of your statements to introduce yourself to your group.
-  **EXPLORE** Find an interesting quotation online beginning "I am ..." that you really like.

7. Complete the quotations below with these options. Which quotation comes from a song?

an education avocados a horse money an uneventful and safe life
a great big baked potato freedom

1. "My idea of heaven is _____ and someone to share it with." *Oprah Winfrey* (US / talk show host)
2. "All I want is _____." *Malala Yousafzai* (Pakistan / activist for girls' education)
3. "I'm addicted to _____." *Gael García Bernal* (Mexico / actor)
4. "My biggest dream is to own _____." *Yaya Urassaya Sperbund* (Thailand / Norway / actor)
5. "I don't care too much for _____." *John Lennon / Paul McCartney* (UK / singer-songwriters)
6. "I don't want _____." *Isabel Allende* (Chile / writer)

8. Rewrite three of the statements in Exercise 7 so they are true for you. Share them with your group.

All I want is to speak English well.

9. Think for a moment about these questions. Then exchange ideas with other people.

1. If you were a color, what color would you be?
2. If you were a car, what car would you be?
3. If you were a bird, what bird would you be?
4. What do you think of questions 1–3? Interesting? Funny? Seriously weird?!

10. 02 Now listen to nine people answering the same three questions and take notes. Were any answers the same as yours? What was the most original one?

11. **TAKE AWAY** Match phrases from A and B to make expressions from the interviews.

A	B
I have	a second.
Absolutely	a really dumb question.
Wait	a no-brainer.
That's	no idea.

 Did you know?

Malala Yousafzai is the youngest Nobel Peace Prize winner ever.

12. Make five metaphors about yourself. You can use the ideas in the box or your own ideas.

animal book city drink fruit instrument item of clothing item of food
kind of movie means of transportation piece of furniture plant song store
kind of music kind of weather sport

If I were an animal, I'd be an octopus!

13. Play a game in groups. Invite the others to guess what you wrote about yourself in Exercise 12.

Can you guess what piece of furniture I'd be?

I don't know. Maybe a couch?

14. Make the first two lines of a poem with these words. How many different lines can you make?

very poet bananas fond
am am I I a of





1. Read and think about the questions. Then talk about them in small groups.

1. Why are you in this English class?
2. Do you ever / often speak English outside this class? When?
3. How do you think you are going to use English in the future?
4. What aspects of your English do you want to improve: pronunciation, vocabulary, grammar, fluency?
5. Which skills do you want or need to focus on most: listening, speaking, reading, writing?
6. In what situations do (or will) you need to speak or listen to English?
7. What kinds of things do you want to be able to read and write?
8. Is there anything that you *don't* want to do in this class?

2. Complete this sentence about your goals in two different ways.

The things I want to improve most in my English this year are ...

3.  **EVERYBODY UP!** How many other people can you find with the same goals as you?
4.  **Work in groups.** Make a list of the strategies you can use outside the classroom to help you improve.
5.  03 Listen to six students talking. Make notes in the table to answer the questions.

	WHAT DO THEY WANT TO IMPROVE MOST?	WHAT HELPFUL STRATEGY DO THEY USE OUTSIDE THE CLASSROOM?
A		
B		
C		
D		
E		
F		

6.  03 Listen again. Which strategies in your list in Exercise 4 did they mention? Which are new?
7. Write an action plan and share it with a partner.

The things I want to improve most in my English this year are ...

To work on my pronunciation, I'm going to listen to songs online and read the lyrics at the same time.

B1 Grammar: infinitive of purpose; present perfect vs. past simple; modal verbs

Vocabulary: words connected with water; water sports and equipment

Functions: asking for more information



YOU FIRST! How much water do you drink a day? Why?

1. Do the quiz below and compare your ideas with other people. (There may be more than one correct answer.)

What do you know about water?

1. **If you have water, you can live for several weeks without food. But how long can you live without water?**
a) a few days b) a few weeks c) it depends
If your answer is c, what does it depend on?
2. **How can you make water safe to drink?**
a) boil it b) filter it c) use iodine
What will happen if you don't make it safe to drink?
3. **If you're in the desert, and you have very little water left, should you ...**
a) drink it? b) save it? c) splash it on your face?
What will happen if you don't do this?
4. **If your car goes into deep water and begins to sink, should you ...**
a) unbuckle your seatbelt?
b) open the window?
c) shut the window?
What will happen if you don't do the correct thing?
5. **Even if you're very dehydrated and thirsty, you shouldn't drink ...**
a) tap water. b) soda water. c) salt water.
Why not? What will happen if you do?
6. **What is the chemical formula for water?**
a) H_2 b) H_2O c) H_2SO_4
What do the other two stand for?



YOUR RESPONSE? Did some of the answers surprise you?

VOCABULARY Words connected with water

2. 04 How many words can you add to each branch of the word fountain for *water*? Then listen and check.
3. Look at the word fountain again. What other branches can you add?
4. Work in pairs. Take turns miming something you can do with water.
5. **EXPLORE** (*Sittin' On*) *The Dock of the Bay* was a famous song sung by Otis Redding in 1968. Find the lyrics online and follow the instructions.
 1. Highlight all the words connected with water.
 2. Underline all the words and expressions connected with the passing of time.
 3. Listen to the song. What sounds can you hear in the background?

sea, river

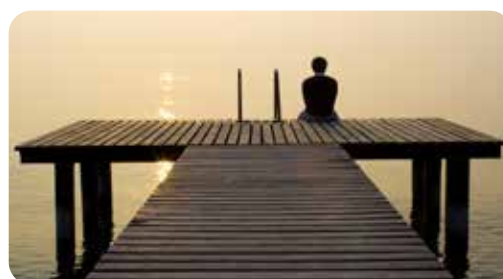
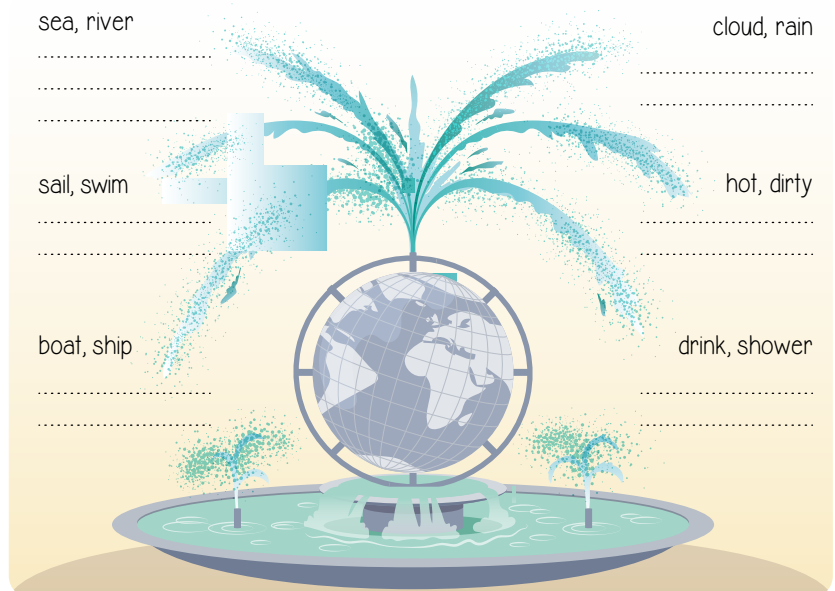
cloud, rain

sail, swim

hot, dirty

boat, ship

drink, shower



Did you know?

This song was the first posthumous song to top the US charts: Otis Redding died just a few days after it was recorded.

LESSON 1 Swimming for clean waters



YOU FIRST! What's the most unusual water you've ever swum in?

READING

1. Describe the photos. What do you think the connection is between them?
2. Look at the title. Guess what the man did first and why. Then read and check.



“SWIMMING FOR PEACE, FRIENDSHIP AND CLEAN WATERS.”



Martin Strel is a long-distance swimmer from Slovenia. He has been passionate about the issue of clean water for many years, and he has tried to do something about it by swimming. He has swum some of the longest rivers in the world to draw people's attention to water problems around the globe. In 2002, he swam the Mississippi (2,359 miles or 3,797 km); in 2003, the Paraná (1,199 miles or 1,930 km); in 2004, the Yangtze (2,487 miles or 4,003 km); and in 2011, the Colorado (1,450 miles or 2,334 km).

But perhaps Strel's most famous achievement was in 2007, when he swam the world's deadliest river, the Amazon, in order to raise awareness of water pollution. He swam from Atalaya in Peru all the way to Belém in Brazil, a distance of 3,374 miles (or 5,430 km)! It was a very dangerous swim in so many ways, made more difficult because he had to wear a mask over his face in order not to get sunburned. He was the first person ever in the world to do it and no one has done it since.



YOUR RESPONSE? How do you feel about Martin Strel's swimming adventures?

3. **MEMORY** Answer the questions (but don't look at the article!). Then read again and check.
 1. Why has Martin Strel swum in so many long rivers?
 2. How many rivers are mentioned in the text? What are their names?
 3. Which one of them is the longest? How long is it (more or less)?
 4. Which was the first long river he swam?
 5. In what country does the Amazon start and where does it end?
4. **THINK** Think about the questions. Then share your ideas with other people.
 1. List the rivers from the article. Which countries are they in?
 2. Why is the Amazon "the world's deadliest river"? Is it really? What dangers do you think Strel faced?
 3. Was Strel alone when he swam? What kind of back up do you think he had?
5. **EXPLORE** What are the most dangerous things about this river and the surrounding rainforest?

GRAMMAR 1 Infinitive of purpose

6. Complete the sentences in the table. Then answer the questions. Look at the article again if you need to.

POSITIVE (+)	Strel swam the Amazon _____ awareness of water pollution.
NEGATIVE (-)	He had to wear a mask over his face _____ sunburned.

1. What form is the verb?
2. How do we form the negative?

GRAMMAR 2 Present perfect vs. past simple

7. Complete the table. Explain the difference between these two tenses.

PRESENT PERFECT	He _____ (swim) some of the longest rivers in the world.
PAST SIMPLE	In 2011, he _____ (swim) the Colorado.

8. Complete the questions with *did*, *have*, or *has* and the correct form of the verb.

- How long _____ Strel _____ (be) passionate about clean water?
- What year _____ he _____ (swim) the Amazon?
- Where _____ he _____ (start) his journey?
- Where _____ he _____ (finish) it?
- How many rivers _____ he _____ (swim) up to now?
- _____ he ever _____ (swim) the Nile?

9. Ask and answer the questions in Exercise 8.

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YOU FIRST! Have you ever found garbage in the water?

SPEAKING AND READING

10. Take a moment to look at the photos and the questions. Then share your ideas.

- How do you think the photos are related?
- What happens when plastic gets in the ocean?
- What is the connection with Martin Strel?

11. Now read the information below to know more.

In March 2019, two young World Championship swimmers, Kate Shortman (17) and Isabelle Thorpe (18), performed their synchronized swimming routine in a pool full of floating plastic **waste**: bottles, food containers, shopping bags, toiletries ... Why?

Well, they did it to **highlight** the **impact** of plastic pollution in our oceans, where eight million tons of **garbage** are **dumped** every year.

The Big Bang UK, an organization that encourages young scientists and engineers to **come up with** innovative ways to reduce plastic waste, had suggested the swim to **make the point**. They then **launched** a competition for young people to come up with the best idea to **tackle** the plastics epidemic.



"Trying to do our routine in a pool full of plastic was really hard," said Isabelle. "We kept getting our legs stuck in the bags and hitting our heads on bottles."

So just imagine what it's like if you're a fish!



YOUR RESPONSE? What's your reaction to the girls' swim routine?

12. **TAKE AWAY** Talk about 1–3 in small groups.

- Replace the items in bold in the text with words or expressions with a similar meaning.
- How many of these words did you already know?
- Which two words or expressions in the text are the most useful for you?

13. **EVERYBODY UP!** In groups of three, you have three minutes to come up with three ideas for tackling plastic pollution.

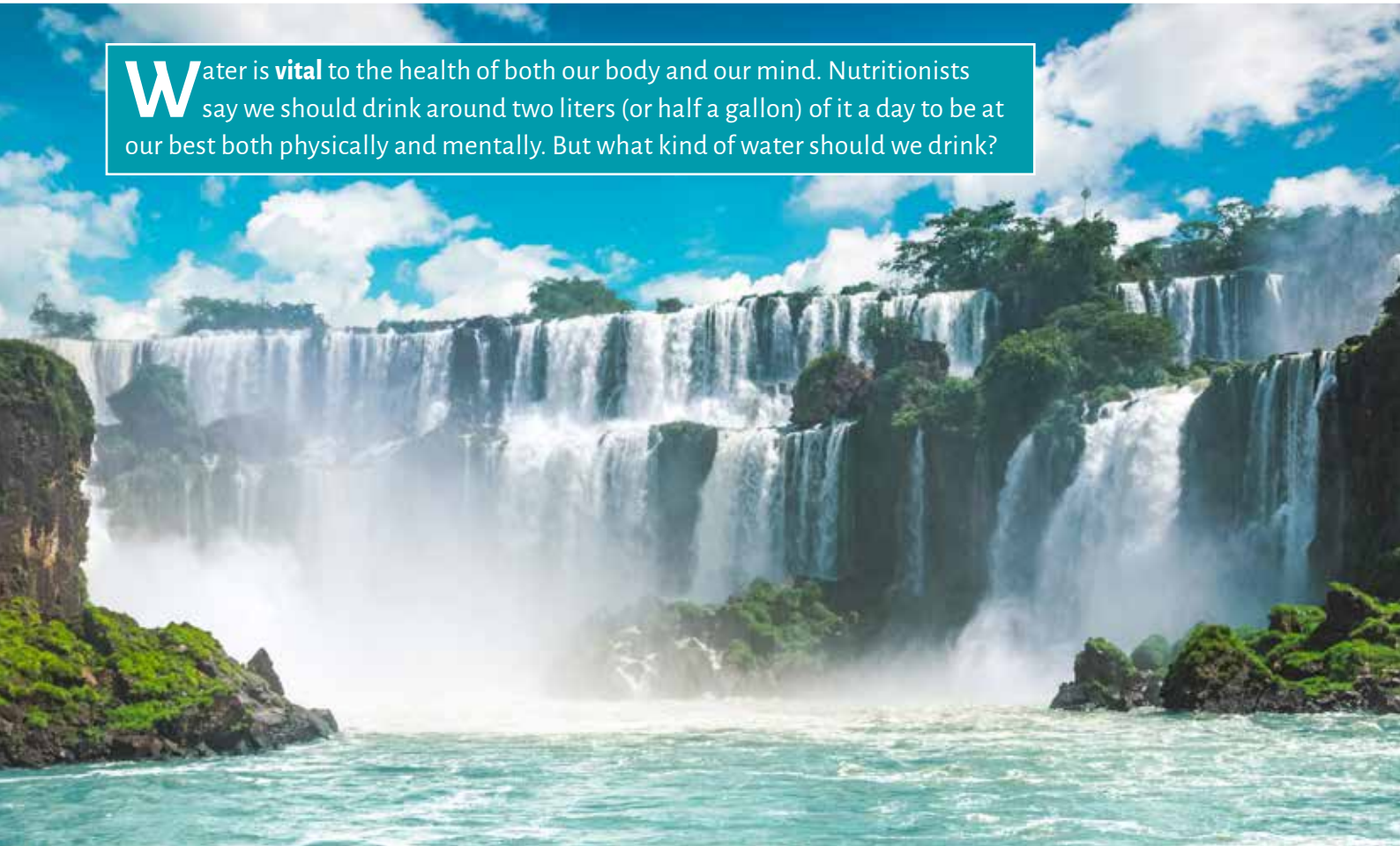
14. **EXPLORE** Find at least five more ideas for reducing plastic waste. Search for "tackling plastic pollution."

LESSON 2 Tap or bottled?



YOU FIRST! How far do you have to walk to get water?

Water is **vital** to the health of both our body and our mind. Nutritionists say we should drink around two liters (or half a gallon) of it a day to be at our best both physically and mentally. But what kind of water should we drink?



A lot of people in the western world drink enormous quantities of *bottled* water, even though they have to pay several hundred times the price of tap water for it. But what is interesting is that **experiments** have shown that most people can't actually tell the difference between the two.

Bottled water is not necessarily better than tap water nutritionally. It isn't healthier, either. In fact, some of it can have higher levels of **bacteria** than tap water. And not all bottled water is free of the chemicals that are sometimes added to tap water. And that's not all. We think bottled water is pure and clean, but it definitely isn't "pure and clean" for the environment. It's really bad. The cost of transporting it from one place to another is enormous, and there's the cost of keeping it in refrigerators, too. And then, once people have drunk it, there are huge numbers of plastic bottles to get rid of. Many are recycled, but some have to go into **landfills**.

Meanwhile, in the developing world, 780 million people **lack** reliable access to safe water; that's one in nine people. **Wells** with safe water are often a long way away from people's homes, so in order to get water, people, usually women and girls, have to walk enormous distances – and back again. This takes a lot of time and is one of the reasons many girls can't go to school in some places.

As we all know, water is a matter of life or death. According to the World Health Organization, around 3.4 million people die every year from diseases caused by inadequate water or sanitation and 99% of these deaths occur in the developing world. Providing clean water and **proper** sanitation for everyone on Earth would cost around \$11 billion a year. Global annual spending on bottled water is more than four times that, so this is one habit we must change.

If we didn't buy so much bottled water, we would have a lot more money to invest in water projects around the world. Now wouldn't that be a great idea?



YOUR RESPONSE? What did you feel was the most shocking fact in the article?

READING

1. Read the article on page 12 quickly to find out if the writer is for or against drinking bottled water.
2. Read the article again. List five reasons that support the writer's opinion.
3. Match the words or phrases in bold from the article with the correct meaning.

A	vital	lack
	experiments	wells
	bacteria	proper
	landfills	

B	1. good, adequate, or suitable	5. necessary or essential
	2. scientific tests	6. deep holes in the ground where you can find water
	3. large areas for garbage	7. are without something
	4. very small organisms that cause disease	

4. **MEMORY** What did the words in Box A above refer to in the article?
5. Choose four statements. Are they true (T) or false (F) according to the article?
 1. Bottled water is only a little more expensive than tap water.
 2. Some tap water can be healthier than bottled water.
 3. It's very easy to avoid chemicals in tap water completely.
 4. Bottled water is a big problem for the environment.
 5. Polluted water kills millions of people in developing countries.
 6. We spend at least \$44 billion a year on bottled water.
 7. In one sentence, what do you think is the basic message of the article?



GRAMMAR Modal verbs

6. Complete the table with these verbs.

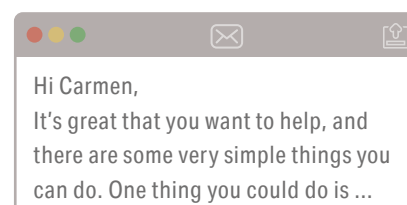
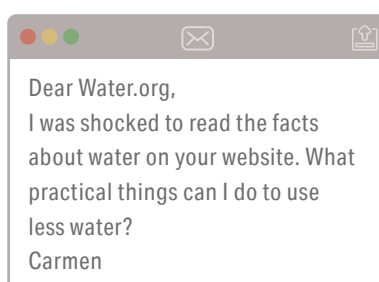
<i>can / can't</i>	It is possible	<i>can</i>	It isn't possible
<i>have to / don't have to</i>	It is advisable		It isn't advisable
<i>must</i>	It is necessary (x 2)		It isn't necessary
<i>should / shouldn't</i>			

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7. Read the sentences. Then rewrite them so they have a similar meaning. Use the verbs from Exercise 6.
 1. It's advisable to drink about two liters of water a day.
We should drink about two liters of water a day.
 2. It isn't necessary to drink bottled water (rather than tap water). We ...
 3. It is possible that bottled water has high levels of bacteria. Bottled ...
 4. Maybe it's time we stopped buying bottled water. Maybe we ...
 5. It's necessary for people to walk a long way to get water. People ...

WRITING

8. **Work in groups.** Make a list of things we *could* or *should* / *shouldn't* do to conserve water.
9. **EXPLORE** Find some more ways of conserving water. Search for "tips for saving water."
10. Read the emails. Complete the reply from Water.org with some more ideas, using *could* or *should* (if you want to be more direct).





YOU FIRST! Which activity looks like the most fun to you?



1



4



2



5



3

VOCABULARY Water sports and equipment

1. Match some of these words with the photos. Do you think any of the words should *not* belong on the list? Why not?

aqua walking	canoeing	ironing	kayaking	kitesurfing	paddle boarding
sailing	scuba diving	snorkeling	swimming	windsurfing	

2. Which sport looks the most / least ...

a) fun?

b) difficult?

c) dangerous?

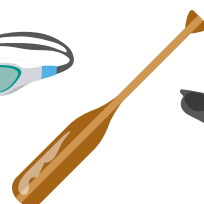
3. Talk about the activities in Exercise 1.

- Have you done any of these activities?
- If not, do any of them appeal to you? Why? / Why not?

- Do you do any of them regularly?
- When and where was the last time?

4. Think of five more activities you can do in (or under) the water. Add them to the list in Exercise 1. Have you used any of this equipment? What for?

board	breathing apparatus	flippers	goggles
mask	paddle	weights	wetsuit



5. Look at photos 2 and 6 again. Talk about these sports.



YOUR RESPONSE?

What does the sea mean for you?

LISTENING 1

6. Which of these instructions go with the two sports from Exercise 5? Put 2 or 6 next to the instructions.

- ☐ Your feet should be parallel, your knees bent, and your back straight.
- ☐ Start in shallow, waist-high water and gradually move to deeper, shoulder-high water.
- ☐ Hold the paddle with both hands: one at the top, one lower down.
- ☐ Move forward naturally: place your heel, then your toe. Don't walk on your tiptoes!
- ☐ You shouldn't look down. Always look straight ahead at the horizon.
- ☐ You should wear a wetsuit, boots, gloves, and even a swim cap if the water's very cold!
- ☐ Wearing a flotation belt around your waist will help keep your chest above water.
- ☐ To get on, first kneel just behind the middle of the board, then stand up.

7. 05 Listen to an instructor giving two lessons. Check your answers in Exercise 6. Then put the instructions in the correct order. Listen again.

8. 05 What does the paddle boarding instructor say about these things? Listen again and check.

a life jacket

standing up

your hips

the front of the board

9. **MEMORY** Cover the information in Exercise 6. What parts of the body are mentioned and in what context? Then read or listen again and check.

10. **EVERYBODY UP!** Demonstrate the correct position for paddle boarding and describe exactly what you're doing, at the same time!



LISTENING 2

11. 06 Listen to another instructor talk more about one of the activities from Exercise 7. Which one is it? What helped you identify it?

12. **MEMORY** Answer the questions. Then listen again and check.

- | | |
|--|---|
| 1. What are the benefits of this activity? | 4. What kinds of things do people do in a session? |
| 2. Why is it a very safe activity? | 5. Do you think the interviewer will try out this activity? |
| 3. Who is it good for? | How do you know? |

13. **YOUR STORY** Is there an activity you do regularly or that you take classes for? What is it? Use questions 1–4 in Exercise 12 to get some ideas. Then present your ideas to class. Don't name the activity. Let your classmates guess what it is!

1. Look at the spa website and answer the questions.

- What does the site tell you?
- What doesn't it tell you?
- What questions do you have?

2. Look at these words on the right and put them under the correct heading: *leisure facilities* or *treatments*.

LEISURE FACILITIES

TREATMENTS

Tribeca

GYM & SPA

One-day leisure pass \$30
From 9 a.m. to 8 p.m.

Includes:

- Light lunch
- Use of all leisure facilities
- Towels, robe, & slippers

20% off all treatments



pedicure

jacuzzi

massage

facial

sauna

gym

manicure

steam room

hot stones

solarium

swimming pool

3. 07 01 Watch or listen to the first part of the conversation. What does Jerome want to know?
4. 08 Underline words (or parts of words) in a–e that are stressed. Listen and check.
- I need some more information.
 - Please can you give me some more information?
 - Could you tell me more about it?
 - I wonder if you could tell me a bit more about it.
 - Would you mind giving me a bit more detail?
5. Now mark the words in Exercise 4 that link together. Listen again, check, and say them.
- Could you tell me more about it?*
6. 09 01 Watch or listen to the rest of the conversation. Write down the five questions Jerome asks.
7. Talk about these questions. Then watch or listen again and check.
- What facilities are included?
 - Which of these treatments are mentioned?
 - What do you think the answer to Jerome's last question is?
8. Draw a plan of your own spa website. Then work with a partner – one of you is the customer; the other is the receptionist. Use Exercises 3 and 6 as a model.

chocolate goat's milk ice mineral mud
multi-jet sea salt seaweed Turkish

BATHS

sports foot head Mexican
Russian Swedish Thai

MASSAGE

SPA

RECEPTION

What treatments does it offer?

What are the hours?

What are the prices?

Are there any extras?

9. **YOUR VIDEO** Choose a treatment from the list in Exercise 7. Describe it. Film your description (use mime if helpful). Say if you like the treatment and why. Share the video online or with the class.



De-stress

H₂O! Take a few sips regularly throughout the day. Take a few sips right now.



2

Switch on

- B1 Grammar:** adverbs of frequency, *used to*, present perfect continuous
Vocabulary: TV: types of shows and descriptions; *watch* vs *look at*; adjectives
Functions: TV talk; requests and responses; asking / telling people not to do things



YOU FIRST! What are your favorite TV shows right now?



YOUR RESPONSE? What types of TV shows really bother you?

VOCABULARY Types of TV shows

1. Match the photos with four of these types of TV shows.

cartoon crime show documentary game show fantasy makeover show the news
 reality court show reality show sitcom soap (opera) sports program weather forecast

2. Match the shows from Exercise 1 with the definitions.

1. It tells us if we're going to need an umbrella.
2. A funny show about the lives of fictional characters.
3. It helps people change their lifestyle or image.
4. A "fly on the wall" show featuring real people.
5. An ongoing fictional story about people's daily lives.
6. A show about real people, animals, places, or events.

3. Write a definition for one of the other kinds of shows in Exercise 1.

4. Which of these things can you watch? How is *watch* different from *look at*?

a game a movie a painting a photo a program TV a video clip a view

5. **Work in groups. Choose two of the questions to talk about.**

1. How often do you watch TV shows? How many hours a week do you watch?
2. What kinds of shows do you like / dislike?
3. Is there a show you never miss? When is it on?
4. Is there a particular show that you really hate? Why?
5. How does the theme music of your favorite show go?

**YOU FIRST!** What does “Scandinavia” make you think of?**READING**

- Write down six words related to Scandinavia.
- What is “different” about Nordic Noir? Read and find out. How many of your six words are in the text?

BLACK AND BLEAK

A different kind of crime drama

“Nordic Noir” (sometimes called “Scandi Noir”) crime shows from Denmark, Iceland, Norway, and Sweden have become hugely popular in recent years and have gathered a large cult following. These countries generally seem such open and safe places to live, which makes the dark and violent crimes portrayed in these series all the more shocking.

The genre is marked by several features. There is always a strong female detective in the leading role. She is not glamorous: she never wears fancy suits or high heels, just jeans and sneakers and her trademark hand-knitted, chunky, patterned sweater. And a scruffy, warm jacket.

She’s not perfect either. She tends to stay up all night searching for clues and connections and sticking pins in bulletin boards – which is why she gets overtired and irritable – so she sometimes makes serious mistakes. Her social skills are dreadful, and she often has relationship problems because she has such trouble communicating with people.

As for the action in these shows, it usually takes place in cold, dark, lonely settings: foggy, frozen forests; empty rainswept roads; decaying abandoned buildings ... we hardly ever see the sun.

Everything is black and bleak.

**YOUR RESPONSE?** Is this your kind of show? Why? / Why not?

- TAKE AWAY** How many new words have you learned from the article? Which are five key ones for you?
- Think about the questions for a moment, then talk to other people.**
 - “Noir” in French means black. What is black about these crime shows?
 - MEMORY** Without looking back, what special features of Nordic Noir detectives can you remember?
 - Pick another TV genre from the box on page 17. What are its special features? Make a list.
- EXPLORE** What elements does Nordic Noir share with film noir of the 1940s and 1950s? Find a film to watch.

GRAMMAR 1 Adverbs of frequency

- Answer the questions.
 - How many adverbs of frequency can you find in the article about Nordic Noir? Underline them.
 - Do these words go before or after the verb *be*? What about other verbs?
 - Where do these words and expressions fit between *never* and *always*?

almost always	generally	hardly ever	normally	often	rarely	usually
never (0)	_____	sometimes (5)	_____	always (10)		

- What follows the verb *tend* in the text? Where does it fit on the scale in question 3?
- What kinds of show do you **tend** to watch? What do you **hardly ever** watch?

LISTENING

8. How much do you know about Hans Christian Andersen? Which one of these sentences is false?

1. He was born in Denmark in 1805, the only child in a very poor family.
2. His father was a lawyer and his mother was a writer.
3. His father used to read him legends and stories as a child.
4. His mother didn't use to read to him at all!



Did you know?

Nordic Noir was not the first Scandinavian genre to become popular worldwide. Hans Christian Andersen's fairy tales – written in the 19th century is still one of the ten most translated works in the world. And his birthday, April 2nd, is now International Children's Book Day.

9. 10 Listen and check your ideas in Exercise 8. What extra information did you hear?

10. Think about the questions then talk to other people.

The Beautiful Duckling

The Emperor's New Car

The Big Mermaid

The Princess and the Banana

The Sun Queen

1. Can you correct the titles of these famous Andersen fairy tales?
2. Which ones have you read or seen?
3. Which ones did / didn't you enjoy?
4. Choose a story and tell it in only 4 or 5 sentences: It's about ...

11. 11 Listen to the short conversation and answer the questions.

1. Which stories did / didn't the first woman use to enjoy? What about the second woman?
2. Which story in Exercise 10 above isn't mentioned?

GRAMMAR 2 *used to*

12. Find examples of *used to* in the sentences in Exercise 8.

13. Complete the sentences in the table. Then ask a partner the question.

We use *used to* + infinitive to talk about something we often did in the past, but that we don't do now.

Did you ^{1.} _____ read Andersen's fairy tales when you were a child?

Yes, I ^{2.} _____ read them quite often.

No, I ^{3.} _____ read them at all.

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De-stress

Shut your eyes and think of a favorite place you used to go to as a child. Go there now in your mind for a few moments.



WRITING

14. **EVERYBODY UP!** Ask five other people:

... what children's TV shows they used to watch as a child.

... what TV shows they usually watch now.

15. Write a short description of a show that you really enjoy now or used to enjoy as a child.

*As a child, my favorite show was ...
I watched it every Saturday morning. ...*





YOU FIRST!

Love them or hate them? What do you think about soap operas?

READING

1. On the evening of October 19th, 2012, Brazil's energy companies were seriously worried about a blackout. Why do you think they were worried? Read the article below and check your ideas.

AVENIDA BRASIL

Who killed Max?

For several years now, telenovelas have been changing.



On the evening of October 19th, 2012, the final episode of the Brazilian mega hit telenovela, *Avenida Brasil*, was due to go on the air. The big question was: Who killed Max? Almost a hundred million people were expected to watch and find out.

Telenovelas (soap operas) are a strong tradition all over Latin America. Colombia's *Yo soy Betty, la fea* – a rags to riches story with a difference – is said to be the most famous telenovela in history. More recently, *La Usurpadora* from Mexico – the tale of twin sisters who change places – has been a huge hit.

And there are many, many others. They run from Monday to Saturday for about 150 episodes and are watched by millions. People talk about them at work and on social media. If you miss an episode, it's easy to feel left out!

Telenovelas are not the same as they used to be, however. In the past, they were usually about the lives of the glamorous super rich in their fancy houses and wealthy neighborhoods. But for several years now, that has been changing. Today's telenovelas are about the new middle class that has been emerging recently in Latin American countries, who are proud of their origins and who they are.

In this sense, soap operas reflect society. And in fact, TV Globo, the TV channel that produced *Avenida Brasil*, spends a lot of money doing research in order to find out what its viewers are really like and what they want to see on TV. The producers will even make changes part-way through a series if they discover that is what audiences want!

But, as well as reflecting society and behavior, soap operas also influence them. Many viewers want to wear the clothes, shoes, and makeup that the characters wear in their favorite soaps, and they want to have the same objects and furniture in their homes. There is even a hotline where viewers can find information about all of these things and details of how to get a hold of them.

Telenovelas can influence people's choice of vacation destination, too. The series *Salve Jorge* was set in Türkiye and showed spectacular scenes of Istanbul and Cappadocia. After the series, the number of Brazilians traveling to Türkiye rose by 740%!



YOUR RESPONSE?

Is there anything in the article that surprises or shocks you?

2.  **TAKE AWAY** Highlight all the words in the article you would like to remember.

3. Write true (T), false (F), or doesn't say (DS). Then correct the false statements.

1. On the evening of October 19th, 2012, all the lights went out in Brazil. _____
2. 100,000,000 people watched the last episode of *Avenida Brasil*. _____
3. Telenovelas in Latin America run for about six months. _____
4. They aren't just about people with lots of money anymore. _____
5. Today's telenovelas are different because of changes in society. _____
6. The producers pay little attention to feedback from viewers. _____

4. **MEMORY** Don't look at the article. In what ways do telenovelas influence people's behavior? Make a list of what you remember. Then read and check your answers. How many other ideas can you add to the list?

SPEAKING

5. Choose a question. Think about it for a moment, then share your ideas.

1. What telenovelas / soap operas are currently on TV in your country? Do you watch any of them regularly?
2. Describe - in just a few sentences - the storyline of a telenovela / soap that you know.
3. Many soaps nowadays explore real social issues like bullying or mental illness. How useful is that?
4. If you could create your own idea for a soap storyline, what would it be?

GRAMMAR Present perfect continuous

STRUCTURE	Telenovelas have been changing .	STRUCTURE	A new middle class has been emerging recently.
MEANING	Telenovelas started changing in the past and they are still changing today.	MEANING	A new middle class started to emerge recently, and it hasn't finished doing so.

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6. Write sentences using the present perfect continuous and the words in parentheses.

1. It was raining this morning and this afternoon, and it's still raining this evening. (all day)
It's been raining all day.
2. Prices started going up in January, and they are still going up now in December. (all year)
3. I tried to call you lots of times this weekend, and I'm still trying. (all weekend)
4. You wore that shirt on Monday, Tuesday, Wednesday, and Thursday. Now it's Friday, and you've still got it on! (all week)

7. Information gap. Work in pairs.

> Student A: Look at page 132.

> Student B: Look at page 134.

WRITING AND SPEAKING

8. Work in pairs. Write out a short scene from a soap opera. Start with the lines in the speech bubble. Think about these questions:

There's something I've been meaning to tell you. It's been bothering me for a long time.

What character might say this? Who to?

What is the situation?

What does he / she go on to say? What is the response?



9. **EVERYBODY UP!** Rehearse your scene and act it out.

**YOU FIRST! Who are some well-known faces in news and journalism in your country?**

1. Read the information below to find one similarity and one difference between David and Nelufar.

**David Attenborough**

early life • education • career

DAVID ATTENBOROUGH (b. 1926) was voted one of the top ten "heroes of our time" by the *New Statesman* magazine in 2011. Even in his nineties he is still hosting natural history and wildlife shows for the BBC and his shows have influenced a generation of wildlife filmmakers. David has also played a major role in environmental projects around the world. In his documentary, *A Life on Our Planet*, a Netflix film, he talks about the devastating changes he has seen throughout his life. "Human beings have overrun the world," he says. "Our planet is heading for disaster."

**Nelufar Hedayat**

early life • education • career

NELUFAR HEDAYAT (b. 1988) has been living in the UK since the age of six, when her family migrated from Afghanistan. She is currently a journalist and host for a media network and has produced, written, and hosted documentaries for TV and radio since 2010. Her work often focuses on the continuing fight for human rights in Afghanistan and improving the terrible situation of women and children who have been living through conflict. In spite of all the problems, she believes the future will be better for women as more are now able to go to school or university. Some are even teaching there!

**YOUR RESPONSE? Who interests you most, David or Nelufar? Why?****READING**

2. **MEMORY** Cover the information in the article above. Answer the questions. Then read and check your answers.

- What happened that was important to these people in 2010 and 2011?
- What are the major areas of interest for each of them?
- How have they both made a difference in the world?
- Who is optimistic about the future? Who is pessimistic?

SPEAKING

3. Find out about an influential person in the media from your country. Write a paragraph about them and give a presentation to your group.

Félix Rodríguez de la Fuente was a very famous naturalist ...

4. Choose A or B and complete the five questions. Use a different tense for each question. Work with a partner and ask each other the questions.

CLASS SURVEY**A If you are a student:**

- What _____ you studying?
- How long _____ studying it?
- _____ you enjoy it?
- What _____ you do before that?
- What _____ you _____ to do when you finish?

B If you are working:

- What _____ you do?
- How long _____ doing that job?
- _____ you enjoy your work?
- What _____ you do before that?
- _____ you go on doing the same job in the future?

LISTENING 1

5. Read the information. Can you guess what Karl has noticed?

Karl Stefanovic has been working as a news anchor on Australian TV for many years. Over that time he's noticed something very interesting about the viewers' attitudes toward his female co-hosts.



6. 12 Listen to two people talking about Karl and check your ideas in Exercise 5.
7. 12 Listen again and answer the questions.
1. What did Karl Stefanovic do about what he'd noticed?
 2. What point was he trying to make?
 3. How did people react?
8. Talk about the questions.
1. What do you think of this true story?
 2. Do you think this happens with TV hosts in your country?

LISTENING 2

9. Read the introduction. Then write down two things you think Vera Murray might say in the interview.



You are going to hear a radio interview with Vera Murray, who used to be a TV broadcaster in the UK. She is talking about her own experience of working in television and the difference in attitude towards male and female broadcasters.

Did you know?

Diane Sawyer is an American TV journalist, but began her career as a TV weather reporter in 1967 and then went to work as an aide in the White House. She became famous for doing high profile interviews with world leaders and famous actors and was named in *Forbes* magazine's *List of the World's Most Powerful Women*.



10. 13 Listen and check your predictions in Exercise 9.
11. Were you surprised by anything Vera said? Was there anything that didn't surprise you?
12. **MEMORY** Can you remember what Vera said about these things?
- age the color / style / pattern of her clothes older men older women shoes skirts weight
13. 13 Listen again. Check your ideas in Exercise 12 and add anything you missed.
14. **TAKE AWAY** Vera had to wear *shortish* skirts. What's the difference between these things?
- high / highish heels nice clothes / nice-ish clothes
short / shortish skirts tight / tightish jeans

Did you see the six o'clock news? Wasn't it shocking?

Yes, awful. What a terrible dress!



SPEAKING

15. Think about the questions. Make notes if you need to. Tell other people what happened.

Can you think of a time when somebody criticized something you were wearing?

What was the occasion?

How did you respond?

1. Match the questions and answers.

- | | |
|---|--|
| 1. What's on? | a) Sorry, I didn't realize it was so loud. |
| 2. Where's the remote (control)? | b) I think it's on ABC. |
| 3. What time does your show start? | c) No, it's OK. I'm enjoying this. |
| 4. What channel is it on? | d) Right about now I think. |
| 5. Can you turn the volume down a little? | e) You're sitting on it! |
| 6. Do you want to change the channel? | f) Nothing much. |



2. 14 Listen and mark the exchanges in Exercise 1 that you hear. Which two exchanges don't you hear?
3. Talk in groups. What do you think about Ted's interaction with the women?
4. 14 Complete the requests you heard in the conversation. Listen again and check. Which are more / less polite?

- Mind if we _____?
- Can you _____?
- Do you think you could _____?
- Would you mind not _____?

5. Now match these responses with the requests.

- a) Oh, sorry. b) Uh, no. c) No, sure, go ahead. d) OK, (jeez) sorry.

6. 15 All these words, except one, have the /ʊ/ sound (as in *would* /wʊd/). Circle the one that doesn't. Then listen, check, and repeat.

book could food foot full good look pull push put should stood

7. 16 Mark the words that link together. Then listen, check, and practice.

- Could you take a look at this?
- Do you mind if I open a window?
- Would you mind not pushing?
You just stepped on my foot!

8. Complete the sentences with *do* or *doing*.

- Please don't _____ that.
- Can / Could you not _____ that, please?
- Please stop _____ that.
- Can / Could / Would you stop _____ that, please?

9. **EXPLORE** Find a clip online of *Avenida Brasil* or another soap opera you know and watch it (with subtitles if necessary).

10. **YOUR VIDEO** In groups, choose one of the clips you watched and write a short scene based on it. Film the scene and share your video online or with the class.



YOU FIRST! Do you like watching period dramas?

THE DOWNTON APPEAL

This television series, which first ^{1.} _____ (appear) on TV in the UK and Ireland in 2010, ^{2.} _____ (become) one of the most popular television dramas in the world in the last few years. Over 120 million viewers in more than 200 countries or regions ^{3.} _____ (see) it, and it ^{4.} _____ (be) a big hit in Brazil, China, Mexico, the Middle East, Russia, Singapore, South Korea, Thailand, the US, and, of course, Europe.

The series is set in a magnificent country estate in the north of England. It ^{5.} _____ (follow) the lives of the wealthy Crawley family and their servants during the first part of the 20th century. Things ^{6.} _____ (be) very different in those days. A lot of important events happened during that time: in 1912, the *Titanic* ^{7.} _____ (sink), and from 1914 to 1918, the world ^{8.} _____ (be) at war. The series shows how these events ^{9.} _____ (have) an impact on everyone, the Crawley family and servants alike.

There ^{10.} _____ (be) only six seasons altogether. The sixth and final one ^{11.} _____ (finish) in the UK in December of 2015, to the great disappointment of many people, who ^{12.} _____ (hope) it would go on forever! However, there was, in fact, a feature film sequel, which ^{13.} _____ (come) out in 2019. It ^{14.} _____ (win)

a large number of awards. So why ^{15.} _____ (be) it such an enormous success and why ^{16.} _____ (win) so many awards? Audiences ^{17.} _____ (say) it's because the characters are fascinating, and the costumes and settings are gorgeous. But its producers ^{18.} _____ (think) that the main reason viewers everywhere ^{19.} _____ (love) it so much is because its themes and stories ^{20.} _____ (be) universal and timeless.



YOUR RESPONSE? Do you / would you watch the show? Why? Why not?

- Read the article, but don't complete it yet. Who is the family in the photo?
- Complete the article with the correct form of the verbs. Think carefully about which tense to use.
- In pairs, check and then explain your choices for Exercise 2.
- MEMORY** Cover the article and answer the questions. Then read and check.
 - Why has this series been so popular?
 - Where and when is it set?
 - What is it about?
 - Which countries are mentioned? Has it been on TV in your country?
- Think about the questions and make two lists. Share your ideas in groups.
 - Name at least five things that have changed since the early 20th century.
 - People in the early 20th century had very different kinds of entertainment. What kinds of things do you think they used to do in the evenings?
- 17** Not everybody liked the show. Listen to eight points of view. Mark each speaker's opinion: positive (✓), negative (x), or neither (?).

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____ 8 ____
- MEMORY** Can you remember what each speaker says? Use these prompts to help you. Then listen again and check.

Did you know?

Downton creator, Julian Fellowes, says his shows are inspired by Mexican telenovelas!

- stand / unrealistic
- beginning / best
- drama / history
- music / soon / sit
- black and white / good or evil / gray area
- clear / ambiguity / think
- clear / confusing
- comment / never

Focus on prepositions

- a. Complete the information with the correct prepositions.

WHO OWNS WATER? WHO CONTROLS IT?



Only 3% ¹ ___ the world's water is fresh water, yet all life ² ___ Earth depends ³ ___ it. ⁴ ___ water, there would be nothing: no plants, no animals, and no people. But many people believe that our world's water supply is ⁵ ___ trouble and that this crisis is the most important political and environmental issue ⁶ ___ the 21st century.

Flow: For Love of Water is an award-winning documentary film made ⁷ ___ French filmmaker Irena Salina ⁸ ___ 2008 ⁹ ___ the growing privatization ¹⁰ ___ the world's shrinking fresh water supply. It looks ¹¹ ___ how multinational companies are stealing water ¹² ___ public land and then selling it ¹³ ___ people ¹⁴ ___ a very high price.

But her film is not just full ¹⁵ ___ horror stories and shocking statistics. It doesn't just focus ¹⁶ ___ the problems. It tells success stories, too, ¹⁷ ___ inspirational individuals ¹⁸ ___ the world who have found practical solutions ¹⁹ ___ the water crisis and made a huge difference ²⁰ ___ people's lives.

- b. Think about the questions for a moment, then share your ideas.

- Does the information surprise you or were you already aware of it?
- Does it make you want to ...
a) know more? b) not really do anything?
c) watch the film?
- Do you think water should be a basic human right, like air? Should it be free?

8. **EXPLORE** Investigate the topic of water in the world. Find out four different things.

9. In groups, tell the class what you have found out about water. Follow these steps:

- Make notes and write a short paragraph about what you discovered online.
- Share your ideas with your group.

CULTURE MATTERS

WATER FESTIVALS

- a. Read about two festivals. Find similarities and differences.

1 The Water Festival

celebrates the new year in many Southeast Asian countries. It has different names in different countries: Songkran in Thailand, Thingyan in Myanmar, Chaul Chnam Thmey in Cambodia, with different traditions, both Hindu and Buddhist. It is also a very important festival for the Dai ethnic minority in Yunnan in China.

Traditionally, people poured water on one another to show respect, get rid of bad spirits, and bring good luck. But more recently, in some parts of Thailand, Songkran has often turned into a big water fight to help people cool down at the hottest time of the year!

It's a time for spiritual cleansing and family reunions. It's a time for doing things for other people, offering prayers and food to the monks, visiting monasteries, and, for some people, clearing all the junk out of their house to bring good luck.



- 2 And then there's the **Bloco da Lama**, the Mud Festival, which takes place every year at Carnival time in Paraty, a small town 155 miles (or 250 kilometers) south of Rio de Janeiro in Brazil. Some people say it began in 1986, when two friends were fishing for crabs on Jabaquara Beach. They were so annoyed by the mosquitoes that they covered themselves in mud to protect themselves. But in fact, the idea goes back much further than that. Traditionally, the indigenous Indians in this region used to cover their bodies with the black mud for health or medicinal reasons because it was rich in iodine and sulfur. So now people honor their ancestors by doing the same thing once a year. They roll around in shallow water, cover themselves with mud, and throw it at each other!

- b. Talk about the questions in groups.

- What are the festivals for?
- How did they start?
- Why would you take part (or not) in the festivals?

- c. **OVER TO YOU** Tell other people about a festival in your country.

What's the name of your festival? When is it?
Why is it important? What happens?