

CEFR B2

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AMERICAN **JETSTREAM**

UPPER-INTERMEDIATE Second Edition



LMS



e-book+



APP



Student's Book

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		VOCABULARY	GRAMMAR	READING AND LISTENING	SPEAKING AND WRITING
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KEY

	Audio
	Video
	Pronunciation activities
	Pair- and groupwork
 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
MINI-TALK	Write and present a talk
ROLE-PLAY	Role-play with a partner
	Link to Workbook

On Helbling media app

- Audio
- Video

On helbling-ezone.com

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

1

Beginnings

- B1 Grammar:** time and tense reviews (the past, present, and future)
Vocabulary: collocations; *keep*; emotions
Functions: expressing disappointment and sympathy



YOU FIRST!

If you were going to put a statue in your town or city, who or what would it represent and why?



1. Look at the statues and talk about the questions.

1. Which are of real people? 2. Where are they? 3. Why are they there? 4. Which one is about naming a child?

2. 02 Listen and check your ideas. Talk about which statue you like best and why.

3. 02 Listen again. Do these words and phrases refer to Statue A, B, C, or D?

African naming ceremony	Atlanta, Georgia	Jamestown, Virginia	John Rolfe	Juliet	Juliet's house
Lima, Peru	Martin Luther King, Jr.	Michael Bond	Miraflores, Lima	playful one	Powhatan
Rebecca	Romeo and Juliet	The Behold statue	the British embassy	the King	Verona, Italy

4. Work in pairs. Think about a statue in your hometown or one you have seen in another place. Talk about the statue, its name, and why the person was so important.

5. Speaker 2 talks about a typical African baby-naming ceremony. Tell people about your name. Think about these things.

what it means

who chose it

how people usually shorten it

whether you like it and why / why not

6. **EVERYBODY UP!** If you were naming yourself now, what name would you choose and why? Compare names and the reasons for choosing them with others. Has anyone chosen the same name as you?

7. **EXPLORE** What are the most popular baby names in your country this year? What about in the year that you were born? Share what you find with the class.



YOU FIRST! How strict were your parents when you were growing up? Why?

READING

1. Look at the picture, taken in 2015. Do you know who the people are? Where do you think they are and why?
2. Read text A. What is strange about the story?



A

One morning, a 15-year-old boy named Mukunda opens the door of the apartment where he lives in New York with his five brothers and one sister and walks out. He is the first of his siblings to ever go outside. Mukunda – the name his father has chosen for him – means “bringer of freedom.” Mukunda goes down the stairs and out into the street. He walks into a bank and a grocery store. He is wearing a scary mask from one of his favorite **horror** movies.

B

One day, a young documentary filmmaker, Crystal Moselle, was walking along First Avenue in New York City. A boy in a black suit with dark glasses and waist-length hair ran past her. Then another, looking exactly the same. Then another. Six of them, ages 11 to 18. This was Crystal's **neighborhood**, but she had never seen these boys before. She was **intrigued** and ran after them. The boys looked surprised when she talked to them. “What do you do?” one of them asked. “I make movies,” she said. The boy replied that he was a filmmaker, too.

C

Oscar Angulo met Susanne when she was backpacking through Peru in 1989. They fell in love and got married. Oscar was a member of the Hare Krishna religious **sect**. They had seven children – six boys and a girl. They gave them Sanskrit names – Bhagavan, Govinda and Narayana (twins), Mukunda, Krsna, and Jagadisa for the boys, and Visnu for the girl.

Probably because of what happened, Krsna now calls himself Glenn and Jagadisa now calls himself Eddie. Susanne is now using her maiden name.

D

Oscar Angulo, described by some as “**work-shy**,” believed the world was a dangerous place that his children shouldn't have to experience. He kept them confined in their Lower East Side apartment in New York City. They hardly ever left their home. Amazingly, many of their neighbors didn't even know they existed. The family's only money was their **welfare checks** and the money that Susanne earned as a **homeschool teacher**. The boys experienced life through watching movies – they had at least 5,000 in the apartment. They would carefully re-enact their favorite scenes. Their whole understanding of life was from the movies they saw and the thoughtful nurturing they received from their mother, herself also trapped by Oscar's paranoia.

E

Police arrested Mukunda because he was scaring people with his mask, but they couldn't get a word out of him. He wouldn't speak to anyone because his father had taught him not to talk to strangers. He was put into an ambulance and taken to the Bellevue psychiatric hospital in Manhattan where he stayed for a week. “I loved it,” he says now, years later. “It was the first time I **interacted** with people.” After Mukunda's escape, Oscar's “control over his family ended” and the boys started going out together to learn about the world.

F

Crystal became friends with the Angulo brothers. For five years she filmed them and their mother, gradually learning the extraordinary truth of their upbringing and watching their **transformation** as they learned for the first time how to interact with the world instead of just with movies. In 2015, her movie about the brothers (*The Wolfpack*) won the documentary award at the Sundance Film Festival.



YOUR RESPONSE? If you met Oscar Angulo, what would you say to him? Why? Think about your answer and then compare your reaction with others.

3.  **Work in groups.** Choose a letter B to F. Only read the paragraph for your letter. Share the information you have read to make a story. Now answer the following questions:
- Who are the people in the photo?
 - Why have Krsna, Jagadisa, and Susanne changed their names?
 - What is the connection between movies and the brothers?
4.  **MEMORY** Tell the story to the others. Have you included everything?
5.  **Work in pairs.** Find out the meaning of the words and phrases in bold with each other or with a dictionary.
6.  **TAKE AWAY** Which words or phrases from this story do you most want to be able to use?
7.  **EXPLORE** What more can you find out about *The Wolfpack* and the Angulo family?

GRAMMAR Time and tense Review 1: the present and the past

1. Match the tense names and descriptions.

GRAMMATICAL NAME	THIS TENSE DESCRIBES:
present simple	a) an action (or state) that happened (or was) in the past
present continuous	b) actions, repeated actions, routine, or states in the present
present perfect	c) something that is ongoing at a moment in the present
past simple	d) something that happened in the past, but which is still relevant in the present
past continuous	e) something that was ongoing at a moment in the past

2. Think of another main use for the two present tenses. (Clue: it has something to do with stories.)

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3.  Find examples of each tense in texts A-F. Compare your answers with a partner and explain why they were used in each example.
4.  Have a competition! Answer the questions about a movie you just saw. Who can use the most present and past verb tenses?
- What did you see?
 - What is the plot of the movie?
 - What happened / was happening in the movie theater (or as you were going to or leaving the movie theater)?
 - What do you think of movies in general?

VOCABULARY Collocations

1. Read the sentences. What word goes in all the blanks?
- When I called her she was at ____ studying.
 - In my country, people live at ____ until they get married.
 - I moved back ____ when my marriage broke up.
 - That kid's from a broken ____.
 - My parents sold the family ____.
 - More and more people work from ____ these days.
 - I left ____ as a teenager. Maybe that was a mistake.
 - This village is full of vacation ____.
2. What comes before the word in each case in Exercise 1? Is it ...
- | | | |
|--------------|---------------|--------|
| an adjective | a noun | a verb |
| an adverb | a preposition | |
3. Write sentences about yourself using the word from Exercise 1.



SPEAKING AND WRITING

1.  Write down at least five words that come to mind when you think of *home*. Compare your words with a partner.
2. Plan and write an essay on the topic of "home." Include the answers to these questions.
- What does it mean to you? Where is it? Why do you / does your family live there? Is "home" a place or a concept?



YOU FIRST! Do you find it difficult to learn a foreign language? Why? / Why not?

FILM

CINEMA MEETS SOCIAL COMMENT

The enigma of language

A number of film directors have made movies about children who, because of terrible abuse, were never exposed to language in childhood – a situation that has always fascinated psychologists and linguists. For example, *Mockingbird Don't Sing* (a movie by Harry Bromley Davenport) is based on the true story of “Genie” (not her real name) who was discovered in California in 1970. When they found her, she was being kept in a single room without human speech or contact. She had been there for most of her 13 years. No one had talked to her, and she had never listened to the radio or watched TV. Although some people tried to help her, she was let down by “the system” – the state and government agencies that should have taken care of her. For the last few years, however, she has been living in an adult care home. At first “Genie” could use words and phrases, but she never managed to make the grammatical connections necessary for fluent language use – and now, according to some, she has lost even the limited language she once had.

The Enigma of Kaspar Hauser is a movie by Werner Herzog about a man in 19th-century Germany who was, according to one version of events, kept in a cellar for his first 17 years with no human contact. The real-life Hauser did, apparently, learn how to read and write (and speak), but in his case, it is possible that his story was at least partly an invention.

François Truffaut directed *L'Enfant Sauvage* (*The Wild Child*) about a pre-adolescent boy named Victor of Aveyron who was found in 1798. He was living wild in a forest in France. Thanks to a kind doctor (Jean Marc Gaspard Itard, played by Truffaut himself in the movie), by the time of his death, Victor had become “socialized” and he even understood some language, but he was never able to speak properly, and he had certainly never achieved real fluency or the grammatical accuracy that we take for granted and that is necessary for effective communication.

All these movies deal with the great mystery of how human beings acquire language, something that people have been puzzling over for centuries. Is there a “critical period” for young children to learn their first language (i.e., before puberty)? What does it take to be able to speak that language (or those languages)? Perhaps just hearing it is enough; perhaps we have a “computer” – a kind of magic black box – in our heads that converts that exposure into language ability. Others suggest, however, that when babies hear language



they are also engaging in social interactions with the people around them, and this is vitally important in language development.

And what about learning a foreign language? Is that the same as a baby learning its first language(s)? Is exposure enough? Or do we need to interact with the people (students and teachers) around us? We know that people can learn a foreign language in a classroom, but is that really where learning takes place? Or perhaps, in our digital world, the best place to learn is online? But then we have to decide things like whether knowing grammar is a help or a hindrance, or whether reading books is the best thing we can do ...

Questions, questions. What do you think? What is the best way to learn a foreign language?



YOUR RESPONSE? What is your reaction to the information in the text? How would you answer the last question?

READING AND SPEAKING

1. Read the text on page 10. Which movie do the photos come from?
2. **TAKE AWAY** Make sure you understand the meaning of these words and phrases. Which two do you most want to be able to use in the future? Compare your choices with a partner.

"the system" a help or a hindrance adult care home become "socialized" effective communication
grammatical accuracy our digital world real fluency terrible abuse

3. **MEMORY** Choose one of the following. Prepare to say what you know about the topic and why it is important in the text. Then tell a partner.

"a computer" critical period interacting with people around us puberty social interaction

4. 03 Read the article again. How many words can you find that sound like *for*? Listen and check your answers.
5. Work in groups. You have two minutes to come up with a list of other words with the same sound. Which group has the most words?
6. Talk about your answers to the questions at the end of the article.

GRAMMAR Time and tense Review 2: the past

1. Find these verbs in the first three paragraphs in the article. Write them as they appear in the article and then match them with descriptions A-D.

- | | |
|--|---|
| 1. ☐ achieve _____ | 8. ☐ listen _____ |
| 2. ☐ be (x2) _____, _____ | 9. ☐ lose _____ |
| 3. ☐ be able to _____ | 10. ☐ make _____ |
| 4. ☐ discover _____ | 11. ☐ manage _____ |
| 5. ☐ direct _____ | 12. ☐ talk _____ |
| 6. ☐ expose _____ | 13. ☐ try _____ |
| 7. ☐ fascinate _____ | 14. ☐ understand _____ |

- A) an action, state, or event that happened and was completed in the past
B) an action, state, or event that happened and was completed before a particular moment in the past
C) an action, state, or event that happened in the past, but which is still relevant (or in existence) now
D) an action, state, or event that started happening in the past and is still happening now

2. Now match descriptions A-D with the correct tense name.

1. past perfect 2. past simple 3. present perfect continuous 4. present perfect simple

3. Look at sentence 1. What is the difference between it and sentence 2?

1. ...something that people have been puzzling over for centuries 2. ... something that people have puzzled over for centuries

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4. **EVERYBODY UP!** Write complete sentences for the prompts below with simple and continuous verb forms. Go around the room and ask a different person about each sentence.

Find someone who ...

has never ...

has always ...

enjoyed ...

has ...

went ...



De-stress

Think of five relaxing English words and make a short "poem" with them. Recite your poem to your partner – in a relaxing voice!



CALM, CALM OCEAN.
PEACEFUL, VELVET
TRANQUILITY.

VOCABULARY *keep*

1. Find phrases with *keep* in the article on page 10. Who was “kept” in a single room? In a cellar?

2. Complete the phrases with *keep* with these words and phrases.

arm's length awake busy in the loop low profile quiet secret shirt on shut waiting

1. “Keep me _____, OK? I want to hear all the news.”
2. Even though he is retired, organizing his local neighborhood association keeps him really _____.
3. “Hey, keep your _____! We’re not that late!”
4. He doesn’t have many friends. Maybe that’s because he likes to keep people at _____.
5. I find it really difficult to keep _____ when people say things based on prejudice.
6. I never tell her anything because she can’t keep a _____.
7. If you don’t want people to notice you, it’s best to keep a _____.
8. “Keep your mouth _____! You’ll get into trouble if you say anything.”
9. She kept me _____ for 25 minutes. I was about to leave when she turned up.
10. The neighbors’ party kept me _____ all night.

3. Identify which of the phrases above are used mostly in informal conversation.

4.  Work in pairs. Write a short conversation about this situation. Use as many phrases with *keep* as you can.

Two workers on a movie set are talking about their colleagues and what makes them happy / unhappy about them.

5.  **MEMORY** Memorize and act out your conversation.

LISTENING

1. Which collection of stories, written in the 19th century, has inspired at least four comic book series, eight movies, countless plays and TV series – and the worldwide Boy Scout movement? Do you know anything about it?

2.  04 Listen to the conversation and check your ideas.

3.  04 Listen again. Use elements from A, B, and C to write sentences about the people and things you hear about.

A Bagheera Baloo Kaa Mowgli Rudyard Kipling Shere Khan The Bandar-log The Jungle Book	B bear black panther book boy monkeys snake tiger writer
C brought up by wolves capture Mowgli helps Mowgli when he is in danger rescues Mowgli from the Bandar-log teaches Mowgli “the law of the jungle” wrote <i>The Jungle Book</i> written by Rudyard Kipling wants to harm Mowgli	

4. Complete the lines from the poem *The Law of the Jungle* with these words.

break die keep old prosper true

Now this is the law of the jungle, as ¹ _____ and as ² _____ as the sky, And the wolf that shall ³ _____ it may
⁴ _____, but the wolf that shall ⁵ _____ it must ⁶ _____.

5.  **EXPLORE** Find out as much as possible about the most recent Disney versions of *The Jungle Book* and *Mowgli: Legend of the Jungle*. Do they interest you? What did the critics say?

The man behind the stories

The famous writer, Rudyard Kipling, is, to this day, the youngest recipient ever of the Nobel Prize for Literature, which he won in 1907. And his books have never been out of print.

Kipling was born in India, where he spent a number of years when India was part of the British Empire. Later, when he returned to England, he became a highly respected member of the British establishment and a big supporter of King and country.

And that's been a problem for Kipling's reputation ever since. Some say he was a right-wing supporter of empire rule and of the Empire, while others say that, on the contrary,

he was a supporter of "the common man."

But what is not in doubt is that he was an incredible writer.

He wrote hundreds of poems and dozens of books including *Kim*, *The Jungle Book*, and also the *Just So Stories*,

which has tales that have enchanted children for years, such as *How the Elephant Got His Trunk*, *How the Rhinoceros Got His Skin*, and *How the Whale Got His Throat*.



Rudyard Kipling
1865-1936



YOUR RESPONSE? How much are you influenced by the politics of a writer, a musician, or an artist?

READING 2

1. Read the information about Rudyard Kipling and answer the questions.

1. What did he do that was unique? 2. Why was he controversial? 3. What did he write?

2. Find words or phrases in the text that mean ...

1. books that you can't get copies of anymore 4. the opposite view is ...
2. ordinary people (i.e., not the rich and powerful) 5. admired
3. the opinion that people have of someone's career / life

3. **MEMORY** Close your books. What three things can you remember about a) *The Jungle Book*? b) Rudyard Kipling?

SPEAKING AND WRITING

1. You are going to write a story about something that happened to you when you were young. Think about the story and make notes. It can be something funny, scary, enjoyable, extraordinary, unfair, or triumphant.

2. Tell your story to someone else.

3. Now write your story. Use your notes and these guidelines to help you.

Paragraph 1: say what your story will be about and set the scene.

Paragraph 2: say exactly what happened and how you felt about it.

Paragraph 3: say why you remember the incident, and what lesson / idea / experience you can take from it.

4. **EXPLORE** Find Kipling's poem *If*. Is it easy to understand? Why / Why not? Work in groups. Why do you think the poem is so popular?



LISTENING

1. 05 Listen to Ana Omabaya talking on the *Life Soundtrack* podcast. Which of these words / phrases describe her choices?

classical music	drum'n'bass	dub	folk music	garage
pop music	rap music	rock music	techno	unaccompanied vocal music

2. 05 Listen again to the podcast and check your answers.

3. Answer the questions.

1. Which piece of music makes Ana think of her childhood? 2. Which piece of music is Ana going to record with her band?

4. 05 Listen again. Write the correct name next to each item.

Johann Sebastian Bach	Knut Nystedt	Ana	Ana's band	Ana's father	Steve Bingham
-----------------------	--------------	-----	------------	--------------	---------------

Who ...

- | | |
|---|---|
| 1. felt an instant connection with a piece of music? | 5. plays all the different lines on a violin? |
| 2. wrote music because of a death? | 6. sat on the stairs and listened to <i>Only Remembered</i> ? |
| 3. was one of the most famous composers of all time? | 7. slows down the music? |
| 4. learned <i>Only Remembered</i> from his grandmother? | 8. has a date in the recording studio? |

5. Choose four of these words or phrases. Try to ask the right questions about Ana's music choices so that you get exactly these answers.

1. *Immortal Bach* 2. Norwegian 3. *Only Remembered* 4. Peace 5. Ana's band 6. Ana's father 7. A world tour

6. **TAKE AWAY** Complete extracts a-f from the audio with these phrases. Explain where Ana uses the phrases and why.

at half speed	explain it	feel sentimental	how he did it	over to the house	that matters
---------------	------------	------------------	---------------	-------------------	--------------

- | | |
|--------------------------------------|---|
| a) a song that always makes me _____ | d) some of the performers start singing _____ |
| b) they all came _____ | e) that would _____ |
| c) It's what we do in life _____ | f) I can't imagine _____ |

7. Work in pairs. Complete these sentences in as many ways as possible:

I can't imagine how ...

It's what ... that matters.

GRAMMAR Time and tense Review 3: the future

- 06 Listen to the end of Ana's interview again. Write down what she says, using these verbs. Look at transcript 06 online to check your answers.**

be do finish go back include play record release start

My band ... and I are going back into the studio in a couple of months ...
- Look at the sentences you wrote in Exercise 1. Which refers to something that ...**

 - is a future fact?
 - is a future plan – almost certain?
 - is already arranged?
 - is an activity taking place in the future?
 - they are considering for the future?
 - will already be in the past at a certain time in the future?
 - will happen if everything goes OK?
 - is a "timetabled" event? (two examples)
- Complete the sentences with the correct form of the verb in parentheses.**

 - Look at his expression. I think he's _____ (cry).
 - By this time next month, her baby _____ (be born).
 - I _____ (meet) my fiancé's parents tomorrow. I'm nervous!
 - She _____ (move) to California. That's her latest crazy idea anyway.
 - They _____ (work) in the movies when they grow up. It's their dream!
 - He _____ (be) 30 on his next birthday.
- YOUR STORY** Think of your own future. Write one sentence for each item. Then compare with a partner and give more detail.

 - something that will be true next year
 - something you are going to do in the coming year
 - something you think you will be doing in a year
 - something you think you will have achieved in a year

> PAGES 140–141

VOCABULARY Emotions

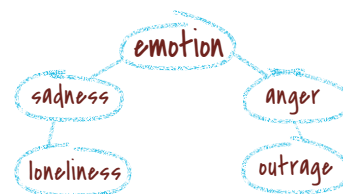
- Complete the sentences with these phrases.

hide their emotions overcome with emotion overwhelming emotion pent-up emotions show their emotions

- Actors often find it difficult to make speeches at awards ceremonies because they are ...
- If someone is about to "explode," it may be because they have
- If you don't know what somebody is thinking, it may be because they ...
- It is easy to know how people are feeling if they ...
- Fear can be an ... that stops you from thinking properly.
- Look at the picture from the movie *Inside Out*. It shows Fear, Anger, Sadness, Joy, and Disgust. Can you guess which is which?
- Work in groups and follow the instructions.**

adoration amazement anger disgust ecstasy fear hate homesickness joy loneliness love outrage sadness surprise

- Build your own "emotions" word map.
- Use the words in the box above and as many others as you can.
- Go from less to more intense.
- Then find the words that are opposites.
- YOUR VIDEO** When do you typically feel one of the emotions you have listed? Make a video about that emotion and share it online or with others in the class.



SPEAKING AND WRITING

- Think about your own *Life Soundtrack*. Which one or two pieces of music have meant a lot to you at different stages of your life and why? Make notes about the following:
 - Explain the connection between the music and a time in your life, and the emotions that the music provokes.
 - Introduce your music selections.
 - Describe the music or say how it makes you feel.
 - Describe when you like to listen to the music and what mood you are in.
- Now present your *Life Soundtrack* to the class and play the tracks if possible.


YOU FIRST! What has disappointed you?

- Look at the photos of Charlie and Dana. Describe the feelings of each character. Do they look pleased, disappointed, or something else? Can you guess why?
- 07 01 Watch or listen to the first part of the conversation. Who says what? Write D (Dana) or C (Charlie).

1. ☐ I guess that's a better way to look at it.

2. ☐ It seemed really promising, you know?

3. ☐ And I'm sure it seems really unfair, but I bet something else will come up.

4. ☐ I'm just really disappointed it didn't work out.

5. ☐ But I guess I was wrong.

6. ☐ You always have to have a backup.



Charlie



Dana

- Think of another way to say these phrases.

I really had my heart set on this.

I thought it all went down so well.

I thought that one was in the bag.

- Which of the sentences in Exercise 2 express disappointment?

- TAKE AWAY** Match phrases 1–4 with the correct meaning a–d.

- it's a real bummer
- we had a good thing going
- lame
- on top of everything

- in addition / also
- stupid or not very convincing
- things were going really well
- it's really disappointing

- 07 01 Watch or listen again. Mark the two reasons Charlie gives for why he wanted the job.

- He was going to play by himself.
- It was going to pay well.
- He got along with the other musicians.
- It was in the East Village.
- It was his backup.

- 08 Listen to Charlie saying sentence 2 in Exercise 2 above. Does his voice go up or down on *you know*? What is the effect of using *you know* here?

- 09 Now listen to four more sentences. Use arrows, up or down, to show the intonation for *you know* in each one.

- I really think it's going to be OK, you know?
- I can't find my bag – you know, my green one?
- He was, you know, going to tell you later.
- You know my friend Bill? Well, he's moving to Australia!

- 09 Listen again and practice. What is the meaning of *you know* in each sentence?

- 10 01 Watch or listen to the second part of the conversation. What word does Dana use to change the conversation?

- Do you think Charlie feels better by the end of their conversation? What makes you think so?

- YOUR VIDEO** Charlie uses the expression *One door closes and another one opens*. Find out what it means. When has this happened to you in your life? Make some notes about how a disappointing situation turned into a good one. How did you get through it? Film your story and share your video online or with the class.

**YOU FIRST! Which of your senses do you tend to use most?**

How do you prefer to learn something new?

WHICH STATEMENTS ARE TRUE FOR YOU?Put a number in **every** box:

4 = always

3 = often

2 = sometimes

1 = rarely

0 = never

**1. When you're learning something new, do you prefer to ...**

- a) ☐ read about it or see a diagram or visual image?
 b) ☐ hear about it, talk about it, and ask questions?
 c) ☐ touch it, handle it, do something with it physically?

2. Would you rather ...

- a) ☐ take careful written notes so you can read them again?
 b) ☐ make an audio recording that you can listen to again?
 c) ☐ write down as much as you can, even though you might never look at your notes again?

3. What kind of environment do you like to study or work in?

- a) ☐ somewhere neat, tidy, and uncluttered
 b) ☐ somewhere quiet or a place where you can listen to music
 c) ☐ somewhere comfortable, surrounded by your stuff; it's more organized than it looks!

4. What sort of clothes do you wear when you're studying or working?

- a) ☐ color-coordinated, flattering ones that look good
 b) ☐ you've never really thought about it – it isn't an issue
 c) ☐ loose-fitting, easy-to-move-in, casual clothes that feel good

5. If you're preparing for an exam at school or a big meeting at work, do you ...

- a) ☐ happily sit still for long periods as you go through your notes?
 b) ☐ talk to yourself or say things out loud when practicing?
 c) ☐ tend to fidget or walk around as you're studying the material?

1. Do the quiz. What did you think about the questions? Interesting? Boring? Strange?

2. Add up your scores for each of the three letters a), b), and c) and compare them with your partner's scores. Talk about the results.

3. 11 Listen to a conversation and find out which three senses are the most popular. Then match them with the letters in the quiz.

4. 11 Answer the questions. Listen again if you need to.

1. What do the terms *visual*, *auditory*, and *kinesthetic* mean in relation to our senses?
 2. Explain the theory the woman learned about on her training day.

3. What's the point of identifying your favorite senses?

4. Do the ideas in the conversation make sense to you or do you think they're just silly?

5. **EXPLORE** Find out more about the ideas in the quiz and your own profile by typing in "VAK test." Take the whole test and share what you find with a partner. Remember – this is not a hard and fast classification; it's about preferences.6. **Work in groups. Talk about the questions.**

1. Which senses do you associate with these activities? (There may be more than one.) Write V, A, K, O (olfactory), or G (gustatory) next to each one.
 2. Which of the activities do / don't you enjoy?
 3. Can you suggest other activities for each sense?

cooking dancing doing a jigsaw puzzle driving
 following directions going for a walk grocery shopping for food
 learning English listening to music meeting friends
 playing games online playing soccer playing the trumpet
 swimming taking a bus ride texting watching TV

7. Look at the "senses" photos A-D at the top of this page. Create images or take pictures of your own on the same theme and tell your partner about them.

This picture represents the sense of smell because ...

2

LESSON 1 Hands on!



YOU FIRST! What did you use to play with most as a kid? (What about now?)

A



B



C



D



E



VOCABULARY Toys

1. Match these words with the pictures. Then take turns miming them for your partner to guess.

beach ball Frisbee hula hoop Koosh ball Lego® Mindflex Rubik's Cube Super Soaker yo-yo

2. Choose two of the questions to talk about.

1. What do some or all of the items in the pictures have in common?
2. What parts of the body are involved with each one?
3. Which item do you think has been around the longest?
4. Can you suggest some kind of chronological order for the others?
5. Are any of these items ones you would never want to play with? Why not?

3. Match the descriptions with the items in Exercise 1.

a) This high-powered toy gun, which can fire water up to a distance of 50 feet (or 15 meters), is great for water fights.

b) You play with this item, whose history goes back perhaps to Ancient Greece, by throwing it down and then winding it back up.

c) The man who invented this solid, multi-colored cube was Hungarian.

d) A wireless EEG headset reads your brainwave activity, which it uses to guide a ball through a series of obstacles.

e) This ball, invented in the 1930s, is inflatable, which makes it easy to carry around.

f) This game was invented by some Yale University students, who played catch using dinner plates.

g) The toy that many people now use for fitness has been popular for centuries.

GRAMMAR Relative clauses

1. Look at Exercise 3 above and read the descriptions again. Underline the details for each item.

2. Work with a partner and answer the questions about Exercise 3.

1. How many of the sentences use commas? Why?
2. Which details are necessary (or restrictive)?
3. Which ones are extra (or non-restrictive)?
4. What pronouns do the clauses contain?
5. Only one of the relative pronouns can be omitted. Which one and why?

> PAGE 141

3. Read some claims made for the benefits of different kinds of kinaesthetic activities. Underline the sentences with relative clauses and say whether they are restrictive or non-restrictive. Add commas where necessary.

A Lego® which has grown tremendously in popularity over the years has been found to help children learn a number of skills that are important in their cognitive development. It can help them solve problems, plan and organize; it can improve their thinking skills and their creativity; it can also boost their motor development.

B Exercising your hands and fingers gives your brain a workout at the same time, and research shows that people who do this have a better chance of keeping their mental faculties well into old age. Not just people who play the piano and other musical instruments, but also those whose regular activities include things like playing cards or chess, knitting, or typing on a keyboard.

C A recent study of people who had an increased risk of developing Alzheimer's disease showed that even small amounts of exercise may help to slow the progression of a disease that many people dread. Swimming and other water activities which are easier on the joints are particularly beneficial.

D Playing with a Koosh ball can help reduce stress which in turn can help improve performance. Nervous about an exam (or anything else)? Just pass a Koosh ball from hand to hand for a few minutes before you begin and notice the difference that makes. It's incredibly soothing.



Did you know?

Recent studies have shown that hula hooping can work as many as 30 of our muscles, and can also help hand-eye coordination, flexibility, balance, motor skills, and endurance. Start hula hooping!

4. Join the sentences using relative clauses. Which two items do the sentences describe?

1. Scott Stillingner invented this to help his children. Their hands were too small to catch a ball.
Scott Stillingner invented this to help his children, whose hands were too small to catch a ball.
2. Stillingner first tied lots of rubber bands together to make a ball. Stillingner was an engineer.
3. The name of the ball was chosen after a lot of consultation with children and adults. It was inspired by the sound it made when it was caught.
4. The balls are made from around 2,000 natural rubber fibers. They are sold in a variety of colors and sizes.
5. These building blocks allow children to be really creative. They can be combined in a huge number of different ways.
6. The blocks were invented in 1949 by Ole Christiansen. He was a carpenter.
7. They were patented in 1958 by a Danish company. Its name means something like "play well."
8. By 2011, the company had produced more than 320 billion bricks. That was roughly 52 bricks for every person on the planet at that time.

SPEAKING

1. Think about how you could describe using a hula hoop to someone who has never seen or heard of one. Try to use as many relative clauses as you can in your descriptions.
2. **MINI-TALK** Read the instructions. Then prepare a short talk.
 1. Think of some other item people like to play with. If you need to, you can research it online. Make notes and shape them into a short talk.
 2. Give your talk to your group, but don't say the name of the item. Let the others guess it.

De-stress

Interweave your fingers and thumbs in a way which feels natural. Then interweave them the other way so your other thumb is on top and it feels strange. Go back and forth ten times. The concentration makes it hard to worry about anything else!



VOCABULARY Manual activities

1. **Mime and / or describe these verbs. What do they all have in common? Which action do you do most?**
catch grab grasp hold pet pick up put down scratch throw touch wave
2. **Name some activities you can do with every verb. Compare with a partner.**
3. **YOUR VIDEO** Did you have a favorite childhood possession? Do you still have it? Prepare a short description to share with other students. Bring it – or a photo – to class if you can, or film it with your description.

WRITING

1. Some psychologists believe that what you play with as a child (whether it's Lego® or Barbie dolls) can determine what you choose as a career. Do you agree or disagree? Make some notes.
2. Write a short opinion essay (140–190 words) discussing your ideas.

Paragraph 1: Introduce the topic and your opinion: e.g., What children play with can affect their career choices because ...

Paragraph 2: Present your argument for: On the one hand; I believe that ...

Paragraph 3: Present your argument against: On the other hand; However ...

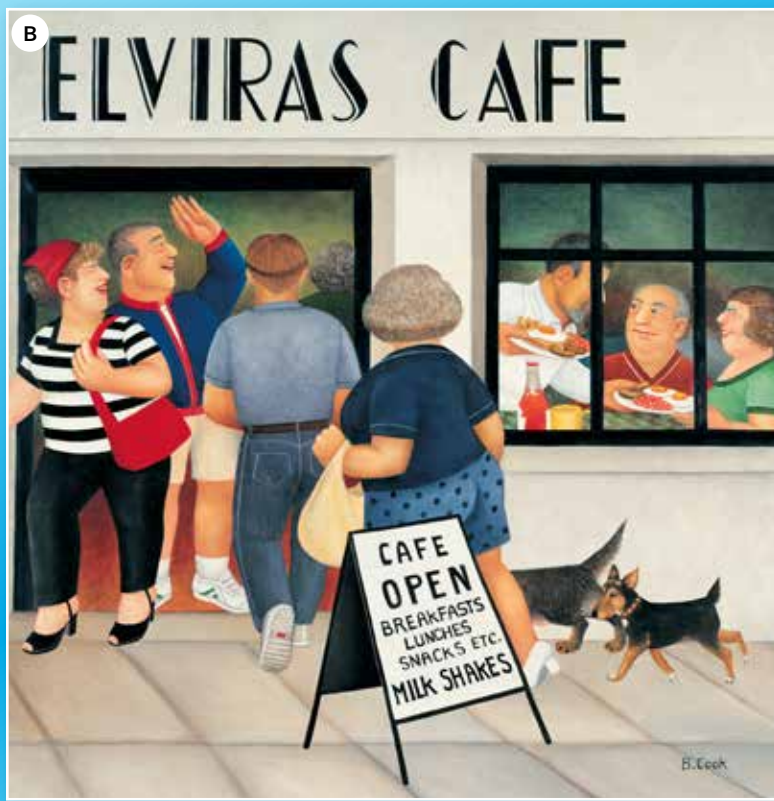
Paragraph 4: Give your own conclusion.

2

LESSON 2 Paint the town red!

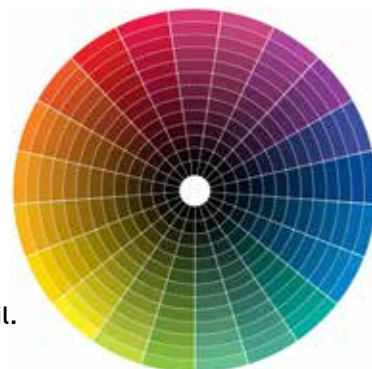


YOU FIRST! How often do you meet friends for coffee?



SPEAKING

- Look at the paintings. How are these two places different? Which place would you prefer to go to?
- Guess answers to the questions and give reasons for your guesses. Check with your teacher or online.
 - Which one do you think was painted by a man?
 - What nationality were the painters?
 - What is the title of each painting?
 - Which painting is more recent?
- MEMORY** How good is your visual memory? Cover the paintings. Answer Question 1 OR Question 2. When you have finished, compare your answers with a partner. Then check against the paintings.
 - Do a rough sketch of painting A. What colors were the different things?
 - Answer the questions about painting B.
 - What was the name of the café?
 - How many people were in the painting?
 - What did the sign outside the café say?
 - How many dogs were there?
- Take a picture of a coffee shop you really like. Show it to your group and tell them why you like it.
- With the pictures you took in Exercise 4, talk generally about the colors in each one and compare. Are the colors bright or dark? Are they different on the outside than the inside of the restaurant?
- Choose your favorite color from the color wheel and explain why you chose it.
- Answer the questions.
 - How many colors in the wheel can you name?
 - Which ones are ROYGBIV?
 - Which ones are primary colors? Which are secondary or complementary colors?
 - Which of these colors can you find: cream? lime? maroon? turquoise?
 - How many other colors can you name that are not in the wheel?
- Describe the colors in the pictures on this page or from Exercise 4 in greater detail.



9. Have you ever done the Stroop Effect experiment? Read the instructions and do it now.

Name the *colors* of the words in the box below as quickly as you can. Don't read the *words*. Say the color of each word, regardless of what the word says. So, for example, if the word *green* is written in black, you should say *black*. Ready? Go!

green blue red yellow black white

10.  Talk to a partner.

- What happened when you did the Stroop Effect experiment?
- Did you have to hesitate each time and think for a moment?
- Why do the words themselves interfere with your ability to name the colors? Check with your teacher.

LISTENING AND SPEAKING

1.  12 What things do you associate with these colors in your culture? Listen to 30 words and choose a box to write each one in.

white	black	red	yellow	blue	green	orange	purple	pink

2.  Compare your ideas with a partner. Circle all the words you agree on.

3.  13 Listen to two people talking about what colors mean to them.

- Which four colors do they mention?
- Which ones do they have different associations for?
- Are any of their associations the same as yours?

4.  **EXPLORE** Which color is most frequently used in national flags? Is it in yours? What images are in some flags? Why are they used?

VOCABULARY Expressions with colors

1. We can use *dark*, *light*, *pale*, *bright*, *deep*, and *muted* with colors generally, but other words go with specific colors. Match these words with colors 1–5.

blood brick coral lemon midnight mustard navy olive salmon sea

1. ... red **blood red** 2. ... blue 3. ... green 4. ... yellow 5. ... pink

2. Which of the colors in Exercise 1 can you find in the color wheel on page 20? Is anyone in the classroom wearing any of these colors?

3. Complete these "color" expressions with the correct colors. What do the expressions mean? Are there any you don't know?

- paint the town red = go out and have a big celebration
- have a _____ thumb
- a _____ opportunity
- the _____ market
- catch somebody _____-handed
- as good as _____
- _____ -collar workers
- _____ -colored glasses
- as _____ as a sheet

4.  14 Now listen to the expressions in Exercise 3. Do you have similar color expressions in your language?

5.  Work in pairs. Choose three of the expressions in Exercise 3 and give an example of when you would use it.

READING

1.  Talk about the questions.

- What exactly is color?
- What do you know about *warm* and *cool* colors?
- Do you believe different colors affect you? If so, why do you think that is?
- Do you think different colors look good on different people? Why?

2. Read the article on page 22 and check your ideas.





YOU FIRST! If you were a color, what color would you be? Why?

COLOR How it affects us



A Color psychology is the study of the effects that color has on our brain and, therefore, on our **state of mind**. Color, after all, is light. Different colors have different wavelengths, which cause changes first in the eye and then in the brain, and these in turn affect how we feel. We are not consciously aware of these effects most of the time, but once we have some understanding of how they work, we can use them to our advantage. Although there is still a lot of research that remains to be done in this area, and some theories **contradict** each other in certain respects, there is also a surprising amount of agreement about the psychological effects of color.

B One of the areas where there seems to be **widespread** agreement is on the classification of colors into warm and cool. **Warm** colors – red, orange, and yellow – really do tend to produce feelings of warmth. And they do a lot of other things, too. Red is said to raise our heart rate and boost our energy. It is often used to **signal** danger because it gets us ready for action! Orange is supposed to be a very cheerful color: the color of joy. Yellow is thought to be an optimistic color, too: it can make us feel positive and happy. **Cool** colors – green, blue, and purple – aren't just cooling. Green is generally considered to be the color of balance and harmony – and nature. Blue is often seen as **soothing** and relaxing. Purple is believed to enhance our creativity and give us a sense of spiritual connection.

C Many of our reactions to color are, of course, very subjective, and have to do with experiences we have had in our personal life. You may not have such a joyful reaction to orange, for example, if you were scratched by a tabby cat as a child! Responses to color can also vary from culture to culture, and what signifies something in one culture could mean something very different in another. In many Asian countries such as China, Vietnam, Korea, and India, white is the color of **mourning**, but in Iran, people wear blue when someone dies, and in Europe, it's usually black. White, on the other hand, symbolizes innocence and purity for many Europeans.

D Color analysis, as opposed to color psychology, has to do with finding out which colors suit us best given our individual skin, hair, and eye coloring. The approach has evolved in recent years from a seasonal one, which categorized people into one of four seasons ("You're a summer."), to a slightly more **refined** seasonal one, which placed people in one of twelve seasonal subdivisions ("You're a deep summer."), and finally to a highly personalized one. This takes into account the fact that there are actually many more differences between us than twelve and that we are unique, not only in terms of our coloring, but also our personality, which can also influence what colors suit us.

E An approach that incorporates both color psychology and personalized color analysis aims to train people to become aware of how different colors affect them and then be able to choose the right shade of a particular color for them personally. Somebody might say, for example, "I can't wear red!" but there are many types of red: some warmer, some cooler, some darker, some lighter, some bolder, some more muted. There's bound to be one out there somewhere that will suit you. There are times when you could need a color that stimulates you mentally and physically. And it doesn't need to be a whole outfit; even the splash of a red scarf or tie, or a pair of red socks could help.



YOUR RESPONSE? What color is your reaction to the article?

3. Are these statements true (T) or false (F), according to the article? Find evidence in the article to support your answer.

- | | |
|---|--|
| 1. Color psychology looks at how people unconsciously respond to light waves. | 4. Responses to color are totally culture-specific. |
| 2. We have learned almost all there is to know about how color affects us. | 5. Color analysis tells us which colors we look best in. |
| 3. Generally speaking, warm colors are calming, while cool colors are energizing. | 6. The number of categories in color analysis has been reduced over the years. |
| | 7. Anybody can wear any color – as long as it's the right shade! |

4. Find words or phrases in the article that mean ...

PARAGRAPH A	PARAGRAPH B	PARAGRAPH D	PARAGRAPH E
1. changes produced	4. increase (two different words)	6. changed / developed	9. includes
2. influence (verb)	5. improve	7. special and different	10. set of clothes
3. notice something		8. make us look good	

5. What is the meaning of the words and phrases in bold in the article?

6. Work in groups. Answer the questions and report back to the class.

- Why do you suppose that color psychology is useful in areas like marketing and advertising? Can you give some examples of company logos that successfully use color?
- According to the article, what color(s) might you wear if you wanted to feel ...

in a better mood?

less stressed?

less tired?

more balanced?

- From the information in the article, what colors could go well in these rooms and why?

a dining room

a living room

a bedroom

a classroom or training room

GRAMMAR Hedging: making cautious statements

1. Read sentences a) and b) and answer questions 1–3 below.

- Red **is said to raise** our heartrate.
 - Red **raises** our heartrate.
- What's the difference between these two sentences?
 - What's another way of saying sentence a)?
 - What different effects do the two sentences have on the listener or reader?

2. **Hedging is when we use language to distance ourselves from facts or opinions, or to make something we say less assertive. Can you find any other examples of hedging in the article?**

3. **MEMORY** Complete the sentences. Then look back at the article and check.

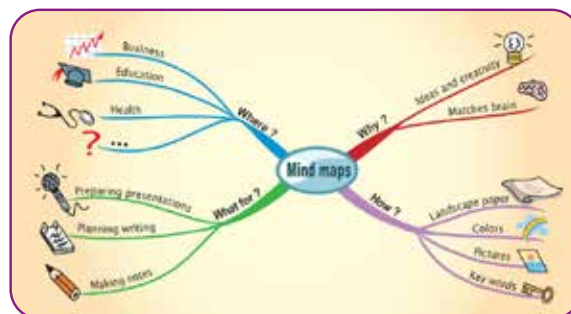
- Red is said to ...
- Orange is supposed to ...
- Yellow is thought to ...
- Green is generally considered to ...
- Blue is often seen as ...
- Purple is believed to ...

➤ PAGES 141–142

4. Why are mind maps effective and how do you make one? Read and find out.

Colors and pictures are a key feature of mind maps: they give a map more impact and make it more memorable. Mind maps are also non-linear, reflecting how the brain works, and so enable us to make new connections between ideas. Because of this, they are useful for planning a piece of writing or preparing a presentation.

5. Rewrite the text in Exercise 4 to make the statements of opinion less assertive. Use language from Exercises 2 and 3.



SPEAKING

- MINI-TALK** Prepare a short talk about anything to do with color. Get some colored pens and make a mind map. Add ideas as they occur to you anywhere on your map. Use your mind map to plan a short presentation. Make notes if you want to. Give your presentation to your group. You can use your notes or your mind map to guide you.

2

LESSON 3 Sounds interesting?



YOU FIRST! What kinds of music do – and don't – you like to listen to?

A



B



C



VOCABULARY Music

1. Match pictures A–G with some of these words.

blues classical electronic garage gospel hip hop jazz new age opera pop punk reggae

2. Work in groups. Match the definitions with the kinds of music in Exercise 1.

1. It's produced with computers, sound synthesizers, and other technological devices.
2. A slow and melancholy kind of music developed from the spirituals and work songs of African slaves in America.
3. It began in places like New Orleans and allows instrumentalists to improvise.
4. A rhythmic vocal style that came out of the Bronx in the 1970s.
5. It uses instruments from all over the world to make soothing music that helps you relax.
6. A style of music with a strong syncopated rhythm, which emerged from Jamaica in the late 1960s.
7. Short songs with a regular beat and simple, catchy tunes.

3. What other types of music can you think of? How would you define them?

4. 15 Listen to some pieces of music and write down words that come to mind. How would you describe each piece? What do you like about it?

5. Think about the questions for a moment then share your ideas.

1. What activities do / don't you like to do while listening to music?
2. Do you listen to music when you're driving? What kind of music? Do you have a favorite song?

LISTENING 1

1. 16 An interviewer asks ten people the questions in Vocabulary, Exercise 5. Listen and make notes of the answers that match your own experience.
2. 16 How many people in Exercise 1 sing along as they listen and drive? Listen again and check. What about you?
3. **YOUR VIDEO** Is there a song that you really love to sing along to while driving or doing anything else? Get together in small groups to share your songs ... and sing! Then film your performance.

LISTENING 2 AND SPEAKING

1. Look at the photo and talk about the questions with a partner.

1. What are the benefits of listening to music while driving?
2. What do you think *car-a-oke* is? (as opposed to *karaoke*)
3. Is there a problem with it?
4. What other things do people do when singing?
5. What kind of music is it best to avoid while driving and why?
6. What kind of music is recommended and why?

2. 17 Listen to a radio interview and make notes about the questions in Exercise 1. Does the professor agree with you? What do you think of his ideas?

3. **ROLE-PLAY** Use your notes in Exercise 2 to act out as much of the interview as you can.





GRAMMAR Verb patterns 1: cause and effect

1. Find examples of these grammatical structures in transcript 17 online.

1. X makes someone / something + adjective
2. X causes Y + infinitive with *to*

3. X makes someone / something + infinitive without *to*
4. X stops someone / something (from) + *-ing* form

5. X prevents someone / something (from) + *-ing* form

2. Complete the information with verbs from Exercise 1.

While listening to music can ¹_____ car journeys more fun, it actually ²_____ us drive less carefully. It can ³_____ us from fully concentrating on what we're doing and ⁴_____ our response times to be much slower and ⁵_____ us from acting quickly in an emergency.

3. Complete these sentences about driving.

1. ... makes me really angry. 2. ... make people drive really slowly. 3. Speed bumps cause ...
4. Speed limits stop ... 5. Seatbelts prevent ...

> PAGE 142

VOCABULARY Sounds

1. Work in groups. What things / people make these sounds? How many can you make? Can you suggest more sounds and make those, too?

bubbling creaking crunching crying drumming
gurgle hissing scraping ticking whistling

READING

- Complete the poem with the sounds above.
- 18 Read and listen to the poem to check. Which words / sounds do you like most?
- Recite the poem as a class or in groups. Divide up the lines between you!
- Stand up and recite the poem again, this time making the sound after the end of each line.
- Imagine answers to these questions.
 - Why is the stranger dressed in black and gray?
 - What's he going to do with all those sounds?
 - Were there any sounds he might have forgotten?
- EXPLORE** Find out more about the poet, Roger McGough. Find another poem of his that you would like to share with the group.
- YOUR VIDEO** Choose a few of your favorite sounds and write your own poem. It doesn't have to rhyme ... but it can. You can also illustrate it if you want to. Share your poem with other students or film yourself reciting your poem.

The sound collector

by Roger McGough

A stranger called this morning
Dressed all in black and gray
Put every sound into a bag
And carried them away

The ¹_____ of the kettle
The turning of the lock
The purring of the kitten
The ²_____ of the clock

The popping of the toaster
The ³_____ of the flakes
When you spread the marmalade
The ⁴_____ noise it makes

The ⁵_____ of the frying pan
The ticking of the grill

The ⁶_____ of the bathtub
As it starts to fill
The ⁷_____ of the raindrops
On the windowpane
When you do the washing-up
The ⁸_____ of the drain
The ⁹_____ of the baby
The squeaking of the chair
The swishing of the curtain
The ¹⁰_____ of the stair

A stranger called this morning
He didn't leave his name
Left us only silence
Life will never be the same



YOU FIRST! What things have you found most difficult to learn? What about the easiest? What made the difference?

1. Look at the photos and say what could be difficult about learning each activity.

2. 19 Listen to three people talking about learning something new. Answer the questions.

1. When did Tina join a chess club?
2. What does Pete do online?
3. Where does Rosa study?

3. **TAKE AWAY** Match the phrases from the conversation 1–6 with the correct meaning a–f.

1. at your own pace
2. to each (his / her) own
3. face-to-face
4. I'm just not in the mood
5. I totally get that
6. in the comfort of your own home

- a) involving two people together in one place
- b) I really understand (and agree)
- c) I don't really feel like doing it
- d) in your house / apartment and it feels good
- e) people like / prefer different things
- f) as fast or slow as you like



4. 19 Listen again. Complete the sentences from the conversation with these phrases. Then write P (pro) or C (con) after each one.

another advantage of
the hardest thing

it's better than
the only drawback

on the other hand

that's what's so
what's good about

1. ... doing it like that is that you can learn at your own pace...
2. ... good about it.
3. ... is staying motivated...
4. Well, ... was that it felt lonely.
5. ... that means you can't study from home.
6. ... the club is that I learn by playing with other people.
7. ... studying by yourself.

☐
☐
☐
☐
☐
☐
☐

5. **Work in pairs.** What advice would you give to Tina, Pete, and Rosa to improve the way they learn? Give one piece of advice to each person.

6. **EVERYBODY UP!** Talk to three other people. Find out about a new skill or activity they have learned or have been learning recently. Make notes under these headings. Has anybody learned the same thing, using the same method?

skill / activity

method of learning

advantages / pros

disadvantages / cons

7. 20 Listen and match each conversation with the way the man says *Mmm*. What helped you to decide?

☒ 2

strongly hesitant

☐

mildly hesitant

☐

not really interested

☐

intrigued by / curious about the idea

☐

completely unenthusiastic

8. Suggest an activity to your partner. They reply with *Mmm*. Can you tell how enthusiastic they are?

9. **MINI-TALK** Write down three things you would like to learn. Think about the different methods you can use to learn those three things.

- Choose two methods for each thing you want to learn.
- Make a list of the pros and cons of each method.
- Present your ideas to the class.
- Have the class vote on the best method for each thing.



YOU FIRST!

Look at the photos. How many differences can you find?

The Montessori Method

If you walk into a Montessori classroom, you'll immediately notice the difference from a traditional classroom. For a start, you ¹ _____ (not find) rows of desks. Instead, you ² _____ (see) children working in groups at tables or on mats on the floor. The classroom is uncluttered and furnished with sofas, rugs, and flowers ³ *which / whose* soft and harmonious colors help children feel calm and comfortable. Many classrooms have a quiet corner or a table with a vase of flowers or a goldfish bowl ⁴ *which / where* children can reflect and think quietly.

Schools all over the world ⁵ _____ (change) recently to keep up-to-date with the latest technology. Many teachers ⁶ _____ (use) computers, laptops, and other mobile devices in their classes. But some parents, including many ⁷ *who / which* are themselves in the hi-tech industry, are choosing to send their children to schools ⁸ *where / whose* teaching approach is more child-centered. One of these alternative approaches is known as the Montessori Method.

Maria Montessori (1870–1952) was an Italian physician and educator ⁹ *which / who* developed her own theory of education. She ¹⁰ _____ (begin) to develop her philosophy and methods in 1897 while she ¹¹ _____ (take) courses in pedagogy at the University of Rome. She ¹² _____ (already do) a lot of research into educational theories when she opened her first classroom, the Casa dei Bambini, or Children's House, in Rome in 1907. Since then, thousands of children across the world ¹³ _____ (attend) Montessori schools.

Based on observations of how children learn, the Montessori Method encourages independence and individuality. Students ¹⁴ _____ (learn) in mixed age groups, usually within a range of three years. Younger students learn from the older ones because that is the environment they ¹⁵ _____ (encounter) in the real world after they finish school.

The children in one of these photos ¹⁶ _____ (use) special learning tools. These learning materials, ¹⁷ *which / whose* are designed to appeal to all the senses and motor skills, encourage children to select and evaluate their own learning activities. You'll notice that the teacher in this photo ¹⁸ _____ (not stand) at the front of the class. Instead, she ¹⁹ _____ (sit) with the students in order to observe their progress.

Among the well-known people who ²⁰ _____ (attend) Montessori schools are Jeff Bezos, founder of Amazon, and Sergey Brin, co-founder of Google.



YOUR RESPONSE?

Montessori or mainstream – which do you think is better and why?

1. Work in pairs. Do you agree or disagree?

- Children need structure and routine in their school environment.
- Art and music are as important as language and science education for children.
- Schools should educate children to be ready for real life.

2. Read the article about one method of teaching children and match it with the correct photo, A or B. What clues did you use?

3. Complete the article with the correct form of the verbs and the correct relative pronouns.

4. Match verbs you used in Exercise 3 with the correct description a–h.

	VERB
a) an action, event, or state that happened and was completed in the past	
b) an action, repeated action, routine, or state in the present	
c) something that is ongoing at a moment in the present	
d) something that happened in the past, but which is still relevant in the present	
e) something that was ongoing at a moment in the past	
f) an action, state, or event that started happening in the past but which is still happening now	
g) an action, state, or event that happened and was completed before a particular moment in the past	
h) a future fact	

CULTURE MATTERS

CAT CAFÉS AND OTHER IDEAS

5. Look at each relative pronoun in the article on page 27 and decide if the clause that follows each one is restrictive or non-restrictive. How do you know? Can you leave out any of the pronouns? Why? / Why not?

6. **MEMORY** Answer the questions without looking back at the article.

- How are Montessori classrooms different from other classrooms?
- Why is the Montessori Method popular with some parents?
- What are Montessori Method learning materials designed to do?
- Which two famous people are mentioned and what do they have in common?

7. **Choose a question and share your ideas.**

- What do you think about the Montessori Method? How is it similar to or different from your own school experience?
- How can a child's physical environment at school prevent them from learning?
- What can help children learn better at school?

8. **21** Listen to five people talking about their time at school. Did they enjoy it or not? Mark each speaker's opinion: positive (✓), negative (X), or neither (?).

- | | |
|------------------------|--------------------------|
| 1. Speaker 1's opinion | ☐ |
| 2. Speaker 2's opinion | ☐ |
| 3. Speaker 3's opinion | ☐ |
| 4. Speaker 4's opinion | ☐ |
| 5. Speaker 5's opinion | ☐ |

9. **MEMORY** **21** Can you remember what each speaker says? Use these prompts to help you. Then listen again and check.

- drama / effect / confident
- rules / obey / stay late
adventurous / taking risks
- character / opposite
hide / emotions
- motivated / goals
- team / solve problems
senses and emotions / engaged

10. **YOUR STORY** Tell your partner about the best thing that happened to you when you were in elementary school.
I don't remember much about elementary school, but in 4th grade, my teacher ...

11. **EXPLORE** Find out about another non-traditional method of education.

12. **MINI-TALK** Make notes about what you discovered online. Present your ideas to the class.

- a. Read the information about customs connected with pets. Which custom appeals to you most / least and why?

It is common in many cultures for people to have pets. There are many benefits to this practice; for instance, it can help to reduce stress, loneliness, and anxiety in children as well as in adults. In addition, sharing affection and responsibility for a pet can help strengthen family relationships. There are a variety of different customs connected with pets in different cultures.

Cat cafés

Are you a cat lover? Have you ever heard of a cat café? They aren't places where people have especially catty conversations; instead, people go there to meet friends and pet the café's resident cats at the same time. They're very popular in large cities, like Tokyo and Taipei, where people tend to live in small apartments and they aren't allowed to keep pets. There are apparently over 40 cat cafés in Tokyo alone. Some cafés have even extended the range of pets to include owls, rabbits, and goats! Cat cafés are now becoming popular in some parts of the US, like San Francisco and New York.



Chinese crickets

Keeping crickets as pets is thought to have begun in the Tang Dynasty in China (around 600 A.D.). The crickets were valued because of their song. The louder they sang, the more valuable the crickets were. Keeping crickets was popular with ladies of the Imperial Palace, and they had beautifully carved boxes to keep them in. Poets wrote poems and artists created beautiful paintings about crickets. Nowadays, crickets are still a very popular pet in China, even though they only live for about a month!



Vietnamese songbirds

Keeping songbirds in cages is a very common custom in Vietnam. Bird owners look after their pets with great care and often bring their caged birds to the park in the early morning before work. There they can show them off and young birds are placed near older ones so they can learn how to sing more beautifully. The owners also want their birds to get used to singing in front of people, so you often see groups of people sitting or standing around the cages listening to the delicate songs.



- b. **OVER TO YOU** Talk about the questions.

- What animals are often kept as pets in your country?
- What customs are connected with those pets?
- What animal would you least like to have as a pet and why?

- c. Look at the animal metaphors. What do they mean? Are they the same in your language?

a wolf in sheep's clothing
smell a rat
from the horse's mouth
(She thinks she's) the cat's meow
let the cat out of the bag
kill two birds with one stone
hold your horses