

CEFR B2

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AMERICAN **JETSTREAM**

UPPER-INTERMEDIATE Second Edition



LMS



e-book+



APP



Workbook

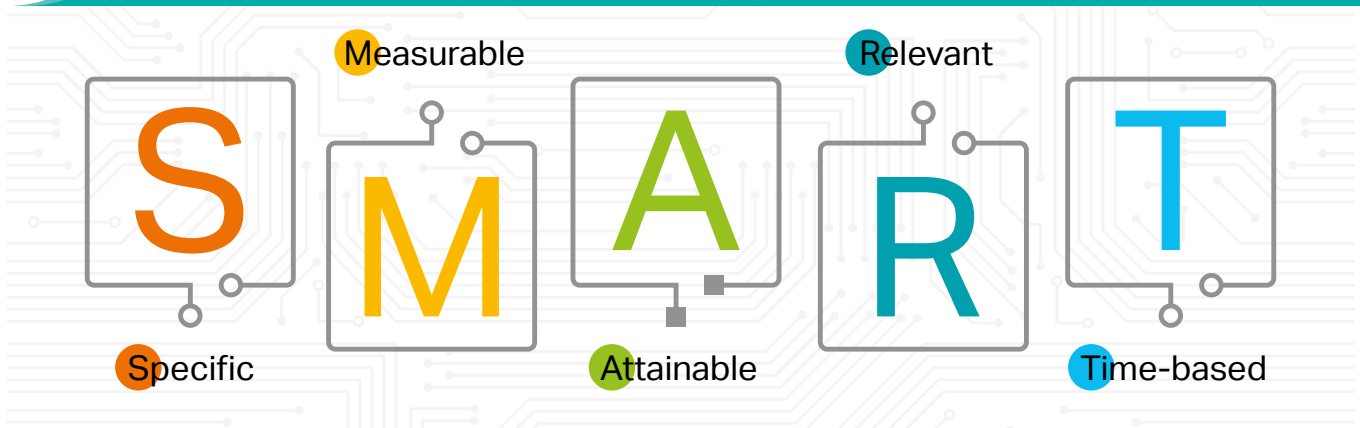
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O

Objectives

SMART criteria for formulating objectives are often used in business and management, but they can also be extremely useful for exploring learning goals. Try these exercises to see how **SMART** you are!



1. Match the adjectives (1-5) with their meanings (a-e).

1. Specific
2. Measurable
3. Attainable
4. Relevant
5. Time-based

- a) Your goal should have a fixed deadline and not be open-ended.
- b) Your goal is achievable: something you can realistically do.
- c) Your goal should be precise and detailed rather than vague.
- d) Your goal is important: something worth having and working for.
- e) Your goal is quantifiable and you will know when you have achieved it.

2. Read these objectives. Which are SMART? Which aren't?

1. I want to improve my English.
2. I want to pass my English exam in June.
3. I want to work on my listening skills so I can understand an English news broadcast by the end of the year.
4. I want to have better pronunciation.
5. I want to perfect my English vowel sounds by the end of term.
6. I want to be able to read a novel in English during summer vacation – and enjoy it!
7. I want to increase my vocabulary.
8. I want to triple my vocabulary and learn thousands of new words by the end of this month.
9. I want to learn at least 200 new words a month this year.
10. I want to learn to prepare and deliver a 30-minute presentation in English before the beginning of April.

3. Write down three or four of your own goals in learning English in as SMART a way as possible.

4. Discuss your goals with a partner. Ask questions to help each other make them SMARTer.

What exactly ...?

How many ...?

By when ...?

Why is that important?

Is that realistic?

5. Write your improved goals out again on a sheet of paper or on sticky notes. Post them up somewhere you can see them to remind you regularly!

I want to learn
ten new words
every week!

GRAMMAR Time and tense

Review 1: the present and the past

1. Complete the rules with the words in the box.

moment (x2) ongoing (x2) relevant
repeated states (x2)

- We use the present simple for actions, _____ actions, routines, or _____ in the present.
- We use the present continuous for something that is _____ at a _____ in the present.
- We use the present perfect for something that happened in the past, but which is still _____ in the present.
- We use the past simple for actions or _____ that happened in the past.
- We use the past continuous for something that was _____ at a _____ in the past.

2. Complete the conversations with the correct form of the verbs in parentheses.

- A Where ^{1.} _____ (John / live)?

B He ^{2.} _____ (be) from Chicago, and that's where he ^{3.} _____ (grow) up, but at the moment, he ^{4.} _____ (live) in New York.

A How long ^{5.} _____ (he / be) in New York?

B For about three months. He really ^{6.} _____ (love) the city.
- A Why ^{7.} _____ (you / move) to San Francisco last year?

B I ^{8.} _____ (decide) to do an IT course to improve my computer skills.

A What ^{9.} _____ (make) you choose San Francisco?

B Well, I ^{10.} _____ (read) a magazine in the doctor's waiting room and just by chance I ^{11.} _____ (see) an ad for the IT course.
- A ^{12.} _____ (you / ever / eat) Vietnamese food?

B Oh yes, I ^{13.} _____ (try) it a few times.
The last time ^{14.} _____ (be) when I ^{15.} _____ (stay) with a friend in London.
He ^{16.} _____ (take) me to a Vietnamese restaurant for my birthday.

VOCABULARY Collocations

3. Choose the correct words to complete the sentences.



- We're going to stay at my sister's *break / excursion / vacation* home in the Swiss Alps for a week in the summer.
- It is not certain that children from a *separated / broken / damaged* home are disadvantaged in any way, providing they have regular contact with both parents.
- The company I work for allows me to work *from / to / in* home once or twice a week.
- Tony *departed / left / lost* home when he finished school, but then he moved *at / to / back* home at the age of 22 when he couldn't find a job.
- Anita and her brother still live in their *native / birth / family* home in Boston.
- We weren't *at / in / to* home when the company tried to deliver the package.

GRAMMAR Time and tense

Review 2: the past

4. Complete the sentences with the correct tense of the verbs in parentheses. Choose from the present perfect simple, present perfect continuous, past simple, or past perfect.

- When is the next bus coming? I _____ at this stop for half an hour and not a single bus _____. (wait / come)
- I _____ to Australia, but my sister _____ three months there last year. (never go / spend)
- Mark _____ about 20 job application letters, but he _____ any job offers yet. (send / not receive)
- I _____ my alarm clock this morning, so by the time I _____ to the station, my train _____. (not hear / get / already leave)
- I _____ my assignment yet, although I _____ on it for nearly three days. (not finish / work)

VOCABULARY *keep*

5. Match the sentence beginnings (1–10) with the correct endings (a–j).

- | | |
|---|--------------------------|
| 1. Carol isn't good at keeping | ☐ |
| 2. Gina complained that my party kept | ☐ |
| 3. Send an email out to the team after the meeting to keep | ☐ |
| 4. Matt's studies and sports activities keep | ☐ |
| 5. Let's meet at 6 p.m. Please don't keep | ☐ |
| 6. It's best not to get into an argument, so if he annoys you just keep | ☐ |
| 7. John has wisely been keeping | ☐ |
| 8. It's hard to get really close to Ann. She keeps | ☐ |
| 9. Sometimes it's better to keep your | ☐ |
| 10. Keep your | ☐ |

- a) a low profile since his fight with Tim.
- b) him busy most of the week.
- c) secrets, so be careful what you tell her.
- d) everyone in the loop about the changes.
- e) shirt on! There's no need to get so upset!
- f) mouth shut rather than offend someone.
- g) her awake all night.
- h) me waiting like you did yesterday.
- i) people at arm's length.
- j) quiet and then change the subject.

6. Match the phrases in bold (1–6) with their meanings (a–f).



- | | |
|--|--------------------------|
| 1. I offered to keep an eye on the baby while Kim went to the bank. | ☐ |
| 2. Mrs. Hill lives on her own, but her pet dog keeps her company . | ☐ |
| 3. If Fay said she'd come, she will. She always keeps her word . | ☐ |
| 4. Mrs. Jones looked so ridiculous in her new hat that I found it hard to keep a straight face . | ☐ |
| 5. It's a good idea to keep track of how much money you're spending. | ☐ |
| 6. I'm not feeling very well today, so I don't think I can keep my appointment at the hair salon. | ☐ |

- a) provides companionship
- b) be aware of, be informed about
- c) avoid laughing
- d) watch, look after
- e) does what she promised
- f) attend something I arranged previously

GRAMMAR Time and tense

Review 3: the future

7. Choose one or two answers for each sentence. Where two answers are possible, what is the difference between them?

- I'm afraid I can't come over this afternoon because _____ tennis with Sarah.
 - a) I'm going to play
 - b) I'm playing
 - c) I'll have played
 - d) I'll play
- The train _____ in half an hour, so we'd better hurry.
 - a) will leave
 - b) will be leaving
 - c) hopes to leave
 - d) leaves
- This time next week, _____ on a beach in Hawaii. I can't wait!
 - a) we'll lie
 - b) we'll be lying
 - c) we'll have lain
 - d) we're lying
- I don't think _____ the competition, but you never know!
 - a) I win
 - b) I'll win
 - c) I'm going to win
 - d) I'll be winning
- When he graduates college, Geoff _____ some traveling before looking for a job.
 - a) is doing
 - b) is thinking of doing
 - c) will have done
 - d) hopes to do
- Oh no, it's already 8:30 and the bus isn't here yet. _____ late for work again!
 - a) I'm being
 - b) I'll have been
 - c) I'll be
 - d) I'm going to be
- _____ this book by the time you get here tomorrow.
 - a) I'll have finished
 - b) I'm finishing
 - c) I finish
 - d) I'll finish
- Tom and Paula are very late. All the food _____ by the time they get here.
 - a) will be eating
 - b) will have eaten
 - c) will have been eaten
 - d) is eaten
- Sue _____ to visit this weekend. We arranged it months ago, don't you remember?
 - a) comes
 - b) is going to come
 - c) will come
 - d) is coming

VOCABULARY Emotions

8. Complete the table. Use a dictionary to help you.

NOUN	ADJECTIVE
surprise	1.
2.	amazed
anger	3.
4.	outraged
joy	5.
6.	ecstatic
disgust	7.
8.	sad
homesickness	9.
10.	afraid
loneliness	11.
12.	adorable / adoring
terror	13.
14.	lovable / loving
hate	15.
16.	anxious
nervousness	17.
18.	proud
embarrassment	19.
20.	bored

9. Decide which emotions from Exercise 8 are experienced in each situation. There may be more than one answer for each one.

LISTENING

10.  02 Listen to five people talking about experiences. Match the speakers (1–5) with the statements (a–h). There are three extra statements.

Speaker 1 ☐
 Speaker 2 ☐
 Speaker 3 ☐
 Speaker 4 ☐
 Speaker 5 ☐

- a) regrets accepting a new job.
- b) is suspicious that a judgment wasn't fair.
- c) is aware of the dangers of the written word.
- d) is anxious about not performing well.
- e) had no reason to expect success.
- f) thinks it's best to hide your emotions.
- g) had a good relationship with people at work.
- h) finds something easier to do in writing.



HOME LANGUAGE FORUM CHAT



1. When I first moved to Seattle, I found it very difficult. I had friends, but I really missed my family – Mom, Dad, and Sam. I used to spend about an hour every evening on the phone with them! I even missed my room, my stuff, my old life. _____
2. When I opened the door, there was a man dressed up as an elephant singing “Happy Birthday”! I couldn’t believe my eyes. I’d never seen or heard anything like that before! _____
3. In the middle of the night, we heard a really strange, loud noise outside our tent. Was it a wolf? A wild dog? A dangerous criminal? It sounded close. We didn’t dare move or speak, hoping it would go away. _____
4. The minute I pressed “send,” I realized my mistake ... too late. I’d sent the romantic message meant for my girlfriend to my boss! Yikes! _____
5. I’ll always remember the time when I was in elementary school and I was punished because someone had written my name on the classroom wall. They just assumed I’d done it and refused to believe me when I protested. It was so unfair! _____

READING

1. Think about the questions.

- How similar are you to your parents and other members of your family in:
 - appearance?
 - character?
 - behavior?
- How important do you think the following are in determining a child's behavior and attitudes? Number them 1–5 in order of importance.

a) genes	☐	d) school	☐
b) parents	☐	e) friends	☐
c) the rest of the family	☐		

2. Read the title and first paragraph of the article on page 9 and answer the questions.

- Who is Natalie Rowen?

- Who is Judith Rich Harris?

- What is the greatest influence on a child's behavior and attitudes, according to Judith Rich Harris?

3. Read the rest of the article quickly and answer the questions.

- What evidence is mentioned that supports Harris's opinion?

- Does the writer of the review recommend Harris's book? Why? / Why not?

- Does everyone agree with Harris's opinion? Why / Why not?

4. Read the article again more carefully. Match the questions (1–10) with paragraphs A, B, C, D, or E. You can choose each paragraph more than once.

Which paragraph ...

- suggests that parents should not blame themselves for failing to control their children's behavior? ____
- points out that ideas that are different from established ideas are not easily accepted? ____
- suggests that radical changes might occur because of this book? ____
- mentions a discussion that has caused disagreement for a long time? ____
- explains that parents can influence children in an indirect way? ____
- gives examples of uncertainties that still exist? ____
- explains that peer groups influence children, regardless of their parents? ____
- states that a lot of research into bringing up children was not properly done? ____
- mentions the ease with which children from other countries fit in? ____
- implies that parents should continue to try to influence their children? ____

5. Are the sentences true (T) or false (F), according to the article?

- As soon as children come into contact with other children, their parents' influence gets less. T / F
- Immigrants don't usually adopt their host country's culture. T / F
- Established beliefs about child development were not based on any research. T / F
- There is no point in parents trying to influence their children. T / F
- It is not yet known why some children become leaders and others followers. T / F

6. Find words in the article that mean the following.

- | | | |
|--------------------|--|-------|
| <i>Paragraph A</i> | 1. important development | _____ |
| <i>Paragraph B</i> | 2. obviously | _____ |
| | 3. follow closely | _____ |
| <i>Paragraph C</i> | 4. causing us to believe something false | _____ |
| | 5. not good enough | _____ |
| | 6. directed at someone wrongly | _____ |
| <i>Paragraph E</i> | 7. disagreement | _____ |
| | 8. containing mistakes | _____ |

7. What do you think these words and phrases mean? Find them in the article and use the context to help you guess.

Paragraph B

1. exhibit _____ 2. exert _____ 3. impact _____

Paragraph D

4. ensuring _____

Paragraph E

5. challenges _____ 6. turn out _____

8. Answer the questions.

- Has reading the article made you change your answer to question 2 in Exercise 1 above?
- What do you think of the following statements by teenagers?
 - I was born me and I've always been me. My parents had little to do with my personality.
 - My parents definitely shaped my personality. I'm nothing like I was as a child.
 - I was influenced by my parents in that I always wanted to be the exact opposite of them.
- To what extent do you think the following influence children's development?

a) social class	c) position in the family
b) time of birth	d) nationality
- Would you like to read the book *The Nurture Assumption*? Why? / Why not?



NATALIE ROWEN REVIEWS JUDITH RICH HARRIS'S BOOK ABOUT CHILD DEVELOPMENT.



THE NURTURE ASSUMPTION

- A** What determines a child's behavior and attitudes? Is it genetics (nature) or is it parental guidance (nurture) that is mainly responsible for how a child develops? This debate has troubled parents, psychologists, sociologists, and others for many years. Judith Rich Harris argues that there is another force more important than either genes or parents. According to her, once a child encounters peers, whether it is on the street, at school, even in a working environment, it is those peers and their attitudes that are the most significant influence on behavior. Well-written and thoroughly researched, *The Nurture Assumption* offers a breakthrough in our understanding of child development.
- B** Harris starts out with the simple fact that children are different. They differ from their parents and from each other. Even identical twins exhibit variations in taste and habits, so child development is clearly not just a question of genes. She also points out how the children of immigrants to North America learn English and adapt very easily to American culture from an early age, even though at home the family may adhere to their original language and culture. This brings her to the idea of group socialization. A child's playmates and school friends can communicate at levels parents don't understand, and exert a very powerful influence. As a result, a child will adopt playground or street values that may be very different from home values. As children progress through school, peer-group forces can guide them in new directions. Parents may have some impact, but they lose much of their influence very early.
- C** Harris is aware that this goes against many of the widely accepted beliefs, based on years of study, about the effect of parenting methods on children. She reveals that most of the studies that led to these beliefs were poorly constructed or misleading in the conclusions they arrived at. What is worse, they have led to feelings of guilt in parents, who, having followed the recommended methods, assume that if their children are still not behaving, they, the parents, must be somehow inadequate. Harris would like to relieve some of this guilt, which she believes is misplaced.
- D** Not that Harris is claiming that parents should stop being involved in their children's development. The book raises a whole new set of questions about how parents and concerned individuals can effectively influence the way children develop into adults. According to Harris, while peers may drive behavior in unwanted directions, the parents' responsibility lies rather in using their power to set limits, in choosing the peer groups that will exert influence on their children through school choice, and in ensuring that their children are placed in supportive environments where healthy development will be encouraged.
- E** Not surprisingly, this book has provoked some controversy. Anyone who challenges widely accepted assumptions, even if they are flawed, is bound to meet some resistance. Harris herself is aware that further research is needed in certain areas to answer some as yet unanswered questions, for instance "How large does a group have to be to influence a child?", "What makes a child a group leader?" and "What makes another child a follower?". Nevertheless, I recommend that everyone with an interest in how children turn out read this book. Its implications for how we think about bringing up our children and for developing children's services are enormous.

AS CHILDREN PROGRESS
THROUGH SCHOOL, PEER-GROUP
FORCES CAN GUIDE THEM
IN NEW DIRECTIONS.

GLOSSARY

nurture = the way a child is brought up; **peers** = people of the same age

VOCABULARY PLUS

 **WORDBUILDER** Nouns from verbs:
 suffixes *-(t)ion, -ation, -ition, -sion, -ment, -ence, -ance*

1. Make nouns from the verbs using one of the *-ion* suffixes or *-ment, -ence, -ance*. Be careful with spelling changes.

- | | |
|----------------------|--------------------|
| 1. achieve _____ | 9. explode _____ |
| 2. adore _____ | 10. graduate _____ |
| 3. appear _____ | 11. interact _____ |
| 4. assist _____ | 12. permit _____ |
| 5. communicate _____ | 13. prefer _____ |
| 6. create _____ | 14. produce _____ |
| 7. describe _____ | 15. repeat _____ |
| 8. disappoint _____ | 16. tolerate _____ |

2. Complete the sentences with the correct form of the verbs in parentheses.

- There has been a great _____ in your work recently. (improve)
- Jane gave a clear _____ of the events leading up to the accident. (describe)
- This road is very dangerous, and accidents are an everyday _____. (occur)
- I like John's proposal, but there is a lot of _____ to it. (oppose)
- Good teachers give their students plenty of _____. (encourage)
- You need a language _____ to be accepted into this course. (qualify)
- I would like some _____ about how to approach my assignment. (guide)
- The _____ to this book is very interesting. (introduce)
- If you don't have health _____, you'll have to pay to see the doctor. (insure)
- A college degree is a minimum _____ for many jobs. (require)

PHRASAL VERBS AND IDIOMS *bring*

3. Complete the sentences with the words and phrases in the box.

about down home in out out the best to mind up

- I was **brought** _____ in a small town, so I knew all my neighbors.
- The new measures have **brought** _____ a change in public opinion.
- The publishers are **bringing** _____ a new edition of this book.
- This financial scandal may **bring** _____ the government.

- The movie **brought** _____ to us how difficult life is for some people.
- Working to a tight deadline has **brought** _____ in Georgia – she works well under pressure.
- Your story **brings** _____ something that happened to me last week.
- The government wants to **bring** _____ some new laws to protect children.

LANGUAGE IN ACTION

EXPRESSING DISAPPOINTMENT AND SYMPATHY

4. What do these sentences express, disappointment (D) or sympathy (S)?

- It's a real bummer. ☐
- You think you've missed an opportunity and then something else comes along that you never expected. ☐
- Don't worry. Something will work out. ☐
- I really had my heart set on this working out. ☐
- I'm sorry. That's horrible for you. ☐
- I'm just really disappointed it didn't work out. ☐

5.  03 Complete the conversation with the phrases in the box. Then listen and check.

come up in the bag my heart set
 really disappointed really promising
 was wrong went over really well work out

- A What's up, Tom?
- B My application to the community college has been rejected. I've just found out. I'm 1. _____.
- A Oh, no. I'm sorry.
- B Yes, it's a great program, and I really had 2. _____ on it. When I got the letter asking me for an interview, it all seemed 3. _____. And then, after the interview, I thought it was 4. _____.
- I mean, I got the impression that everything I said 5. _____! But I guess I 6. _____.
- A Well, I'm sorry it didn't 7. _____, but don't be too depressed. I bet something else will 8. _____ soon.

VOCABULARY Toys

1. Put the words in bold in the correct sentences.

1. A **hula hoop** _____ is a tricky puzzle in the form of a solid cube made up of many smaller, moveable, colored cubes.
2. A **yo-yo** _____ is a long tube in the form of a circle that you spin around your body by moving your hips.
3. A **beach ball** _____ is a rubber ball with lots of small flexible parts on the outside that can help to relieve stress.
4. A **Frisbee** _____ is a large, very light, inflatable ball that can be folded up when it doesn't have air in it.
5. A **Rubik's Cube** _____ consists of small, colored, plastic bricks that fit together to make models.
6. A **Koosh ball** _____ is a small, round object with string wrapped around it that spins up and down.
7. **Lego**® _____ is a flat, round object, like an upside-down plate, that can be thrown.
8. A **Super Soaker** _____ is a headset that uses brainwaves to manipulate objects.
9. **Mindflex** _____ is a plastic gun that shoots water.

3. Complete the paragraph with relative pronouns *which*, *who*, *whose*, *when*, or *where*. Which two relative pronouns could be replaced with *that*? Which one could be omitted?

Anyone ¹ _____ plays sports or does some kind of physical activity knows that it's good for us. Even walking, ² _____ is very gentle exercise, is better than nothing. The local park, ³ _____ there is often a good selection of sporting facilities, is a good place to start. The park near my house is a place ⁴ _____ I go to several times a week, to run, walk, and play tennis. Parents ⁵ _____ pre-school children play there can get to know each other, too. And on Sundays, ⁶ _____ most people don't work, it gets really crowded.

4. Join the sentences using non-defining relative clauses. Use the relative pronouns given in parentheses. Remember the commas.

1. My cousin Dan lives in Miami. He's visiting us this week. (who)

2. He loves coming back to this house. He grew up here. (where)

3. Last year, he didn't have time to visit very often. He was at college last year. (when)

4. Dan's current job is with an advertising company. He got the job three months ago. (which)

5. Dan's boss has given him a week of vacation. Dan's boss's wife went to college with my mother. (whose)

GRAMMAR Relative clauses

2. Complete the rules with *restrictive* or *non-restrictive*.

1. A _____ relative clause contains information that is essential for the meaning of the sentence, so you cannot omit it.
2. A _____ relative clause contains extra information. The sentence still makes sense if you omit it.
3. A _____ relative clause is separated from the rest of the sentence by commas.
4. We do not use commas with _____ relative clauses.
5. In _____ relative clauses, we can use *that* instead of *who* or *which*.
6. In _____ relative clauses, we can omit the relative pronoun when it is the object of the relative clause.

VOCABULARY Manual activities

5. Choose the correct words.

1. The little white cat looked very sweet, and Kerry went over and started *catching* / *petting* it gently. It seemed to like that, so Kerry tried to *put it down* / *pick it up*. But the cat started to panic and *scratched* / *touched* Kerry badly, so she *put it down* / *picked it up* again quickly.
2. In this game, you *wave* / *throw* the ball to anyone you want, and that person has to *catch* / *scratch* it.
3. I saw Tim across the crowded room and *waved* / *caught* at him so that he would see me. Then someone behind me *petted* / *touched* me on my arm. I turned around... it was Jenny.
4. Maria stood outside the flower shop *throwing* / *holding* the bouquet of flowers she had bought in one hand. With the other hand, she *grasped* / *picked* her bag tightly. Suddenly, a man ran up to her, *held* / *grabbed* her bag from her shoulder, and ran off with it.

VOCABULARY Expressions with colors

6. Choose the THREE words that are correct in each sentence.

- The girl was wearing a _____ yellow scarf.
a) lemon b) coral c) brick d) mustard
e) canary
- Jack painted one wall of his room _____ blue.
a) salmon b) midnight c) navy d) sky e) ocean
- The curtains in the living room were _____ red.
a) mustard b) fire hydrant c) blood d) brick
e) olive
- Phil's _____ pink shirt clashed with his fake tan.
a) shocking b) coral c) salmon d) brick
e) blood
- My new earrings are a beautiful _____ green.
a) mustard b) midnight c) emerald d) sea
e) olive
- Yvonne's hair is _____ black.
a) sky b) jet c) navy d) coal e) pitch

7. Complete the color expressions in italics with the words in the box.

appeared collar glasses good handed
market opportunity sheet thumb town

- Keith was *as white as a* _____ after the accident.
- It's not a good idea to buy things on *the black* _____.
- James is a *white-* _____ worker.
- Little Katy was *as* _____ *as gold*.
- My aunt *has a green* _____.
- The boys planned to *paint the* _____ *red* after their exams.
- We caught* the thief *red-* _____.
- Getting accepted at an Ivy League college is a *golden* _____.
- I think Jean *sees life through rose-colored* _____.
- We couldn't see Tim anywhere, then he _____ *out of the blue*.

8. Match the expressions in Exercise 7 (1–10) with their meanings (a–j).

- has an optimistic view
- someone who does office work
- very well-behaved
- find someone in the act of committing a crime
- is very successful growing plants
- very pale from shock, fear, or illness
- illegal buying or selling
- go out and have a big celebration
- a wonderful chance
- suddenly or unexpectedly

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THERE ARE A LOT
OF INTERESTING
SUPERSTITIONS ABOUT
BLACK CATS,
BUT THE BELIEFS VARY
BETWEEN COUNTRIES.

GRAMMAR Hedging: making cautious statements

9. Complete the second sentence so that it means the same as the first sentence. Use the word in parentheses.

- In the US and some European countries, people generally think a black cat passing by is bad luck. (THOUGHT)
In the US and some European countries, a black cat _____

- But in the UK and Japan, people usually think that a black cat crossing your path is good luck. (TEND)
But in the UK and Japan, _____

- According to Irish superstition, a black cat crossing your path by moonlight means you will die in an epidemic. (BELIEVED)
In Ireland, it _____

- Some people think touching a black cat is good luck. (REGARDED)
Touching _____

- They say that pulling out the single white hair from a pure black cat without being scratched will bring you money and good luck in love. (SUPPOSED)
Pulling out the single white hair _____

- Others think that meeting a black cat early in the morning is bad luck. (CONSIDERED)
Meeting a black cat _____

- But some say that meeting three black cats one after another is lucky. (SAID)
Meeting three black cats _____

- So seeing a black cat is possibly good luck or bad luck, depending on where you are. (MIGHT)
So seeing a black cat _____

VOCABULARY Music

10. Reorder the letters to make kinds of music.

- | | | | | | |
|---------------|-------|--------------|-------|-----------------|-------|
| 1. zajz | _____ | 7. opp | _____ | 13. tiLan | _____ |
| 2. corticleen | _____ | 8. saccallis | _____ | 14. hecont | _____ |
| 3. garege | _____ | 9. kolf | _____ | 15. par | _____ |
| 4. sebul | _____ | 10. cork | _____ | 16. vehay malte | _____ |
| 5. pih poh | _____ | 11. nutrocy | _____ | 17. ragega | _____ |
| 6. ewn gea | _____ | 12. knup | _____ | 18. soglep | _____ |



GRAMMAR Verb patterns 1: cause and effect

11. Complete the paragraph with the correct form of the verbs in the box.

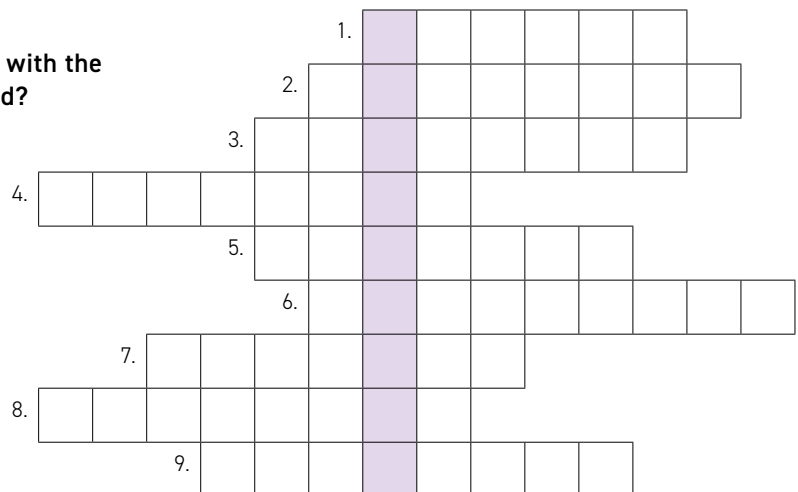
concentrate enjoy feel make suspect

A good soundtrack definitely ^{1.}_____ a movie much more interesting. In a thriller or an action movie, the music can make us ^{2.}_____ more frightened or excited, and in a mystery, some creepy music can cause us to ^{3.}_____ that something strange is happening. However, if the music is too loud, it can stop us from ^{4.}_____ on the action. And if we simply don't like the music, it can prevent us from ^{5.}_____ the movie altogether.

VOCABULARY Sounds

12. 04 Listen and complete the word puzzle with the sounds you hear. What is the mystery sound?

Mystery word:



LISTENING

13. 05 Listen to the conversation and choose the correct answer: A, B, or C.

- | | |
|---|--|
| 1. Why was Carrie in the park? | 4. What did the snowball do? |
| a) She was building an igloo. | a) It hit Sandra. |
| b) She was playing a game. | b) It broke the window. |
| c) She was clearing the snow. | c) It broke into pieces. |
| 2. How successful was Carrie? | 5. How did Sandra react? |
| a) She was finding it pretty difficult. | a) She was very shocked. |
| b) Her snowballs never reached their target. | b) She was very angry. |
| c) She was doing very well. | c) She didn't react at all. |
| 3. Why did Carrie throw the snowball at the window? | 6. What did Sam say at the end? |
| a) She was trying to break the window. | a) That he once broke a mirror. |
| b) It was a mistake. | b) That breaking a mirror is very lucky. |
| c) She wanted to surprise Sandra. | c) That breaking a mirror is supposed to be unlucky. |

READING

1. Look at the title of the article and the photo on page 15 and think about the questions.

- What popular video games do you know? What do they involve?
- In general, how old are people who play video games?
- What do you think the average age of video gamers is: 16, 18, 25, or 35?
- Why do you think video games are so popular?
- Which of these opinions do you agree with? Why?
 - Playing video games is harmful for children in many different ways.
 - Parents should limit how much time their children spend playing video games.
 - Playing video games is better for children than some people think.
 - Most video games are unsuitable for very young children.

2. Read the article quickly. Which of the opinions from question 5 in Exercise 1 – A, B, C, or D – best summarizes the writer's opinion?

3. Read the article again. Choose the best answer: A, B, C, or D.

- Some experts believe that playing video games causes young people to
 - commit repeated violent crimes.
 - behave more aggressively.
 - become more sociable.
 - focus on rewards rather than results.
- Which of these negative effects of playing video games is NOT mentioned in the article?
 - poorer performance in sports
 - being unable to concentrate for very long
 - underachieving at school
 - bad interpersonal relationships
- What does *them* in *give them up* at the end of paragraph B refer to?
 - children
 - their friends
 - depression and anxiety
 - video games
- The writer argues that compared with schoolwork, skills learned from video gaming could be
 - a waste of time.
 - more useful.
 - equally useful.
 - less useful.
- Why does the writer regard playing action video games as a valuable activity?
 - It makes children aware of real-life situations.
 - It trains children to find solutions to problems of the modern world.
 - It teaches children to think more carefully before making decisions.
 - It helps children to develop abilities that are required in many jobs.

- What skill might an enemy attack provide an opportunity to practice?
 - making the most of limited resources
 - ignoring distractions from your main goal
 - adapting to changing situations
 - planning and building a city
- According to the writer, the fact that you don't win the first time you play a game means that
 - some players get frustrated and give up.
 - you learn how to persevere in your goals.
 - you get used to moving in a virtual world.
 - navigation through the game can be too slow.
- What effect of playing digital games in class has been observed, according to the writer?
 - students work better together
 - the class gets better grades
 - individual performance improves
 - students enjoy the lesson more

4. Find words in the article that mean the following.

Paragraph A

- make something bad become worse _____

Paragraph B

- looking constantly in a fixed way _____
- too much _____
- compulsive, hard to stop doing _____

Paragraph C

- narrow-minded _____

Paragraph D

- very important (*two words*) _____ , _____
- doing several different things at the same time _____
- goals _____

Paragraph E

- difficult things to achieve _____
- annoying things _____

5. Answer the questions.

- In what way are players "rewarded for being more violent" in video games?
- Why do you think some experts believe that children become more violent and anti-social when they play video games?
- Why do you think that depression and anxiety might result from playing video games?
- Do you think there is a place for video games in the classroom?



VIDEO GAMES: friend or foe?



Playing video games is sometimes seen as, at best, a waste of time, and, at worst, a danger to young people's mental health. But video games may not be the curse of our times that some people claim them to be.

A Video games are believed by some education experts to be responsible for young people becoming violent and anti-social. Many of the games involve the player committing repeated acts of violence, such as hitting, kicking, killing, shooting, etc., and children who play this type of game tend to have more aggressive thoughts, feelings, and behavior, according to some studies. The interactive nature of these games is supposed to exacerbate their effect, since kids are rewarded for being more violent. Experts say that teenagers who have committed violent crimes have generally spent a good deal of time playing violent video games.

B Other negative effects of video games that are often referred to are social isolation and poor academic achievement. Studies show that kids who play video games a lot tend to spend less time doing other activities, such as homework, reading, and sports, and interacting with family and friends. They also have shorter concentration spans. At school, they may get lower grades, argue more with their teachers, and fight more with their friends. And all those hours sitting staring at a screen may cause them to develop bad posture and health problems such as eye strain. Excessive gaming apparently makes children more likely to suffer from depression and anxiety, too. To make matters worse, these games can be addictive – the more you play, the more you want to play. So once hooked, it's difficult for a child to give them up.

C However, it is old-fashioned and rather short-sighted to dismiss gaming as a purely negative factor in young people's lives. We should not forget that in many popular video games, the player is required to use a wide range of high-level mental skills in order to win – skills that may be as relevant to real life as some of the things children do at school, and that are often more fun.

D For example, playing games like *Angry Birds Blast!* gives children training in finding creative ways to solve problems and puzzles, which is an important life skill. Similarly, action video games involve constant quick thinking, fast analysis, and making on-the-spot, accurate decisions, which are all considered essential skills in many professions in the modern world. Other skills that are seen as vital are planning, resource management, and logistics. These skills are all practiced and perfected in strategy games such as *Anno 2070*, where the player learns to manage and decide how best to use limited resources. This kind of strategy game also involves the important modern-day skill of multitasking, the ability to manage changing situations and cope with multiple objectives. For instance, an unexpected enemy attack during the development of a city makes the player learn to be flexible and be ready to quickly change tactics if the situation demands.

E In fact, there are numerous other skills that are developed when children play video games. Some of them are perseverance (you keep on trying until you succeed, in order to move on to the next level), inductive reasoning, and hypothesis testing (a little like working through a science problem), mapping (to navigate through virtual worlds), memory, judgment, concentration, taking risks (you generally can't win by playing safe), learning how to respond to challenges and frustrations, and how to rethink goals. Games involving other online players even encourage teamwork and cooperation, as each player has to decide how to make the best use of individual skills in order to contribute to the team. In one study, teachers noticed better collaboration between students after using digital games in class.

F So it seems clear that video games, far from being simply a negative force, can, if chosen and used wisely, be an incredibly powerful tool for making children smarter, more creative, and better able to meet the demands of modern life. If students tend to neglect schoolwork in favor of video games, perhaps it is the nature of the schoolwork that needs to change!



VOCABULARY PLUS

 WORDBUILDER Nouns from adjectives:
suffixes *-ity, -ness, -ence, -ance, -th, -dom*

1. Write the nouns formed from the adjectives in the correct column of the chart. Be careful with spelling.

absent adolescent bored confident creative
different equal fair flexible forgetful free
generous greedy ignorant important independent
innocent intelligent lazy lonely long necessary
popular probable productive pure relevant sad
selfish sensitive strong thoughtful tidy warm
weak wide wise young

[illegible]

- 2. Complete the sentences with the correct form of the adjectives in parentheses.**
1. I love the _____ (convenient) of my smartphone – I can fit my whole life in my pocket!
 2. They were impressed by Paul's constant _____ (cheerful) and his _____ (ready) to help everyone.
 3. There's a striking _____ (similar) between the twins, although they're not identical.
 4. I don't know how you have the _____ (patient) to do a 9,000-piece jigsaw.
 5. It was Jamie's constant _____ (tired) and his _____ (reluctant) to get up in the morning that made us get medical advice.
 6. Do you know the _____ (deep) of the water at this end of the pool?
 7. Having a steady job will give you a sense of _____ (secure).
 8. It's a great _____ (responsible) being in charge of young children.
 9. Our success proves the _____ (effective) of the new method.
 10. A good teacher encourages children's _____ (curious) – that's how they learn.

PHRASAL VERBS AND IDIOMS *see*

3. Match the two halves of the sentences.

1. All Dino's friends went to the airport to see
2. When Tamsin heard what they'd said, she saw
3. I'm afraid my sister and I just don't see
4. This is a really old coat. It's definitely seen
5. Jim pretended to be a lawyer, but they saw
6. Where's Daniel? We haven't seen
7. She hit her head so hard that she saw
8. I know the kitchen needs cleaning. I'll see
9. That man is so rude! I hope we've seen
10. Ghosts don't exist, so you must be seeing

- a) through him immediately. f) much of him lately.
b) things! g) to it later.
c) him off. h) eye to eye.
d) the last of him! i) stars.
e) red – she was furious! j) better days.

LANGUAGE IN ACTION

TALKING ABOUT PROS AND CONS

4. Complete the sentences with the words in the box.

about advantage better difficult drawback hand
means of only than That's thing What's what's

Advantages

1. _____ good _____ attending cooking classes is that you get to eat what you've made.
2. Another _____ _____ learning to cook is that it's really useful.
3. This course is completely practical. _____ _____ so good about it.
4. It's _____ _____ learning something purely theoretical.

Disadvantages

5. On the other _____, that _____ that you don't get a certificate at the end.
6. For me, the _____ is that I end up eating more than usual.
7. The most _____ is the timing when you're cooking lots of things at once.

5.  06 Listen to the conversation. What are they talking about? What methods do they mention? What advantages and disadvantages of each one are mentioned? Write them in your notebook using these headings.

METHOD	ADVANTAGES	DISADVANTAGES
--------	------------	---------------

6. Can you add any more methods of your own? Talk about their advantages and disadvantages using the phrases from Exercise 4. Add them to the table you made for Exercise 5.



1. Choose a, b, or c. Then look back at Units 1 and 2 to check.

- In which city is there a statue of a bear that's a character from a children's book?
a) Verona, Italy b) Lima, Peru c) Atlanta, the US
- Who wrote *The Jungle Book*?
a) Rudyard Kipling b) William Shakespeare c) Walt Disney
- What is the name of the boy in *The Jungle Book*?
a) Akela b) Baloo c) Mowgli
- What nationality was the inventor of the Rubik's Cube?
a) Danish b) Hungarian c) Greek
- When was Lego invented?
a) 1949 b) 1958 c) 2011
- Where did reggae originate?
a) Africa b) the US c) Jamaica
- What was the name of the Angulo brothers' mother?
a) Glenn b) Susanne c) Crystal
- Which is thought of as a "cool" color?
a) blue b) red c) yellow

2. Complete the descriptions of movies with the words in the box. Then match them with the titles and directors in the table below.

apartment California cellar forest France
Germany New York single room

- A movie about a young boy who, in 1798, was found living in a _____ in _____ and was eventually helped and socialized by a kind doctor.
- A movie about a man in 19th-century _____ who was kept in a _____ for his first 17 years without any human contact.
- A movie based on the true story of a girl named "Genie," who was kept locked up in a _____ in _____ without radio or TV for almost 13 years.
- A documentary film about six brothers who were kept locked up by their father in an _____ in _____ in order to keep them out of danger.

Titles	Directors
<i>Mockingbird</i> <i>Don't Sing</i>	Crystal Moselle
<i>The Enigma of Kaspar Hauser</i>	François Truffaut
<i>The Wild Child</i>	Harry Bromley Davenport
<i>The Wolfpack</i>	Werner Herzog

PRONUNCIATION POINT

07 Underline the syllables that have the sound /ɔ/ like *caught*. Circle the syllables that have the sound /ʊr/ like *court*. Highlight the syllables that have the sound /ɜ/ like *bird*. Then listen and check.

bought door fall four law
lost saw sport walk want
wash word work world worm
worst wrong

EXPLORE

1. Answer these questions.

- Think of a movie about childhood that you really liked.
- Who was in it and who directed it?
- What was the movie about? How did it end?
- What were the general reviews of the movie like?
- What in particular did you like about it?
- What do you know about the movie *Boyhood*? Look online to find out.

2. Prepare a mini-presentation with your answers from Exercise 1. Write / Record your talk.



CHECK YOUR PROGRESS 1

GRAMMAR

1. Complete the text with the correct form of the verb in parentheses. Where no verb is given, write a suitable word.

Lateness ^{1.} _____ (believe) to be a bad habit. Generally, nothing ^{2.} _____ (prevent) me from ^{3.} _____ (be) on time, but this morning was an exception. My sister, ^{4.} _____ alarm clock usually wakes me up, is away, so by the time I ^{5.} _____ (get) to the stop ^{6.} _____ I usually get the bus, the bus ^{7.} _____ (already / leave). So here I am, still at the bus stop. I ^{8.} _____ (wait) for the next one for 20 minutes so far, and there's no sign of it yet. I ^{9.} _____ (think) I'm ^{10.} _____ (miss) my dentist's appointment.

___ / 10

VOCABULARY

2. Complete the sentences with the words in the box.

catching creaking overwhelming
throwing whistling

- Some blues songs fill me with _____ emotion.
- Dave loves _____ the Frisbee to the dog, and the dog likes _____ it in his mouth.
- I listened to the _____ of the wind and the _____ of the old door as it opened.

___ / 5

3. Complete the second sentence so that it means the same as the first, using the word in parentheses.

- I had to wait for the manager for half an hour. (KEPT)
The manager _____ for half an hour.
- It's Saturday! Let's go out and have fun! (PAINT)
It's Saturday! Let's _____!
- I work on Fridays, but I don't go to the office. (HOME)
I usually _____ on Fridays.
- Little Becky wasn't naughty at all. (GOLD)
Little Becky was _____!

5. Don't make such a fuss! I'll fix the problem in no time. (SHIRT)
_____! I'll fix the problem in no time.

___ / 5

FUNCTIONS

4. Complete the mini-conversations with the words in the box.

amazing another closes come disappointed
drawback hand heart what's work

1. A I didn't get the teaching job I applied for. I'm really ^{1.} _____. I had my ^{2.} _____ set on it.
B I'm sorry it didn't ^{3.} _____ out. I bet something else will ^{4.} _____ up soon. You know what they say - one door ^{5.} _____ and ^{6.} _____ one opens.

2. A I usually listen to music while I'm working. ^{7.} _____ good about it is that it makes the time go really fast. But on the other ^{8.} _____, it means I don't get as much work done.
B Yes, I love music, too. Whatever I'm doing, it makes me feel relaxed. That's what's so ^{9.} _____ about it. The only ^{10.} _____ is that it disturbs my roommate.

___ / 10

WRITING

Write an email to a friend about some music you heard recently that you liked. (150 words)

- What music was it, and who wrote / performed it?
- When and where did you hear it?
- Why did you like it?
- How did it make you feel?

___ / 10

Total: ___ / 40

✓ I can use past, present, and future tenses.	✓ I can use verb patterns to express cause and effect.	✓ I can express disappointment and sympathy.
✓ I can use relative clauses.	✓ I can talk about emotions, toys, manual activities, music, and sounds.	✓ I can talk about advantages and disadvantages.
✓ I can use passives, modals, and adverbs to make cautious statements.	✓ I can use collocations with <i>home</i> , expressions with <i>keep</i> , and colors.	✓ I can write an opinion essay.
	✓ I now have some B2 skills.	