

CEFR C1

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AMERICAN JETSTREAM

ADVANCED **Second Edition**



LMS



e-book+



APP



Workbook

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MY ENGLISH-LANGUAGE STORY

Past, Present, and Future

1. Choose two out of the three questions in each section and jot down some thoughts.

The Past

1. What made you decide to learn English in the first place?

2. What have been your major language-learning successes so far?

3. Have you had any setbacks?

The Present

4. What are your main strengths as an English-language learner?

5. What about your weaknesses?

6. How do you intend to play to your strengths and work on your weaknesses this year?

The Future

7. What do you hope to have achieved by the end of this book? What do you want to be able to do in English that you can't already do now?

8. If you were to wake up tomorrow speaking and writing perfect English, how would that change things in your life?

9. If you were to choose a role model for a great communicator in the English language, who would it be and why? What advice do you think they would give you?

2. Discuss your ideas with other students. Do you want to modify any of your answers as a result?

3. Write down three or four SMART objectives for this year. (If you don't remember what SMART objectives are, check them out online.)

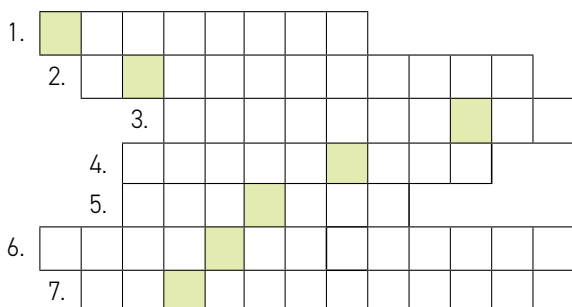
4. If you were to sketch an image or a symbol to represent where you hope to be by the end of this course, what would it be? Look at it regularly to remind you where you're going and to keep you on track!

VOCABULARY Describing personality

1. Complete the sentences below with the correct form of the adjectives in the box. Remember that you can use negative forms of the words, too.

affectionate anxious charismatic competent
eccentric reliable secure self-confident shallow

- He's very _____ and finds it hard to believe that anyone could want him as a friend.
 - "You do make me laugh. What an adorable little thing you are!" Ian's mother said _____.
 - When my best friend walks into a room, everyone turns to look at him because of his incredible _____.
 - The new guy's known for 100 percent _____. He will do what you asked him. But he lacks _____ and just doesn't believe in himself.
 - The management was impressed by Ros's _____ and soon promoted her.
 - I've always suffered from _____ and can't stop worrying about little things.
 - People who work in fashion are often accused of being _____, and only interested in appearances.
 - Everyone's talking about our new neighbor's strange behavior and general _____.
2. Complete the puzzle with the correct adjectives. What is the mystery adjective in the shaded boxes?
- very attractive or pleasant
 - uninterested in serious or important things
 - thinking only of yourself
 - someone who works in a well-organized and competent way
 - very loyal or loving
 - having relationships that aren't normal or healthy
 - someone who behaves properly and sensibly



GRAMMAR Narrative tenses, *used to* and *would*

3. Complete the rules with *would* or *used to*.

- We use _____ to talk about past habits, repeated actions/events, and states that no longer occur.
- We use _____ to talk about past habits and repeated actions/events that no longer occur.

4. Complete the paragraph below with the correct form of the verbs in the box. Use *would* and *used to* once each.

babysit declare enter finish forget garden (x2) give up
go through ring sort out spoil summon

My Great Aunt Elsie, who ^{1.} _____ us when we were little, was quite an eccentric. I remember once, my parents ^{2.} _____ a difficult period, as our father was away and our mother, a doctor, ^{3.} _____ always _____ in the middle of the night on emergency visits. So we were sent to stay with Great Aunt Elsie. Upon arriving at her house, we ^{4.} _____ the doorbell for at least five minutes, but got no reply. We ^{5.} _____ practically _____ hope when it occurred to us to walk around to the back of the house, where we found our aunt, who ^{6.} _____ and ^{7.} _____ completely _____ about us. When we finally entered the house, there were piles of newspapers everywhere you looked. But, in fact, Elsie was a lot of fun and really ^{8.} _____ us. Each morning she ^{9.} _____ our bedroom, crying, "Rise and shine!" and carrying a huge home-cooked breakfast. When she ^{10.} _____ not _____, she spent her time "sorting out my papers." On one occasion, I remember that she ^{11.} _____ the massive piles of papers in the dining room for at least three days before she finally ^{12.} _____ that she ^{13.} _____ the job."

5. Write complete sentences. Add words where necessary and put the verbs into the correct form. Use *would* or *used to* when possible.

- Sophie's father / raise / his children / very strictly / as this / be / how / he / raise
- Sophie's mother / feel / get / more and more exhausted / that winter / because of / number / patients / she / have to / see
- Sophie / feign / a headache / so frequently / it / be / astonishing / father / never / realize / what / she / be / up to
- That Saturday night / Sophie / change / her pajamas / as usual / then / tiptoe / upstairs / and / jump / bed
- Sophie / just / finish / place / wig / blanket / bed / when / father / knocked / door
- My dad / be / pretty demanding / but / he / be / much less so / these days / Sophie / say

GRAMMAR Ability and permission

6. Complete the conversation with appropriate words for ability and permission (*could, able to, let, manage*). More than one answer is sometimes possible.

- A I ^{1.} _____ play the piano very well at the age of eight.
 B That's very young ^{2.} _____ to play the piano proficiently.
 A Yes, I know, I think I was very musical. And my parents made me practice a lot.
 B Well, the secret is practice, isn't it?
 A It certainly is. I remember, there was one very difficult piece I just ^{3.} _____ play. I had so much difficulty with it. And my mother wouldn't ^{4.} _____ me leave the piano. And then finally I ^{5.} _____ to play it. I was so happy.
 B I bet you were!
 A And the next day, when I sat down at the piano, I ^{6.} _____ remember the piece perfectly. I wonder if I can ^{7.} _____ to play it now?
 B Well, there's the piano. Give it a try!

7. Rewrite the sentences correctly.

- Although he had been playing against an experienced adult chess player, the ten-year-old boy could beat him.

- The children could stay up until midnight as it was a special occasion.

- He's a child prodigy and is capable thinking many moves ahead in a chess game.

- I very much doubt that you could be able to teach him anything at all.

- His parents are criticized for allowing him stay up so late.

- He begged to be let play in an important chess competition; his parents said that he may play, provided he got enough rest.

- "I wonder if I watch my grandson while he plays?" the elderly lady asked the teacher.

- He can't live a normal life for the last three years.

GRAMMAR Obligation and necessity

8. Choose the correct alternative (a, b, or c).

- Do you think it's right when children _____ do long hours of homework?
a) are made to b) are obliged c) should

- Thank goodness, I _____ stay up all night studying, as the test was canceled.
a) didn't need to b) shouldn't have been c) shouldn't have
- "_____ take the exam again if I don't pass it first time?" Javier asked.
a) Is there a necessity to b) Will I have to c) Am I forced to
- Looking back at my childhood, I don't think my freedom _____ restricted as much as it was.
a) must have been b) needed have been c) should have been
- The children were so good that they really _____ supervised, so the teacher left them alone in the classroom for five minutes.
a) shouldn't have been b) didn't have to be c) must be
- OK, it was wrong of her to behave like that, but you _____ punished her; it didn't help at all.
a) shouldn't have b) mustn't have c) weren't forced to have
- The teacher _____ cover the whole syllabus, but she only covered half of it.
a) didn't need to b) was supposed to c) should have

VOCABULARY Prefixes and compounds

9. Rewrite each sentence so that it contains a word or words beginning with the prefix(es) in capitals. Some are single words; others may need a hyphen.

- The doctor recommended giving the child tablets with a lot of vitamins in them. (MULTI-)

- It's not helpful to be critical of yourself. Not being perfect is part of the human condition. (SELF-/IM-)

- The mansion is equipped with a lot of devices supposed to prevent burglary. (ANTI-)

- Too much advice on parenting can make parents feel they aren't adequate. (IN-)

- Forming half a circle, the children swayed in time to the song. (SEMI-)

- It's not always easy to tell if a child is being treated badly. (MIS-)

- If meat isn't cooked enough, you can get food poisoning; but if it's cooked for too long, it can taste very dry. (UNDER-/OVER-)

- The boy frequently didn't go to school, and his lack of attendance worried his teachers. (NON-)

- Emily wasn't willing to help her mom around the house. (UN-)

VOCABULARY Facial expressions

10. Complete the sentences with the correct form of the words in the box.

drop open purse quiver raise widen wrinkle

- The children's eyes _____ in fear when the new teacher walked into the classroom.
- The teacher walked into the classroom and _____ her nose in disgust when she saw what a mess the children had made.
- Seeing the teacher's _____ lips and _____ eyebrows, the boy realized she disapproved of his behavior.
- The teacher saw the child's bottom lip _____ and decided not to yell at him.
- The boys' mouths _____ in astonishment when, instead of yelling at them, the teacher told them to sit down and get out their books.

11. Complete the sentences describing the facial expressions someone might make in different situations using the words in the box.

beam frown grimace grin pout smirk

- Your boss tells you you're getting a promotion. I would probably _____.
- A teacher tells a parent that their child is misbehaving at school. The parent might _____.
- A parent tells a young child they can't have any more candy. The child might _____.
- A friend tells you an amusing joke. I would probably _____.
- A teenager admits they played a practical joke on a friend. The teenager might _____.
- A nurse gives a boy a painful injection. He would probably _____.



LISTENING

12. 02 Listen to five people talking about smiling. Match the people with the questions. Write D (Daniel), M (Monica), A (Ali), W (Will), or R (Robina).

Who ...

- is taking a class in order to deal with social anxiety?
- was very flattered by something someone said to them?
- looks for sincerity and authenticity in people?
- smiles because it's an effective tool in their work?
- finds that looking serious can make people laugh?
- habitually smiles in their personal life?
- is somewhat suspicious of people who smile a lot?
- practices smiling in front of the mirror?
- sometimes smiles when they're trying not to?
- never smiled as a teenager?

13. 02 Listen again for the expressions in italics and decide if the statements are true or false. Correct the false statements.

- Someone who *butters you up* is trying to please you because you are important or because they want something from you.
- If someone is *shaking like a leaf*, they are trembling a lot, usually from fear.
- A smile that *lights up a room* is a very insincere smile.
- If something is *hilarious*, it is very sad.
- If someone is *giggly*, they laugh repeatedly, in a silly way.
- If you have a *deadpan expression*, you have a big smile on your face.

14. 02 Listen again. Complete the sentences with a word or phrase from the recording in the correct form.

- Daniel doesn't show _____ when his clients scowl and sneer at him.
- Daniel demonstrates his _____ to clients by smiling.
- Monica describes the way people grin and beam at her as _____.
- Ali can't stop herself _____ in social situations and finds this very embarrassing.
- Will used to think that smiling was _____.
- Will finds looking at old photos of himself _____.
- In her private life, Robina _____ a lot.
- Robina sometimes struggles not to _____ when on stage.

READING

1. Read the story on page 9 and find words and phrases that match the definitions. The definitions are in the same order as the words and phrases.

1. an eccentric or strange person _____
2. boredom _____
3. running very fast over a short distance _____
4. an exercise in which you lie down facing the floor and raise and lower your body with your arms _____
5. staring at* _____
6. running or jumping using large steps _____
7. decorated _____
8. insane* _____
9. turned very fast _____
10. fully in agreement _____

*slang

2. Read the story again. Give four reasons why Ethan says of Frankie Holland, "OK, it's official. He's nuts."

1. _____
2. _____
3. _____
4. _____

3. Choose the best answer for each question.

1. When Frankie Holland entered the classroom, the narrator
 - A) was unsurprised by the way he did it.
 - B) was hoping he would turn out to be a really good teacher.
 - C) expected him to be kind of strange.
 - D) was feeling very sleepy.
2. When Frankie first appeared,
 - A) he opened the door slowly.
 - B) his smile was scary rather than friendly.
 - C) it was clear he was very confident.
 - D) he started running on the spot.
3. The narrator was amused by
 - A) the height difference between Ethan and Frankie.
 - B) Frankie's crazy behavior.
 - C) the fact that Ethan was willing to confront Frankie.
 - D) the way Frankie decorated the phrase "NO QUESTIONS" on the board.
4. The class
 - A) was surprised by Aisha's reading habits.
 - B) was relieved when Aisha raised her hand.
 - C) was pleased when the weather became sunnier.
 - D) expected Ethan to be punished for his rudeness.

5. The line "Though this be madness, yet there is method in it" implies that
 - A) a person can be crazy and intelligent at the same time.
 - B) the crazy person referred to is obsessive.
 - C) a crazy person can be well-organized.
 - D) there is a plan behind the madness.
6. Frankie
 - A) could smile very warmly.
 - B) was not tolerant of rudeness.
 - C) was not very physically fit.
 - D) had lost all his hair.

4. Answer the questions without looking at the story. Try and use the language in the story. Then check your answers and correct them if necessary.

1. What do we learn about Frankie Holland's past?

2. What had the narrator been hoping for and why?

3. Where exactly were Ethan and the narrator sitting?

4. What do we learn about Ethan?

5. What kind of girl was Aisha?

6. What do we learn about her recent activities?

5. Find the phrase or sentence in the story that:

1. shows that Frankie thinks Aisha will be a success in life.

2. shows that Ethan wasn't easily scared.

3. describes a gesture Frankie makes to emphasize something he's just said.

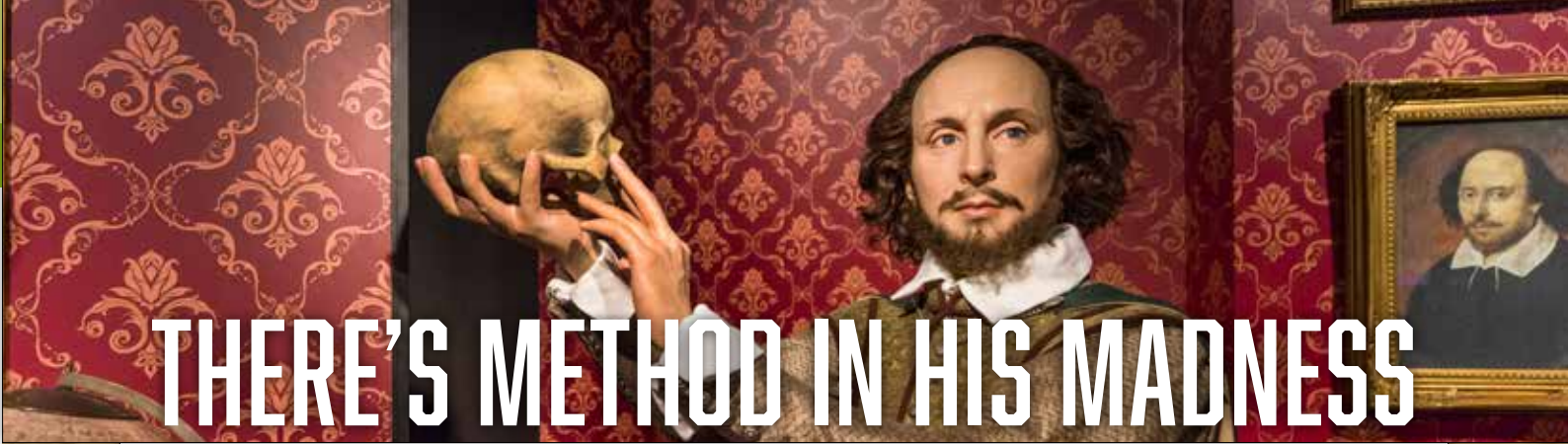
4. shows that the pupils were very cold.

5. describes a gesture that indicates puzzlement.

6. suggests that Ethan intended to have fun.

6. Answer the questions.

1. Why do you think Frankie's behavior was so strange? Was he crazy or just pretending to be crazy?
2. Why wasn't the class sure "whether to be glad or disappointed" that Frankie wasn't "nuts"?
3. Would you like to have had a teacher who used these kinds of teaching methods? Why? / Why not?



THERE'S METHOD IN HIS MADNESS

“He used to be an actor, he’s certainly an oddball, but he’s an awesome teacher and I’m always top of the class,” smirked the 11th-grader sitting next to me on the bus back home from school. So when our new English literature teacher walked into our 10th grade classroom, I was prepared for some eccentric behavior ... in fact, I’d been hoping for it—anything to relieve the tedium of the school day. But there’s eccentricity and there’s insanity, and when Frankie Holland erupted into our classroom at 2:00 p.m., with half of us dozing off after our lunch hour, none of us were prepared for what happened next. The classroom door was suddenly thrust open and in the doorway stood a slight, semi-bald man balancing on his toes. He was grinning, or rather baring his teeth, in a way that seemed calculated to intimidate us rather than inspire confidence in him.

“It’s me, your new teacher, you can call me Frankie,” he cried, before sprinting to the front of the class and doing scarily energetic push-ups. After about 30 seconds, he leaped to his feet and ran around flinging the four sets of windows wide open, which, since it was a frosty December afternoon, set our teeth chattering. Then, opening his arms wide and jumping up and down excitedly, he shouted, “OK, let the lesson begin.”

Surveying our open mouths with obvious satisfaction, he continued, “OK, guys, I’m your new English literature teacher. But surprise, surprise, we’re not going to be using any books, ha ha.”

My friend Ethan and I were sitting in our usual places in the front row. Ethan was always asking teachers difficult questions, and seeing the familiar gleam in Ethan’s eyes, I leaned forward expectantly.

“Uh, why not, Frankie?” asked Ethan. “I mean, literature is all about books.”

Now Ethan, at 16, was practically a giant and Frankie was definitely on the short side, and the sight of the two of them eyeballing each other was pretty comical.

“Name?” asked Frankie.

“Ethan.”

“Nice name. Did you just ask me a question, Ethan?” Frankie pursed his lips and shook his head disapprovingly.

“Well, yes.”

“Good. So let me make it clear. There are to be no questions in my lessons. No questions!”

As he spoke, Frankie thumped his fist on Ethan’s desk, making it rock on its unsteady legs. Then bounding to the board, he scribbled the phrase “No questions” in huge letters and embellished it with asterisks, each one in a different color.

“OK, it’s official. He’s nuts,” Ethan whispered.

Frankie whipped around. “Would you care to share your comments with the class, Ethan?”

Without batting an eyelid, Ethan replied, “Yes, sir, I said, ‘OK, it’s official. He’s nuts.’”

Everyone’s eyes widened in horror. What would happen next? We expected fire and brimstone, but Frankie just grinned.

“Brave kid, Ethan.” He paused and scratched his head. “Though this be madness, yet there is method in it.’ Anyone recognize the quote?”

Aisha Khan raised her hand. Aisha was the kind of girl who would happily read Shakespeare for pleasure and, very impressively, had just finished reading *War and Peace*.

“Yes, sir, it’s a quote from *Hamlet*. Hamlet pretended to be mad, but he had a reason for doing it. That’s what that quote means.”

Frankie beamed and it was as if the sun had come out from behind the clouds. The class breathed a collective sigh of relief.

“What’s your name?”

“Aisha.”

“Aisha, I predict you’ll go far. Yes, in the play *Hamlet, Prince of Denmark*, the prince pretends to be insane, you’re absolutely right. Now back to the here and now. Am I mad? Or just pretending? If I’m pretending, why would I do that, I wonder? By the way, *Hamlet* is the Shakespeare play we’re studying this year. And, um, I was only joking about the books and questions. Close those windows, someone, will you, or we’ll all freeze to death!”

OK, so Frankie wasn’t nuts, was the class’s unanimous decision after the lesson. And we weren’t sure whether to be glad or disappointed.

GLOSSARY

11th-grader = a 17- or 18-year-old pupil in the US school system

fire and brimstone = the threat of very painful punishment

VOCABULARY PLUS

EXPRESSIONS WITH *let*

1. Underline the correct expression in italics.

- A This skirt is too short. How much do you think I should *let it down* / *let it out* by?

B *Let's say* / *Let me see* an inch. I think that would be fine.
- A Kahlil really *let me down* / *let me in*. He promised to finish the work a month ago and he still hasn't delivered it.

B Well, you're his boss. He's so unreliable. I think you should think about *letting him go* / *letting him off* and finding someone more competent.
- A So we've agreed it would be good to work together.

B Yes, definitely. *Let's shake on it*. / *Let's call it a day*.

WORDBUILDER

2. Complete the sentences with a word formed from the word in parentheses.

- Some parents are _____ with their children and spoil them terribly. (INDULGE)
- He's done _____ well in the exam. I think he cheated. (SUSPECT)
- How do you deal with children whose behavior is _____? (CONTROL)
- _____ of schoolchildren should be carried out by someone who is qualified. (SUPERVISE)
- If a parent is _____, their children find it hard to trust them. (RELIABLE)
- Behavior that is _____ in the classroom should not be encouraged. (APPROPRIATE)
- Schools often place a lot of _____ on students' behavior. (RESTRICT)

PERSONALITY EXPRESSIONS

3. The expressions in italics are all idioms describing character and personality. Match them with the definitions (a-f).

- She *has a good head on her shoulders*
 - She doesn't *suffer fools gladly*
 - She comes across as a real *know-it-all*
 - She *keeps herself to herself*
 - She tends to *rub people the wrong way*
 - She's *the life of the party*
- To not spend much time with other people
 - To think you know everything and that your ideas are best
 - To annoy people
 - To be impatient with people you think are stupid or are acting stupidly
 - To be very sociable and the center of attention during a social occasion
 - To be a sensible person

4. Match the first parts of the sentences in Exercise 3 (1-6) with their endings (a-f).

- and succeeded in upsetting everyone in the office.
- and won't ever listen to anyone else's ideas.
- and can always be relied on to liven things up.
- and you know she'll always make the right decision.
- so she seldom socializes.
- so you'd better not say anything stupid in the meeting.

FAMILY TIES

5. Look at the words and phrases in italics. They are all words connected with family and relatives. Check their meaning, then complete the sentences with one word in each gap.

- A *half brother* is the son of only _____ of your parents.
- A *stepmother* is a woman who marries your father after the divorce of your parents or the death of your _____.
- Your *great aunt* is your grandmother's _____.
- Your *brother-in-law* is your sister's _____.
- A *second cousin* is a _____ of a first cousin of your parents.
- A *blood relative* is someone who a person is related to by birth rather than by _____.
- Your *offspring* are your _____ and a *sibling* is a _____ or _____.
- A *blended family* is a couple, together with the children they have had together and their children from _____ relationships.
- Your *ex-husband* is a man you were _____ married to.

LANGUAGE IN ACTION

EXCHANGING NEWS

6. 03 Correct the mistakes in the expressions in italics used to exchange news.

- LAYLA Hi, it's really time we ¹*caught up in things* _____. Do you have time for a quick chat?
- MASSIMO Sure.
- LAYLA So ²*how's life using you?* _____ What's ³*happening in the home front?* _____ Is Annie still jetting around the world?
- MASSIMO She certainly is. The kids are my responsibility a lot of the time – fun, but very demanding.
- LAYLA I bet!
- MASSIMO ⁴*What's been going with you?* _____ Is everything OK?
- LAYLA Oh, things are fine. Nothing to report, really. But ⁵*how's it doing on* _____ your latest project? Last time we spoke, you were struggling. Have you ⁶*done any headway* _____ with it?
- MASSIMO No, it's turning out to be a real headache. But my manager, Max, is being very supportive.
- LAYLA Well, that's good to hear. I thought he was about to get fired. What's the ⁷*newest office conversation?* _____
- MASSIMO Well, they say he might still get fired.

VOCABULARY Animal behavior

1. Write the letters in the correct order to make animal names. There are two that aren't in the unit.

1. ELRAPOD _____
2. AAPDN _____
3. EUTLRT _____
4. EDCCOIRLO _____
5. ICPEZHEMNA _____
6. PONHDLI _____
7. OPRAL AEBR _____
8. EBE _____
9. HPTOYN _____
10. AEETLHNP _____
11. LCEIETCR LEE _____
12. PSNCROOI _____
13. ETELBE _____
14. SIUAHMPPPTOO _____

2. Complete the paragraph about dolphins with the words and phrases in the box.

altruistic aquatic carnivorous cooperative
habitat loss self-aware solitary species
threatening warm-blooded

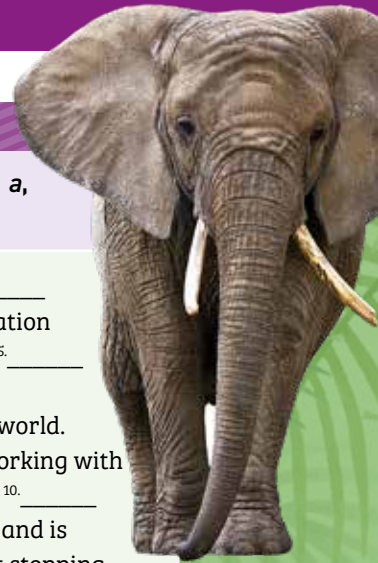


One of the most intelligent ¹_____ on the planet, dolphins are ²_____ creatures capable of recognizing themselves in a mirror. Unusually, they are ³_____ mammals and thus they give birth to live young and are ⁴_____. They are ⁵_____, mostly eating fish and squid, and live in social groups called "pods." Most hunters are ⁶_____ animals, but dolphins participate in ⁷_____ hunting, enabling them to capture more prey than when alone. Although they are well-known for performing ⁸_____ acts, they can become aggressive and ⁹_____. Like most species, they are suffering from ¹⁰_____ because of increased human activity in marine environments.

GRAMMAR Articles

3. Complete the paragraph with *a*, *an*, *the*, *some*, or *nothing* (-).

¹_____ Save the Elephants, as ²_____ name suggests, is ³_____ organization dedicated to ⁴_____ protection of ⁵_____ elephants and is ⁶_____ biggest organization of its kind in ⁷_____ world. It has ⁸_____ ongoing program working with ⁹_____ United Nations to monitor ¹⁰_____ illegal killing of ¹¹_____ elephants and is involved in many projects aimed at stopping ¹²_____ trafficking and ¹³_____ demand for ¹⁴_____ ivory. But ¹⁵_____ organization not only endeavors to protect ¹⁶_____ elephants, it also conducts ¹⁷_____ considerable amount of ¹⁸_____ research. It promotes ¹⁹_____ peaceful co-existence of ²⁰_____ elephants and ²¹_____ human beings through ²²_____ solutions such as ²³_____ Elephants and Bees project and aims to spread ²⁴_____ global awareness of just how intelligent and important to ²⁵_____ ecosystems and ²⁶_____ human culture ²⁷_____ elephant is.



4. Correct parts of the conversations where *a*, *an*, *the*, or *some* is used incorrectly or where an article is missing.

1. A On vacation in the northern Thailand, I saw elephant playing the harmonica. It was part of music ensemble called the "Thai Elephant Orchestra."
B Who's the conductor?
A A man named Richard Lair. He's a conservationist. The Thais think he's wonderful. *Weekly Times* have just written article about him.
2. A Elephants were used in the warfare in the Roman times, weren't they?
B Well, we don't know for sure. Historians claim that they weren't. But most agree that the war elephants played a big role in the Roman Empire.
3. A We'll take a trip down Tigris River tomorrow afternoon. It's place to go to see elephants.
B Oh, really? So we'll be sure of seeing them?

- A Yes, they go down there about twice day apparently.

- B Excellent! I'll see if I can book some place on the trip.

4. A There's Mr. Downes to see you, sir.

- B Oh yes, he's from University of Balgor.
He's the Director of Department of Animal Welfare
and Behavior. He's done interesting research on
the animal intelligence.

5. A Dangrek Mountains, along Cambodia's border with
Thailand, still have a lot of elephants, apparently.

- B Yes, they're important elephant habitat.

VOCABULARY Animal movements

5. The verbs in *italics* are in the wrong sentences. Write them in the correct form in the correct sentences.

- When I saw the python *prowling* _____ along the ground, I ran for my life.
- The first time you see a kangaroo *pouncing* _____ up and down, it is quite a sight.
- The eagle *slithered* _____ from the sky like a stone, landing on its prey and *swinging* _____ its wings.
- As you watch a swan gliding through the water, you'd never guess how fast it's *bouncing* _____ underneath.
- The leopard *dropped* _____ through the undergrowth for hours before finally *paddling* _____ on its unsuspecting prey.
- I've just watched a wonderful video of monkeys *flapping* _____ at huge speed through jungle trees.

VOCABULARY Metaphors and similes

6. Make similes from the words in the box that describe meanings 1-9. Use the words in parentheses.

apples baby be (x3) cats dogs drive eyes fight
fish- have (x2) hawk maniac memory mule oranges
rail sieve sleep stubborn swim thin

- to be able to move confidently in water (*like*)
to swim like a fish
- to forget things very quickly (*like*)
- to drive dangerously fast (*like*)
- to be able to see things very clearly (*like*)
- to be very skinny (*as*)
- to be very determined not to change your mind (*as*)
- to sleep soundly and peacefully (*like*)
- to be completely different (*like*)
- to argue violently (*like*)

7. Complete the metaphors by putting the letters in *italics* in the correct order to make the missing words.

- If music be the *dofo* _____ of love, play on.
- All religions, arts, and sciences are *bracsenh* _____ from the same *erte* _____.
- Money doesn't talk, it *swasre* _____.
- I am a *krco* _____, I am an *nsdial* _____.
- The heart is a lonely *hunert* _____.
- All the world's a *aesgt* _____, and all the men and women merely *rlepsya* _____.
- Shot me out of the sky. You're my *oiyekttrnp* _____.
- Pack up the *onmo* _____ and dismantle the *uns* _____.
- Art washes away from the soul the *tuds* _____ of everyday life.
- Two *osrda* _____ diverged in a wood, and I, I took the one less traveled by, And that has made all the difference.

8. Briefly explain what you think the message is of these four quotations from Exercise 7, without using metaphors.

- Quotation 2: _____
- Quotation 3: _____
- Quotation 5: _____
- Quotation 10: _____

VOCABULARY The Arctic

9. Write down the names of Arctic animals that you associate with these terms.

- camouflaged coat _____
- tusks _____
- breach _____
- blowhole _____
- kelp _____
- cub _____
- semi-aquatic _____
- blubber _____

10. Use your answers to Exercise 9 to write sentences in your notebook about Arctic animals.

11. Circle the word in each group that is different.

- stunning spectacular fascinating breathtaking
- sparkling gleaming glittering pristine
- iceberg ice floe ice rink pack ice
- towering massive immense vast
- untangle undo entangle unravel
- crouch kneel crawl squat

GRAMMAR Verbs of the senses

12. Rewrite the sentences that have a mistake in them.

1. We lay awake hearing the CD of humpback whales singing for what seemed like hours.

2. Are some animals able to sense people approach before they actually look at them?

3. With their upturned mouths, dolphins always look as if they're smiling.

4. Look! I'm seeing a whale spout water by that ice floe over there!

5. The fish tasted as garlic and Far Eastern spices.

6. Chimpanzees have such expressive eyes you can almost see them thinking.

13. Rewrite the sentences using the correct form of the verbs in the box.

hear look ~~love~~ seem smell sound taste

1. The wildlife trip was well worth it, so they say.

2. The fox was whimpering as if in pain.

3. I like this more now that they've added salt.

4. That was the highlight of the trip, apparently.

5. There was an awful odor coming from the sheep's carcass.

6. That walrus has a strong resemblance to my grandfather!

LISTENING



1. _____



2. _____

3. _____



4. _____



14. 04 Listen to a talk about exotic pets. Write the names of the four exotic pets described in the talk.

15. 04 Listen again and decide if these sentences are true or false. Correct the false sentences.

1. The exotic pets the speaker talks about are Royal Pythons, hornets, crocodiles, and chimpanzees.

2. Royal Pythons are non-venomous and docile.

3. Emperor Scorpions are tiny and black with big, strange-looking front claws.

4. Crocodiles have a nasty habit of leaping out of rivers and pouncing on unsuspecting passers-by.

5. The upper bodies of chimpanzees are nine times as strong as a human's upper body.

16. 04 Listen again and choose the best answer.

1. The speaker says that pythons and crocodiles
 - a) are a status symbol for their owners.
 - b) have a dangerous reputation.
 - c) are hugely in demand in the exotic-pet market.
2. We learn that Royal Pythons
 - a) can grow up to four feet in length.
 - b) are a good choice for new snake owners.
 - c) aren't easy to take care of because of their size.
3. Emperor Scorpions
 - a) can cause you pain.
 - b) are more than eight inches in length.
 - c) are even more docile than Royal Pythons.
4. According to the speaker, crocodiles
 - a) are very cute as babies.
 - b) can easily remove a leg.
 - c) have been known to wander around people's houses quite safely.
5. Chimpanzees
 - a) are very similar to humans in the way they enjoy physical contact and laughter.
 - b) are not at all dangerous as household pets.
 - c) act like small children.

17. Check the meaning of the words and phrases in *italics* in these extracts from the talk. Then write down the name of the animal each extract refers to.

1. ... quite a *talking point* around the dinner table. _____
2. ... a real *status symbol* for their owners. _____
3. Still, that doesn't seem to *deter* some people from having them. _____
4. ... pouncing on unsuspecting *passers-by*. _____
5. ... their owners form lasting *bonds* with them. _____

READING

- Look at the photos and title of the article on page 15. What do you think the article will be about?
- Read the article quickly. Which of these facts is not mentioned?
 - Humans love music.
 - Some elephants responded to classical music.
 - The quality of a singer's voice.
 - Researchers have played many different kinds of music to most animal species.
 - We often see material online that demonstrates that animals are similar to human beings.
 - There is a sea lion that is able to keep a beat.
- Find words and phrases in bold in the article to match the meanings.
 - The feeling of being thankful _____
 - Moving the whole body from side to side _____
 - Devices that convert electrical signals to sounds loud enough to be heard at a distance _____
 - Never known or done before _____
 - Lack of interest _____
 - Fame _____
 - Increasing rapidly _____
 - When an animal such as a wolf or dog makes a long, sad sound _____
 - To maintain a regular rhythm in poetry or music _____
 - Becoming very popular by being passed quickly from person to person, on the internet _____
- Complete the sentences with the correct form of the words and phrases in Exercise 3.
 - The researcher soon became _____ for her work with chimpanzees.
 - Interest in the experiments _____, with more and more people viewing the website.
 - The video _____ this week and has had over two million hits in the last two days alone.
 - Do you think that animals feel _____ toward humans for taking care of them?
 - He closed his eyes and began _____ gently in time to the music.
 - We were unable to sleep because of the _____ of the wolves in the forest.
 - A lot of people are completely _____ animals and couldn't care less about them.
 - This new set of _____ really makes the music sound good.
 - Not everyone can _____ when they listen to music.
 - There was an _____ response to the appeal to save the elephants' habitat.
- Six sentences have been removed from the article. Read it again and match the sentences (A-G) with the gaps (1-6). There is one sentence you won't need.
 - Heavy metal music did just the opposite, inducing increased body shaking, a sign of nervousness.
 - In contrast, we're reliably informed that the lions present certainly didn't appreciate the music.
 - Such sights have become almost commonplace.
 - There are, however, notable exceptions.
 - But that's not exactly musical appreciation ... or is it?
 - Human and animal brains appear to be differently constructed in this respect.
 - Chimpanzees, for example, share as much as 98% of our genetic blueprint and in some physical learning tests do just as well as toddlers.
- Read the article again and complete the sentences using words and phrases from the text.
 - The fact that dolphins have self-awareness and that elephants can feel compassion demonstrates _____.
 - A baby sloth showing its gratitude by _____ is just one example of _____ every week.
 - But research shows that, unlike human beings, _____.
 - The bonobo Kanzi is an exception to the rule that there aren't many _____.
 - Kanzi showed his ability to do this by _____.
 - Some animals have shown themselves able to _____.
 - Elephants in a Belgian zoo responded to classical music by not only _____ in time to the music, but also _____.
 - While classical music _____ kennel dogs _____, heavy metal music _____.
 - The response of the writer's dog to _____ was to _____.
- Explain the meaning or function in the article of the underlined phrases.
 - However, one area where there appears to be an almost unbridgeable chasm between human and animal capabilities is animals' response to human music.

 - While music's grip on the human psyche is undeniable, the scientific evidence is that animals are for the most part indifferent to it.

 - Watch the video and you'll see that the elephants look as if they're enjoying themselves so much they've formed a musical appreciation society.



The evidence is **mounting** that animals resemble human beings far more than was once thought. We know now that sheep form friendships, that elephants have complex emotions, including altruism and compassion, and that creatures such as dolphins and the higher primates are self-aware in much the same way we are.

1. _____

Besides the multiplying scientific reports on the subject, there are YouTube videos **going viral** every week of animals demonstrating just how like us they are – videos of elephants weeping on being rescued, of impossibly cute sloths (one baby sloth handed a petal to its caretaker, as if in **gratitude** for being looked after so well) and so on, and so on.

2. _____

However, one area where there appears to be an almost unbridgeable chasm between human and animal capabilities is animals' response to human music. While music's grip on the human psyche is undeniable, the scientific evidence is that animals are for the most part indifferent to it.

With regard to rhythm, a key musical component, it seems that few animal species can **keep a beat**.

3. _____ On visiting a group of bonobos (a type of chimpanzee), a researcher from the University of North Carolina was absentmindedly tapping the glass enclosure of a bonobo named Kanzi, famous for his superior linguistic ability, when, to her astonishment, Kanzi began tapping the same rhythm back to her. When the researcher changed



DO ANIMALS HAVE RHYTHM?

tempo, so did Kanzi, proving beyond doubt that he was capable of beating a rhythm. In another instance, a sea lion was trained by University of California researchers to move its head in time to music. And a captivating little cockatoo named Snowball briefly achieved global **renown** for its ability to dance to music. But fascinating though these examples are, overall, the evidence for an appreciation of rhythm in animals doesn't amount to much.

That said, it does seem that there may be a few species capable of responding to music as a whole rather than rhythm alone. In a YouTube video that went viral, elephants at Pairi Daiza Zoo in Belgium can be seen responding to classical music played by two violinists. First, sensitive creatures that they are, they appeared to be listening attentively and then they started swinging their trunks in time to the mellifluous music, with two of them even **swaying** in unison. Watch the video and you'll see that the elephants look as if they're enjoying themselves so much they've formed a musical appreciation society. 4. _____

Amusingly, one monkey even clambered onto the instruments in what seemed to be an attempt to stop the terrible din. In a more formal situation, researchers at Colorado State University found that kennel dogs slept the most while listening to all kinds of classical music, suggesting that classical music helped them relax. 5. _____

And fascinatingly, when a group of psychologists played different types of music to monkeys, the animals displayed **indifference** to everything except heavy metal music, which, in complete contrast to the dogs in the previous experiment, calmed them down.

At this point, I'll throw in a personal anecdote. A while back, I was at home and was playing a song by the American folk rock singer Bob Dylan, known for the nasal quality of his voice. In this song, Dylan sounded particularly nasal and high-pitched. I was in another room and, startled to hear strange noises coming from next door, hurried in to find my little dog sitting in front of the **speakers**, muzzle pointed at the ceiling, **howling** rhythmically. Immediately the song ended, he stopped, a sure sign that it was the song that had caused this **unprecedented** behavior. On Googling the phenomenon, I discovered that some dogs howl in response to high-pitched sounds in musical instruments (and presumably voices, too). 6. _____



VOCABULARY PLUS

EASILY CONFUSED WORDS

1. The words in parentheses are easy to confuse.

Check their meaning and complete the sentences with the correct form of the word(s).

- She _____ her head and looked straight at me before _____ from her chair and leaving the room. (RAISE / RISE)
- Can you _____ me to feed the cats before we leave this morning? (REMEMBER / REMIND)
- Chimpanzees have strong feelings and are far more _____ than you might imagine. (SENSITIVE / SENSIBLE)
- Turtles may not be able to _____ underwater, but they can remain under there for a long time. (BREATH / BREATHE)
- Even if your cat seems _____, it's not a good idea to get another one as a companion. (LONELY / ALONE)
- The _____ of the review was to make me want to read the novel. (AFFECT / EFFECT)
- Birds of _____ eat creatures such as insects, frogs, and small to medium mammals. (PRAY / PREY)

WORDBUILDER

2. Complete the sentences using the correct form of the words in parentheses. Use no more than four words in each gap.

- _____ of a climbing apparatus in the chimps' cage has made them much happier. (INSTALL)
- Is the threat of imprisonment enough _____ for elephant poachers? (DETER)
- The fisherman only succeeded _____ the net after hours of work. (TANGLE)
- All varieties of snakes _____, feeding only on other animals such as lizards and rodents. (CARNIVORE)
- _____ numbers of humpback whales over hundreds of years is an established fact. (DECLINE)
- We were overwhelmed _____ these awesome creatures. (MAJESTIC)

EXPRESSIONS WITH *raise*

3. Match the words in italics (1–6) with their meanings (a–f).

- born and *raised*
- raise an objection* (to)
- raise one's voice*
- raise doubts / fears / questions*
- get / give someone a *raise*
- raise money*

☐
☐
☐
☐
☐
☐

- say you disagree
- a bigger salary
- express
- collect for a particular purpose
- brought up
- talk more loudly

4. Complete the sentences with the correct form of the expressions in Exercise 3.

- _____ doesn't always get people to listen to you.
- For someone who _____ in New York, you don't exactly know the city very well.
- He's someone who's always _____ that deserve to be answered.
- I _____ the proposal when it was discussed, but I didn't. It's too late now.
- The board of directors decided to _____ Martin _____, as he'd hit all his targets and brought in lots of new customers.
- The amount of _____ was spectacular – over \$500,000!

LANGUAGE IN ACTION

COMPLAINING, APOLOGIZING, MAKING POLITE REQUESTS

5. Put the words in the correct order and write the conversations in your notebook.

- A very / with / a / give / suitcase, / be / If / you'd / this / me / grateful. / hand / I'd

B can't / a / afraid / I / you / have / back. / help / I'm / I / bad / because
- A me / that / driving / making / noise / The / crazy. / machine's / is

B to / really / too! / It's / me / getting
- A the / you / turn / but / volume / down? / Sorry, / could / possibly

B really / I / apologize. / do idea / was / had / you / music / the / I / bothering / no
- A trouble. / but / to / into / got / you, / a lot of / break / actions / me / to / Sorry / it / your

B how / I / you / I / can't / am. / sorry / tell
- A about / or / neighbor / My / always / something / other / complaining / next-door / is

B to / the / be / you, / one / to / exactly / the / tell / you're / same. / Sorry / but
- A me / you, / to / through? / you / I'm / could / disturb / but / sorry / let

B Excuse me?

A could / through. / if / be / me / I'd / you / let / grateful
- A but / barking / you / for / I / late, / dog's / disturbing / again. / apologize / so / your I / stand / anymore! / it / can't

B sorry. / Oh, / I / enough. / can't / so / apologize / I'm

6. 05 Listen and check your answers.



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

- What does Randall Pearson suffer from in the TV drama series *This is Us*?
a) migraines b) anxiety attacks c) financial difficulties
- What is the name of the book on parenting written by Professor Amy Chua?
a) *Battle Hymn of the Tiger Mother* b) *The Tiger Mother's Battle Hymn*
c) *Battle Hymn of the Tiger Moth*
- People who feel powerful are
a) more likely to smile back at people of subordinate status.
b) less likely to smile back at people of subordinate status.
c) more likely to smile back at people of higher status.
- When we're in a conversation, the amount of time we spend looking at other people's eyes is more than
a) 35%. b) 40%. c) 50%.
- In the conversation between Charlie and Jerome, we learn that Charlie has
a) a Scottish side of the family. b) a third cousin named Rainbow Rooney.
c) a distant cousin he's never met.
- Elephants have an average lifespan of about
a) 40-60 years. b) 80-95 years. c) 50-70 years.
- The psychologist Abraham Maslow created a psychological model called
a) the pyramid of needs. b) the hierarchy of needs.
c) the ladder of needs.
- The author of *We Are All Completely Beside Ourselves* is
a) Karen Joy Fowler. b) Carmen Joy Forler. c) Karen Roy Towler.
- The first experiment in which a chimpanzee was raised alongside a human child took place in the
a) 1930s. b) 1940s. c) 1950s.
- A walrus's tusks can extend to about
a) 8 feet. b) 10 feet. c) 11 feet.

2. Write the names of the animals.

- It drapes itself in kelp. _____
- It filters its food from water. _____
- It has an average lifespan of 50-70 years. _____
- It shares around 98% of our genetic blueprint. _____
- It uses camouflage to protect itself. _____
- It has extremely powerful hind legs. _____
- It has a sting in its tail. _____
- It is used to deter elephants from crop-raiding. _____

3. Who said these things? Briefly explain the situation.

- "What seems not to have been anticipated was my own confusion."

- "That's to pay you back for beating me."

- "As I swam alongside the animal, our eyes met."

- "You can't make me."

- "Next, you're going to tell me to go get you a glass of water."

PRONUNCIATION POINT

These words are pronounced differently in American and British English:

address advertisement
brochure detail
garage leisure schedule
vitamin privacy

1. 06 Listen and write the words as you hear them. Then listen again and repeat them.

- _____ ☐
- _____ ☐
- _____ ☐
- _____ ☐
- _____ ☐
- _____ ☐
- _____ ☐
- _____ ☐

2. Write A (American English) or B (British English) in the box after each word.

EXPLORE

1. Answer these questions.

- How important do you think first impressions are?
- What five things do you consider most important if you want to make a good impression?
- How important is small talk when you meet someone for the first time, in your opinion?

2. Prepare a mini-presentation with your answers from Exercise 1.

Write / Record your talk.



CHECK YOUR PROGRESS 1

GRAMMAR

1. Choose the correct alternatives to complete the paragraph. Sometimes both are correct.

I had an uncle who ¹*used to / would* love springing surprises on my sister and me, and ²*would / used to* arrive at our home unexpectedly to take us out. But he had some really irritating habits. For example, he ³*was always complaining / always complained* about something or other. And he believed anything. Once, we ⁴*could / were able to* convince him that there was a python that ⁵*had been living / had lived* in the loft for years. We told him that sometimes we could ⁶*hear / listen to* it moving around, and it was only then he realized we were pulling his leg.

___ / 6

2. Rewrite the sentences correctly.

- Observing body language of the interviewees is able to tell you a lot about the way they feel.

- In the New York, parents have to pay fine if their child misses too much school.

- American teenager named Jordan Romero climbed the Mount Everest at the age of 13. There was the criticism as to whether he should be able to do this.

- Look, up in the sky! I see two eagles fly toward trees.

___ / 4

VOCABULARY

3. Complete the sentences with the correct form of the words and phrases in the box.

appealing compassion grimace ice floe occupied
outgoing permanent pout slither turtle

- The _____ hard shell enables it to bring its head and limbs inside for complete protection from predators.
- He pulled himself up, _____ as he did so, as his leg was very painful.
- The scientists' base in the Arctic was only _____ and was due to be taken down in a decade or so.

___ / 10

Total: ___ / 40

- The polar bear stood perched on an _____, ready to dive.
- He's a very _____ kind of person and is always throwing great parties.
- Out on a walk the other day, I saw a snake _____ along the ground only a few feet away.
- Having to get up at four in the morning to catch my flight is a very _____ prospect.
- She always looks _____, but then so would you if you liked people as much as she does.
- I've been laid off and am feeling _____ since I'm the kind of person who likes to be busy.
- The little girl _____ angrily when told she had to go to bed.

___ / 10

PARAGRAPH COMPLETION

4. Complete the paragraph with one word in each gap.

It has now been more or less conclusively demonstrated that the main difference between extroverts and introverts is ¹_____ a person is inwardly or outwardly focused. ²_____ extroverts crave sensory stimulation and are highly social, introverts are responsive to internal thoughts ³_____ than external stimulation. It is this difference that is responsible ⁴_____ the typical image of the party animal extrovert and the book-reading introvert. In her thought-provoking book *Quiet: The Power of Introverts in a World that Can't Stop Talking*, Susan Cain shows how the West has become a culture in ⁵_____ the extrovert ideal predominates and introversion is viewed ⁶_____ inferior in some way.

Cain, who has carried ⁷_____ extensive research, spends a lot of time telling us that introversion is normal and that it is no accident that many of mankind's most gifted ⁸_____ have been introverts. Cain ⁹_____ the importance of introverts learning to value themselves for their many positive qualities, and her tips on coping with an extrovert-dominated ¹⁰_____ are invaluable.

___ / 10

*For a writing activity related to Units 1–2, turn to page 89.

✓ I can use narrative tenses, <i>used to</i> and <i>would</i> .	✓ I can describe personality and facial expressions.	✓ I can exchange news.
✓ I can use a range of verbs connected with ability, permission, and obligation.	✓ I can use animal names and describe animal movements.	✓ I can complain, apologize, and make polite requests.
✓ I can use articles, prefixes, and verbs of the senses.	✓ I can use metaphors and similes.	✓ I can write a blog entry and a news story.
	✓ I now have some C1 skills.	