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Introduction

*American English File* is an integrated skills series that gets students talking—in class, and everywhere. Our goal with this Second Edition has been to make every lesson better and more student- and teacher-friendly. In addition to Student Book Lessons A, B, and C, there is a range of material that you can use according to your students' needs and the time and resources you have available:

- Practical English video and exercises (also available on class audio)
- Review and Check pages, with video (also available on class audio)
- Photocopiable Grammar, Vocabulary, Communicative, and Song activities (in the Teacher's Book)

**STUDY LINK**: Online Practice, Workbook, iChecker, and the Pronunciation app provide multimedia review, support, and practice for students outside of class.

The Teacher's Book also suggests different ways of exploiting many of the Student Book activities depending on the level of your class.

What do high-beginning students need?

We believe that in 9 out of 10 cases, when a student signs up for English classes, their goal is to speak. Speaking a foreign language is very hard, so students need a lot of motivation to encourage them to speak in English.

**Grammar, Vocabulary, and Pronunciation**

If we want students to speak English with confidence, we need to give them the tools they need—Grammar, Vocabulary, and Pronunciation (G, V, P). We believe that G + V + P = confident speaking, and in *American English File*, all three elements are given equal importance. Each lesson has clearly stated grammar, vocabulary, and pronunciation goals. This keeps lessons focused and gives students concrete learning objectives and a sense of progress.

**Grammar**

High-beginning students need

- clear and memorable presentations of new structures.
- plenty of regular and varied practice in useful and natural contexts.
- student-friendly reference material.

We have tried to provide contexts for new language that will engage students, using real-life stories and situations, humor, and suspense. The Grammar Banks, at the back of the book, give students a single, easy-to-access grammar reference section, with example sentences with audio, clear rules, and common errors. There are at least two practice exercises for each grammar point.

**Vocabulary**

High-beginning students need

- to expand their knowledge of high-frequency words and phrases rapidly.
- to use new vocabulary in personalized contexts.
- accessible reference material.

Every lesson focuses on high frequency vocabulary and common lexical areas, but keeps the load realistic. All new vocabulary is given with the phonetics, to help students with the pronunciation of new words. Many lessons are linked to the Vocabulary Banks, at the back of the book, which help present and practice the vocabulary in class, give an audio model of each word, and provide a clear reference so students can review and test themselves in their own time.

**Pronunciation**

High-beginning students need

- a solid foundation in the sounds of English.
- targeted pronunciation development.
- to see where there are rules and patterns.

High-beginning learners want to speak clearly but are often frustrated by English pronunciation, particularly the sound–spelling relationships, silent letters, and weak forms. We emphasize improving pronunciation by focusing on the sounds most useful for communication, on word stress, and on sentence rhythm. *American English File 1* has a pronunciation focus in every lesson that integrates clear pronunciation into grammar and vocabulary practice.
Speaking

High-beginning students need
• topics that will inspire their interest.
• achievable tasks to motivate them.
• regular opportunities to use new language.

American English File motivates students to speak by providing them with varied and motivating tasks, and the language (grammar, vocabulary, and pronunciation) that they need in order to communicate with confidence. In addition to the Communication activities at the back of the book, students are encouraged to speak throughout the lesson, responding to texts and listenings, and practicing grammar and vocabulary orally.

Listening

High-beginning students need
• to understand the gist of what is being said.
• to make sense of connected speech.
• a reason to listen.

The listenings in American English File are based on a variety of entertaining and realistic situations. There is a wide range of voices and accents from the US and the rest of the English-speaking world, but all the speakers are clear and comprehensible to students at this level. The performances and the sound effects bring the listenings alive, and make the recordings easier for students to follow and more fun to listen to. The tasks focus on helping students to get the gist the first time and then being able to understand more the second time.

Reading

High-beginning students need
• engaging topics and stimulating texts.
• manageable tasks that help students to read.

Many students need to read in English for work or school, and reading is also important in helping to build vocabulary and to consolidate grammar. The key to encouraging students to read is to give them motivating but accessible material and tasks they can do. In American English File 1, reading texts have been adapted from a variety of real sources (newspapers, magazines, news websites) and have been chosen for their intrinsic interest.

Writing

High-beginning students need
• clear models.
• the “nuts and bolts” of writing on a word and sentence level.

The growth of the Internet and email means that people worldwide are writing in English more than ever before both for business and personal communication. American English File 1 provides guided writing tasks with a range of writing types from formal email to social networking posts.

Practical English

High-beginning students need
• to understand high-frequency phrases that they will hear.
• to know what to say in typical situations.

The six Practical English lessons give students practice in key language for situations such as checking into a hotel or ordering a meal in a restaurant. To make these everyday situations come alive, there is a storyline involving two main characters, Jenny (from New York) and Rob (from London). The You hear / You say feature makes a clear distinction between what students will hear and need to understand, for example Are you ready to order?, and what they need to say, for example I’d like a salad, please. The lessons also highlight other key “Social English” phrases such as Go ahead. OK, no problem. The Practical English video is on the American English File 1 DVD and iTools. Teachers can also use the Practical English Student Book exercises with the class audio CD.

Review

High-beginning students need
• regular review.
• motivating reference and practice material.
• to feel a sense of progress.

However clearly structures or vocabulary are presented, students will usually only assimilate and remember new language if they have the chance to see it and use it several times. Grammar, Vocabulary, and Pronunciation are recycled throughout the book. After every two Files, there is a two-page Review & Check section. The left-hand page reviews the grammar, vocabulary, and pronunciation of each File. The right-hand page provides a series of skills-based challenges, including video interviews, and helps students to measure their progress in terms of competence. These pages are designed to be used flexibly according to the needs of your students. There are also separate short movies on video for students to watch and enjoy.
Student Book Files 1-12

The Student Book has twelve Files, or units. Each File is organized like this:

**A, B, and C lessons**
Each File contains three two-page lessons that present and practice **Grammar**, **Vocabulary**, and **Pronunciation** with a balance of reading and listening activities, and a lot of opportunity for speaking. These lessons have clear references to the Grammar Bank, Vocabulary Bank, and Sound Bank at the back of the book.

**Practical English**
After every odd-numbered File, there is a two-page lesson that teaches functional “survival English” (for example, language for checking into a hotel or ordering a meal) and also social English (useful phrases like *Nice to meet you*, *Let’s go*). The lessons have a storyline and link with the *American English File 1* Video.

**Review & Check**
After every even-numbered File, there is a two-page section reviewing **Grammar**, **Vocabulary**, and **Pronunciation** of each File and providing **Reading**, **Listening**, and **Speaking** “Can you...?” challenges to show students what they can achieve.

**The back of the Student Book**
The lessons contain references to these sections: Communication, Writing, Listening, Grammar Bank, Vocabulary Bank, and Sound Bank.

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**STUDYLINK**

**Workbook**
For practice after class
- All of the Grammar, Vocabulary, Pronunciation, and Practical English
- Extra reading
- A listening exercise for every lesson
- Pronunciation exercises with audio
- Useful Words and Phrases
- Audio for Pronunciation and Listening exercises (on iChecker)

**iChecker CD-ROM**

Each workbook is packaged with an iChecker CD-ROM for students to check their progress, challenge themselves, and receive immediate feedback
- Progress Check, with 30 multiple choice questions on Grammar, Vocabulary, and Practical English for each File
- Challenge, where students “build a text” using the language they have learned from the File
- Audio Bank, with all of the audio for the Workbook listening and pronunciation activities

**Online Practice**

There is an access card on the inside back cover of each Student Book. Students register for engaging LMS-powered practice with immediate feedback on:
- Reading and Listening exercises for every File
- Writing and Speaking models and tasks for every File

**Pronunciation app**
Students can purchase an engaging app through the iTunes or Google Android online stores for tablet- or phone-based practice. Students can learn and practice the sounds of English
- Individual sounds
- Sounds in useful phrases
- Speak and record
For teachers

Teacher's Book

Detailed lesson plans for all the lessons including:

- an optional “books-closed” lead-in for every lesson
- Extra ideas suggestions for optional extra activities
- Extra challenge suggestions for exploiting the Student Book material in a more challenging way if you have a stronger class
- Extra support suggestions for adapting activities or exercises to make them work for students who need extra support

Extra activities appear in red type so you can see at a glance what is core material and what is extra when you are planning and teaching your classes.

All lesson plans include keys and complete audioscripts.

Over 100 pages of photocopiable activities are in the Teacher's Book.

Grammar
see pages 162–197

- An activity for every Grammar Bank, which can be used in class or for self-study extra practice
- An Activation section, to encourage students to use the new language in class

Communicative
see pages 209–244

- Extra speaking practice for every A, B, and C lesson

Vocabulary
see pages 247–264

- Extra practice of new vocabulary, for every Vocabulary Bank

Song
see pages 269–280

- A song for every File
- Provides the lyrics of the song, with tasks to do before, during, or after listening

iTools

- The Student Book, Workbook, and Teacher’s Book (photocopiables only) onscreen
- Interactive activities for all Grammar and Vocabulary Banks
- All class audio (including songs) and video, with interactive scripts
- “Click and reveal” answer keys for Student Book, Workbook, and Teacher’s Book
- Resources including Grammar Bank, PowerPoints, and Vocabulary flashcards

Testing Program

CD-ROM

- A Quick Test for every File
- An End-of-File test for every File
- Entry Tests, Progress Tests, and an End-of-Course Test
- A and B versions of all the main tests
- Audio for all the Listening tests

DVD

Practical English

- A sitcom-style video that goes with the Practical English lessons in the Student Book

On the street

- Short real-world interviews to accompany the Review and Check sections

Short movies

- Short documentary films for students to watch for pleasure after the Review and Check sections

Class Audio CDs

- All of the listening materials for the Student Book
1A My name's Hannah, not Anna

Lesson plan
The context of this first lesson is a young man who meets a girl at a dance club and brings her home to meet his mother. The mother clearly disapproves of her son's choice. This lesson starts with four dialogues where Sts practice basic greetings, asking names, etc. They then focus on the grammar of the verb be in affirmative sentences and subject pronouns. In Pronunciation, Sts are introduced to word stress and the American English File system of teaching the 45 sounds of English. Here they begin by focusing on six vowel sounds. Finally, there is a vocabulary focus on the days of the week and numbers 0–20, and the lesson ends with a listening and speaking activity, which pulls together the various strands of the lesson.

There is an Entry Test on the Test and Assessment CD-ROM, which you can give the Sts before starting the course.

STUDY LINK
- Workbook 1A

Extra photocopiable material
- Grammar verb be, subject pronouns page 162
- Vocabulary Days of the week / Numbers 0–20 page 247 (instructions page 244)
- Communicative The memory game page 208 (instructions page 198)

Optional lead-in (books closed)
- Pre-teach the first conversation in a by introducing yourself. Say Hi / Hello, I'm (…), and ask three or four Sts What's your name? When they answer, pretend sometimes not to have heard them correctly and say Sorry?, and put your hand to your ear.

1 LISTENING & SPEAKING

a 1-2) Books open. Focus on the four pictures. Then tell Sts to listen to the four dialogues and to number each picture accordingly.

Play the audio once or twice if necessary. Check answers.

1 C 2 A 3 D 4 B

1.2) a 1 A Hi, I'm Mike. What's your name?
   B Hannah.
   A Sorry?
   B Hannah!

2 A What's your phone number?
   B It's 212-555-7934
   A OK. See you on Saturday. Bye.
   B Goodbye.

b Play the audio again. This time Sts complete the blanks. Play the audio again if necessary. Check answers.

1 name 4 OK 7 meet 10 you
2 Sorry 5 Hi 8 My 11 thank
3 number 6 Hello 9 Mom 12 Fine

Finally, go through each line of the dialogues eliciting / explaining the meaning of any words / phrases that Sts don't understand. You could tell Sts that the expression OK can also be written Okay.

c Focus on the exercise. Explain that Hello and Hi mean the same, but Hi is more informal.

Get Sts, in pairs, to fill in the blanks with words from the list. Check answers and highlight that the words / phrases on the right are more informal than those on the left.

Hello = Hi  My name's... = I'm  Very well = Fine
Thank you = Thanks  Goodbye = Bye

1-3) Explain that in English some words are said more strongly than others, e.g., in Nice to meet you, nice and meet are pronounced more strongly than to and you. Encourage Sts to try to copy the rhythm on the audio. Getting the rhythm right is one of the most important aspects of good pronunciation.

Play the audio, pausing after each sentence for Sts to repeat. Then repeat the activity, eliciting responses from individual Sts.

1-3) What's your name?
What's your phone number?
See you on Saturday.
This is Hannah.
Nice to meet you.
How are you?
I'm very well, thank you.
Fine, thanks.

Extra support
- Write the phrases on the board first.

e 1-4) Put Sts in groups of three, and tell them to take roles (Mike, Hannah, and Mike's mother). Tell them to focus on the pictures. Explain that they are going to act out the dialogues with the sound effects.

Play all the sound effects for dialogues 1–4 for Sts to understand what they have to do. Then play the audio for dialogue 1 and demonstrate the activity with a strong student.
Now play the sound effects for dialogue 1 again, getting the two Sts who have the roles of Mike and Hannah to practice it. Repeat with the other three dialogues. If there's time, get Sts to change roles.

1A

(sound effects)
1 dance music
2 faint dance music, typing number into phone
3 doorbell, door opening
4 TV on. Key turning and footsteps. TV turned down

Extra challenge
• Get Sts to practice the dialogues first by reading their roles with the sound effects. Then they try to act them out from memory.

Focus on the example sentences in the speech bubbles. Tell Sts to imagine that they're at a party where they don't know anyone. Get them to stand up.

Now tell Sts to introduce themselves to at least five other Sts. Encourage Sts to shake hands, or use a locally appropriate gesture, say Nice to meet you, and Sorry? if they don't hear the other student's name.

2 GRAMMAR verb be, subject pronouns
a Focus on the instructions and on the first sentence, I'm Mike. Explain that I'm is the contraction of two words, and elicit that the missing word in the first line is am.

Give Sts a minute to complete the other three blanks and check answers.

My name is Hannah.
You are early.
It is 212-555-7994.

b (1.5) Tell Sts to go to Grammar Bank 1A on page 124. Explain that all the grammar rules and exercises are in this section of the book.

Focus on the example sentences and play the audio for Sts to listen and repeat. Focus particularly on the pronunciation of the contractions, especially You're /'jʊər/, We're /ˈwiːr/, and They're /ˈðeɪr/. Highlight that speakers of American English pronounce the r, but British English speakers usually leave it off. Then go through the rules with the class.

Extra support
• If you have a monolingual class, don't be afraid of using your Sts’ L1 to talk about the grammar rules. At this level it is unrealistic to expect Sts to fully understand grammar rules in English.

Additional grammar notes
• Highlight that fluent speakers of English often use contractions in conversation, especially when the subject is a pronoun.
• Highlight also that in English there is only one form of you, which is used for singular and plural, and for formal or informal situations. In your Sts' language(s), there may be different pronouns for second person singular and plural, and also formal and informal forms.

Focus on the exercises for 1A on page 125. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a 1 are 3 are 5 am 7 are 9 is
2 is 4 is 6 is 8 is 10 am
b 1 It's... 2 They're... 3 I'm... 4 You're...
c 1 He's... 2 We're... 3 She's... 4 It's...

tell Sts to go back to the main lesson 1A.

Extra support
• If you think Sts need more practice, you may want to give them the Grammar photocopyable activity at this point.

d (1.6) Play the audio and get Sts to repeat the pronouns and contractions.

1 I, I'm
2 You, you're
3 He, he's
4 She, she's
5 It, it's
6 We, we're
7 They, they're

Extra support
• Write the words on the board, so that Sts know what they are saying.

e Focus on the instructions and the example, and tell Sts they're going to hear a full form of the verb and that they must say the contracted form. Play the audio, pausing after each phrase, and elicit a response from the whole class. Then repeat the activity with individual Sts.

f Point to a male student whose name you remember and say He's (Antonio). Then point to a female student and elicit She's (María). Put Sts in pairs and ask them to continue naming other Sts using He's / She's.

Focus on the example sentences in the speech bubbles. Tell Sts to stand up and speak to the other Sts.

3 PRONUNCIATION vowel sounds, word stress

Pronunciation notes
• It is important to point out to Sts that with the vowels (a, e, i, o, u) there is no one-to-one relation between a letter and a sound, e.g., the letter e can be pronounced in more than one way, e.g., he, very, they. However, reassure your Sts that there are common combinations of letters that are usually pronounced the same way, and these will be pointed out to Sts as the course progresses.

• You could also tell Sts that /ə/ and /æ/ are diphthongs, i.e., two sounds together (/e/ and /i/, /æ/ and / ʌ/), if you think this will help them.
Tell Sts that English has 21 vowel sounds, and that the American English File pronunciation system has an example word to help them remember each sound. Learning the sounds will help them to pronounce words more clearly and confidently.

a Focus on the six sound pictures (fish, tree, etc.). Explain that the phonetic symbol in the picture represents the sound. The phonetic alphabet is used worldwide to show how words are pronounced. Learning to recognize these symbols will help Sts to check the pronunciation of a word in a dictionary.

Now focus on the example words in the column under each sound picture, e.g., it and this. Explain that the pink letters are the same sound as the picture word they’re under. Demonstrate for Sts, e.g., say fish, it, this; tree, he, we, etc.

Play the audio once for Sts just to listen. Then play the audio again, pausing after each sound picture, e.g., fish, it, this.

Focus especially on sounds that are difficult for your Sts and model them yourself so that Sts can see your mouth position. Get Sts to repeat these sounds a few more times.

b Tell Sts to go to the Sound Bank on page 166. Explain that this is a reference section of the book, where they can check the symbols and see common sound-spelling patterns.

Look at the spelling rules for the six sounds. Model and drill the example words for the vowels and elicit /i/, /e/, /æ/, /ə/, /ʊ/, /ɪ/.

Tell Sts to go back to the main lesson 1A.

Extra idea
- You could write some one-syllable words with their transcription on the board or use an online dictionary if you have an interactive board. Some possible words: speak /spiːk/, nice /naɪs/, eight /eɪt/.

c Focus on the Word stress box and go through it with the class. Elicit /i/ /ə/ /ʊ/ /ɪ/ /æ/ /e/.

Write AIRPORT on the board. Elicit /i/ /ə/ /ʊ/ /ɪ/ /æ/ /e/.

Write the four categories on the board. Then give Sts in pairs one minute to try to add more English words to each column.

Write their answers on the board. Underline the stressed syllable, and model and drill the correct pronunciation.

4 VOCABULARY days of the week, numbers 0–20

a Focus on the picture. Ask Sts if they can remember what Mike and Hannah say. Elicit that Mike says What’s your phone number?, Hannah says It’s 212, etc., and then Mike says OK. See you on Saturday. Bye.

b Tell Sts to go to Vocabulary Bank Days and numbers on page 148 and get them to do parts 1 and 2. Explain that these pages (Vocabulary Banks) are their vocabulary section where they will first do the exercises as required by the Student’s Book, and will then have the pages for reference to help them remember the words.

Focus on part 1 Days of the week and get Sts to do exercise a individually or in pairs.

Now do b. Play the audio for Sts to check answers.

Play the audio again and get Sts to repeat the days. Ask them where the stress is (always on the first syllable). Give more pronunciation practice as necessary.
Spts may have problems with Tuesday (/tuzdi/), Wednesday (/wenzdi/), and Thursday (/θærsdi/). You could write these on the board and cross out the silent /d/ in Wednesday, and highlight the vowels sounds in Tuesday and Thursday.

Now focus on the instructions for c. Get Spts to cover the words with a piece of paper and to say the days of the week in order.

Finally, focus on the Useful phrases box, and model and drill the expressions for Spts to repeat. Highlight the stressed syllables (weekend, weekday). Elicit / explain the meaning of any words Spts don’t know.

Then focus on the information about Capital letters.

Now focus on part 2 Numbers 0–20 and get Spts to do exercise a individually or in pairs.

11) Now do b. Play the audio for Spts to check answers. Highlight the spelling changes between three and thirteen, and five and fifteen. You could also point out to Spts that numbers in English have only one form and never change.

<table>
<thead>
<tr>
<th>3 three</th>
<th>7 seven</th>
<th>12 twelve</th>
<th>18 eighteen</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 five</td>
<td>11 eleven</td>
<td>15 fifteen</td>
<td>20 twenty</td>
</tr>
</tbody>
</table>

![Numbers 0-20](image)

Play the audio again and get Spts to repeat each number. Explain / elicit that numbers 13–19 are stressed on the second syllable. Give extra practice with any numbers that are difficult for your Spts.

! When we count in a list, 1, 2, 3, 4, etc., we usually stress numbers 13–19 on the first syllable. However, at all other times, when we say them in isolation, e.g., Room 13, they are stressed on the second syllable. We recommend that you teach this pronunciation, as it is important for Spts to later distinguish between, e.g., 13 (thirteen) and 30 (thirty).

Extra support

- Most Spts will probably know how to count to ten, but may be less confident with 11–20. Get the class to try to count from 0 to 20. You start with the number 0 and get a student to say the next number. Try to elicit all numbers from 0–20. Then do the same counting backwards, starting from 20.

Now focus on the instructions for c. Get Spts to cover the words with a piece of paper, leaving the numbers visible.

Finally, go through the Phone numbers box with the class. Explain / elicit the meaning of digit (= a number from zero to nine). Highlight that 0 is usually pronounced /za/ in telephone numbers, although zero can also be used.

Tell Spts to go back to the main lesson 1A.

Extra support

- If you think Spts need more practice, you may want to give them the Vocabulary photocopiable activity at this point.

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Extra idea

- Give Spts more practice by saying simple sums to them, e.g., What’s 4 plus 4? They could also practice this way in pairs.

C 12) Focus on the instructions and the example, and tell Spts they will hear two words (a day of the week or a number), and they have to say the next word in the sequence.

Play the audio, pausing after the two words, and elicit a response from the whole class. Then repeat the activity, eliciting responses from individual Spts.

Monday, Tuesday (pause) Wednesday
Wednesday, Thursday (pause) Thursday
Friday, Saturday (pause) Sunday
Sunday, Monday (pause) Tuesday

10, 11 (pause) 12
13, 14 (pause) 15
16, 17 (pause) 18

D Model and drill the questions. Get Spts to ask three Spts sitting near them the questions. They should write down the phone numbers so that they can check them.

! Tell Spts they can invent their phone numbers if they prefer.

Get feedback from the class.

5 LISTENING & SPEAKING

A 13) Focus on the six places (airport, sandwich bar, etc.) and make sure Spts understand them. Tell Spts they’re going to listen to six short conversations. The first time they listen, they should just try to understand where the conversation is taking place and write a number 1–6 in the boxes.

! Make sure Spts write 1–6 in the boxes, and not in the spaces, e.g., after Gate number.

Play the audio once for Spts to identify the place. Play again if necessary, and then check answers.

1 sandwich bar 4 taxi
2 school 5 hotel
3 airport 6 museum

13) (audioscript in Student’s Book on page 116)

1 A A cheese and tomato sandwich, please.
B That’s 7 dollars and 20 cents.
2 A So Anna, your classes are on Tuesday and Thursday mornings. Is that OK?
B Yes, that’s fine. Thank you.
3 Jet Blue flight to Los Angeles is now boarding at gate number 9.
4 A Where to, madam?
B Manchester Road, please. Number 16.
5 A Here’s your key, sir. Room 12.
B Thank you.
6 A Here we are.
B Oh no, it’s closed.
A Look, it says “Closed on Mondays”!

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Focus on the instructions and the words. Elicit/explain the meaning of Gate, etc. Now tell Sts to listen again, but this time to focus on the numbers and days they hear in each conversation. Play the audio once or twice as necessary, pausing between each conversation to give Sts time to write the numbers or days in the blanks.

Get Sts to compare with a partner, and then check answers by playing the audio a final time and eliciting the numbers and days for each one.

| 1 sandwich bar | 7 dollars | 20 cents |
| 2 school | Classes on Tuesday and Thursday |
| 3 airport | Gate number 9 |
| 4 taxi | 16 Manchester Road |
| 5 hotel | Room 12 |
| 6 museum | Closed on Mondays |

**Extra support**

- If there's time, you could get Sts to listen again with the audioscript on page 116, so they can see exactly what they understood/didn't understand. Translate/explain any new words or phrases.

Focus on the instructions and example, and tell Sts they're going to hear a sentence and they must respond to it. Play the audio, pausing after each sentence, and elicit a response from the whole class. Then repeat the activity, eliciting responses from individual Sts.

1 Nice to meet you.
2 It's (…).
3 My name's (…). / I'm (…).
4 It's (…).
5 Bye. / Goodbye. / See you.
6 You too.
7 Nice to meet you, Anna.
8 Fine, thanks. / Fine, thank you.

### 1A 14]

1 Hello. Nice to meet you. (pause)
2 What day is it today? (pause)
3 Hi. What's your name? (pause)
4 What's your phone number? (pause)
5 Bye. See you on Monday. (pause)
6 Have a nice weekend. (pause)
7 Hi. This is Anna. (pause)
8 Hello. How are you? (pause)
Lesson plan

In this lesson, Sts complete their study of the verb be and learn how to say where they and other people are from. They learn vocabulary for countries and nationalities, and this language is then practiced in a world quiz. Pronunciation covers the schwa /ə/, a sound that occurs in many English words, and three consonant sounds that are difficult for many nationalities. The grammar section, be in questions and negative sentences, is then presented through three street interviews. Sts then focus on sentence stress before practicing asking where people are from. There is then a second vocabulary section where Sts learn numbers 21–100, and these are then practiced through listening and playing Bingo.

STUDY LINK
- Workbook 1B

Extra photocopiable material
- Grammar verb be and page 163
- Vocabulary The world page 249 (instructions page 244)
- Communicative Nationalities bingo page 209 (instructions page 198)
- Song All Over the World page 269 (instructions page 265)

Optional lead-in (books closed)
- Write the word CONTINENT on the board and elicit / teach its meaning. Ask Sts how many continents there are (six) and if they can name them (from largest to smallest: Asia, Africa, North America, South America, Europe, Australia). Answers to this question might differ, as some people say there are five continents (counting North and South America as one); some also include Antarctica.

1 VOCABULARY the world

a Books open. In pairs, Sts tell each other three countries in English, if possible.
  Get some feedback and write their answers on the board.

b Tell Sts to go to Vocabulary Bank The world on page 149.
  Focus on 1 Continents and get Sts to do exercise a individually or in pairs.

1.15) Now do b. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Give further practice of any words your Sts find difficult to pronounce.

Focus on the instructions for c. Get Sts to cover the words with a piece of paper, leaving the map visible. Sts look at the map and try to remember both the continents and adjectives.

Finally, focus on 2 Countries and nationalities and get Sts to do a individually or in pairs.

1.16) Play audio for Sts to check answers. Play the audio again, pausing for Sts to repeat the countries and nationalities.

If your Sts’ country is not in the list, get them to add it, with the nationality adjective, and elicit which group the adjective belongs to.

1.16)
1 Africa (pause) African
2 Asia (pause) Asian
3 Australia (pause) Australian
4 Europe (pause) European
5 North America (pause) North American
6 South America (pause) South American

Tell Sts that the nationality word is normally the same as the word for the language of the country, e.g., in Spain the language is Spanish, in Hungary the language is Hungarian, etc.

Now focus on the instructions for b. Get Sts to cover the words with a piece of paper, leaving the maps visible. Sts look at the maps and try to remember both the countries and nationalities.

Finally, focus on the Capital letters box and go through it with the class.

Tell Sts to go back to the main lesson 1B.

Extra support
- If you think Sts need more practice, you may want to give them the Vocabulary photocopiable activity at this point.
Here Sts recycle the country and nationality words that they have just learned in the Vocabulary Bank.

Focus on the instructions and the example. Tell Sts they will hear the name of a country and they must say the nationality.

Play the audio, pausing after each country, and elicit the nationality from the class. Then repeat the activity, eliciting responses from individual Sts. Give further practice of any words your Sts find difficult to pronounce.

Before Sts start, draw their attention to the Useful phrases box. Focus on the expressions I think... and I'm not sure. Teach / elicit their meaning and drill the pronunciation.

Then go through the Languages box with the class. Put Sts in pairs or groups and give them a time limit to do questions 1–4 in the quiz.

Focus on question 5 and play the audio. Sts write the nationalities of the countries that they think the national anthem is from.

Focus on question 6 and remind Sts that the word for the language is the same as the nationality. Play the audio. Sts letter the languages a–d in the order in which they think they hear them.

Check answers as a class. The pair / group with the most correct answers are the winners.

1 a Peru
   b Vietnam
   c Ireland
   d Turkey

2 a the US
   b China
   c Russia
   d the UK

3 a Spain
   b South Korea
   c Italy
   d Mexico

18

1 17
1 Mexico (pause) Mexican
2 Turkey (pause) Turkish
3 China (pause) Chinese
4 Germany (pause) German
5 South Korea (pause) South Korean
6 Brazil (pause) Brazilian
7 France (pause) French
8 Thailand (pause) Thai
9 Argentina (pause) Argentinian
10 Japan (pause) Japanese

The /o/ sound occurs before or after stressed syllables and is the most common sound in English.

The letters ch and tch are usually pronounced /tʃ/, e.g., children, watch.

The letters sh are always pronounced /ʃ/, e.g., she, shop. The letters s and double ss are very rarely pronounced /ʃ/, e.g., only in sure, sugar, Russian, passion, and a few other words.

/j/ is always pronounced /dʒ/, e.g., Japanese. g is usually pronounced /dʒ/, before e or i (e.g., German, giraffe), but is pronounced /g/ before all other consonants, e.g., gate, goodbye, and sometimes before e and i, e.g., get, give, etc.

Focus on the three sound pictures (chess, shower, jazz). Remind Sts that the phonetic symbol in the picture represents the sound.

Play the audio once for Sts just to listen. Play it again and get Sts to repeat the sound word (computer, the sound /o/), and the other words in the list.

See words in Student's Book on page 6

Focus on question 5 and play the audio. Sts write the nationalities of the countries that they think the national anthem is from.

Focus on question 6 and remind Sts that the word for the language is the same as the nationality. Play the audio. Sts letter the languages a–d in the order in which they think they hear them.

Check answers as a class. The pair / group with the most correct answers are the winners.

1 a Peru
   b Vietnam
   c Ireland
   d Turkey

2 a the US
   b China
   c Russia
   d the UK

3 a Spain
   b South Korea
   c Italy
   d Mexico

1 18
a beginning of Mexican national anthem
b beginning of British national anthem
c beginning of American national anthem
d beginning of French national anthem

2 PRONUNCIATION /o/, /tʃ/, /ʃ/, /dʒ/

Pronunciation notes
- The /o/ sound occurs before or after stressed syllables and is the most common sound in English.
- /tʃ/ the letters ch and tch are usually pronounced /tʃ/, e.g., children, watch.
- /ʃ/ the letters sh are always pronounced /ʃ/, e.g., she, shop. The letters s and double ss are very rarely pronounced /ʃ/, e.g., only in sure, sugar, Russian, passion, and a few other words.
- /dʒ/ j is always pronounced /dʒ/, e.g., Japanese. g is usually pronounced /dʒ/, before e or i (e.g., German, giraffe), but is pronounced /g/ before all other consonants, e.g., gate, goodbye, and sometimes before e and i, e.g., get, give, etc.

3 GRAMMAR verb be and 

Focus on the instructions and make sure Sts cover the dialogues. Play the audio, pausing after each dialogue for Sts to write the country.

Check answers.

Argentina, Australia, and the US.
Focus on the instructions and the dialogues. Give Sts two minutes to try and complete the missing words.

Play the audio again for Sts to check. Get them to compare with a partner, and then check answers.

Tell Sts to go to Grammar Bank 1B on page 124. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

**Additional grammar notes**

- Remind Sts that in conversation it is more common to use contractions in negatives than the full form.
- In the negative, the verb be can be contracted in two ways, e.g., *You aren't Italian* (contracting not) or *You're not Italian* (contracting are).
- With short answers, explain to Sts that although native speakers often use *Yes, I am* instead of *just Yes*, both ways of answering are perfectly correct. However, answering just *Yes* or *No* can sound abrupt.

Focus on the exercises for 1B on page 125. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

Tell Sts to go back to the main lesson 1B.

**Extra support**

- If you think Sts need more practice, you may want to give them the Grammar photocopyable activity at this point.

Tell Sts they will hear ten questions, and each time they must respond with a short answer.

Play the audio, pausing after each question, and elicit a response from the whole class. Then repeat the activity, eliciting responses from individual Sts.

**Extra challenge**

- Play the audio again and ask Sts for the right answers where appropriate, e.g., *Is Sydney the capital of Australia?* "No, it isn't." "What's the capital of Australia?" "Canberra."

Focus on the instructions, and tell Sts to write similar questions to those they heard in e, beginning with *Is...?* or *Are...?*. Give them some more examples, and then set a time limit for Sts, in pairs, to write three questions.

Monitor and check what they are writing. Then put two pairs together and get them to answer each other's questions.

Get feedback from a few pairs.

**4 PRONUNCIATION & SPEAKING**

**sentence stress**

**Pronunciation notes**

- Sts have already seen how within a word one syllable is stressed more strongly than the others. They also need to be aware that within a sentence, some words are stressed more strongly than others. Stressed words are usually "information" words, i.e., nouns, adjectives, verbs. Unstressed words are usually shorter words such as pronouns, articles, prepositions, and auxiliary verbs.
- This mixture of stressed and unstressed words is what gives English its rhythm.

Focus on the *Sentence stress* box and tell Sts that the words in big print and bold are important words and are stressed. Highlight that *from* is an important word in the question and is stressed (as are all prepositions at the end of questions), but in the answer *China* is the only important word, and *from* is unstressed here.

Focus on the instructions. Play the audio for Sts just to listen. Then play it again, pausing after each sentence for Sts to repeat and try to copy the rhythm.

Get Sts, in pairs, to practice the dialogues in 3 Grammar. Encourage them to stress the more important words more strongly and say the other words more quickly and lightly.
1B

c Put Sts in pairs, A and B, and tell them to go to Communication Where are they from? A on page 100, B on page 106.

Go through the instructions with them carefully, and focus on the two example questions (Where’s X from? and Where in X?). Tell Sts they have to ask these questions for each of their three people and write the answers in the chart.

Sit A and B face-to-face. A asks his/her first question about person 1 to B and writes the information in the chart.

B now asks A about person 4, and they then take turns asking and answering.

When they have finished, get them to compare charts and then get feedback from some pairs.

Tell Sts to go back to the main lesson 1B.

d Focus on the question and model and drill the question. Get Sts to ask you the question.

The answer to Where are you from? is usually I’m from (town) when you’re in your own country, and I’m from (country) or I’m (nationality) followed by the town when you’re in another country.

Get Sts to stand up and to ask five other Sts the question. In a monolingual class where Sts are all from the same town, encourage Sts to say their nationality and then the area of the town or the village that they’re from, to make this more communicative.

Finally, ask a few Sts where they are from.

5 VOCABULARY numbers 21-100

a Focus on the signs and elicit that they are all American towns in California. Then elicit the numbers from Sts.

b Tell Sts to go to Vocabulary Bank Days and numbers on page 148.

Focus on part 3 Numbers 21-100 and get Sts to do exercise a individually or in pairs.

Check answers by writing the numbers on the board.

21 35 43 59 67 72 88 94 100
30 40 50 60 70 80 90

1.26 Now do b. Play the audio, pausing after each number for Sts to repeat. Play again if necessary.

21 twenty-one 30 thirty 40 forty
35 thirty-five 43 forty-three 50 fifty
59 fifty-nine 67 sixty-seven 60 sixty
67 sixty-seven 72 seventy-two 70 seventy
72 seventy-two 88 eighty-eight 80 eighty
94 ninety-four 90 ninety 100 a hundred

Focus on the Pronunciation box and go through it with Sts. Point out that 30, 40, etc., are stressed on the first syllable, and 13, 14, etc., are stressed on the second syllable.

Tell Sts to go back to the main lesson 1B.

Extra idea

A numbers game that Sts always enjoy is Buzz. You may want to play it now or at any other moment when you want to review numbers.

- Get Sts to sit or stand in a circle and count out loud. When they come to a number that contains 3 e.g., 13) or a multiple of 3 e.g., 3, 6, 9, etc.) they have to say “Buzz” instead of the number.

- If a student makes a mistake, either saying the number instead of “Buzz,” or simply saying the wrong number, he/she is “out,” and the next player begins again from 1.

- Keep going until there is only one student left, who is the winner, or until the group has gotten to 30 without making a mistake.

- You can also play Buzz with 7 as the “wild” number and go up to 50.

c 1.27) Play the audio and get Sts to write the numbers. Check answers.

<table>
<thead>
<tr>
<th>1.27</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 33 49 50 66 78 81 99</td>
</tr>
</tbody>
</table>

d Sts choose ten numbers, which they write on a piece of paper.

Put Sts in pairs and get them to dictate their numbers to their partner, who writes them down.

When they have changed roles, they can compare pieces of paper to check for mistakes.

6 LISTENING

a 1.28) Play the audio and get Sts to repeat the numbers. Ask What’s the difference between a and b?

Remind Sts that 13, 14, etc., are stressed on the second syllable, and 30, 40, etc., are stressed on the first syllable. This means that the pairs of numbers can be easily confused and this can be a problem, even for native speakers, particularly, for example, in a noisy environment like a cafe.

<table>
<thead>
<tr>
<th>1.28</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 15 15.5 16 16.5 17 18 18.5 19 19.5</td>
</tr>
</tbody>
</table>

b 1.29) Focus on the instructions. This time Sts will hear seven dialogues. In each dialogue, they will hear just one number from each pair.

Play the audio twice and Sts circle a or b. Check answers.

| 1 a 2 b 3 a 4 b 5 a 6 b 7 b |

20
1.29)
(audioscript in Student's Book on page 116)
1. The train waiting at platform 13 is the Metroliner to Washington, D.C.
2. A: Excuse me! How far is it to Miami?
   B: It's about 40 miles.
   A: Thanks a lot.
3. A: 15 love.
4. A: All passengers on flight BA234 to New York please go to gate 60 immediately.
   B: How much is that?
   A: A pizza and two waters. That's 17 dollars.
5. A: OK. Can you be quiet, please? Open your books to page 90.
   B: What page?
   C: Page 90.
6. A: What's your address?
   B: It's 80 Park Road.
   A: Sorry? What number?
   B: 80, 8 zero.
7. A: Everybody all around the world
   B: Gotta tell you what I just heard:
   C: Everybody walkin' down the street
   B: I know a place where we all can meet:
   C: Everybody gonna have a good time, everybody will shine till the daylight.

Chorus
Everybody all around the world
Gotta tell you what I just heard:
Everybody walkin' down the street
I know a place where we all can meet:
Everybody gonna have a good time, everybody will shine till the daylight.

Chorus
All over the world,
Everybody got the word (x3)

Extra support
• If there's time, you could get Sts to listen again with the audioscript on page 116, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

c. Draw this bingo card on the board for Sts to copy.

In pairs, Sts complete their bingo card with six numbers from a. They must only choose one from each pair, e.g., either 13 or 30, but not both.

Call out random numbers, choosing from the pairs of numbers in a. Keep a note of the numbers you call out.

If Sts have one of the numbers you call out on their card, they should cross it off. Keep calling until one pair has crossed off all the numbers, at which point they should call out "Bingo!"

Check the winning pair's card. If it's correct, they have won. If it isn't, continue the game. Once there is a winner, you can play Bingo again if there is time.

7 (1:30) SONG All Over the World 🎶

This song was originally made famous by the English rock group Electric Light Orchestra (ELO) in 1980. For copyright reasons, this is a cover version. If you want to do this song in class, use the photocopiable activity on page 269.

1:30)

All Over the World
Everybody all around the world;
Gotta tell you what I just heard:
There's gonna be a party all over the world.
I got a message on the radio
But where it came from I don't really know,
And I heard these voices calling all over the world.

Chorus
All over the world,
Everybody got the word;
Everybody everywhere is gonna feel it tonight.
Everybody walkin' down the street,
Everybody movin' to the beat,
They're gonna get hot down in the USA (New York, Detroit, L.A.)
We're gonna take a trip across the sea,
Everybody come along with me;
We're gonna hit the night down in gay Paree.
Lesson plan
The lesson starts with a focus on classroom language, which helps Ss to understand and respond to common classroom instructions, and to ask the teacher in English for information and clarification. Ss then hear the pronunciation of the alphabet and practice it with common abbreviations. After this, Ss listen to an interview with a student in a language school and learn how to give personal information, and practice spelling. This leads into the grammar focus on possessive adjectives. The different elements of the lesson are brought together in the final activities, where Ss do a communication activity discovering what some actors' and singers' real names are, and a writing focus where they complete an application form for a student visa.

Optional lead-in (books closed)
• Point to a few things in the classroom (from Vocabulary a) and ask Ss what they are. Write the words on the board, and model and drill pronunciation.

VOCABULARY classroom language
a Books open. Focus on the illustration and get Ss to match the words and pictures.
b 1.31 Play the audio for Ss to listen and check their answers. Then play it again to drill the pronunciation of the words. Give further practice of any words your Ss find difficult to pronounce.

c Tell Ss to go to Vocabulary Bank Classroom language on page 150. The teacher says section helps Ss recognize and respond to common instructions used in the classroom. Get Ss to do a individually or in pairs.

1.32 Now do b. Play the audio for Ss to check answers. Make sure the meaning of each phrase is clear by miming or getting Ss to mime.

Extra photocopiable material
• Grammar possessive adjectives: my, your, etc. page 164
• Vocabulary Classroom language page 249 (instructions page 244)
• Communicative Personal information page 210 (instructions page 198)

In You say Ss learn phrases they themselves may need to use in class. In a they match the phrases and pictures.

1.33 Now do b. Play the audio for Ss to check answers. Make sure Ss know what all the phrases mean. Play the audio again, pausing for Ss to repeat the phrases, encouraging them to use the right rhythm.

Now focus on the instructions for c. Get Ss to cover the sentences with a piece of paper, leaving the pictures visible.

Finally, focus on the information box about the and go through it with the class.

Articles are very easy for some nationalities and more difficult for others, depending on their L1. If articles are a problem for your Ss, give more examples to highlight the meaning of the.

Tell Ss to go back to the main lesson 1C.

Extra support
• If you think Ss need more practice, you may want to give them the Vocabulary photocopiable activity at this point.

d 1.34 Play the audio and get Ss to follow the classroom instructions.

1.34 Stand up.
Sit down.
Open your books.
Go to page 12.
Look at exercise 1b.
Close your books.
Listen and repeat, “Nice to meet you.”
Answer the question “Where are you from?”
2 PRONUNCIATION /ʊ/, /ʌ/, /ə/; the alphabet

Pronunciation notes

- Remind Sts that /ʊ/ is a diphthong, i.e., two sounds together, /ʌ/ and /ə/, if you think this will help them.

a 1:35) Focus on the three sound pictures (phone, boot, car).

Now focus on the example words in the row next to each sound picture, e.g. close (verb) and know. Elicit / explain that the pink letters are the same sound as the picture word they're next to. Demonstrate for Sts, e.g., say phone, close, know, etc.

Play the audio once for Sts just to listen. Then play the audio again, pausing after each sound for Sts to repeat them.

See words in Student's Book on page 8

b 1:36) Focus on the abbreviations. Explain that in English, we usually say abbreviations by saying the individual letters. Give Sts a few moments in pairs to practice saying them.

Play the audio for Sts to listen and check. Play it again, pausing for Sts to repeat. Then ask Sts if they know what any of them mean.

OK = yes, fine
CNN = Cable News Network
MTV = Music Television
BBC = British Broadcasting Corporation
USB = Universal Serial Bus
DVD = Digital Versatile Disc or Digital Video Disc
BMW = Bayerische Motoren Werke (Bavarian Motor Works)
ATM = Automated Teller Machine

OK CNN MTV BBC USB DVD BMW ATM

c 1:37) Explain that it's important to know the English alphabet because you often need to spell names, town names, etc. (especially when you're talking on the phone).

Focus on the chart. Explain that the letters are in columns according to the pronunciation of each letter. Elicit the seven picture words and sounds (Sts have seen them all before).

Then show Sts how the letters in each column have the same vowel sound, e.g., train, A, H, J, tree, E, G, etc.

Put Sts in pairs. Get them to go through the alphabet, stopping at the letters that are missing from the chart, and writing them in the correct column. Do the first one with them (B). Write it on the board and ask Sts how to say it and which column it goes in (tree). Give Sts a time limit, e.g., three minutes, to complete the chart.

Play the audio once for Sts to listen and check answers (you may want to copy the complete chart onto the board). Then play the audio again, pausing after each sound for Sts to repeat the group of letters.

1:37)

<table>
<thead>
<tr>
<th>A</th>
<th>H</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>E</td>
<td>F</td>
<td>G</td>
</tr>
<tr>
<td>I</td>
<td>J</td>
<td>K</td>
</tr>
<tr>
<td>L</td>
<td>M</td>
<td>N</td>
</tr>
<tr>
<td>O</td>
<td>P</td>
<td>Q</td>
</tr>
<tr>
<td>R</td>
<td>S</td>
<td>T</td>
</tr>
<tr>
<td>U</td>
<td>V</td>
<td>W</td>
</tr>
<tr>
<td>X</td>
<td>Y</td>
<td>Z</td>
</tr>
</tbody>
</table>

Extra idea

- Play Hangman. Think of a word Sts know, preferably of at least eight letters, e.g., nationality. Write a dash on the board for each letter of the word: _ _ _ _ _ _ _ _ _ _ _

- Sts call out letters one at a time. If the letter is in the word (e.g., A), fill it in each time it occurs, e.g., _ _ A _ _ _ _ A _ _ _ _ _ _ _ Only accept correctly pronounced letters. If the letter is not in the word, draw the first line of this picture on the board:

- Write any wrongly-guessed letters under the picture so that Sts don’t repeat them. The object of the game is to guess the word before the man is “hanged.” Sts can make guesses at any time, but each wrong guess is “punished” by another line being drawn.

- The student who correctly guesses the word comes to the board and chooses a new word.

- Sts can also play in pairs/groups, drawing on a piece of paper.
3 LISTENING & SPEAKING

a (39) Focus on the picture of the language student and the receptionist.

Now focus on the language school enrollment form. Explain (in Sts’ L1 if necessary) that the woman is a new student at a language school. Tell Sts that they are going to listen to her being interviewed by the school receptionist, and must complete the form with her information.

Go through the different headings on the form and make sure Sts understand them. Explain the difference between first name and last name using the names of famous people who you think Sts will know, e.g., Tom Cruise, showing that Tom is his first name and Cruise his last name (family name). They may also not know age and Zip code.

Play the audio once the whole way through for Sts just to listen. Then play it again, pausing to give Sts time to fill in the blanks. Play again if necessary.

Extra support

- This is the first long listening that Sts have had. Reassure them by telling them just to relax and listen the first time, without trying to complete the form, but just trying to follow the conversation. Then tell them to try to complete some of the form, and play the audio as many times as you think they need, pausing where necessary, e.g., after the phone numbers.

Give Sts time to compare with a partner, and then check answers.

<table>
<thead>
<tr>
<th>First name</th>
<th>Darly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last name</td>
<td>Bezerra</td>
</tr>
<tr>
<td>Country</td>
<td>Brazil</td>
</tr>
<tr>
<td>City</td>
<td>Rio</td>
</tr>
<tr>
<td>Age</td>
<td>20</td>
</tr>
<tr>
<td>Address</td>
<td>350 Avenida Princesa Isabel</td>
</tr>
<tr>
<td>Zip code</td>
<td>22011-010</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:dbezerra@mail.com">dbezerra@mail.com</a></td>
</tr>
<tr>
<td>Phone number</td>
<td>55 219 560733</td>
</tr>
<tr>
<td>Cell number</td>
<td>970-555-3784</td>
</tr>
</tbody>
</table>

Extra support

- If there’s time, you could get Sts to listen again with the audio script on page 116, so they can see exactly what they understood / didn’t understand. Translate / explain any new words or phrases.

b (40) Now focus on the receptionist’s questions and give Sts a couple of minutes to complete them.

Play the audio for Sts to listen and check.

Play it again, pausing if necessary. Check answers and elicit the meaning of How old are you?

The question How old are you? and the answer I’m 20 are with the verb be. In your Sts’ L1 a different verb may be used, e.g., have.

See words in bold in audio script 1:40

| 1 | What’s your first name? |
| 2 | What’s your last name? |
| 3 | How do you spell it? |
| 4 | Where are you from? |
| 5 | How old are you? |
| 6 | What’s your address? |
| 7 | What’s your zip code? |
| 8 | What’s your email address? |
| 9 | What’s your phone number? |

c Remind Sts that getting the rhythm right when they speak will help them to understand and be understood.

Play the audio, pausing after each question for Sts to underline the stressed words (see underlined words in audio script 1:40).

Then play the audio again for Sts to repeat, encouraging them to copy the rhythm of the questions.

d Focus on the Spelling box and go through the information with the class.

Put Sts in pairs, A and B, and get them to sit so that they are facing each other. Explain that they’re going to role-play the interview. A is the receptionist, and B is a new student. A is going to interview B.

Then tell A to start the interview: Hello. What’s your first name?, etc. Remind Sts to write down the answers.

Tell Sts they can invent their ages, addresses, and phone numbers if they prefer.
4 GRAMMAR possessive adjectives: my, your, etc.

- Focus on the two questions and answers and get Sts to fill in the blanks.

  Check answers.

  1. your, I
  2. your, My

- Tell Sts to go to Grammar Bank 1C on page 124. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

- Additional grammar notes
  - In some languages, the possessive adjective agrees with the following noun, i.e., it can be masculine, feminine, or plural depending on the gender and number of the noun that comes after. In English, nouns don't have gender, so possessive adjectives don't change, and the use of e.g., his/her, simply depends on whether we are talking about something belonging or related to a man or to a woman.
  - Remind Sts that your is used for singular and plural.

Focus on the exercises for 1C on page 125. Sts do the exercises individually or in pairs.

  Check answers, getting Sts to read the full sentences.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Their</td>
<td>1. Her</td>
</tr>
<tr>
<td>2. Our</td>
<td>2. your</td>
</tr>
<tr>
<td>3. you</td>
<td>3. your</td>
</tr>
<tr>
<td>4. His</td>
<td>4. your</td>
</tr>
<tr>
<td>5. your</td>
<td>5. Our</td>
</tr>
<tr>
<td>6. His</td>
<td>6. our</td>
</tr>
<tr>
<td>7. My</td>
<td>7. Her</td>
</tr>
<tr>
<td>8. your</td>
<td></td>
</tr>
<tr>
<td>9. Her</td>
<td></td>
</tr>
<tr>
<td>10. Our</td>
<td></td>
</tr>
</tbody>
</table>

Tell Sts to go back to the main lesson 1C.

Extra support

- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point.

- Focus on the instructions and the example, and tell Sts they are going to hear a sentence, e.g., I'm Richard, and they must change it using a possessive adjective and the word name (My name is Richard).

- Play the audio, pausing after each sentence, and elicit a response from the whole class. Then repeat the activity eliciting responses from individual Sts.

5 SPEAKING

Put Sts in pairs, A and B, and tell them to go to Communication What's his / her real name?, A on page 100, B on page 106.

Go through the instructions with them carefully. Explain / elicit the meaning of real (= true, not false), actor (= a man in a film), actress (= a woman in a film), and singer (= a person whose job is singing). You might want to tell Sts that nowadays the word actor is often used for both men and women. Then drill the question What's his real name? or What's her real name?

- Sit A and B face-to-face. A asks his / her questions to B and writes the information in the chart.

- B now asks A his / her questions.

At the end of the activity, get Sts to compare charts to check if they have spelled the real names correctly.

Tell Sts to go back to the main lesson 1C.

6 WRITING completing a form

This is the first time Sts are sent to the Writing at the back of the Student's Book. In this section, Sts will find model texts, with exercises, and language notes, and then a writing task. We suggest that you go through the model and do the exercise(s) in class, but assign the actual writing (the last activity) as homework.

Tell Sts to go to Writing Completing a form on page 111.

- Focus on the Capital letters box and go through it with Sts. Tell them to highlight any rules that are different from their L1 (e.g., nationalities and languages are not written with a capital letter in several languages).

- Focus on the application form for a student visa. Go through the different sections with Sts. Highlight and check the meaning and pronunciation of:
  - Mr. is for a man, Mrs. for a married woman, and Ms./Msiz for a woman (giving no indication about marital status).
  - gender refers to the sex of the person (male or female).
  - married, single, divorced, separated.
  - signature is your name as you usually write it on letters and formal documents.

Give Sts a few minutes to complete the form. Remind them to check that they use capital letters correctly.

Go around checking that Sts are completing it correctly. Then elicit answers from individual Sts for each section.
**1C**

**Extra idea**
- If you want to give extra practice with personal information questions, get Ss to use the forms to interview each other.

**Extra support**
- Quickly review how to say the alphabet in English before Ss try to correct the text.

---

**c** Focus on the text and get Ss to copy it again, using capital letters where necessary.

Check answers by eliciting from Ss the words that need capital letters and writing the text on the board.

**My name’s Alberto. I’m from Salvador in Brazil, and I speak Portuguese, English, and a little French. My teacher is American. Her name’s Kate. My English classes are on Mondays and Wednesdays.**

---

**d** As this writing task is very short, you may like to get Ss to do it in class. Get them to write their own texts on a piece of paper, check for capital letters, and then exchange the text with another student.


Lesson plan

This is the first in a series of six Practical English lessons (one every other File) that teach Sts functional language to help them "survive" in English in travel and social situations. There is a storyline based on two characters, Rob Walker, a British journalist who works for a magazine called London 24seven, and Jenny Zielinski, who works in the NY office of the same magazine and who is on a work trip to London. Sts meet them for the first time in this lesson, where Jenny arrives in the UK and checks into a hotel. The main focus of this lesson is on hotel vocabulary and checking into a hotel. You might want to point out to Sts that in the You Say section of the lessons, they will be listening and then repeating what the people say. They will hear both British and American accents, but they do not need to copy the accents exactly. These lessons can be used with Class DVD, iTools, or Class Audio (audio only).

STUDY LINK
• Workbook Arriving in London

Test and Assessment CD-ROM
• Quick Test 1
• File 1 Test

Optional lead-in (books closed)
• Introduce this lesson (in Sts’ L1 if you prefer) by giving the information above.

1 VOCABULARY in a hotel
a Books open. Focus on the symbols. Give Sts, in pairs, a few minutes to match the words and symbols.

b 1.43 Focus on the first two photos at the top of the page and elicit what Sts can see. Tell them that the man is Rob and the woman is Jenny, and that they are the main characters in these lessons.

Focus on sentences 1–6 and go through them with Sts, eliciting / explaining new words, e.g., lives, works, assistant editor, etc. Then play the audio once the whole way through for Sts just to listen. Then play it again for them to mark the sentences T (true) or F (false). Make it clear that they don’t need to correct the false sentences yet.

Get Sts to compare with a partner, and then check answers.

1 T
2 T
3 F
4 F
5 T
6 F

(audioscript in Student's Book on page 116)

ROB Hi, My name’s Rob Walker. I live here in London, I work in London, and I write about London! I work for a magazine called London 24seven. I write about life in London. The people, the theater, the restaurants... It's fun! I love London. It's a great city.

JENNY Hi, My name’s Jenny Zielinski. I'm from New York. The number one city in the world. I'm the assistant editor of a magazine, New York 24seven. I'm the new assistant editor. But this week, I'm on a business trip to London. This is my first time in the UK. It’s very exciting!

b Play the audio again, so Sts can listen again and correct the false sentences.

Get Sts to compare with a partner, and then check answers.

3 The name of his magazine is London 24seven.
4 She is American.
5 It’s her first time in the UK.

Extra support
• If there’s time, you could get Sts to listen again with the audioscript on page 116, so they can see exactly what they understood / didn’t understand. Translate / explain any new words or phrases.
**PE1**

## Checking In

### a 1:45 Focus on the third photo and ask Sts Where is Jenny? (in a hotel) Who is the other person? (the receptionist).

Now either tell Sts to close their books and write questions 1 and 2 on the board, or get Sts to focus on the two questions.

Play the audio once the whole way through and then check answers.

- Point out that Americans pronounce the letter z as zed, but British and Canadian pronunciation is zed. This is the only letter of the alphabet that is different.

<table>
<thead>
<tr>
<th>1 Z-E-L-N-S-K-I</th>
<th>2 306</th>
</tr>
</thead>
</table>

**1:45 (1:46)**

R = receptionist, J = Jennie

<table>
<thead>
<tr>
<th>R</th>
<th>J</th>
</tr>
</thead>
<tbody>
<tr>
<td>R Good evening, madam.</td>
<td>J Hello, I have a reservation. My name is Jennifer Zielinski. (repeat)</td>
</tr>
<tr>
<td>R Can you spell that, please?</td>
<td>J Z-E-L-N-S-K-I. (repeat)</td>
</tr>
<tr>
<td>R For five nights?</td>
<td>J Yes, that's right. (repeat)</td>
</tr>
<tr>
<td>R Can I have your passport, please?</td>
<td>J Yes, here it is.</td>
</tr>
<tr>
<td>R I have your key. It's room 306, on the third floor. The lift is over there.</td>
<td>J The lift? Oh, the elevator. (repeat)</td>
</tr>
<tr>
<td>R Thank you. Can you sign here, please? Thank you. Here's your key. It's room 306, on the third floor. The lift is over there.</td>
<td>J Thank you. (repeat)</td>
</tr>
</tbody>
</table>

### b Now focus on the dialogue in the chart. Ask Sts Who says the You Hear sentences? and elicit that it is the receptionist. Then ask Who says the You Say sentences? and elicit that here it is Jenny. These phrases will be useful for Sts if they need to check into a hotel.

Give Sts a minute to read through the dialogue and think what the missing words might be. Then play the audio again, and get Sts to fill in the blanks. Play again if necessary.

Get Sts to compare with a partner, and then check answers.

- See words in bold in audioscript 1:45

Go through the dialogue line by line with Sts, helping them with any words or expressions they don't understand. You might want to highlight that we use "over there" to indicate something that is some distance away from the speakers.

Now focus on the information box about American and British English and Greetings and go through it with the class.

Ask Sts which greeting they would use now if they met someone.

### c 1:46 Now focus on the You Say phrases and tell Sts they're going to hear the dialogue again. They should repeat the You Say phrases when they hear the beep. Encourage them to copy the rhythm and intonation, and to be aware that Jenny and the receptionist have different accents and pronunciation.

**1:46 (1:47)**

**1:47**

See phrases in Student's Book on page 11

### h Tell Sts to imagine they are in a hotel and they want certain things from the receptionist. Focus on the four things and make sure Sts know what they mean.

Elicit the phrases from the class or individual Sts.

1. Can I have my key, please? / Can I have the key to room X, please?
2. Can I have my passport, please?
3. Can I have a map of London, please?
4. Can I have a pen, please?

**Extra idea**

- Focus on how Jenny says Here you are as a response to Can I have your passport, please? Get Sts to practice in pairs asking each other for the four things with Can I have ..., please?

## Jenny Talks to Rob

### a 1:48 Focus on the photos and elicit that Jenny is in the hotel cafe, and then she talks on the phone to Rob.

Focus the instructions and on sentences 1–6. Go through them with Sts and make sure they understand them.

Now play the audio once the whole way through, and get Sts to mark the sentences T (true) or F (false). Make it clear that they don't need to correct the false sentences yet.
Get Sts to compare with a partner, and then check answers.

1 F
2 T
3 F
4 F
5 T
6 F

Extra support
• If there’s time, you could get Sts to listen again with the audioscript on page 116, so they can see exactly what they understood / didn’t understand. Translate / explain any new words or phrases.

c Focus on the Would you like...? box and go through it with the class. Highlight that in English it is not polite to respond to an offer with simply Yes or No. We always use Yes, please or No, thanks.

Now tell Sts they must listen and repeat the Would you like...? phrases and responses.

Play the audio, pausing to give Sts time to repeat.

d Focus on the Social English phrases and go through them with the class.

In pairs, get Sts to decide who says them.
Lesson plan

The room where the well-known children's author Roald Dahl wrote his books provides the context for the presentation of both vocabulary and grammar in the lesson. Sts begin by looking at a photo of this room full of objects and then learn more words for everyday things. They then learn the grammar of the indefinite article *a* / *an*, and singular and plural nouns, and focus on the pronunciation of the final -s or -es. This language is then practiced through listening and speaking. There is then a second grammar focus where Sts learn how to use *this*, *that*, *these*, and *those*, and the lesson ends with a pronunciation focus on the two pronunciations of *th*, and more oral grammar practice.

**STUDY LINK**
- Workbook 2A

**Extra photocopiable material**
- Grammar *a* / *an*, plurals; *this* / *that* / *these* / *those* page 165
- Vocabulary Common objects page 250 (instructions page 244)
- Communicative Mystery objects page 211 (instructions page 199)

Optional lead-in (books closed)
- Play Hangman with the word CLASSROOM (see page 23).

1 **VOCABULARY** things

a Books open. Focus on the photo and find out if Sts know Roald Dahl (1916–1990). Elicit the names of any of his books Sts have read. His well-known children's novels include *Charlie and the Chocolate Factory*, *Matilda*, *The Witches*, and *Fantastic Mr. Fox* (all of which have been made into movies). A collection of short stories called *Tales of the Unexpected* is possibly his best-known adult fiction—these were made into a TV series.

b Focus on the instructions and explain any vocabulary if necessary. Demonstrate the activity with the first item in the list. Check the answer, saying *Can you see a table?* and get Sts to point to the table in the picture.

Explain the meaning of *near* (= with everything in the right place) and teach / elicit the opposite, *messy.*

Sts should check:
- a lamp, a chair, photos, a phone, pencils, and pieces of paper.

c Tell Sts to go to *Vocabulary Bank Things* on page 151 and get them to do exercise a individually or in pairs.

1.51) Now do b. Play the audio for Sts to check answers. Then play the audio again, pausing after each word to drill pronunciation. Give further practice of any words your Sts find difficult to pronounce.

| 15 | a book     | 17 | a magazine |
| 16 | a telephone | 18 | a watch    |
| 17 | a calendar | 19 | a pen      |
| 18 | a camera   | 20 | a piece of paper |
| 19 | a dictionary | 21 | a lamp     |
| 20 | a car       | 22 | a key      |
| 21 | a camera    | 23 | a key      |
| 22 | a camera    | 24 | a key      |

Go through the information box on Plural nouns with Sts.

Now focus on the instructions for c. Model and drill the two questions *What is it?* (for singular objects) and *What are they?* (for plural objects). Demonstrate the meaning by holding up classroom objects, e.g., *one pencil, two pens.* In pairs, get Sts to cover the words with a piece of paper, look at the pictures, and ask the appropriate question.

Tell Sts to go back to the main lesson 2A.

**Extra support**
- If you think Sts need more practice, you may want to give them the Vocabulary photocopiable activity at this point.

2 **GRAMMAR** *a* / *an*, plurals

a Focus on the chart and get Sts to complete it in pairs.

Check answers.

*an umbrella* *umbrellas* *a watch* *a dictionary*

Ask Sts if they can guess why we use *an* (not *a*) before *umbrella* (because it begins with a vowel sound, not a consonant sound).

b 1.52) Tell Sts to go to *Grammar Bank 2A* on page 126 and to look at *a* / *an*, plurals.

Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules for *a* / *an* with the class.

Do the same for the examples and rules for regular and irregular plurals.

Highlight particularly the pronunciation of -es (*ts*) in *watches* and *boxes.*
Additional grammar notes

**a/ an** (indefinite article)
- Articles are easy for some nationalities and more difficult for others, depending on their L1. Here the focus is just on the indefinite article. Some nationalities may not have an indefinite article, and others may confuse the number one with the indefinite article as it may be the same word in their L1.

**Plural nouns**
- The system in English of making regular nouns plural is very straightforward, simply adding an *s.
- *es* (/iz/) is added to some nouns when it would be impossible to pronounce the word by adding just an *s*, e.g., *watches*. A very small number of English words have an irregular plural form, e.g., *child*—*children*.

Focus on the exercises for 2A on page 127. Sts do exercises a and b individually or in pairs.

Check answers, getting Sts to read the full sentences.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 a city, cities</td>
<td>4 a box, boxes</td>
</tr>
<tr>
<td>2 an email, emails</td>
<td>5 a woman, women</td>
</tr>
<tr>
<td>3 a person, people</td>
<td>1 They're children.</td>
</tr>
<tr>
<td>2 They're a change purse.</td>
<td>4 It's an umbrella.</td>
</tr>
<tr>
<td>3 They're men.</td>
<td>5 They're sunglasses.</td>
</tr>
</tbody>
</table>

Tell Sts to go back to the main lesson 2A.

**3 PRONUNCIATION** final -s and -es

**Pronunciation notes**
- When plural nouns end in *s*, the *s* is pronounced either as /z/ or as /s/, depending on the previous sound. The difference is small and difficult for Sts at this level to hear or produce (they will tend to pronounce all endings as /z/), and you simply want to point it out. Sometimes this difference can produce misunderstanding, e.g., *eyes* /aiz/ and *ice* /ais/. The full rules are:
  1. -s is pronounced /z/ after these unvoiced* sounds: /k/, /p/, /t/, /l/, e.g., *books, maps, cats.*
  2. -s is pronounced /s/ after all other (voiced*) endings, e.g., *phones, keys, photos.* This is by far the biggest group.

*Voiced and unvoiced consonants*
- Voiced consonant sounds are made in the throat by vibrating the vocal chords, e.g., /b/, /l/, /m/, /n/, etc. Unvoiced consonant sounds are made in the mouth without vibration in the mouth, e.g., /p/, /k/, /t/, /s/, etc.
- You can demonstrate this to Sts by getting them to hold their hands against their throats. For voiced sounds, they should feel a vibration in their throat, but not for unvoiced sounds.

- However, a common error, which is easier to help Sts with, is the tendency to add the /z/ pronunciation to nouns that don't need it, e.g., *files* as /filez/, etc. This rule, i.e., when to pronounce *-es* as /iz/, is the main focus of the exercises here.

**a** (1.53) Focus on the chart. Elicit the two sound picture words (*snake* and *zebra*) and the sounds /s/ and /iz/. If your Sts have problems hearing the difference between these two sounds, tell them and demonstrate that the /s/ is like the sound a snake makes, and the /iz/ is like the sound made by a bee or a fly.

Play the audio once for Sts just to listen. Then play it again for Sts to listen and repeat the words.

![1.53](See words in Student's Book on page 12)

Play the audio again, pausing after each sound for Sts to repeat all the words, correcting pronunciation where necessary.

**b** (1.54) Go through the rule in the Final -es box with the class. Then ask Sts to circle the words where *-es* is pronounced /iz/. Get them to compare their answers with a partner.

Play the audio for Sts to check their answers.

1 classes 4 boxes 5 pieces 7 pages

![1.54](See words in Student's Book on page 12)

Play the audio again and get Sts to repeat the words.

**4 LISTENING & SPEAKING**

**a** Tell Sts to go to Communication *What's on the table?* on page 100.

Go through the instructions with them carefully. Set a time limit for Sts to try to remember the ten things. Then get them to close their books and write down the ten things. Finally check answers, getting Sts to spell the words to you and writing them on the board.

- a laptop, a dictionary, glasses, tissues, a cell phone, two pencils, (three) keys, a photo, a newspaper, scissors

Get feedback from some pairs to find out which of them remembered the most things.

Tell Sts to go back to the main lesson 2A.

**b** (1.55) Focus on the task. Play the audio for Sts to hear what things people have on their table or desk. Tell Sts that the first time they listen they should just answer the question *Are their tables neat?* and not check the things in the chart.

Check answers.

Speakers 1 and 2 are not neat, Speaker 3 is neat.
c  Play the audio again and this time tell Sts to tick the things each person has. Play the audio again if necessary.

Check answers.

**Sts should check:**
- a computer, a laptop, a printer, a lamp, photos, pieces of paper, pens.
- a computer, a laptop, a lamp, a phone, books, a photo, pieces of paper, pens.
- a computer, a laptop, a lamp, a dictionary, a calendar, pens, DVDs, tissues.

**Extra support**
- If there's time, you could get Sts to listen again with the audioscript on page 116, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

d  In pairs, Sts tell each other about their table / desk where they work or study.

Get some feedback on what things Sts have and who has a neat table / desk.

e  Remind Sts of the difference between *What is it?* and *What are they?*

Tell Sts to choose some things from their bags for which they know the words in English, e.g., keys, an ID card, a wallet, pens, etc. They should not show them to their partner.

In pairs, A closes his / her eyes and B gives him / her an object and asks *What is it?* / *What are they?* A guesses and then they change roles.

Get some feedback from the class about the things their partner gave them.

5 GRAMMAR **this / that / these / those**

- Focus on the instructions and give Sts time to complete the dialogues.

Play the audio for Sts to check their answers.

See words in bold in audioscript 1.56

Then play the audio again for Sts to listen and repeat the dialogues. Help them with the pronunciation of *this / that / these / those*, e.g., the /ð/ sound and the short and long vowel sounds in *this* and *these*.

**1.56**

1. What's this? *It's* a credit card.
2. What are these? *They're* headphones.
4. What are those? *They're* photos.

In pairs, Sts practice the dialogues.

b  Sts read the dialogues again and answer the questions.

1. *this* is for singular objects and *these* is for plural objects.
2. *this* is for something close to the speaker and that is for something far from the speaker.
3. *these* is for plural objects close to the speaker and *those* is for plural objects far from the speaker.

Get some pairs to read the dialogues to the class.

c  **1.57** Tell Sts to go to Grammar Bank 2A on page 126 and to look at *this / that / these / those*. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

**Additional grammar notes**

**this / that / these / those**

- The meaning of *this* / *these* (for things within reach) and *that* / *those* (for things out of our reach or far away) is easier to demonstrate than it is to explain. They can be adjectives (*this* book) or pronouns (*What's this?*).

Focus on the exercises for 2A on page 127. Sts do exercise c individually or in pairs.

Check answers, getting Sts to read the full sentences.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>this</td>
<td>these</td>
<td>that</td>
<td>those</td>
</tr>
</tbody>
</table>

Tell Sts to go back to the main lesson 2A.

**Extra support**

- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point.

6 PRONUNCIATION **th**

**Pronunciation notes**

- Most nationalities find the *th* sound difficult to pronounce. As well as having problems producing the actual sound, they may initially find it impossible to distinguish between and produce the unvoiced* th / θ in, e.g., think, and the voiced* th /ð in, e.g., this, there, etc.

- At this level you should concentrate your efforts on getting Sts to try to make the actual sound by putting their tongues behind their teeth (you can demonstrate this). But at the same time make Sts aware that there is a voiced and unvoiced version, and encourage them to hear the difference and to try voicing the /ð/ sound. Your goal, as always, should be intelligible pronunciation. As Sts continue with English, they will slowly refine their pronunciation of individual sounds.

- If Sts ask you if there are any spelling rules governing when *th* is /θ/ or /ð/, the answer is that there aren't (except that *th* between vowels is usually /ð/, e.g., another).

- See the **Voiced and unvoiced consonants** box in 3 Pronunciation.
a 1 Focus on the two sound pictures *mother* /ɔ/ and *thumb* /θ/, and play the audio once for Sts just to listen to the sounds and words. Encourage Sts to try to approximate the /θ/ sound as far as possible and to hear the difference between the voiced sound /ɔ/ and the unvoiced sound /θ/, although they will find this very difficult.

Then play the audio again, pausing for Sts to repeat the words and sounds.

b 1 Focus on the phrases. Play the audio for Sts to listen to them.

Then play it again, pausing after each one, and get Sts to repeat.

c Focus on the speech bubbles and the instructions.

Put Sts in pairs. When they have put four objects on their desks, get them to question each other about those objects and some around the classroom.

Get some pairs to demonstrate in front of the class.
Lesson plan

In this lesson, iconic aspects of the US are used to introduce common adjectives and their grammatical position, and STs learn to give simple descriptions of things and people. STs begin with a vocabulary focus on common adjectives. The grammar of adjectives is presented through a quiz about the US, which includes common adjective/noun phrases such as The White House and New York, which should be familiar to STs in English or in their own language. After the grammar practice, STs go on to a pronunciation focus on long and short vowel sounds, which also serves to recycle the adjectives. STs then go back to the Vocabulary Bank to look at adjectives used to describe people, and this language is then practiced with a reading, some writing, and speaking.

STUDY LINK
• Workbook 2B

Extra photocopiable material
• Grammar adjectives page 166
• Vocabulary Opposite adjectives race page 251 (instructions page 244)
• Communicative Can you name? page 212 (instructions page 199)

Optional lead-in (books closed)
• Write the US on the board and ask STs to tell you things which they think are typically American, e.g., Hollywood movies, hamburgers, etc.
• Write their suggestions on the board.

1 VOCABULARY colors, adjectives, part 1

a Books open. Focus on the question. STs need to add the missing vowels.
Get STs to compare with a partner, and then write the answer on the board.
red, white, blue

Extra support
• To get STs to review the alphabet, elicit the missing letters or ask a student to spell the whole word.

b Individually or in pairs, STs complete the other colors.
Check answers. Model and drill pronunciation. Highlight especially the pronunciation of orange (/ˈɒrɪndʒ/ or /ˈərɪndʒ/)
black, yellow, grey, pink, orange, brown, green

c Now in pairs, STs ask each other the colors of the flags. Check answers.

Brazil: green, yellow, blue, white
Ireland: green, white, orange
Germany: black, red, yellow
Iran: green, white, red
d If STs aren't from one of the countries in c, do this as an open-class activity.
Get some feedback from the class.

Extra support
• Give more practice of colors asking STs What color is this / that? and pointing to people's clothes, things in the classroom, etc.

e Tell STs to go to Vocabulary Bank Adjectives on page 152.
Focus on part 1 Common adjectives and get STs to do exercise A individually or in pairs.

1.60 Now do b. Play the audio for STs to check answers. Then play the audio again to drill the pronunciation of the adjectives. Give further practice of any words your STs find difficult to pronounce.

Focus on the instructions for e. Tell STs to match the adjectives with their opposites in the previous exercise.

1.61 Now do d. Play the audio for STs to check answers. Then play the audio again to drill the pronunciation of the pairs of adjectives.

<table>
<thead>
<tr>
<th>1.61</th>
<th>bad</th>
<th>expensive</th>
<th>old</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>good</td>
<td>fast</td>
<td>rich</td>
</tr>
<tr>
<td>9</td>
<td>big</td>
<td>far</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>dangerous</td>
<td>fast</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>dirty</td>
<td>16</td>
<td>wrong</td>
</tr>
<tr>
<td>10</td>
<td>easy</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>empty</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>7</td>
<td>hot</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td>old</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>rich</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>strong</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In pairs, STs test each other. A (book open) says an adjective, e.g. full, and B (book closed) answers empty. They then change roles.

Focus on the Modifiers box and go through it with STs. Finally, get STs to do e, checking that they know all the vocabulary before they start. Check answers.

Possible answers
Mount Everest is very high and cold.
Bill Gates is American and very rich.
The Pyramids are very old and very big.
Africa is very hot and very poor.

Tell STs to go back to the main lesson 2B.
2 GRAMMAR adjectives

a  Put Sts in pairs. Focus on the pictures in the quiz and the **Adjectives** and **Nouns** in the circles. Then focus on the example (American Airlines) and make sure Sts know what they have to do. Set a time limit, e.g. two or three minutes, for Sts to do the US quiz.

b (1.62) Now play the audio for Sts to check their answers.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>American Airlines</td>
</tr>
<tr>
<td>2</td>
<td>New York</td>
</tr>
<tr>
<td>3</td>
<td>nice day</td>
</tr>
<tr>
<td>4</td>
<td>fast food</td>
</tr>
<tr>
<td>5</td>
<td>White House</td>
</tr>
<tr>
<td>6</td>
<td>high school</td>
</tr>
<tr>
<td>7</td>
<td>blue jeans</td>
</tr>
<tr>
<td>8</td>
<td>yellow taxis</td>
</tr>
</tbody>
</table>

Demonstrate before | after a noun on the board with arrows if necessary. Now ask where the adjective goes, before or after the noun. Elicit the answer before.

Now focus on the answers blue jeans and yellow taxis only. Ask if the adjective changes when the noun is plural. Elicit that the adjective doesn’t change.

Now focus on the two rules and get Sts to circle the correct answers. Check answers.

before | don’t change

c (1.63) Tell Sts to go to Grammar Bank 2B on page 126. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes

• The grammar of adjectives in English is very simple.

• There is only one possible form that never changes.

• When an adjective describes a noun, there is only one possible position: before the noun.

Focus on the exercises for 2B on page 127. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>They’re Japanese tourists.</td>
</tr>
<tr>
<td>2</td>
<td>It’s an international school.</td>
</tr>
<tr>
<td>3</td>
<td>That isn’t the right answer.</td>
</tr>
<tr>
<td>4</td>
<td>We’re good friends.</td>
</tr>
<tr>
<td>5</td>
<td>Hi, Anna. Nice to meet you.</td>
</tr>
<tr>
<td>6</td>
<td>Those animals are dangerous.</td>
</tr>
<tr>
<td>7</td>
<td>This is a big country.</td>
</tr>
<tr>
<td>8</td>
<td>My phone is very cheap.</td>
</tr>
<tr>
<td>9</td>
<td>It’s a very hot day.</td>
</tr>
<tr>
<td>10</td>
<td>Is your teacher Australian?</td>
</tr>
<tr>
<td>11</td>
<td>That car isn’t very fast.</td>
</tr>
<tr>
<td>12</td>
<td>It’s a bad idea.</td>
</tr>
<tr>
<td>13</td>
<td>Are you a good student?</td>
</tr>
<tr>
<td>14</td>
<td>English is very easy.</td>
</tr>
<tr>
<td>15</td>
<td>My brother is very strong.</td>
</tr>
<tr>
<td>16</td>
<td>This is an expensive watch.</td>
</tr>
</tbody>
</table>

Tell Sts to go back to the main lesson 2B.

Extra support

• If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point.

d Focus on the instructions. Get Sts to cover the quiz (or close their books) and try to remember the eight phrases from the US quiz. You could do this as a whole class activity or get Sts to do it in pairs.

3 PRONUNCIATION

long and short vowel sounds

Pronunciation notes

• Many Sts will find it difficult to hear the difference between some or all long and short vowel sounds, as they may not have these sounds in their L1. You can help Sts to hear the difference by exaggerating the long sounds and by showing them the correct mouth position.

a (1.64) Go through the **Long and short vowels** box with Sts.

Now focus on the six sound pictures.

Play the audio once for Sts just to listen. Highlight the difference between the long and the short sounds.

Then play the audio again for Sts to listen and repeat each word and sound. Correct Sts’ pronunciation where necessary.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>rich, big</td>
</tr>
<tr>
<td>2</td>
<td>small, wrong</td>
</tr>
<tr>
<td>3</td>
<td>easy, cheap</td>
</tr>
<tr>
<td>4</td>
<td>full, good</td>
</tr>
<tr>
<td>5</td>
<td>hot, calm</td>
</tr>
<tr>
<td>6</td>
<td>blue, new</td>
</tr>
</tbody>
</table>

b Focus on the instructions and the two circles. Give Sts time to first match an adjective from circle A with another from circle B that has the same vowel sound. You might want to do the first one together (blue and new).

Sts then put the words in the correct columns in the chart in a.

Finally, they compare their answers in pairs.

c (1.65) Play the audio for Sts to check their answers.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>fish</td>
<td>rich, big</td>
</tr>
<tr>
<td>saw</td>
<td>small, wrong</td>
</tr>
<tr>
<td>tree</td>
<td>easy, cheap</td>
</tr>
<tr>
<td>bull</td>
<td>full, good</td>
</tr>
<tr>
<td>clock</td>
<td>hot, calm</td>
</tr>
<tr>
<td>boot</td>
<td>blue, new</td>
</tr>
</tbody>
</table>

Then play the audio again, pausing after each group for Sts to repeat.

d Tell Sts to go to Sound Bank on page 166.

Go through the typical and less common spellings for each of the six sounds.

Tell Sts to go back to the main lesson 2B.
e Focus on the two groups of words and the example, and explain the activity. Remind Sts to use the article *a / an* with singular nouns.

Put Sts in pairs and make it clear that it is a race with a time limit of three minutes (later you can extend it if you think your class needs more time).

f | When the time limit is up, play the audio for Sts to check their answers. Find out if any pairs have made nine correct phrases. Then play the audio again to drill the pronunciation of the phrases.

Extra idea
• Get Sts to make adjective + noun phrases about things in the classroom, e.g., *a dirty board, big windows, a brown bag, etc.*

4 VOCABULARY adjectives part 2

a Tell Sts to go to Vocabulary Bank Adjectives on page 152.

Focus on part 2 Appearance and get Sts to do exercise individually or in pairs.

| 1:66 | an old photo a long song a big fish
new boots a black cat cheap jeans
a gray day a good book

Extra idea
• Get Sts to make adjective + noun phrases about things in the classroom, e.g., *a dirty board, big windows, a brown bag, etc.*

b Now focus on the highlighted words and get Sts to try to guess their meaning from the context.

Check answers, either explaining in English, translating into Sts’ L1, or getting Sts to check in their dictionaries. Deal with any other new vocabulary.

5 READING

a Focus on the photos (which show the features of two famous people) and the accompanying descriptions. Give Sts two minutes, in pairs, to figure out the identity of the two people.

! Tell Sts not to shout out the answers!

Get some feedback and then give the right answers.

Johnny Depp and Penélope Cruz

b Now focus on the highlighted words and get Sts to try to guess their meaning from the context.

Check answers, either explaining in English, translating into Sts’ L1, or getting Sts to check in their dictionaries. Deal with any other new vocabulary.

6 WRITING & SPEAKING

a Tell Sts they are now going to write a description of a famous person similar to those in Sa for their partner to guess. Focus on the list with vocabulary for jobs and make sure Sts understand them.

b Set a time limit for Sts to write their description. Monitor while they are writing and help with vocabulary where necessary.

Now Sts give the piece of paper to another student, who tries to guess the identity of the famous person.

A few Sts could read their descriptions for the class to guess or you could number all the writing tasks and put them around the class for Sts to read and guess.

Extra challenge
• Get Sts to read their description to a partner for him / her to guess the person, rather than just giving the piece of paper with the description on it.

c Focus on the instructions, explaining that B can only ask a maximum of ten questions, and that the questions must always begin *Is he...?* or *Is she...?*

Demonstrate the activity first by thinking of someone famous and getting Sts to ask you a maximum of ten questions.

In pairs, A thinks of a famous person and B asks questions. A should count the number of questions. When B has asked ten questions, he / she should guess who the famous person is.

Make sure Sts change roles.
Lesson plan

In this lesson Sts begin by learning adjectives to describe states and feelings, e.g., hungry, happy. They then listen to a series of conversations between a family with children, who are in a car going on vacation. The children become increasingly bored, tired, hungry, etc., as the trip goes on. This serves as a context to present more imperatives (Sts have already learned some in Classroom language) and phrases to make suggestions beginning with Let's... There is then a pronunciation focus on connected speech, which is aimed at helping Sts to understand native speakers, and the lesson ends with a role-play and a song that practices negative imperatives.

STUDY LINK
- Workbook 2C
- Online practice
- iChecker

Extra photocopiable material
- Grammar imperatives, let's page 167
- Communicative Dominoes page 213 (instructions page 199)
- Song Please Don't Go page 270 (instructions page 265)

Optional lead-in (books closed)
- Draw these faces on the board: images of a smiley face, a sad face, and an angry face. Use them to elicit / teach the three adjectives. Write on the board I'm happy, I'm sad, and I'm angry under the three faces. Then mime being hot and cold, and elicit I'm hot and I'm cold, and write them on the board. Model and drill pronunciation of the five phrases.

1 VOCABULARY feelings

a Books open. Give Sts a time limit to match the faces and the adjectives.
When Sts have finished matching, go through the Collocation box together.
In your Sts' language, some of these concepts may also be expressed using the verb have + a noun.

b 1.68] Play the audio for Sts to listen and check their answers.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm worried.</td>
<td>I'm happy.</td>
<td>I'm thirsty.</td>
<td>I'm hot.</td>
<td>I'm angry.</td>
<td>I'm hungry.</td>
<td>I'm tired.</td>
<td>I'm stressed.</td>
<td>I'm cold.</td>
<td>I'm sad.</td>
<td>I'm bored.</td>
</tr>
</tbody>
</table>

Play the audio again, pausing after each phrase for Sts to repeat. Model and drill any phrases that are difficult for your Sts, e.g., I'm thirsty. Make sure Sts can hear and pronounce the difference between angry /æŋɡri/ and hungry /ˈhaŋɡri/.

Then give further practice by calling out the numbers of pictures for Sts to tell you how the person feels using the verb to be, e.g.,

T: Number 5.
Srs: She's angry.
T: Number 2, etc.

c Demonstrate the activity by telling Sts how you feel using the phrases in a. Remind Sts of the modifiers very and really.

In pairs, Sts cover the words, look at the pictures, and make true sentences about themselves.

Get some quick feedback asking the class about a few of the adjectives, e.g., Who's thirsty?, and getting a show of hands.

2 LISTENING & READING

a 1.69) Set the scene by going through the instructions and telling Sts to look only at the pictures. In pairs, Sts number the pictures 1–5 according to the order in which they think they happen.

Play the audio for Sts to check their answers. Play again if necessary.

1, 2, 3, 4, 5, 6

1.69)
See story in Student's Book on page 17

b Play the audio again for Sts to listen and read at the same time. The pictures and sound effects should help them to understand the dialogue.

Give Sts some time in pairs to try to say what they think the highlighted phrases mean.

Check answers, either explaining in English, translating into Sts' L1, or getting Sts to check in their dictionaries.

Deal with any other new vocabulary.

c 1.70) Focus on the instructions and play the audio for Sts to listen to the end of the story. Tell Sts they need to listen for two problems that the family has.

Play the audio again if necessary.

Check answers.

The hotel is full; Mr. Carter parks in a No Parking area and a police officer sees him.
2C

1/70 (audioscript in Student's Book on page 116)
R = receptionist, D = Dad, M = Mom, P = police officer
R: Good evening, sir. Good evening, madam.
D: Good evening. Can we have two double rooms, please?
R: Do you have a reservation?
D: No, we don't.
R: I'm sorry, sir. The hotel is full.
M: Oh, no!
D: Come on. Let's go. I know another hotel near here.
P: Excuse me, sir. Is this your car?
D: Yes, it is. What's the problem?
P: This is "no parking", sir. Look at the sign.
D: I'm very sorry.
P: Can I see your driver's license, please?

Extra support
- If there's time, you could get Sts to listen again to both parts of the audio with the audioscripts in the main lesson and on page 116, so they can see exactly what they understood/didn't understand. Translate/explain any new words or phrases.

3 GRAMMAR imperatives, let's

a) Tell Sts to look at the highlighted phrases in 2b again and to complete the chart.
Check answers.

Suggestions: Let's stop ..., Let's go.

b) 1/71 Tell Sts to go to Grammar Bank 2C on page 126. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes

Imperatives
- Emphasize the simplicity of imperatives in English. There are only two forms, e.g., Stop/Don't stop.
- Emphasize too that an imperative can sound abrupt in English if you are asking somebody to do something, e.g., Close the door (please). I'm cold. Here it would be much more normal to use a polite request with Can... e.g., Can you close the door, please?
- Let's (= Let us) + infinitive is used to make suggestions that include the speaker. - A positive suggestion is made by using Let's + infinitive, e.g., Let's go to the movies.
- A negative is made with Let's not, e.g., Let's not eat here.

Focus on the exercises for 2C on page 127. Sts do the exercises individually or in pairs.
Check answers, getting Sts to read the full sentences.

b) 1. Let's go 2. Let's turn off 3. Let's sit down

Tell Sts to go back to the main lesson 2C.

Extra support
- If you think Sts need more practice, you may want to give them the Grammar photocopying activity at this point.

c) Tell Sts to cover the dialogues in 2 with a piece of paper and to look at the five pictures on page 16.
In pairs, Sts tell each other the imperatives and suggestions for each picture.
Check answers.

1. Turn right. Slow down. Don't worry. Be careful.
2. Turn off the air conditioning. Open your window.
3. Let's go at that service station.

d) Tell Sts to look at the nine signs and to write a positive or negative sentence for each, using the verb phrases from the list.
Get Sts to compare with a partner, and then check answers.

2. Don't smoke here.
3. Don't eat or drink here.
4. Turn off your phone.
5. Don't take photos.
6. Don't go in here.
7. Cross the road now.
8. Be careful.
9. Don't listen to music here.

e) Get Sts to cover the list of phrases and to look at the signs.
In pairs, Sts tell each other the phrases.
Get some feedback from the class.

Extra challenge
- Ask Sts where they might see these signs, e.g., Don't smoke in an office or restaurant, Turn off your cell phone in the classroom, Don't take photos in a museum, etc.

4 PRONUNCIATION understanding connected speech

a) 1/72 Focus on the Connected speech box and go through it with the class. Explain that in English, when people speak fast they don't pronounce each word separately. They tend to run them together, and this can make it difficult for Sts to hear what has been said.
Tell Sts they will hear six short sentences and they must write them down.
Play the audio and pause after each sentence to give Sts time to write. Play again if necessary.
Check answers by writing the sentences on the board.

1. Turn on the radio.
2. Let's eat in this cafe.
3. Stand up, please.
4. Let's open the window.
5. Look at these photos.
6. Don't open the door.

b) In pairs, Sts practice saying the six sentences. Encourage them to try to say them fast and link the words like on the audio.
**5 SPEAKING**

Put Sts in pairs, A and B, and tell them to go to Communication **What’s the matter?** A on page 101, B on page 106.

Go through the instructions and example conversation in a with them carefully, explaining and drilling the question **What’s the matter?**, and explain the expression **cheer up** (= be happy). Then focus on b and c, and explain that Sts are going to have similar conversations using prompts 1—4 and responding with a phrase, e.g., **Thanks, OK, Good idea, etc.**

Demonstrate the activity with a good student.

Then sit A and B face-to-face. A asks B **What’s the matter?** B responds with his / her first prompt, and they have a mini conversation. They then have three more conversations using B's other prompts.

A and B then change roles, and B asks **What’s the matter?**

When they have finished, focus on instruction d. Sts should try to do all eight conversations without looking at their books.

**Extra support**
- Write the eight adjectives (bored, cold, etc.) on the board to remind Sts how to start.

Tell Sts to go back to the main lesson 2C.

---

**6 (1.73) SONG Please Don’t Go**

This song was originally made famous by the American group KC and the Sunshine Band in 1979. For copyright reasons, this is a cover version. If you want to do this song in class, use the photocopyable activity on page 270.

```
Please Don’t Go
I love you
Babe, I love you so;
I want you to know
That I’m gonna miss your love
The minute you walk out that door.

Chorus
So please don’t go, don’t go;
Don’t go away,
Please don’t go, don’t go;
I’m begging you to stay.
If you live, at least in my lifetime
I had one dream come true;
I was blessed to be loved
By someone as wonderful as you.

Chorus
Hey, hey, hey.
Babe, I love you so;
I want you to know
That I’m gonna miss your love
The minute you walk out that door.
So please don’t go, don’t go;
Don’t go away.
Hey hey hey, I need your love.
I’m down on my knees beggin’ please, please please
Don’t go, don’t you hear me baby?
Don’t leave me now, oh, no, no
Don’t go, please don’t go
I want you to know that I, I, I love you so.
```
There are two pages of review and consolidation after every two Files. The first page reviews the grammar, vocabulary, and pronunciation of the two Files. These exercises can be done individually or in pairs, in class or at home, depending on the needs of your Srs and the class time available. The second page presents Srs with a series of skills-based challenges. First, there is a reading text that is of a slightly higher level than those in the File but reviews grammar and vocabulary Srs have already learned. Then Srs can watch or listen to five unscripted street interviews, where people are asked questions related to the topics in the File. You can find these on the Class DVD, iTools, and Class Audio (audio only). Finally, there is a speaking challenge that measures Srs' ability to use the language of the File orally. We suggest that you use some or all of these activities according to the needs of your class.

In addition, there is a short documentary film available on the Class DVD, and iTools on a subject related to one of the topics of the Files. This is aimed at giving Srs enjoyable extra listening practice and showing them how much they are now able to understand.

Test and Assessment CD-ROM
- Quick Test 2
- File 2 Test

**GRAMMAR**
1 c 2 a 3 c 4 b 5 a 6 b 7 c 8 a 9 b 10 b 11 c 12 a

**VOCABULARY**
a 1 from 2 to 3 in 4 at 5 off
b 1 Read 2 Work 3 Stand, open 4 Open, answer 5 Answer, read
c 1 file (the others are numbers) 2 Chinese (the others are countries) 3 France (the others are nationalities / languages) 4 Ireland (the others are continents) 5 sixteen (the others are multiples of ten) 6 Italy (the others are days of the week) 7 change purse (the others are always used in the plural) 8 school (the others are part of a room) 9 wallet (the others are things you read) 10 happy (the others are negative adjectives)

d 1 bad 2 cheap 3 clean 4 short 5 full

**PRONUNCIATION**
a 1 A 2 day 3 file 4 good 5 dangerous
b 1 address 2 Italy 3 expensive 4 newspaper 5 thirteen
can you understand this text?
c 1 F 2 F 3 T 4 F 5 T 6 F
can you understand these people?
1 c 2 a 3 b 4 c 5 a

**Test and Assessment CD-ROM**
- Quick Test 2
- File 2 Test

**GRAMMAR**
1 c 2 a 3 c 4 b 5 a 6 b 7 c 8 a 9 b 10 b 11 c 12 a

**VOCABULARY**
a 1 from 2 to 3 in 4 at 5 off
b 1 Read 2 Work 3 Stand, open 4 Open, answer 5 Answer, read
c 1 file (the others are numbers) 2 Chinese (the others are countries) 3 France (the others are nationalities / languages) 4 Ireland (the others are continents) 5 sixteen (the others are multiples of ten) 6 Italy (the others are days of the week) 7 change purse (the others are always used in the plural) 8 school (the others are part of a room) 9 wallet (the others are things you read) 10 happy (the others are negative adjectives)

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- Quick Test 2
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**GRAMMAR**
1 c 2 a 3 c 4 b 5 a 6 b 7 c 8 a 9 b 10 b 11 c 12 a

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d 1 bad 2 cheap 3 clean 4 short 5 full

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b 1 address 2 Italy 3 expensive 4 newspaper 5 thirteen
can you understand this text?
c 1 F 2 F 3 T 4 F 5 T 6 F
can you understand these people?
1 c 2 a 3 b 4 c 5 a
Lesson plan

Aspects of the US and the Americans provide the context for Sts to meet the simple present for the first time. They begin by learning a group of common verb phrases, and then, in a short text where foreigners talk about whether certain stereotypes of the Americans are true or not, see how the verb forms change for affirmative and negative forms and in the third person singular (question forms are presented separately in 3B). Sts then practice the pronunciation verb + -s or -es, and then practice the vocabulary and grammar talking about themselves and about a partner. The lesson ends with reading and speaking. Sts read an article newspapers where an Australian mom who lives in California describes what she likes about the US, and Sts compare what she says with the situation in their country.

**STUDY LINK**
- Workbook 3A

**Extra photocopiable material**
- Grammar simple present [ ] and [ ] page 168
- Vocabulary Verb phrases page 252 (instructions page 244)
- Communicative True or not true? page 214 (instructions page 199)

Optional lead-in (books closed)

- Write what's typically American? on the board. Elicit ideas from the class, e.g., baseball, hamburgers, Hollywood movies, etc.
- Write their ideas on the board.

1 VOCABULARY verb phrases

a Books open. Focus on the phrases with the blanks and the verbs in the list, which Sts should recognize from Classroom language. Elicit the first verb phrase read a newspaper.

Sts complete the other phrases with verbs from the list. Check answers. Model and drill the pronunciation of the phrases.

<table>
<thead>
<tr>
<th>2</th>
<th>listen to the radio</th>
<th>4</th>
<th>go to the movies</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>have children</td>
<td>5</td>
<td>work in an office</td>
</tr>
</tbody>
</table>

b Tell Sts to go to Vocabulary Bank Verb phrases on page 153 and get them to do exercise a individually or in pairs. Many of these verbs may already be familiar to them.

2 Now do b. Play the audio for Sts to check answers. Play it again, pausing after each phrase for Sts to repeat. Give further practice of words and phrases your Sts find difficult to pronounce.

Extra support

- If you think Sts need more practice, you may want to give them the Vocabulary photocopiable activity at this point.

Extra challenge

- In pairs, Sts do a similar activity to the listening. A (book open) says the second part of a verb phrase, e.g., dinner, and B (book closed) has to guess the whole phrase, e.g., cook dinner.
2 GRAMMAR  

**a** Focus on the instructions and the four speech bubbles, and help Sts with vocabulary if necessary, e.g., shines. 
Elicit answers from the class. Now tell Sts to read the text once to check their answers.

Check answers.

**Fast food**  Not true  **Sun** True  **Animals** True  **Loud** Not true

Now read the text aloud to the class, paragraph by paragraph, checking and explaining the meaning of any words they don’t know. These will depend on Sts’ L1 and their previous knowledge of English.

Focus on the example sentences and play the audio once. This is to make the Sts aware that the difference is small and reassure them that it will come with practice. The most important thing at this stage is to make the /z/ sound in the right place, e.g., watches, and not to make it in the wrong place, e.g., lives (NOT /lɪvz/).

**b** Focus on the instructions, and get Sts to answer the questions in pairs.

Check answers.

1. Some verbs end in -s because they are third person singular (he, she, it).
2. Changes, has, talks, goes, cooks, eats
3. They don’t eat fast food, it doesn’t shine.

**Extra support**
- If you have a monolingual class, don’t be afraid of using your Sts’ L1 to talk about the grammar here. At this level it is unrealistic to expect Sts to talk about grammar in pairs.

Tell Sts to go back to the main lesson 3A.

3 PRONUNCIATION  third person -s

**Pronunciation notes**
- The pronunciation rules for third person singular -s and -es endings are exactly the same as those for plurals nouns (See 2A).
- As with the plurals, if Sts want to know when the final s is pronounced /s/ and when it is pronounced /z/, explain that it is pronounced /s/ after verbs ending with these unvoiced sounds: /k/, /p/, /t/, /tʃ/, e.g., works, stops, laughs, sits. After all other voiced endings, the s is pronounced /z/. See box Voiced and unvoiced consonants on page 31.

- Sts will have problems distinguishing between and producing the /s/ and the /z/ sounds, and will tend to pronounce all s endings as /s/. Tell them that the /s/ is like the sound made by a snake, and the /z/ is like the sound made by a bee or a fly.

**a** In pairs, Sts answer the question.

Check answers. Model and drill the three words:

books /bʊks/  keys /kɪz/  watches /ˈwɔtʃɪz/

Tell Sts that the rule for pronouncing verbs in the third person singular (i.e., ending in -s or -es) is exactly the same.

**b** Focus on the sentences and play the audio once for Sts just to listen. Then play it again, pausing after each sentence for Sts to repeat. If they are having difficulties producing the /s/ and /z/ endings, tell them that the difference is small and reassure them that it will come with practice. The most important thing at this stage is to make the /z/ sound in the right place, e.g., watches, and not to make it in the wrong place, e.g., lives (NOT /lɪvɪz/).

**Extra support**
- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point.

See sentences in Student’s Book on page 20

Play the audio again if necessary.
c (2.6) Focus on the instructions and the example, and tell Sts that they must listen to the first sentence and then change it using the new subject given, e.g., I, he, you, etc.

Play the audio, pausing after each sentence, and elicit a response from the whole class. Then repeat the activity, eliciting responses from individual Sts.

\[ \text{2.6} \]

1. I live in an apartment. She (pause) She lives in an apartment.
2. I watch TV. He (pause) He watches TV.
3. They play the guitar. She (pause) She plays the guitar.
4. We wear glasses. He (pause) He wears glasses.
5. They finish at 8:00. It (pause) It finishes at 8:00.
6. I like coffee. She (pause) She likes coffee.
7. They have two children. He (pause) He has two children.
8. We do homework. She (pause) She does homework.
9. They study French. He (pause) He studies French.
10. They go shopping. She (pause) She goes shopping.

Focus on the instructions, and the two example sentences. Highlight the use of don’t to make a negative in the second sentence. Then tell Sts to go to the Vocabulary Bank Verb phrases on page 153 and demonstrate the activity by making true sentences about yourself.

Give Sts time to think about their six sentences.

**Extra support**
- You could get Sts to write the six sentences first.

In pairs, Sts tell each other their sentences. Tell Sts to put a check mark or an X next to the pictures that apply to their partner, so that they don’t forget the information.

Tell Sts to go back to the main lesson 3A.

d Focus on the instructions, and the two example sentences. Tell Sts to go to the Vocabulary Bank Verb phrases on page 153 and demonstrate the activity by making true sentences about yourself.

Give Sts time to think about their six sentences.

**Extra support**
- You could get Sts to write the six sentences first.

In pairs, Sts tell each other their sentences. Tell Sts to put a check mark or an X next to the pictures that apply to their partner, so that they don’t forget the information.

Tell Sts to go back to the main lesson 3A.

e Get Sts to change partners and focus on the example. Sts now tell their new partner about their old partner, using the third person singular.

Get some feedback from individual Sts, both about themselves and about their partners.

4 READING & SPEAKING

a Focus on the title. Elicit/explain the phrases. A state park is an area of land that is owned by the local government and is available for the public to enjoy. Red Robin is a chain of restaurants that originated in Seattle, Washington, and now has locations throughout the US and Canada. A freeway is a wide, straight road where cars can travel very quickly.

Now focus on the photos and the instructions. Give Sts time to number the phrases, and help with any vocabulary if necessary.

Check answers. Model and drill the pronunciation.

<table>
<thead>
<tr>
<th>a drive-through</th>
<th>a redwood forest</th>
<th>a hamburger</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

b (2.7) Focus on the instructions. Tell Sts they are going to read and listen to the article. The first time they shouldn’t worry about answering the questions but should just listen and follow along.

c (2.7) Focus on the instructions. Tell Sts to read the article again and decide whether the sentences are true or false. Then get them to compare with a partner and say why the F ones are false.

Check answers.

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>1</td>
<td>T</td>
</tr>
<tr>
<td>2</td>
<td>F (It has 278 state parks.)</td>
</tr>
<tr>
<td>3</td>
<td>F (They're friendly and helpful.)</td>
</tr>
<tr>
<td>4</td>
<td>F (Fall is cool, but not cold.)</td>
</tr>
<tr>
<td>5</td>
<td>T</td>
</tr>
<tr>
<td>6</td>
<td>F (The lines allow her to rest.)</td>
</tr>
<tr>
<td>7</td>
<td>F (She eats the French fries, but she doesn't eat meat.)</td>
</tr>
</tbody>
</table>

c Tell Sts to read the article again, and look for the verbs in the list and underline them (they are listed in the order in which they occur). They should then try to guess the meaning of each verb from context.

Get Sts to compare their guesses with a partner, and then check answers, either explaining/demonstrating meaning, getting Sts to check in their dictionaries, or translating into Sts’ L1.

Deal with any other new vocabulary.

d Focus on the instructions and the example. Then go through the Useful words box and make sure Sts understand the meaning of why and because /'brɛkəz/.

Model and drill the pronunciation.

Put Sts in pairs and get them to make sentences for each heading about their country or city.

Monitor and help, encouraging Sts to pay attention to the third person in the simple present and the use of because.

Get some feedback from individual Sts.

**Extra support**
- You could do this as a whole class activity, and write their sentences on the board.
Lesson plan

The topic of this lesson is jobs and work. Sts begin by learning the vocabulary for common jobs, and how to say what they do. They then listen to a radio show, where competitors try to guess first a man's job, and then his wife's job. This context presents questions in the simple present in both second and third person singular, (Do you...? Does she...?), and Sts go on to play the game themselves. There is then a pronunciation focus on the /aʊ/ sound. Sts then practice by asking each other simple present questions about things they do during the week and on weekends, and the lesson finishes with a short reading about three people who have to wear uniforms at work/school, and whether they think uniforms are a good thing.

STUDYLINK
• Workbook 38

Extra photocopiable material
• Grammar simple present page 169
• Vocabulary Jobs page 253 (instructions page 245)
• Communicative simple Present questionnaire page 215 (instructions page 200)

Optional lead-in (books closed)
• Write the following sentences on the board. Make them true for you.
  1 I'M A TEACHER.
  2 I WORK IN (the name of your school).
  3 I WORK (...) HOURS A DAY.
  4 I LIKE MY JOB VERY MUCH.
• Elicit the difference between job and work (job is a noun; work is a verb) and focus on the use of a before teacher.

1 VOCABULARY jobs

a Books open. Focus on the anagrams and demonstrate the activity with the first one if necessary. Tell Sts that the first letter of the anagram has been used, and that all the jobs have come up in previous lessons.

Sts write the names of the jobs individually or in pairs. Get Sts to spell the words and write them on the board, with alan.

1 teacher
2 actor
3 waiter
4 taxi driver
5 receptionist

Model and drill the pronunciation, and underline the stress.

b Tell Sts to go to Vocabulary Bank Jobs on page 154 and get them to do exercise a individually or in pairs. Focus on the information box on Pronunciation and a/an + jobs and go through it with Sts.

2.8] Now do b. Play the audio for Sts to check answers. Play it again, pausing after each phrase for Sts to repeat. Give further practice of any words and phrases your Sts find difficult to pronounce.

2.9] Finally, focus on the flow chart in d and go through the possible answers to the question What do you do? Play the audio for Sts to listen and repeat the sentences. Play again if necessary.

I'M A MUSICIAN.
I'M IN COLLEGE.
I WORK FOR A FRENCH COMPANY.
I'M UNEMPLOYED.
I'M A STUDENT.

Highlight the use of the prepositions for, in, at, and the article a/an.

Then give Sts time to decide how to say in English what they do, and go around helping with any jobs they don't know how to express. Do not ask Sts at this stage what they do, as they will be asking each other in c in the main lesson.

You may want to point out to Sts that it is more common to ask What do you do? (which covers all possibilities, e.g., being a student, being unemployed, etc.) rather than What's your job ?, which we would probably only ask if we knew the other person was working.

Tell Sts to go back to the main lesson 3B.

Extra support
• If you think Sts need more practice, you may want to give them the Vocabulary photocopiable activity at this point.

c Get Sts to stand up and ask at least five other Sts what they do.

Monitor and help, encouraging Sts to answer in complete sentences.

Get feedback from as many Sts as possible.
2 LISTENING

a 2:10 (2:11) Tell Sths they're going to listen to a game show called His job, her job, where three contestants ask Wayne questions for two minutes, and then have to guess his job and his wife Tanya's job.

Focus on the questions. Go through them, and elicit / teach any new words, e.g., outside, inside, at night, long hours, etc.

Extra support
- Read through the audioscripts and decide if you need to pre-teach any new lexis before Sths listen.

Tell Sths that first they must just focus on which questions the contestants ask Wayne about his job. Play audio 2:10 once the whole way through.

Sths write a W (for Wayne) next to the questions the contestants asked him. Play the audio again if necessary, pausing after each question, and then check answers.

Questions about Wayne's job
1. Do you work in an office?
2. Do you work in the evening?
3. Do you make things?
4. Do you wear a uniform or special clothes?
5. Do you drive in your job?
6. Do you work with other people?
7. Do you have special qualifications?
8. Do you speak foreign languages?
9. Do you earn a lot of money?

(2:10)
(audioscript in Student's Book on page 116-117)
A = announcer, H = host, D = David, K = Kate, L = Lorna, W = Wayne
A And now on WKOT, His job, her job.
H Good evening and welcome again to the jobs quiz, His job, her job. And our team tonight is David, a teacher... D Hello.
H ...Kate, who's unemployed...
K Hi.
H ...and Lorna, who's a writer.
L Good evening.
H And our first guest tonight is...
W Wayne.
H Hello, Wayne. Welcome to the show. What's your wife's name, Wayne?
W Her name's Tanya.
H Tanya? Nice name. OK, team, you have one minute to ask Wayne questions about his job and then one minute to ask him about Tanya's job, starting now. Let's have your first question.
D Hi, Wayne. Do you work in an office?
W No, I don't.
L Do you work in the evening?
W It depends. Yes, sometimes.
K Do you make things?
W No, I don't.
L Do you wear a uniform or special clothes?
W Uh, yes - I wear special clothes.
K Do you drive in your job?
W No, I don't.
L Do you work with other people?
W Yes, I do. Ten people.
K Do you have special qualifications?
W Qualifications? No, I don't.
D Do you speak foreign languages?
W No, only English.
H You only have time for one more question team...
L Uh, do you earn a lot of money?
W Yes, I do.
H Your time's up.

Now tell Sths the contestants are going to ask Wayne about his wife Tanya's job, and that again they must focus on the questions. Play audio 2:11 for Sths to hear the questions they ask Wayne about Tanya's job.

Sths write a T (for Tanya) next to the questions they hear. Play the audio again if necessary.

Check answers.

Questions about Tanya's job
1. Does Tanya work outside?
2. Does she work on the weekend?
3. Does she work with computers?
4. Does she wear a uniform or special clothes?
5. Does she travel?
6. Does she earn a lot of money?

(2:11)
(audioscript in Student's Book on page 117)
H Now you have a minute to ask Wayne about Tanya's job.
K Wayne, does Tanya work outside?
W (for Wayne)
H Tanya? Nice name.
K Wayne, does Tanya work outside?
W Yes, she does.
K Does she travel?
W Yes, she does. A lot.
K Does she earn a lot of money?
W Yes, she does. A lot.
H That's time. OK, team.

b Focus on the instructions and tell Sths that now they have to focus on what Wayne answers. Elicit that he can only answer yes, no, or it depends. Explain / elicit the meaning of it depends and drill pronunciation.

Play audio 2:10 again.

Check Wayne's answers about his job.

Wayne's answers about his job
1. Do you work in an office? x
2. Do you work in the evening? d
3. Do you make things? x
4. Do you wear a uniform or special clothes? v
5. Do you drive in your job? x
6. Do you work with other people? v
7. Do you have special qualifications? x
8. Do you speak foreign languages? x
9. Do you earn a lot of money? v

Now play audio 2:11 again for Sths to listen to the answers about Tanya's job. Play again if necessary.

Wayne's answers about Tanya's job
1. Does Tanya work outside? d
2. Does she work on the weekend? v
3. Does she work with computers? x
4. Does she wear a uniform or special clothes? v
5. Does she travel? v
6. Does she earn a lot of money? v

c Tell Sths, in pairs, to focus on the questions and answers, and give them one minute to guess Wayne's job and Tanya's job. Tell them that the two jobs are in the Vocabulary Bank on page 154.

Get feedback, but don't tell them if they're right or wrong.
d 2 12) Play the end of the show on the audio. Pause after they ask Are you a soccer player? and ask Sts what they think, before letting them hear his job.

Then continue the audio until Is that right, Wayne? and ask Sts what they think, before letting them hear Tanya's job.

2 12) (audioscript in Student's Book on page 117)
H OK team. So, what's Wayne's job?
K OK, so you wear special clothes, you work with ten other people, you earn a lot of money... Are you a soccer player, Wayne?
W Yes, I am.
H Very good! And Tanya's job?
D Let's see. She works outside and inside. She works on the weekend. She doesn't work with computers. She wears special clothes. She travels a lot. She earns a lot of money. We think she's a flight attendant.
H Is that right, Wayne?
W No, that's wrong. Tanya is a model.

Ask the class with a show of hands who had guessed correctly for each job.

Extra support
• If there's time, you could get Sts to listen again to the audio with the audioscripts on pages 116–117, so they can see exactly what they understood/didn't understand. Translate/explain any new words or phrases.

3 GRAMMAR simple present [7]
a 2 13) Focus on the instructions and questions, and make sure that Sts realize that the first two are with you (asking Wayne about his job) and the second two with she (asking Wayne about Tanya's job). Give Sts a few minutes to complete the questions and answers.

Play the audio for Sts to check their answers. Ask why it's do/don't for questions to Wayne and does/doesn't for questions about Tanya, and elicit that it's because the questions about her are in the third person (singular).

1 Do you work with other people? Yes, I do.
2 Do you work in an office? No, I don't.
3 Does she work with computers? No, she doesn't.
4 Does she work on the weekend? Yes, she does.

Get Sts to repeat the questions and answers after the audio. Use the pause button. Highlight that do is pronounced /du/ and does is pronounced /dəz/. Get Sts to copy the rhythm.

b 2 14) Tell Sts to go to Grammar Bank 3B on page 128. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes
do and does

• The auxiliary do (and does) can puzzle Sts if they try to translate questions word for word. Explain (in Sts' L1 if you prefer) that auxiliary means "helper", and that the auxiliaries do and does "help" to form questions and negatives. They do not have a separate meaning. The auxiliaries do and does are also often used to soften a yes/no answer, (which can sound abrupt), e.g., Do you work here? No, I don't.

Focus on the exercises for 3B on page 129. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

Tell Sts to go back to the main lesson 3B.

Extra support
• If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point.

c Divide the class into groups of four (with a group of three if you have uneven numbers) and tell them they are going to play His job, her job.

Remind Sts of the rules of the game, which you could write on the board:
— the people asking the questions have two minutes —
one to guess the participant's job and one to guess

his/her imaginary wife's/husband's job. They
should give their imaginary partner a name, too.

— the participant can only say yes, no, or it depends.

Make sure one student in each group has a watch. Tell Sts they can use any of the questions in 2a and to go to Vocabulary Bank Jobs on page 154 to choose a job for themselves and their imaginary husband/wife.

Stop the activity when all Sts have had a turn answering questions about their job and their imaginary husband's/wife's.

With a show of hands, find out how many Sts guessed correctly what their teammates' job was.

Tell Sts to go back to the main lesson 3B.
4 PRONUNCIATION /dr/

Pronunciation notes
- If the sound is difficult for your Sts, model it yourself so that Sts can see your mouth position, and get Sts to repeat it a few more times.
- Point out that many job words end with this sound, e.g., teacher, soldier, etc.

a (2.15) Focus on the new sound picture, bird. Play the audio once for Sts just to listen to the words and sound. Then play the audio again, pausing after each word and sound for Sts to repeat.

Extra challenge
- Get Sts to find the odd word out before they listen to the audio. Remind them that this kind of exercise is easier if they say the words out loud.

Check answers.
1 tired 2 here 3 sure

b (2.16) Now focus on the words in the exercise. Explain that Sts must find the “odd one out” (the word that doesn’t have the /dr/ sound) in each line.

Play the audio for Sts, pausing after each group, and get them to compare with a partner.

Extra support
- Demonstrate the activity by getting Sts to ask you the questions first.

Get Sts to change roles.

Get Sts to make notes of their partner’s answers to help them in exercise c.

Now ask Sts to find a new partner and to tell them about their old partner. Focus on the example and remind them they must now use does / doesn’t.

Get some feedback from a few Sts, asking them both about themselves and about their partner.

5 SPEAKING

a Focus on the headings and the phrases. Give Sts some time to complete the phrases with the verbs from the list. Tell Sts to pay particular attention to the prepositions in and to.

Check answers.

During the week:
use a computer at work / school, read in English, eat in a cafe or restaurant, do housework

On the weekend:
watch TV in the morning, listen to music, do housework, go to the movies

b In pairs, Sts ask and answer ten questions using the phrases in a, giving as much information as possible in the answers.

Focus on the example and remind them they must now use Do you...? to make the questions and Yes, I do or No, I don’t in the answers. Encourage them to give more information in the answers where they can.

Extra support
- Give Sts some feedback on what they have just practiced.

Get Sts to change roles.

Get Sts to make notes of their partner’s answers to help them in exercise c.

Now ask Sts to find a new partner and to tell them about their old partner. Focus on the example and remind them they must now use does / doesn’t.

Get some feedback from a few Sts, asking them both about themselves and about their partner.

6 READING

a Focus on the title and photos. Elicit / teach the meaning of for or against? (= do you agree with it or not?).

Give Sts time to read the article and match each photo with a paragraph. They should also decide what each person does.

1 Sarah is a student.
2 Marie is a pharmacist.
3 Jon is a flight attendant.

b Sts now try to guess the meaning of the highlighted words.

Check answers, using the photos to help, and miming, explaining, or translating into Sts’ L1. Alternatively, Sts could check in their dictionaries. Model and drill the pronunciation, and tell Sts that skirt and shirt both have the /dr/ sound, which they have just practiced.

c Sts now read the article again and answer the three questions.

Check answers.
1 Marie 2 Jon 3 Sarah

Finally, go through the text with the class, pointing out any other new and useful vocabulary.

d Do this as an open-class question, and elicit ideas / opinions from Sts. You could also get a vote for or against uniforms with a show of hands from the class.
Lesson plan

The topic of this lesson is two invented characters, Samantha and Kevin, who meet online and then agree to have lunch together. This provides a context for asking a lot of questions to make conversation to try to get to know somebody. However, it soon becomes clear that they have very little in common. The lesson begins with Listening, and Sts hear Samantha and Kevin’s meeting. They go on to look at the grammar of word order in questions, especially those beginning with question words. There is then a Vocabulary and Pronunciation stage where Sts review and expand their knowledge of question words, and then practice the rhythm of questions. Sts then have a speaking activity where they practice asking each other a variety of questions, and the lesson ends with Writing as they learn to write a personal profile.

**STUDY LINK**
- Workbook 3C
- Online practice
- iChecker

**Extra photocopiable material**
- Grammar: word order in questions page 170
- Communicative: Famous people page 216 (instructions page 200)
- Song: Somethin’ Stupid page 271 (instructions page 255)

**Optional lead-in (books closed)**
- Pretend to write your Facebook profile on the board or ask Sts what kind of information people give in their profile on social networking sites like Facebook.

**1 LISTENING**

**a** Books open. Focus on the instructions and the two profiles. Give Sts time to read the profiles and look at the photos.

In pairs, Sts cover the profiles with a piece of paper and look at the photos. They then tell each other what they can remember about Kevin and Samantha.

Elicit information from Sts or get them to uncover the profiles and check.

Focus on the question Do you think they are a good match? and make sure Sts understand the meaning.

**b** Establish that Kevin and Samantha are now meeting for the first time in a restaurant. Write the three questions on the board and ask Sts to cover the conversation or close their books.

Play the audio for Sts to listen and answer the three questions about Kevin. Play the audio again if necessary.

Check answers.

1. He lives in Edison, New Jersey, with his mother.
2. He is a chemistry teacher. His job is very interesting.
3. He likes science fiction movies, especially Star Wars.

**2.17**) K = Kevin, S = Samantha

S Hi, are you Kevin?
K Yes, are you Samantha?
S Yes, I am. But call me Sam. Nice to meet you. Sorry I’m late.
K No problem. You look different from your photo.
S Let’s have something to drink? Coffee? Tea?
K No, thanks. Water for me. I don’t drink caffeine after 9:00 a.m. ...
S I like this place.
K Me too. Where do you live in New Jersey?
S I live in Edison. Near the mall.
K I’m a teacher. I teach chemistry.
S Chemistry? How interesting.
K Yes, it’s a very interesting job. What about you?
S I’m a journalist. Um, you like the movies, Kevin. What kind of movies do you like?
K Science fiction movies. I love Star Wars.
S Oh.
K Do you like Star Wars?

Focus on the conversation and give Sts a few minutes to read it.

**Extra challenge**

- Tell Sts, in pairs, to try to guess the missing verbs before they listen.

Play the audio for Sts to complete the verbs (or check their guesses). Play again if necessary.

Check answers.

See verbs in bold in audioscript 2.17

**2.18**) Get Sts, in pairs, to look at the highlighted phrases in the conversation. Now focus on the Showing interest box and go through it with the class.

Play the audio for Sts to listen and repeat the highlighted expressions from the dialogue. Tell Sts that they will be using these phrases later in the Speaking activity.

**2.18**) 1. K I like this place.
   S Me too.
2. K I live with my mother.
   S Really?
3. K I teach chemistry.
   S Chemistry? How interesting.
4. K Yes, it’s a very interesting job. What about you?

Put Sts in pairs and get them to read the conversation. If there’s time, get them to change roles.
e 2 19 Focus on the instructions and the question. Play the audio once and then ask Sts Do you think they want to meet again? Elicit some opinions (No, because lunch is clearly a disaster!).

2 19 (audioscript in Student's Book on page 117)
K Do you like Star Wars?
S No, I don't.
K Why not? It's a fantastic movie.
S I don't like science fiction.
K What kind of movies do you like?
S I love foreign movies, French, Italian, Spanish.
K Oh.
S My salad's very good.
K Oh. My burger's good too.
S What kind of music do you like?
K Music? I love heavy metal. What about you?
S Opera.
K Opera – that's really not my thing! Um... What do you do on the weekend?
S I go to restaurants, I cook. I love good food. And you?
K Well, I don't cook. I meet friends and we play video games.
S You meet friends and you play video games. Wow.
K Do you want some more water?
K Oh. Bye.
Waiter Here's your check.
K The check! Hey, Samantha. Wait!

f Give Sts some time to read the four sentences and see if they can remember if they are true or false. Remind Sts they also need to correct the false statements.

Play the audio again for Sts to listen. Play again if necessary.

Then give Sts time to compare with a partner and correct the F sentences. Check answers.

1 F (She likes foreign movies.)
2 F (Kevin likes heavy metal and Samantha likes opera.)
3 T
4 F (Kevin pays for the food.)

Extra support
• If there's time, you could get Sts to listen again to the audio with the audioscripts in the main lesson and on page 117, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

g Do this as an open-class question and elicit opinions. Say what you think, too.

2 GRAMMAR word order in questions
a Focus on the instructions, and tell Sts to try to put the words in the correct order to make questions.

Check answers.

1 Do you want a drink?
2 Where do you live in New Jersey?
3 What kind of movies do you like?

b 2 20 Tell Sts to go to Grammar Bank 3C on page 128. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes
• Word order in English is less flexible than in many other languages, and this is especially true of questions. Sts often have problems remembering the position of the auxiliaries do and does in simple present questions. Remind them that the auxiliary comes first UNLESS there is a question word.

Focus on the exercises for 3C on page 129. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a 1 How many phones do you have?
2 Is it an interesting job?
3 How much coffee do you drink?
4 Where is your brother from?
5 Do you work with computers?
6 What kind of magazines do you read?
7 What does he do on the weekend?
8 Do you want another drink?
9 Where does your sister live?
10 How do you say that in English?

b 1 do you have 6 does she work
2 does he like 7 do you live
3 are you from 8 do you speak
4 does... do 9 do you go
5 do you like 10 are you

Tell Sts to go back to the main lesson 3C.

Extra support
• If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point.

3 VOCABULARY & PRONUNCIATION
question words; sentence stress
a 2 21 Focus on the question words and phrases. Play the audio once for Sts to listen and repeat. Play again if necessary.

2 21 (See question words in Student's Book on page 25)

Ask Sts the question How is “Wh-” pronounced in “Who”? and elicit /h/.

Now ask how it is pronounced in the other question words and elicit /w/.

b Focus on the questions and get Sts to complete them with the question words and phrases from a. Explain / elicit any vocabulary you think your Sts might be unfamiliar with, e.g., favorite / fetvat/ (= the one you like more than any other).

c 2 22 Play the audio for Sts to listen and check their answers.

See words in bold in audioscript 2 22.
3C

Sts will probably want to know the exact difference between What..? and Which..? as this may be the same word in their L1. Explain that we use Which..? when we want to ask about a limited group, e.g., Which do you prefer, PCs or Macs? Which magazine do you want to read? (I have three).

Focus on the instructions and the example. Point out to Sts that do you (or does he) is not stressed in questions beginning with a question word. Play the audio again, pausing after each question for Sts to repeat and copy the rhythm.

Now put Sts in pairs and get them to interview each other.

Extra challenge
- Tell the Bs to close their books, and get the As to ask the questions in a different order.

Monitor and help as necessary. Then get Sts to change roles.

Get some feedback from the class.

4 SPEAKING

Focus on the instructions with the class. Then focus on the prompts. Elicit that in the first box A they need to add do you between the question word or phrase and the verb, and in the second box they have to add is after Who or What.

Then elicit possible questions from the first section, e.g., Where do you study? What sports do you play? What kind of music do you like?, etc.

Give Sts time to write their eight questions using the prompts. Monitor and help.

Put Sts in pairs, preferably with a student they don’t usually work with. Focus on the speech bubbles and the instructions.

In pairs, A and B, Sts interview each other with their eight questions.

If you have an odd number of Sts in the class, have one group of three. Choose strong Sts who will have time to do the interview three times.

Get some feedback from the class.

Extra challenge
- Encourage the Sts who are asking the questions to ask extra questions if they can, e.g.,
  A What kind of car do you have? B I have a Mini.
  A What color is it? / Do you like it?, etc. (Extra questions)
- Encourage the Sts who are answering the questions to give extra information, e.g.,
  A Where do you work? B I work in town. I’m a…

With a strong class you could also get the Sts who are asking the questions to cover the question and only look at the prompts (e.g., What | name?) or even produce the questions from memory.

Round off the activity by asking various pairs what they have in common.

5 WRITING

Tell Sts to go to Writing A personal profile on page 111.

Focus on Jamie’s profile. Go through the different sections with Sts. Highlight and check the meaning and pronunciation of:
- occupation (= what they do, e.g., their job).
- interests (= hobbies).

Tell Sts to cover the profile and ask them questions about Jamie, e.g., Where is he from? What does he do? What languages does he speak? What kind of music does he like?, etc.

Then ask Sts if they have similar interests to Jamie.

Go through the and, but, and or box with Sts.

Get Sts to do the writing in class or assign it as homework.

Remind them to check their profiles for mistakes, e.g., with capital letters or spelling, and the use of and, but, and or.

Tell Sts to go back to the main lesson 3C.

6 SONG Somethin’ Stupid

This song was originally made famous by Frank Sinatra and his daughter Nancy in 1967. British singer Robbie Williams and Australian actress Nicole Kidman recorded it in 2001. For copyright reasons, this is a cover version. If you want to do this song in class, use the photocopiable activity on page 271.

Somethin’ Stupid

I know I stand in line, until you think you have the time to spend an evening with me;
And if we find somewhere to dance, I know that there’s a chance you won’t be leaving with me.
And afterwards we drop into a quiet little place and have a drink or two;
And then I go and spoil it all by saying something stupid like “I love you.”

I can see it in your eyes, you still despise the same old lies you heard the night before;
And though it’s just a line to you, for me it’s true—it never seemed so right before.

I practice every day to find some clever lines to say to make the meaning come through;
But then I think I wait until the evening gets late and I’m alone with you.
The time is right, your perfume fills my head, the stars get red and oh, the night’s so blue.
And then I go and spoil it all by saying something stupid like “I love you.”
Lesson plan
In this lesson Ss learn to tell the time and how to buy a coffee (or other drink) in a coffee shop. The Rob and Jenny story develops. They meet at the hotel, and go to buy some coffee. Then they go to the office and Jenny meets Karen, the administrator, and Daniel, the boss.

STUDY LINK
• Workbook At a coffee shop

Test and Assessment CD-ROM
• Quick Test 3
• File 3 Test

Optional lead-in (books closed)
• Before starting Episode 2 elicit what Ss can remember about Episode 1. Ask them Who’s Rob? Where does he work? Where’s Jenny? Where is she from?, etc.
• Alternatively, you could play the last scene of Episode 1.

1 TELLING THE TIME
a Books open. Focus on the clock and the question. Elicit the answer It’s nine o’clock and write it on the board. You may want to point out here that we often just say, e.g., The meeting is at nine (rather than at nine o’clock), but if someone asks you the time it’s more common to answer It’s nine o’clock.
Tell Ss to go to Vocabulary Bank Time on page 157. Focus on part 1 Telling the time and get Ss to do exercise a individually or in pairs.
2.24 Now focus on b and play the audio for Ss to check answers.
Highlight:
– that from 12 o’clock to the six at the bottom of the clock (the right-hand side of the clock) all the times are with after, and that from the six at the bottom of the clock to 12 o’clock (the left-hand side) all the times are expressed with to.
– the pronunciation of after /’æfter/ (highlighting the silent l) and quarter /’kwɔːtə/.or
– the origin of o’clock (originally “of the clock”)
Note: there is no difference in exactness between it’s nine and it’s nine o’clock. If you want to emphasize an exact time, you can add the phrase on the dot, e.g., It’s nine o’clock on the dot.
You may also want to point out that Americans often leave out the a before quarter after and quarter to, e.g., It’s a quarter past ten. It is also very common in the US to use digital time, e.g., 9:45, 10:15.

2.24)
4 It’s six fifteen. It’s quarter after six.
5 It’s six o’clock.
1 It’s six forty-five. It’s quarter to seven.
7 It’s six ten. It’s half after six.
9 It’s six fifty-five. It’s five to seven.
2 It’s six thirty-five. It’s twenty-five to seven.
8 It’s six thirty. It’s half past six.
6 It’s three minutes after six.
3 It’s six twenty. It’s twenty after six.

Play the audio again and get Ss to repeat the times.
Now, focus on the Time box and go through it with Ss.
Finally, focus on the instructions for c. Get Ss to cover the phrases with a piece of paper and point to the watches, and ask and say the times.

b Put Ss in pairs, A and B, and tell them to go to Communication What’s the time?, A on page 101, B on page 107.
Sit A and B face-to-face if possible. Go through the instructions with them carefully and drill the question What’s the time? (or What time is it?).
At the end of the activity get Ss to compare their clocks to make sure they have drawn in the right times.
Tell Ss to go back to the main lesson.

2 ROB AND JENNY MEET
a 2.25 Focus on the photos and elicit who the people are and where they are (Rob and Jenny in the hotel, and then in a coffee shop).
Then focus on the instructions and the question. Play the audio once the whole way through.
Check answers.
They decide to go and get some good coffee in a coffee shop.

2.25 (audioscript in Student’s Book on page 117)
R = Rob, J = Jenny
R Um... Jennifer?
J Rob?
R Yes, hello. Nice to meet you, Jennifer.
J Call me Jenny. Good to meet you, too.
R Welcome to London. Am I late?
J Um... just a little.
R What time is it?
J Nine fifteen.
R I’m really sorry. The traffic is terrible today.
J No problem.
R Where are you? How’s the hotel?
R OK, let’s get a coffee.
J Do I have time? I have a meeting at nine-thirty.
R With Daniel?
J Yes.
R Don’t worry. We have lots of time, the office is very near.
So, Jenny, where do you live in New York?
b Focus on sentences 1–6 and go through them with Sts, eliciting / explaining new words, e.g., full name. Then play the audio again for them to mark the sentences T (true) or F (false). Make it clear that they don't need to correct the false sentences yet.

Get Sts to compare with a partner, and then check answers.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>T</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>F</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>F</td>
<td>6</td>
</tr>
</tbody>
</table>

Play the audio again, so Sts can listen again and correct the false sentences.

Get Sts to compare with a partner, and then check answers.

2. He is 15 minutes late.
3. She has a meeting at 9:30.

**Extra support**

- If there's time, you could get Sts to listen again with the audioscript on page 117, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

**3 ❯ BUYING A COFFEE**

a Focus on the coffee shop menu and be sure Sts understand all the items on it. You may want to point out that in most coffee shops in the US and UK, they now use the Italian words for different types of coffee, e.g., Latte, Cappuccino, etc.

Explain that regular means normal size, and that large is another word for big.

Elicit / explain that although the prices are just numbers, the coffee bar is in the UK, the prices are in pounds and pence (3.00 = three pounds, 2.80 = two pounds eighty). Saying prices is practiced in more detail in Practical English 3.

**Extra activity**

- You could get Sts to practice in pairs like this:
  A How much is a single espresso?
  B 2.45. How much is a regular cappuccino?, etc.

b (2:26) Focus on the task and on questions 1–3. Elicit / explain that question 3 How much is it? means “What is the price?” Tell Sts just to listen for the numbers here (as they are written on the menu).

Now either tell Sts to close their books and write the three questions on the board, or get Sts to focus on the questions.

Play the audio once the whole way through. Then play it again if necessary.

Get Sts to compare with a partner, and then check answers.

1. Rob has a latte and Jenny has a double espresso.
2. Rob has a brownie and a croissant, and Jenny doesn't have anything.
3. £12.45

**c** Focus on the dialogue in the chart. Elicit who says the **You Hear** phrases (the barista) and who says the **You Say** phrases (the customer or here Rob and Jenny).

These phrases will be useful for Sts if they need to order food or a drink. Point out the Cultural note on the page. Barista is an imported Italian word.

Give Sts a minute to read through the dialogue and to think about what the missing words might be. Then play the audio again, and get Sts to fill in the blanks. Play again if necessary.

Get Sts to compare with a partner, and then check answers.

**See words in bold in audioscript 2.26**

Go through the dialogue line by line with Sts, helping them with any words or expressions they don't understand. Remind Sts that What would you like? is a common way of offering a drink to someone and Can I have...? for asking for what you want.

Highlight that to ask for a (total) price, we can say either How much is it? or How much is that?

d (2:27) Now focus on the **You Say** phrases and tell Sts they're going to hear the dialogue again. They should repeat the **You Say** phrases when they hear the beep. Encourage them to copy the rhythm and intonation.

Play the audio, pausing if necessary for Sts to repeat the phrases.

e Put Sts in groups of three, A, B, and C. A is the barista. Get Sts to read the dialogue aloud, and then change roles.

f Now assign a role to each student in their groups and focus on the instructions.

A keeps his/her book open and is the barista. B and C both close their books. B invites C to have a drink and something to eat.

Elicit that A begins with Can I help you? and B then asks C What would you like?

Sts now role-play the dialogue. When they have finished, they should change roles.

You could get a few groups to perform in front of the class.
4 VIDEO FIRST DAY IN THE OFFICE

a (2.28) Focus on the photos and ask Sts some questions, e.g., Where are Rob and Jenny now? Who do you think the other people are? (You may want to teach / review maybe and I think to encourage speculation.)

Go through questions 1–6.

Now play the audio once the whole way for Sts just to listen. Then play it again, pausing for Sts to answer the questions. Play it again if necessary.

Get Sts to compare with a partner, and then check answers.

<table>
<thead>
<tr>
<th>1. She is an administrator.</th>
<th>4. Yes, a sister.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. In Poland.</td>
<td>5. Tea, coffee, or water.</td>
</tr>
<tr>
<td>3. In Manhattan.</td>
<td>6. Twelve o'clock.</td>
</tr>
</tbody>
</table>

(b) (2.28) (audioscript in Student's Book on page 117)  
R = Rob, J = Jenny, K = Karen, D = Daniel  
R Here we are. This is the office. And this is Karen.  
J Hello, Karen.  
R Karen, this is Jennifer Zielinski from the New York office.  
K Hello, Jennifer.  
J Nice to meet you.  
R Karen is our administrator... We all depend on her.  
K Don't listen to Rob.  
R But it's true!  
K Is this your first time in the UK, Jennifer?  
J Yes, it is. But it isn't my first time in Europe. I have family in Poland.  
K Really? And where do you live in New York?  
J In Manhattan. Do you know New York?  
K Yes. My sister lives in Brooklyn.  
J I have family in Brooklyn, too. Where does your sister live?  
D Jennifer!  
J Daniel?  
D How nice to meet you, at last. Would you like something to drink? Tea, coffee, water?  
J No, I'm fine, thanks.  
D Great. Oh, Karen. What time is my next meeting?  
K At twelve o'clock.  
D That's good, we have time. OK, come into my office, Jennifer.  
J Thank you.  
D Talk to you later, Rob.  
R Yeah. Sure.

Extra support

- If there's time, you could get Sts to listen again with the audioscript on page 117, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

b Focus on the Social English phrases and go through them with the class.  
In pairs, Sts decide who says them.

c (2.29) Play the audio for Sts to check their answers.

(2.29)  
Here we are. Rob  
Is this your first time in the UK? Karen  
Would you like something to drink? Daniel  
Talk to you later, Daniel

If you know your Sts' L1, you could get them to translate the phrases. If not, get Sts to take a look at the phrases again in context in the audioscript on page 117.
Lesson plan

The main context for this lesson is pictures of people in the public eye who have been photographed with a member of their family or partner who is not well-known. This provides a natural context for presenting the grammar of the possessive's (e.g., Who is he? He's George Clooney's father.) and the question word Whose...? Sts then learn the vocabulary of family members, which leads into a focus on the /s/ sound, and the most common pronunciations of the letter o. The lesson ends with Sts listening to someone talk about some of their relatives and friends, which Sts then do themselves.

STUDY LINK
- Workbook 4A

Extra photocopiable material
- Grammar Whose...?, possessive's page 171
- Vocabulary The family page 254 (instructions page 245)
- Communicative Everyday objects page 217 (instructions page 200)

Optional lead-in (books closed)
- Draw a simple family tree on the board, preferably of your family, or a well-known family, showing two generations: mother/father + children, e.g.,

```
ROBERT  ME  SUSAN
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ALAN = MARIAN</td>
</tr>
</tbody>
</table>
```

- Ask Who's Alan? to elicit He's your father and do the same with the other names to elicit mother/brother/sister. Use Alan and Marian to teach husband and wife.
- Get Sts to spell the words to you and write them on the board. Model and drill the pronunciation.

1 GRAMMAR Whose...?, possessive's

a Books open. Focus on the questions and elicit / teach the meaning of royalty and hosts if necessary. Get Sts to number each one, individually or in pairs, and then get feedback.

b Ask Sts Do you read magazines like People or Us? What kind of people are in them? (Famous people and their families).

Focus on the photos of the celebrities and ask Sts, in pairs, to answer the three questions.

Get some feedback from the class.

1 Justin Bieber is a singer. He's from Canada.
Carla Bruni is a singer and model. She's from Italy.
Lionel Messi is a soccer player. He's from Argentina.
Jack Nicholson is an actor. He's from the US.
George Clooney is an actor. He's from the US.

c Now focus on the title of the activity Who are they with? In pairs, Sts guess who the other person in each photo is by looking at sentences 1–5 and choosing a or b. If you didn't do the Optional lead-in, make sure Sts know the meaning of brother, father, etc.

1 Tell Sts not to shout out answers if they already know who some of the people are.

Get feedback, but do not tell Sts the answers yet.

d 2:30 Play the audio once for Sts to listen and check. Elicit that s is of, i.e., of Justin Bieber.

2:30)

1 She's Justin Bieber's mother.
2 He's Carla Bruni's ex-boyfriend.
3 She's Lionel Messi's sister.
4 She's Jack Nicholson's daughter.
5 He's George Clooney's father.

e 2:31) Tell Sts to go to Grammar Bank 4A on page 130. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes

- Sts tend not to have too many problems with the possessive's being used in English with things / places, e.g., Harry's bag and people, e.g., Jane's brother. However, they may be less clear about not using it in phrases like The end of the movie or in compound noun phrases like bus stop (if this is an of construction in their L1).

Names that end in s

- James's or James? After names ending in s, you can add either s or just an apostrophe. We teach the first form as it is more common and follows the basic rule. The pronunciation is /z/. e.g., James'z.

Focus on the exercises for 4A on page 131. Sts do the exercises individually or in pairs. With b, go through the instructions with the Sts first to make sure they understand exactly what they have to do.

Check answers. For b, ask Sts for the answers and then write the sentences on the board, so they can see where they have to put the apostrophes. Elicit each time whether the s is the contraction of is or the possessive's.
Tell Sts to go back to the main lesson 4A.

Extra support
- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point.

f Ask Sts to focus on the things from the photos. Elicit what they are, and model and drill their pronunciation. Then tell Sts that they belong to the famous people in b.

Focus Sts' attention on the speech bubbles. Give Sts, in pairs, a few minutes to practice asking and answering the questions. Check answers, encouraging Sts to use I think. .

Check answers.
1 It's George Clooney's.
2 It's Jack Nicholson's.
3 It's Lionel Messi's.
4 They're Carla Bruini's.
5 It's Justin Bieber's.

Extra idea
- Try to find some photos of famous people's relatives who your Sts will know. You could find these on the Internet or in celebrity magazines. Ask who the people are.

2 VOCABULARY family

a Tell Sts to go to Vocabulary Bank The family on page 155.

Focus on the instructions to a and the first family tree. Make sure that Sts realize that they have to number the people in relation to Richard.

Ask Sts Who is Kate? and elicit She's Richard's sister. Then show them where to find the word sister and write the number (11) in the box next to Kate.

Give Sts, in pairs, five minutes to write the numbers on the two family trees.

Tell Sts they will need to use one of the words (cousin) twice.

Do not check answers at this stage.

Focus on b. Give Sts a few moments to fill in the blanks. Do not check answers at this stage.

b Focus on the questions and give Sts two minutes to answer them in pairs.

Check answers.
2 My uncle 4 My cousins 6 My nephew
3 My niece 5 My brother-in-law

3 PRONUNCIATION /a/ the letter o

Pronunciation notes
- This exercise focuses on the two most common pronunciations of the letter o, /a/ (e.g., clock) and /ou/ (e.g., phone), and two less common ones, /æ/ (e.g., mother) and /u/ (e.g., boot).

Highlight that clock and mother are short sounds, boot is a long sound, and phone is a diphthong. Help Sts by demonstrating the mouth positions for these sounds.
4A

Focus on the sound picture (ap) and play the audio once for Ss just to listen to the words and sound.

See words in Student's Book on page 29

Then play the audio again, pausing after each sound and word for Ss to repeat.

Tell Ss to go to Sound Bank on page 166. Go through the typical and less common spellings for the sound.

Tell Ss to go back to the main lesson 4A.

Remind Ss that in English the vowels can be pronounced in different ways. This exercise focuses on the two most common pronunciations of the letter o, /ə/ (e.g., clock) and /ou/ (e.g., phone), and two less common ones, /a/ (e.g., mother) and /u/ (e.g., boot).

Focus on the sound pictures and elicit the four words and sounds, e.g., ap /ə/, phone /ou/, etc.

Give Ss two or three minutes to put the eleven words into the correct columns according to the pronunciation of the pink o. Encourage Ss to say the words out loud to themselves to help them decide where to put them.

Two of the words have a second o in them that are not pink. They are both the schwa sound, i.e., doctor and London.

Extra support

- To help Ss, you could tell them how many words go into each column (excluding the example): /ə/ has three more words, /ou/ has three, /a/ has four, and /u/ has one.

Get Ss to compare with a partner. Play the audio for Ss to listen and check their answers.

Then feedback the correct answers onto the board.

Get Ss to try and repeat the words. Play the audio once or twice. Check answers.

Play the audio once or twice. Check answers.

Extra support

- If there’s time, you could get Ss to listen again with the audioscript on page 117, so they can see exactly what they understood / didn’t understand. Translate / explain any new words or phrases.

Focus on the instructions and the examples. If Ss have, e.g., their phones or laptops with them, ask them to show each other photos of people in their family or friends. They must ask each other three questions about each person.

If not, they could write the names of some of their relatives and friends on a piece of paper. They exchange pieces of paper and then A asks B three questions about each person.

Then they change roles.

Extra support

- Demonstrate by bringing in some photos of your family / friends. If possible, blow them up or project them on the board, and then elicit questions from Ss.
Lesson plan

This lesson is based on the daily routine of two real people with busy lives (Nico runs the restaurant the Blue Jar in Santiago de Chile). Ss begin by learning verb phrases to talk about everyday activities. There is then a pronunciation focus on linking and sentence stress, which will help Ss to understand spoken English. Ss then read about Nico’s day, and listen to an interview with his stepdaughter Amelia and decide whose day they think is more stressful. This is followed by a grammar focus on prepositions of time and place, which are commonly used when we describe a typical day. The lesson ends with a speaking activity, where Ss ask each other about their typical weekdays, and then write a description of their favorite day of the week.

This lesson also reviews telling the time. This was taught at the beginning of Practical English Episode 2 on page 26. If you did not do this lesson, you will need to do this section first instead of the Optional lead-in.

STUDY LINK
• Workbook 4B

Extra photocopiable material
• Grammar prepositions of time and place (in, on, at, to) page 172
• Vocabulary A day in the life of an aerobics teacher page 255 (instructions page 245)
• Communicative Prepositions questionnaire page 218 (instructions page 200)

Optional lead-in (books closed)
• Review telling the time. Draw a clock on the board and then draw different hands and ask Ss What time is it?
• Then ask Ss What time does this class start? and elicit the answer It starts at X. Highlight that we use the preposition at when we say what time something happens.

1 VOCABULARY

everyday activities

a  2:36] Books open. Focus on the phrases and give Ss time to look at them with a partner. Then play the audio (sound effects), pausing after each one for Ss to guess which one it is.

Check answers. Model and drill the pronunciation of the phrases.

1 get up 3 get dressed 5 have breakfast
2 take a shower 4 have a coffee 6 go to work / school

b Focus on the task. Demonstrate it yourself by using phrases 1–6 to tell the class your typical morning.

Then put Ss in pairs and get them to do the same.

Get feedback from some pairs to find out if they do things in the same order.

c Tell Ss to go to Vocabulary Bank Everyday activities on page 156 and get them to do exercise a individually or in pairs.

2:37] Now do b. Play the audio for Ss to check answers (tell them they will hear complete sentences, e.g., She wakes up at 7 o’clock).

Then play the audio again, pausing after each sentence for Ss to repeat. Give further practice of any words or sentences your Ss find difficult to pronounce.

Make sure Ss know the difference between go to work (= leave the house), get to work (= arrive at work), go home (= leave school / work and go to your house), and get home (= arrive home). You may also want to point out that Stressed and Healthy are Suzy and Henry’s last names here.

2:37] Suzy Stressed
1 She takes a shower.
4 She has a coffee.
11 She does housework.
6 She starts work at 8:30.
8 She finishes work at 6:30.
3 She gets dressed.
1 She wakes up at seven o’clock.
7 She has lunch at work.
9 She goes shopping.
14 She goes to bed late.
12 She has pizza for dinner.
10 She gets home late.
5 She goes to work by bus.
13 She watches TV and checks emails.

Henry Healthy
6 He goes to Italian classes.
9 He does Italian homework.
1 He gets up at eight o’clock.
3 He has breakfast.
2 He exercises.
5 He goes home early.
4 He walks to work.
10 He relaxes.
7 He takes the dog for a walk.
12 He sleeps for eight hours.
8 He makes dinner.
11 He takes a bath.
Focus on the have box and go through it with the class.

Focus on c and put Sts in pairs. Get A to describe Suzy’s day and B Henry’s day. Encourage them to say the complete phrase, i.e., She wakes up at 7 o’clock, and to change roles after they’ve finished.

Tell Sts to go back to the main lesson 4B.

Extra support
- If you think Sts need more practice, you may want to give them the Vocabulary photocopiable activity at this point.

2 PRONUNCIATION linking and sentence stress

a (2.38) Focus on the Connected speech box and remind Sts about linking in spoken English. Tell Sts they are going to hear five sentences, each read at natural speed.

Play the audio once for Sts just to listen. Then play it again, pausing for Sts to write the five sentences. Play again if necessary.

Get Sts to compare with a partner, and then check answers.

<table>
<thead>
<tr>
<th>2.38</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 He wakes up at eight o’clock.</td>
</tr>
<tr>
<td>2 She works in an office.</td>
</tr>
<tr>
<td>3 She has a coffee at eleven o’clock.</td>
</tr>
<tr>
<td>4 He has a lot of homework.</td>
</tr>
<tr>
<td>5 She has an interesting day.</td>
</tr>
</tbody>
</table>

b (2.39) This exercise practices sentence stress and rhythm. Focus on the sentences and tell Sts that the words in bigger bold print are the words that are stressed.

Play the audio, pausing after each sentence for Sts to listen and repeat.

<table>
<thead>
<tr>
<th>2.39</th>
</tr>
</thead>
<tbody>
<tr>
<td>See sentences in Student’s Book on page 30</td>
</tr>
</tbody>
</table>

In pairs, Sts practice the sentences, paying attention to linking and rhythm.

Get a few Sts to read some of the sentences aloud.

3 READING & LISTENING

a Focus on the title of the article and the photos of Nico and Amelia. Read the introduction together. Tell Sts they will now read about a typical (working) day in Nico’s life and then listen to an interview with Amelia about a day in her life.

Focus on the adjectives in the list and make sure Sts can remember what they mean.

Set a time limit and tell Sts that all they have to do is find out how Nico feels at the end of the day.

Get feedback from a few Sts.

Nico feels tired, but happy. Maybe he also feels stressed. He works all day and makes food for his family. He gets up early and is always working. He has very little free time, but he likes his job.

Extra challenge
- Encourage Sts to use modifiers (e.g., a bit, a little, really, very) with the adjectives.

b Focus on the first highlighted word (own) and elicit the meaning (= to emphasize that the restaurant belongs to him). Then get Sts in pairs to guess the meaning of the other highlighted words and phrases in the text. Tell them to read the whole sentence, as the context will help them guess.

Check answers, either explaining in English, translating into Sts’ L1, or getting Sts to check in their dictionaries.

Sts read the article again and underline all the lexis related to restaurants.

Get Sts to compare with a partner, and then check answers. Model and drill pronunciation, making sure Sts understand the meaning of the lexis.

chef, reservations, menu, cooking, orders, prepare food, check the tables, shout instructions, waiters, make lunch, customers

Deal with any other new vocabulary.

c Put Sts in pairs, A and B, and tell them to go to Communication Nico’s day. A on page 101, B on page 107.

Go through the instructions with them carefully.

Sit A and B face-to-face. A asks B his / her questions.

When A has asked all his / her questions, they change roles.

Tell Sts to go back to the main lesson 4B.

d (2.40) Focus on the photos of Amelia and read the instructions. Elicit the meaning of stepdaughter (= his wife’s daughter from a previous relationship).

Give Sts a couple of minutes to read the information about Amelia’s day. Tell them to think about what the missing words / phrases could be.

Extra support
- Read through the audioscript and decide if you need to pre-teach any new lexis before Sts listen.

Play the audio once for Sts just to listen. Then play it again for Sts to fill in the blanks, pausing if necessary to give Sts time to write. Play again if necessary.

Get Sts to compare with a partner, and then check answers.

Morning
8:00 She starts school. She has five or six classes.

Afternoon
1:00 She has lunch. She only has 50 minutes for lunch. She has three or five classes.
5:30 She finishes school. On Mondays and Wednesdays she has extra classes. On Tuesdays and Thursdays she has basketball practice.

Evening
She does homework and studies until dinner. After dinner, she studies until 11:00.
11:30 She goes to bed.
**4 GRAMMAR**

**prepositions of time**

*(at, in, on) and place (at, in, to)*

**a**

Tell Sts to try to complete the sentences about Amelia's day with a preposition.

**b**

Play the audio for Sts to listen and check.

Check answers.

See words in **bold** in audioscript 2.41.

**2.41**

1. I get up **at** six thirty.
2. **In** the morning we usually have five classes, sometimes six.
3. **We have lunch** at school in the cafeteria.
4. **On Mondays and Wednesdays** I go to extra classes.

**c**

Tell Sts to go to Grammar Bank 4B on page 130. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

---

**Additional grammar notes**

- There are three main prepositions of time: *at, in, on.*
- There is a simple rule for *in.* The rules for *on* and *at* require a little bit more effort to remember, because these include the exceptions on the **weekend**, **at night**.
- Some uses are not yet practised *(in + months and year, on + dates)* because Sts do not have this lexis yet, but they are focused on later when Sts learn dates in 6B.
- Under prepositions of place, Sts focus on at or **in** and **to.** The main goal is for Sts to be clear that **at** and **in** are used for position whereas **to** is used for movement. Sts also learn that **in** and **at** are often alternatives when talking about place, e.g., *I was in a restaurant* or *at a restaurant last night.* Sometimes there is a subtle difference between the two prepositions in this context, but it is not necessary to go into this at this level.

Focus on the exercises for 4B on page 131. Sts do the exercises individually or in pairs.

**Extra support**

- You may want to focus on the rules for prepositions of time and then do exercise **a**, followed by the rules for prepositions of place and exercise **b**.

Check answers, getting Sts to read the full sentences.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 in</td>
<td>3 in</td>
</tr>
<tr>
<td>2 on</td>
<td>4 at</td>
</tr>
<tr>
<td>1 at</td>
<td>3 in</td>
</tr>
<tr>
<td>2 to</td>
<td>4 at</td>
</tr>
</tbody>
</table>

Tell Sts to go back to the main lesson 4B.

**Extra support**

- If you think Sts need more practice, you may want to give them the Grammar photocopyable activity at this point.

**2.44**

Tell Sts they are going to hear some time phrases and they must repeat the time phrase with a preposition. Focus on the example.

Play the audio, pausing after each time phrase for Sts to repeat with the right preposition. Then repeat the activity, eliciting responses from individual Sts.

**2.44**

1. the weekend *(pause)* on the weekend
2. the morning *(pause)* in the morning
3. seven o'clock *(pause)* at seven o'clock
4. Sunday *(pause)* on Sunday
5. night *(pause)* at night
6. the evening *(pause)* in the evening
7. midnight *(pause)* at midnight
8. the summer *(pause)* in the summer
9. Tuesday morning *(pause)* on Tuesday morning
10. noon *(pause)* at noon
5 SPEAKING & WRITING

a Put Sts in pairs and tell them they are going to interview their partner. Stress that they are going to talk about a typical weekday (Monday to Friday).

Focus on the questions and elicit that Sts need to add do you each time.

Demonstrate the activity by getting Sts to ask you two or three questions. Remind Sts of the typical rhythm of questions and encourage them not to stress do you, e.g., What time do you get up?

Before starting, go through the When you can’t be exact box with Sts and remind them of the expressions mentioned.

Sts ask and answer the questions in pairs. Monitor and help, correcting any mistakes with the time and prepositions.

b In their pairs, Sts decide who has a more stressful day.

Get feedback, asking as many pairs as possible who is more stressed and why.

c Tell Sts to go to Writing A magazine article on page 112.

The goal here is to give Sts practice describing habitual actions. Sts learn to recognize and use common connectors and common sequencers.

Focus on a and give Sts time to read the article. When they have finished, ask a few Sts Is Cristina’s Saturday like yours?

Now do b and go through the after and then box with the class. Highlight that:

—then is used with a verb phrase. It can go at the beginning or in the middle of a sentence: I take a bath. Then I go to bed. I take a bath and then I go to bed.

—after and before are prepositions and opposites. They are used with a noun or a verb phrase: I always have a cup of coffee after lunch.

—You could teach after that as an alternative to then. However, highlight that you can’t use after to connect two clauses, e.g., NOT I get up, and after I have breakfast.

With a partner, Sts check that they know the highlighted words in the text, and then they complete the six sentences in c. Check answers.

<table>
<thead>
<tr>
<th>1 Then</th>
<th>3 before</th>
<th>5 then</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 After</td>
<td>4 During, from, to</td>
<td>6 before</td>
</tr>
</tbody>
</table>

Focus on the task in d and the instructions. Elicit/explain that the article has four paragraphs and each one describes one main idea. Give Sts a few minutes to make some notes for each paragraph.

In exercise e, Sts write their article. They can do this in class if there is time or for homework. Monitor and help Sts, encouraging them to use the highlighted words from the text.

In f, Sts spend a few minutes checking their article before handing it to another student. They read each other’s articles and try to find something in common.
Lesson plan

The topic of this lesson is lifestyle choices, which may determine whether you have a longer or shorter life. Ss begin by learning the vocabulary for adverbs and expressions of frequency. A study carried out recently that investigates why teenagers may not live as long as their parents provides the context for Ss to learn the word order for adverbs and expressions of frequency. Pronunciation focuses on the letter h. In the second half of the lesson, Ss read about the lifestyle in three places in the world that have a very high proportion of centenarians, and they compare this to their own country.

STUDY LINK
- Workbook 4C
- Online practice
- iChecker

Extra photocopiable material
- Grammar adverbs and expressions of frequency page 173
- Communicative Adverbs board game page 219 (instructions page 201)
- Song Who Wants to Live Forever page 272 (instructions page 265)

Optional lead-in (books closed)
- Write on the board HOW CAN I LIVE TO BE 100? Invite suggestions from the class and write them on the board, e.g., Don't smoke, Exercise every day, etc.

1 VOCABULARY
adverbs and expressions of frequency

a (2.45) Books open. Focus on the time words and the example. In pairs, Ss complete the other time words.

Play the audio for Ss to check their answers. Focus on the words with difficult pronunciation, especially minute /ˈmɪnɪt/, hour /ˈɔːr/, and month /ˈmʌnθ/, and play the audio again to drill the pronunciation of the words.

<table>
<thead>
<tr>
<th>2 hour</th>
<th>3 hour</th>
<th>4 day</th>
<th>5 week</th>
<th>6 month</th>
<th>7 year</th>
</tr>
</thead>
</table>

2.45
1 a minute
2 half an hour
3 an hour
4 a day
5 a week
6 a month
7 a year

Extra support
- If you think your Ss won't be able to produce many of these words, write them on the board in random order for Ss to match with the definitions.

b Tell Ss to go to Vocabulary Bank Time on page 157 and get them to do parts 2 and 3.

Focus on part 2 Expressions of frequency and get Ss to do exercise a individually or in pairs.

Make sure Ss are clear about the meaning and pronunciation of How often...? (which is used when you want to ask someone about the frequency with which they do an activity) and every.

2.46 Now do b. Play the audio for Ss to check answers. Then play the audio again, pausing for Ss to repeat the phrases. Give further practice of any words your Ss find difficult to pronounce.

<table>
<thead>
<tr>
<th>2.46</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 every day</td>
</tr>
<tr>
<td>2 every week</td>
</tr>
<tr>
<td>3 every month</td>
</tr>
<tr>
<td>4 every year</td>
</tr>
<tr>
<td>5 once a week</td>
</tr>
<tr>
<td>6 twice a week</td>
</tr>
<tr>
<td>7 three times a week</td>
</tr>
<tr>
<td>8 four times a year</td>
</tr>
</tbody>
</table>

Highlight that once and twice are irregular forms. For all other numbers, we use a number + times, e.g., five times, ten times.

Focus on the instructions for c. Get Ss to cover the left-hand column with a piece of paper, leaving the rest visible to see if they can remember the expressions.

Focus on part 3 Adverbs of frequency and get Ss to do exercise a individually or in pairs.

2.47 Now do b. Play the audio for Ss to check answers. Then play the audio again, pausing for Ss to repeat sentences 1–6.

2.47
1b I always get up at 7:00 during the week. I start work at 8:00 every day.
2a I often go to the movies after work. About seven or eight times a month.
3c I usually finish work at 6:00. But on Fridays we stop at 3:00.
4f I sometimes meet a friend for lunch. About once or twice a month.
5e I hardly ever go to the theater. Only once or twice a year.
6d I never have coffee. I don't like it.

Focus on the meaning of the six highlighted adverbs. If Ss don't have an exact equivalent in their L1, you may want to point out that these words don't have an exact meaning in terms of frequency. The meaning depends on the activity, e.g., in I often have fruit for breakfast, often probably means three times a week, whereas in I often travel abroad for work, often may mean once a month.

Then go through the normally information box with the class.

Focus on the instructions for c. Get Ss to cover sentences 1–6 with a piece of paper leaving a–f visible to see if they can remember the sentences and especially the adverb of frequency.

2.48 Finally, do d and play the audio for Ss to listen and repeat the adverbs.

2.48 always, often, usually, sometimes, hardly ever, never

Tell Ss to go back to the main lesson 4C.
2 GRAMMAR position of adverbs and expressions of frequency

a Focus on the photo. Ask Sts how old they think the person is, and elicit the meaning of teenagers (= young people between the ages of 13 and 19).

Focus on the text. Set a time limit for Sts to read it. Then ask the class if they think the situation is the same in their country and elicit opinions.

b Get Sts to read the text again, focusing on the position of the highlighted words, which all express frequency. They then circle the right word in rules 1 and 2.

Check answers.

1. before a main verb, after the verb be 2. at the end

c Tell Sts to go to Grammar Bank 4C on page 130. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes

- The normal positions for adverbs of frequency is before the main verb, but after be. However, sometimes and usually can be used at the beginning of a sentence or clause for emphasis, e.g., Sometimes I wake up really early...

- Similarly, the normal position for expressions of frequency is at the end of a sentence or verb phrase, but they are sometimes placed for emphasis at the beginning, e.g., Every day I check my emails first thing in the morning.

Focus on the exercises for 4C on page 131. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a 1. Do you usually wear glasses?
2. I'm hardly ever bored.
3. She sometimes does housework. / Sometimes she does housework.
4. We go to the movies once a week. / Once a week we go to the movies.
5. Why are you always late?
6. I walk to work every day. / Every day I walk to work.
7. My friend is never stressed.
8. Does it often rain in the winter?

b 1. I am never late for class.
2. We hardly ever eat fast food.
3. What time do you usually finish work?
4. My parents don't often listen to the radio.
5. My brother is always hungry at lunchtime.
6. We don't always do our homework.
7. Do you drive to work every day?
8. Our teacher is hardly ever angry.

tell Sts to go back to the main lesson 4C.

Extra support

- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point.

d Demonstrate the activity first by making true sentences about yourself.

Sts should write true sentences about themselves using the verb phrases and an adverb or expression of frequency.

They then compare their sentences with a partner.

Extra challenge

- Get Sts to make sentences orally with a partner.

Get feedback, asking two or three pairs if they were similar or different.

3 PRONUNCIATION the letter h

Pronunciation notes

- How difficult this sound is will depend on your Sts' L1, and you should spend more or less time here accordingly.

- The main problem with the letter h is that in many languages it is silent at the beginning of a word. Highlight that in English it is almost always pronounced like /h/ in hotel and How? There are very few exceptions. The only one that is relevant at this level is house, but don't focus on this until after Sts have done exercise b.

a Focus on the sound picture (house) and sound /h/.

Play the audio once for Sts just to listen. Then play it again for Sts to repeat the words.

b In pairs, Sts read the sentences aloud and try to find in which word the letter h is not pronounced.

In the word hour, the h is not pronounced.

In student's book on page 32.

c In pairs, Sts practice saying the sentences.

d Tell Sts to go to Sound Bank on page 166. Highlight the fact that wh is also pronounced /h/ in who and whose.

Tell Sts to go back to the main lesson 4C.

4 READING & SPEAKING

a Focus on the photos and the title, and read the introduction aloud. Elicit / explain the meaning of secret (= sth you do not or must not tell other people). Ask Sts to predict anything that they think the three places might have in common. Elicit possible answers (e.g., their lifestyle, the weather, etc.). You might want to pre-teach diet (here meaning daily food), and to be in a hurry.
Focus on the article and the nine sentences. Tell Sts that five of the sentences are things that the people in these places have in common and that help them live to one hundred. Get Sts, in pairs, to decide which five they think they are, and then to read the article to check.

Get Sts to compare with a partner, and then check answers.

Sts should check:
They aren’t in a hurry. They hardly ever eat meat. They hardly ever take medicine. They work outside. They often see friends.

b Tell Sts to read the article again and to find where each of the items listed is important. Elicit / explain the meaning of special and drill pronunciation /'spɛʃl/.

Get Sts to compare with a partner, and then check answers.
1 Ecuador 2 Japan 3 Ecuador 4 Japan

c Tell Sts to underline new words or phrases in each text and, in pairs, to try to guess the meaning of the underlined words.

Check some of the Sts’ choices, either explaining in English, getting Sts to check in their dictionaries, or translating into Sts’ L1. Tell Sts to choose two words or phrases from each text to learn.

Deal with any other new vocabulary.

d Ask the class if people in their country live healthily like the people in the three countries in the article. Elicit things that are similar or different on the board.

! If your Sts are from any of these countries, ask them if the way people live in, e.g., Ogliastra is true of Italy as a whole.

Extra challenge
• With a strong class, you could write the names of the three places from the article on the board. Sts, in pairs, try to remember all the information they can from the text.

e Tell Sts that they are now going to find out if they are going to live a short or long life by answering a questionnaire. Tell them to go to Communication Short life, long life? on page 101.

Go through the instructions with them carefully. Put Sts in pairs. Give the As time to interview the Bs and to circle their partner’s answers.

Now the pairs change roles, and the Bs interview the As and circle their answers.

When they have finished, they should calculate their partner’s score and tell him/ her the result.

Get feedback from the class, finding out who is going to live the longest.

Tell Sts to go back to the main lesson 4C.

5 (2.52) SONG Who Wants to Live Forever

This song was originally made famous by the English rock band Queen in 1986. For copyright reasons, this is a cover version. If you want to do this song in class, use the photocopyable activity on page 272.

2.52) Who Wants to Live Forever

There’s no time for us; there’s no place for us.
What is this thing that builds our dreams yet slips away from us?
Who wants to live forever? Who wants to live forever?
There’s no chance for us; it’s all decided for us.
This world has only one sweet moment set aside for us.
Who wants to live forever? Who wants to live forever?
Who dares to love forever?
Oh, when love must die?
But touch my tears with your lips;
Touch my world with your fingertips.
And we can have forever; and we can love forever.
Forever is our today.
Who wants to live forever? Who wants to live forever?
Forever is our today.
Who waits forever anyway?
3&4 Review and Check

Test and Assessment CD-ROM
• Quick Test 4
• File 4 Test

GRAMMAR
1 b 6 c 11 c
2 a 7 b 12 b
3 c 8 a 13 b
4 a 9 b 14 a
5 b 10 c 15 c

VOCABULARY
a 1 on 2 in, in 3 up 4 to
b 1 get 3 take 5 go 7 listen 9 read
2 have 4 do 6 play 8 watch 10 wear
c 1 niece (the others are male relatives)
2 husband (the others are female relatives)
3 factory (the others are jobs)
4 early (the others are adverbs of frequency)
5 once (the others are related to a clock / watch)
d 1 where 2 what 3 who 4 how many 5 why, where

PRONUNCIATION
a 1 here 2 nurse 3 home 4 think 5 lives
b 1 because 2 dentist 3 unemployed 4 receptionist 5 grandmother

CAN YOU UNDERSTAND THIS TEXT?
  a 2 works 4 travels 6 drives 8 does 10 eats 12 has
  3 earns 5 has 7 does 9 drinks 11 reads
  13 spends

CAN YOU UNDERSTAND THESE PEOPLE?
  2.53)
1 a 2 c 3 a 4 c 5 a

2.53)
i = interviewer, N = James
i what do you do?
j i'm a gardener.
i how many hours a week do you work?
j about 20, 30 hours a week. it's an easy job.
i = interviewer, A = Anya
i do you have a big family?
a i have, uh, there are five people in my family.
i how many brothers and sisters do you have?
a i have one brother and one sister, and my parents.
i how old are they?
a my brother is 20, and my sister is 16.
i = interviewer, Y = Yuri
i what time do you usually get up in the morning?
y i get up at six thirty.
i what about on weekends?
y weekend? um... i usually get up at eight o'clock.
i = interviewer, W = Wells
i how often do you do exercise?
w almost every day.
i what kind of exercise do you do?
w i run. and play football.
i = interviewer, S = Stacey
i do you like animals?
s yes, i love animals.
i do you have a pet?
s i do. i have a cat.

For instructions on how to use these pages see page 40.
Lesson plan

This lesson is based on TV shows like *American Idol* or *The Voice*, where amateur musicians compete in the hope of winning and becoming famous. The lesson starts with the introduction of more verb phrases. Then a picture story of a contestant waiting for his first audition (based on a real experience) introduces Sts to sentences with *can*. *Can* is a very versatile verb in English and is used to express ability, possibility, permission, and to make requests. Sts will have met *can* for requests and permission in *Practical English 1*, and should already be familiar with the verb. The use of *can* for ability, presented here, may be expressed by a different verb in your Sts' L1. In the second half of the lesson, special attention is given to the pronunciation of *can* and *can't*. Sts then practice orally with a questionnaire. They then read a short article about four previous *American Idol* winners, and the lesson ends with the song *Famous* by the band Scouting For Girls.

1. **VOCABULARY** verb phrases
   a. Books open. Ask Sts to complete the verbs in the six activities given.
   Check answers.

   | do homework | play chess |
   | listen to music | go to the gym |
   | watch TV | have a coffee |

   b. Tell Sts to go to Vocabulary Bank *More verb phrases* on page 158 and get them to do exercise a individually or in pairs. Many of these verbs may already be familiar to them.

   ![2 54]( ) Now do b. Play the audio for Sts to check answers. Then play it again, pausing for Sts to repeat the phrases. Give further practice of any words or phrases your Sts find difficult to pronounce.

   ![2 54]( )

   1. buy a ticket 14. play chess
   2. call your mom 15. remember somebody's name
   3. dance the tango 16. run a race
   4. draw a picture 17. see a movie
   5. drive a car 18. sing a song
   6. find a parking space 19. take photos
   7. forget somebody's name 20. talk to your teacher
   8. give somebody flowers 21. tell somebody a secret
   9. hear a noise 22. use a computer
   10. help somebody 23. wait for a bus
   11. look for your keys 24. go to the gym
   12. meet for a coffee 4. play the guitar
   13. paint a picture 5. go to the gym
   14. play chess 6. remember somebody's name
   15. run a race 7. see a movie
   16. sing a song 8. take photos
   17. talk to your teacher 9. tell somebody a secret
   18. use a computer 10. wait for a bus

   Focus on c. Get Sts to cover the verbs and use the pictures to test themselves or their partner. Encourage them to say the complete phrase, i.e., verb + collocate. Highlight that it is more useful to remember complete phrases, e.g., *meet for a coffee* (instead of *just meet*).

   Tell Sts to go back to the main lesson 5A.

2. **GRAMMAR** *can* / *can't*
   a. Focus on the lesson title. Elicit / explain the meaning of *idol* (a popular and admired person, e.g., a celebrity) and explain that this is the name of a well-known US TV talent contest.

   Now focus on the picture story and go through the instructions with Sts. Explain / elicit the meaning of *audition* (= a short performance by an actor, a singer, etc., so that s/he can decide if they are good enough to be in a play, a concert, etc.).

   ! Don't ask Sts yet about similar TV shows in their country, as this is an activity at the end of the lesson.
You might want to pre-teach some vocabulary, e.g., entrance and nervous.

Now tell Sts to look at the pictures and read the story once the whole way through. Then focus on the first picture. Elicit that they are arguing about where to park, and show Sts how the phrase Where can I park? has been inserted in the dialogue.

Focus on phrases a–d and give Sts time to fill in the blanks 2–5.

b 2.55] Play the audio for Sts to listen and check.

Check answers.

2 you can have coffee downstairs.
3 Can you come with me, please?
4 we can't hear you.
5 I can't remember the words!

2.55] G = Gary, Gu = guard, O = organizer, J = judge
G 7:30 a.m. I arrive in San Diego and drive to Petco Park. The traffic is terrible. I'm late!
Gu Hey! You can't park here.
G Where can I park?
Gu In the parking lot over there.
G OK. Where's the main entrance?
Gu The entrance? it's on the other street.
G Thanks!
12:45 p.m. I wait for my audition with 350 other singers. I'm very nervous.
O You can practice your songs here, and you can have coffee downstairs. Good luck!
G 6:00 p.m. Five hours later! Finally, a woman calls my number.
O Can you come with me, please? it's your turn now.
G 6:15 p.m. I walk onto the stage. I can see a table and three judges.
J1 What's your song?
G House of the Rising Sun by The Animals.
J2 Sorry, we can't hear you. Can you speak up?
G House of the Rising Sun. This is it. Oh no! I can't remember the words.
J3 You can start when you're ready... Can you start, please?

2.56] Tell Sts that they are going to hear Gary and two other contestants sing. They will then vote to see which of the three they want to win a spot on the show.

Play the audio and pause it after each singer has finished their song. Ask Sts in pairs to give each singer a score out of ten.

Now ask Sts to vote (with a show of hands) for their favorite. Write the scores on the board.

2.56] G = Gary, J = judge, Ju = Justin, N = Naomi
Gary
J What's your song?
G House of the Rising Sun by The Animals.
J You can start when you're ready... Can you start, please?
G (sings) ***

Justin
J What's your song, Justin?
Ju Sugar Sugar by The Archies.
(sings) ***

Naomi
J What's your song?
N Don't Tell Me That It's Over by Amy MacDonald.
(sings) ***

d 2.57] Focus on the questions and play the audio. Play the audio again and try to elicit what the judges said about each person and write it on the board.

Check answers, and see how many Sts agreed with the judges.

They think Gary sings well. They think Justin can't sing. They think Naomi has a beautiful voice, but no feeling. Gary feels very happy.

2.57] (audioscript in Student's Book on page 118)
Gary
G (sings)
J1 Very nice, Gary.
J2 Yes, I like it. Good job.
Justin
Ju (sings)
J1 In a word... "terrible!"
J2 Justin, you have a very pretty face, but I'm sorry, you can't sing!
Naomi
N (sings)
J1 Thank you, Naomi. Very nice.
J2 Naomi, you have a beautiful voice, but I can't hear the feeling.
J1 OK, Justin and Naomi. Thank you very much, but no thank you. Gary, congratulations. See you on the show next week.
G (sings) Awesome! That's great. Thank you.

e Tell Sts to look at the four sentences taken from the listening. Get them to match each one with its meaning and then to compare answers in pairs.

Check answers.

1 d 2 a 3 c 4 b

f 2.58] Tell Sts to go to Grammar Bank 5A on page 132. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes

- Can is the first modal verb that Sts are introduced to. Modal verbs, unlike normal verbs, do not add s in 3rd person singular (he/she can, NOT he/she does). Questions are made by inverting the verb and subject, not with do/does, e.g., Can you come? NOT Do you come? Negatives are formed by adding n't (not), not with don't/doesn't, e.g., I can't swim. NOT I don't swim.

- The normal form of a second verb after a modal verb is the infinitive without to. This can be hard to remember for many Sts who are used to thinking of the infinitive as with to (to be or not to be...), and adding to after can is a common error.

- Although other languages may have an equivalent verb to can (= be possible / permitted), they probably do not use this same verb to also talk about ability (I can sing, I can play the piano) and would express this with an equivalent of know how to.

Focus on the exercises for 5A on page 133. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.
Tell Sts to go back to the main lesson 5A.

**Extra support**
- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point.

**3 PRONUNCIATION**

**Sentence stress**

- There are two main pronunciation problems related to *can* / *can't*:
  - *Can* is usually unstressed /kәn/ in sentences like *I can sing*. Your Sts may find this difficult to hear and to say. If they stress *can*, the listener may think they are saying a different sentence.
  - The negative *can't* is always stressed. Not stressing it can cause a communication problem (the listener may understand *can*, not *can't*). The pronunciation of this word varies among different groups of native English speakers. The standard pronunciation is /kәnt/, but there are regional variations. The important thing for Sts is to make sure that they stress /kәnt/ very strongly.

**a 2.59** Focus on the dialogues, which give examples of /әn, /ә and /әt* forms of *can* / *can't*. Remind Sts that the bigger words in the dialogue are stressed, and the underlining shows stress within a word.

Play the audio once for Sts just to listen. Then play it again, stopping after each sentence for Sts to repeat and try to copy the rhythm.

! If your own pronunciation of *can* / *can't* is different from what is on the audio, you may want to model the dialogue yourself.

Get Sts to practice the dialogue in pairs. Encourage them to stress the bigger words more strongly and say the other words more quickly and lightly.

**b 2.60** This exercise gives Sts practice in distinguishing between positive and negative *can* statements.

Focus on the instructions. Play the audio for Sts to hear the sentences. Elicit that *can* is unstressed and has a short sound, but *can't* is stressed and has a long sound.

**c 2.61** Focus on the instructions. Play the audio at least twice.

Get Sts to compare with a partner, and then check answers by playing the audio again, stopping after each sentence, and asking Sts if it’s positive or negative.

**4 SPEAKING**

**a** Tell Sts that they are going to find out what talents they have by answering a questionnaire. Tell them to go to Communication *Do you want to be famous?* on page 102.

Go through the instructions with them carefully. Put Sts in pairs. Give the As time to interview the Bs and to check (yes) or write an X next to (no) their partner's answers. If they check an answer, they must also find out how well their partner can do it.

Now the pairs change roles and the Bs interview the As.

Get feedback from the class. Elicit from pairs if they think they can be famous and what for.

Tell Sts to go back to the main lesson 5A.

**b** Put Sts into new pairs and get them to tell their new partner about the person they just interviewed in a.

Get some feedback on what people can and can't do.
5 READING

a Focus on the title of the article and the photos, and elicit that these are four of the people who were winners on the TV show American Idol. Ask Ss to guess which two they think are still famous today. Do not check answers yet.

Set a time limit for Ss to read the article to check their guesses.

Check answers.

Kelly Clarkson and Carrie Underwood

b Tell Ss to look at the highlighted words and phrases related to pop music and in pairs to try to guess their meaning. Before Ss start, you might like to explain / elicit the meaning of pop music (= popular music).

Check answers, either explaining in English, translating into Ss' L1, or getting Ss to check in their dictionaries. If Ss are using dictionaries, remind them that the words are related to music, so they need to find the relevant definitions.

Deal with any other new vocabulary.

c Do this as an open-class activity.

6 262) SONG Famous

This song was originally made famous by the British band Scouting For Girls in 2010. For copyright reasons, this is a cover version. If you want to do this song in class, use the photocopiable activity on page 273.

Famous
Staying in again on a Saturday night,
I'm going to settle on the sofa and turn down the lights.
I got 900 channels but there's nothing to see,
No wonder everybody thinks they should be on TV.

Chorus
Oh, we all want to be famous.
Oh, be a face on the screen.
Oh, read our name in the papers.
Oh, everybody wants to be on TV.
Everybody wants to be on TV.

Forget Audrey Hepburn, Forget Bette Davis.
I want to be known, just for being famous.
I can't act, I can't dance, I can't sing, can't you see?
But I'm young and I'm pretty and that's all that you need.

Chorus
Everybody wants to be like James Dean.

Chorus
Oh, everybody wants to be like James Dean.
Oh, we all want. We want to be famous.
Oh, we all want to be like James Dean.
We all want. We want to be famous.
We all want to be on TV.
Lesson plan

This lesson is based on a newspaper survey about noisy neighbors. Sts begin by learning new verb phrases and talk about the top noise problems in their countries. Then the present continuous (used for what is happening now) is presented through a dialogue between a couple who live in a very noisy apartment building. Pronunciation focuses on the /ɒ/ sound, used in all present continuous endings, and Sts then do a “Spot the differences” speaking activity, where they practice the new grammar. The lesson ends with an interview with a British woman who lives in Switzerland, where there are strict anti-noise rules.

**STUDY LINK**
- Workbook 5b

**Extra photocopiable material**
- Grammar present continuous page 175
- Communicative Guess what I'm doing! page 221 (instructions page 201)

**Optional lead-in (books closed)**
- Do something that makes a noise, e.g., play some music very loudly, bang the desk, etc., and elicit / teach the word noise. Then elicit / teach the verb we use with noise, make noise, and the adjective noisy.
- Now elicit / teach the word neighbors (= people who live in the apartment / house near you). Model and drill pronunciation /ˈnɪbər/. Then give Sts in pairs a few moments to think of three things noisy neighbors do.
- Get feedback and write Sts’ ideas on the board. When you start 1a, get Sts to see if any of the things they suggested are there.

1 **VOCABULARY & SPEAKING**

**verb phrases**

a (3.2) Books open. Focus on the title and, if you didn’t do the Optional lead-in, teach / elicit the words neighbors and noisy. Model and drill pronunciation.

Give Sts a few minutes to read the kinds of noises that noisy neighbors make. Get them to try to figure out the meaning of the new verbs.

Tell Sts they will hear eight sounds, each representing one of the problems, and they must write a–h as they hear them. Play the audio once the whole way through.

Then play the audio again to check answers. Make sure Sts understand the meaning of the new verbs. Model and drill pronunciation.

When you check They play musical instruments, elicit the names of some that can be particularly irritating e.g., violin, drums (these will then be used later in the lesson). You may also want to highlight that we use play both for musical instruments and also for putting on music on a CD player or an iPod dock.

- a Their dogs bark.
- b Their babies cry.
- c They have noisy parties.
- d They play loud music.
- e Their children shout all the time.
- f They have the TV on very loud.
- g They play musical instruments.
- h They talk loudly or argue a lot.

Tell Sts to cover the sentences and see how many they can remember.

b Get Sts in pairs, to discuss the question.

Then elicit from the class what they think the top three noises are for their class.

c Focus on the questionnaire and go through the questions.

Get Sts to interview you first. Give as much (simple) information as you can to model the way you want the Sts to answer the questions.

Sts interview each other in pairs or groups of three. Monitor and help with any new vocabulary they need. Get some feedback about their neighbors.

2 **GRAMMAR** present continuous

a (3.3) Ask Sts to look at the picture of the apartment building on page 38 and ask or write on the board Why can’t the couple in apartment 5 sleep?

Play the audio once and check answers.

Because of the party downstairs, noisy people on the street, and the baby crying next door.
Additi onal grammar notes  
• Srs don't usually find the form of the present continuous difficult (be + -ing form of the verb), but they may have problems using it correctly, especially if they do not have an equivalent form in their L1. A common mistake is to use the present simple, not continuous, for things that are happening now, e.g., Hello. What do you do here?

The present continuous is contrasted with the present simple in the next lesson (3C).
• The use of the present continuous to express future arrangements is presented in American English File Level 2.

Spelling rules for the -ing form  
• With the -ing form, remind Srs that verbs ending in y don't change the y for an i as they do in third person singular (e.g., study – studying NOT straying).

Focus on the exercises for 5B on page 133. Srs do the exercises individually or in pairs.

Check answers, getting Srs to read the full sentences.

Tell Srs to go back to the main lesson 5B.

Extra support  
• If you think Srs need more practice, you may want to give them the Grammar photocopyable activity at this point.

Tell Srs to close their books and listen to six sounds. They have to decide what they think is happening and write a sentence for each sound.

Emphasize that Srs should write full sentences, not just the -ing form, e.g., It's raining.

Check answers, accepting all appropriate sentences. Get Srs to write their sentences on the board or to spell the verbs.

3 PRONUNCIATION & SPEAKING /ŋ/

a 3.6) Focus on the sound picture and elicit the word and sound (singer /ŋ/).

Now focus on the example words next to the sound pictures, e.g., singing. Remind Srs that the pink letters are the same sound as the picture word.

Play the audio once for Srs just to listen.

Then play the audio again, pausing after each word for Srs to repeat them. Correct pronunciation and give further practice if necessary.
Extra support

- Read through the audioscript and decide if you need to pre-teach any new lexis before Sts listen.

Play the audio once the whole way through.

Check answers.

Yes, Rebecca thinks the rules are a good idea, except on Saturdays.

(audioscript in Student's Book on page 118)

I = Interviewer, R = Rebecca

I Do you have a problem with noisy neighbors, Rebecca?
R No, I don't. Not at all. But sometimes my neighbors have problems with me! I live in an apartment building and the house rules here are really strict.
I What kind of house rules do you have?
R Well, for example, during the week you can't make noise between 12:30 and 2:00 because this is when young children are asleep and the same is true after ten o'clock at night. So, for example, after ten o'clock you can't listen to loud music without headphones, or play a musical instrument. I think it's because people in Switzerland get up early in the morning, so they go to bed very early.
I Can you watch TV after ten o'clock?
R Yes, you can, just not really loudly. So, I watch TV, but with the volume low and the windows closed so that's not a problem. But the problem is I can't use my bathroom, because the water makes a noise, and my bathroom is next to my neighbor's bedroom.
I So you can't take a shower or a bath?
R No, not after ten o'clock. This isn't true in all apartments in Switzerland, but in my apartments it is. Maybe because the apartments are small.
I What about on the weekend?
R On Saturday, the rules are the same. No noise after ten o'clock in the evening.
I What happens if you want to have a party?
R You can have a party, but the music can't be loud after ten.
I What happens if you make a lot of noise after ten?
R Well, the neighbors complain and if it's really loud, they can call the police.
I What about on Sunday?
R Sunday is a day of rest in Switzerland, so you can't make any noise in your apartment at all. For example, in my building you can't move furniture, or put a picture on the wall, or turn on the washing machine.
I What do you think of these rules?
R Well, I like the rules that control noise during the week and on Sunday; I think it's a good idea. But I think they need to be more flexible on Saturdays. I mean if a party is still a little loud after ten, I don't think you need to call the police.
I Does that really happen?
R Yes, it happened to me.

Extra support

- If there's time, you could get Sts to listen again with the audioscript on page 118, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

Get some feedback from the class.

Extra support

- Read through the audioscript and decide if you need to pre-teach any new lexis before Sts listen.

Play the audio once the whole way through.

Check answers.

Yes, Rebecca thinks the rules are a good idea, except on Saturdays.

(audioscript in Student's Book on page 118)

I = Interviewer, R = Rebecca

I Do you have a problem with noisy neighbors, Rebecca?
R No, I don't. Not at all. But sometimes my neighbors have problems with me! I live in an apartment building and the house rules here are really strict.
I What kind of house rules do you have?
R Well, for example, during the week you can't make noise between 12:30 and 2:00 because this is when young children are asleep and the same is true after ten o'clock at night. So, for example, after ten o'clock you can't listen to loud music without headphones, or play a musical instrument. I think it's because people in Switzerland get up early in the morning, so they go to bed very early.
I Can you watch TV after ten o'clock?
R Yes, you can, just not really loudly. So, I watch TV, but with the volume low and the windows closed so that's not a problem. But the problem is I can't use my bathroom, because the water makes a noise, and my bathroom is next to my neighbor's bedroom.
I So you can't take a shower or a bath?
R No, not after ten o'clock. This isn't true in all apartments in Switzerland, but in my apartments it is. Maybe because the apartments are small.
I What about on the weekend?
R On Saturday, the rules are the same. No noise after ten o'clock in the evening.
I What happens if you want to have a party?
R You can have a party, but the music can't be loud after ten.
I What happens if you make a lot of noise after ten?
R Well, the neighbors complain and if it's really loud, they can call the police.
I What about on Sunday?
R Sunday is a day of rest in Switzerland, so you can't make any noise in your apartment at all. For example, in my building you can't move furniture, or put a picture on the wall, or turn on the washing machine.
I What do you think of these rules?
R Well, I like the rules that control noise during the week and on Sunday; I think it's a good idea. But I think they need to be more flexible on Saturdays. I mean if a party is still a little loud after ten, I don't think you need to call the police.
I Does that really happen?
R Yes, it happened to me.

Extra support

- If there's time, you could get Sts to listen again with the audioscript on page 118, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

Get some feedback from the class.

Extra support

- Read through the audioscript and decide if you need to pre-teach any new lexis before Sts listen.

Play the audio once the whole way through.

Check answers.

Yes, Rebecca thinks the rules are a good idea, except on Saturdays.
Lesson plan

The main context of this lesson is New York City and its weather. Many students (Sts) who have not visited the US have the idea that New York City is often cold and bleak, and here they learn the real facts about the climate in the city. Sts begin by learning basic vocabulary to talk about the weather, and listen to a travel guide describing typical New York weather. They then read a guidebook extract that recommends what to do in New York City depending on the weather. The grammar (simple present or present continuous) is then presented through a conversation between two tourists at the Rockefeller Center.

Pronunciation helps Sts pronounce and understand famous place names, and the lesson finishes with a piece of travel writing posted on a social networking site.

STUDY LINK
- Workbook 5C
- Online practice
- iChecker

Extra photocopyable material
- Grammar simple present or present continuous? page 176
- Vocabulary The weather page 257 (instructions page 245)
- Communicative It's Friday evening page 222 (instructions page 201)

Optional lead-in (books closed)
- Write NEW YORK CITY on the board and teach /elicit the right pronunciation (/nu ˈyɔrk/ 'siti/).
- Tell Sts in pairs to write down three things they associate with New York City, e.g., the Statue of Liberty, the Empire State Building, taxis, Central Park, etc.
- Write their suggestions on the board.
- Ask Sts Have any of you visited New York City? Which of these did you see? and get feedback.

1 VOCABULARY & LISTENING the weather and seasons

a Books open. Tell Sts to look at the photo and to answer the questions in pairs.

Check answers and elicit opinions in answer to Do you think it’s typical weather there?

1. New York City  2. The Empire State Building  3. It’s sunny.

b Tell Sts to go to Vocabulary Bank The weather and dates on page 159.

Focus on part 1 The weather and the chart in exercise a. Teach the question What’s the weather like? as Sts may find this question strange. Emphasize that the question means How is the weather? and has no connection with the verb like. Elicit / teach the past tense form What

was the weather like? Get Sts, individually or in pairs, to match the words and pictures.

3.8) Now do b and play the audio for Sts to check answers. Play it again, pausing after each phrase to drill pronunciation.

3.8)
1. It’s sunny.
2. It’s hot.
3. It’s cloudy.
4. It’s raining.
5. It’s windy.
6. It’s foggy.
7. It’s cold.
8. It’s snowing.

You may want to point out that with pictures 4 and 8 we use the verbs rain and snow in the present continuous. All the other words are adjectives.

Now go through the Other adjectives for temperature box. Check the meaning of the word temperature, and model and drill pronunciation /tɛmprətʃər/.

Now focus on c and get Sts to practice asking about the weather using the pictures in the chart.

3.9) Then focus on the pictures and words for the seasons in d and get Sts to match them. Play the audio to check answers and drill pronunciation.

3.9)
3. spring 4. fall
2. summer 1. winter

Finally, focus on e and elicit answers from the class.

Tell Sts to go back to the main lesson 5C.

Extra support
- If you think Sts need more practice, you may want to give them the Vocabulary photocopyable activity at this point.

3.10) Focus on the instructions. Ask Sts if they have been to New York City and if so, what the weather was like.

Give Sts some time to read the five sentences. Elicit / teach the word degrees (= a measurement of temperature), e.g., 95°F, and tell students that Fahrenheit, rather than Celsius, is used in the US.

Play the audio once the whole way through for Sts to mark the sentences T (true) or F (false).

Get Sts to compare their answers with a partner, and then play the audio again, pausing after each paragraph for Sts to correct the false ones. Play again if necessary.

Check answers. Ask Sts if they were surprised by any of the information.

1. F (It’s very cold in the winter and very hot in the summer.)
2. F (The normal temperature is about 85 degrees.)
3. F
4. T
5. F (It’s usually only foggy in the spring and fall.)
Extra support
• If there's time, you could get Sts to listen again with the audio script on page 118, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

d Get Sts, in pairs, to discuss the question, or elicit answers from the whole class.

2 READING & SPEAKING

a Focus on the guidebook extract and the photos, and if some of your Sts have been to New York City, ask them if they recognize any of the places.

Now go through the questions in the Where can you...? box. Elicit / teach the phrase a good view (= a nice place to see sights).

Set a time limit, e.g., five minutes, for Sts to read the text to find the answers.

Get them to compare with a partner, and then check answers.

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<td>CL / HL</td>
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b Tell Sts to read the text again and to underline three new words in each paragraph and in pairs to try to guess the meaning of the underlined words.

Check some of the Sts' choices, either explaining in English, translating into Sts' L1, or getting Sts to check in their dictionaries.

Deal with any other new vocabulary.

c In pairs, Sts discuss the questions. If you are from a different town from your Sts, you might want to tell them about your town first.

Get some feedback from the various pairs.

3 GRAMMAR

simple present or present continuous?

a Focus on the photo and tell Sts that from the top of the Rockefeller Center you can get a very good view of New York City.

Focus on the task. You could write the names of the six places in New York City on the board, and get Sts to listen with books closed.

b Focus on the conversation. Go through it and elicit / teach any new vocabulary, e.g., stadium, sightsee, etc.

Now tell Sts that the verbs in parentheses are either in the present continuous or the simple present. They are going to listen again to hear which form it is, and should then write the verb in.

1 Remind Sts to include the verb be in the present continuous. They should use contractions, as this is a conversation.

Play the audio again, pausing after each verb (or after the first part) to give Sts time to write.

Extra challenge
• Give Sts a few minutes to guess which form the verbs are in before they listen.

Check answers.

Extra support
• Get Sts to read the conversation aloud in pairs.
d **3 12** Tell Sts to go to Grammar Bank 5C on page 132. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules and the information box with the class.

**Additional grammar notes**
- There is a clear difference in use between the simple present and present continuous:
  - The simple present is used for habitual actions (things that are always true or that happen every day).
  - The present continuous is used for temporary actions, things happening now, at this moment.
- The use of these two forms can cause problems either because Sts don't have the present continuous in their L1, or because English is “stricter” about using it when talking about now.
- If you know your Sts' L1, contrast it with English to anticipate or correct errors.
- Statative verbs, e.g., want, like, need, have (= possess), and know, are not normally used in the present continuous.

Focus on the exercises for 5C on page 133. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a 1 he's playing
  2 Do your parents live, have
  3 do you go, I think
  4 is sleeping, doesn't usually sleep
b 1 What are you doing here? I'm waiting for a friend.
  2 Do you like hamburgers? I don't eat meat.
  3 The neighbors are having a party again. They have a party every weekend.
  4 What does your husband do? He works at...
  5 Where are you going? I go to the gym every evening.

tell Sts to go back to the main lesson 5C.

**Extra support**
- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point.

e Put Sts in pairs, A and B, and tell them to go to Communication What do you do? What are you doing now? A on page 103, B on page 108.

Go through the instructions with them carefully.

Sit A and B face-to-face. A asks B his / her questions and B answers.

Stress that B needs to listen carefully as to which form A uses in the question, and to use this form in his / her answer.

When A has asked all his / her questions, they change roles.

Get some feedback from the class.

Tell Sts to go back to the main lesson 5C.

4 **PRONUNCIATION** places in New York City

a **3 13** Focus on the instructions and the place names. Tell Sts that it can be very useful to be able to pronounce them correctly, for example if they want to ask for directions, get a taxi, or buy a bus or subway ticket.

Play the audio once the whole way through for Sts to listen. Then play it again, pausing after each place to give Sts time to underline the stress.

Check answers, getting Sts to say the words out loud. Highlight the pronunciation of Statue /ˈsteɪʃən/, Island /ˈaɪlənd/, and Cathedral /ˈkæθədrəl/.

b Now play the audio again and get Sts to repeat the places.

c Focus on the instructions. Get Sts to practice mini dialogues with a partner.

5 **WRITING**

a Focus on the questions and elicit the meaning of social networking (= communication with people who share your interests using a website or other service on the Internet).

Then elicit answers from the class (or get Sts to answer the question in pairs and then get feedback from the class). Elicit the names of websites that are popular in your Sts' country.

b Tell Sts to go to Writing Social networking on page 113.

Focus on the instructions in a. Give Sts a few minutes to read posts A–E, match them to the photos, and then guess which country Jun is in each time.

Check answers.

| A | 2 Canada |
| B | 5 Brazil |
| C | 3 Japan |
| D | 4 Italy |
| E | 1 England |

Now focus on b and tell Sts to imagine that they are either in four different places in their country or in four different countries around the world. They must write a post of between 20 and 25 words from each place.

Either set a time limit for Sts to do the writing in class, or assign it as homework.

Focus on c and remind Sts to read through their writing and check it for mistakes before they hand it in.
Lesson plan

In this third Practical English lesson, Sts learn some basic clothes vocabulary and some key phrases for buying clothes in English. The story develops: Jenny spills Rob's coffee on his shirt, so he has to buy a new one. While he is looking for a new shirt, Jenny gets a call from somebody named Eddie. Rob comes out of the store and hears the end of her conversation, and wonders who Eddie is. When Jenny sees the shirt he has chosen, she insists he goes back to change it.

STUDY LINK
• Workbook In a clothing store

Test and Assessment CD-ROM
• Quick Test 5
• File 5 Test

Optional lead-in (books closed)
• Before starting Episode 3, elicit what Sts can remember about Episode 2. Ask them Who's Rob? Where does he work? Who's Jenny? Where is she from?, etc.
• Alternatively, you could play the last scene of Episode 2.

1 VOCABULARY clothes
a Books open. Focus on the task and get Sts to match the words and pictures.
Get Sts to compare with a partner.
b 3.14 Play the audio for Sts to listen and check.

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<td>a T-shirt</td>
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<td>1</td>
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Focus Sts' attention on the phonetics next to each word. Now play the audio again, pausing after each word for Sts to repeat.

Ask Sts why they think it's a jacket, a shirt, a T-shirt, a skirt, a sweater (with article) and jeans, shoes, pants (no article), and elicit that it's because the latter are plural.

Extra support
• Tell Sts to cover the words and test each other in pairs.

2 MEETING ON THE STREET
a 3.15 Focus on the photos at the top of the page and elicit what is happening.
Focus on the question and play the audio once the whole way through for Sts to see if their guesses were right and to see what problem Rob has.
Check answers.

Jenny runs into Rob and he spills coffee on his shirt.

3.15

(audioscript in Student's Book on page 118)

R = Rob, J = Jenny
R | Hey, Jenny!
J | Oh, hi, Rob. Is that coffee for me?
R | Yes. A double espresso.
J | Oh, wow, thanks. That's really nice of you.
R | No problem. Do you have a meeting with Daniel?
J | Yes, another meeting. And you?
R | I'm going to the office, too. I have an interview in 20 minutes.
J | Oh really? With who?
R | A theater director.
J | Sounds interesting.
R | What time is your meeting with Daniel?
J | At half past nine.
R | Oh!
J | Oh, no. Are you OK? I'm so sorry!
R | OK.
J | Yes.
R | Really?
J | I'm really sorry. You can't wear that shirt to an interview!
R | Don't worry, there's a clothes shop over there. I can buy a new one.
J | OK. I can help you choose one. Oh, that's my phone. Sorry, I need to answer this. See you in there?
R | OK.

b Focus on sentences 1–7 and give Sts time to read them and think about what the missing words might be.

Then play the audio again, pausing if necessary for Sts to fill in the blanks.

Get them to compare with a partner. Play the audio again if necessary.

Check answers.

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<td>2</td>
<td>Daniel</td>
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<td>3</td>
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c 3.16 Focus on the Apologizing box and go through it with the class. Elicit that I'm so sorry / I'm really sorry are stronger than I'm sorry. Point out that the three responses are interchangeable.

Play the audio once for Sts to hear the phrases. Then play them again, pausing after each apology and response for Sts to repeat.

3.16

See audioscript in Student's Book on page 42

d Put Sts in pairs. Get them to cover the box (or close their books). Tell them to pretend to knock each other's book or pen off the table, and then apologize.

Extra support
• If there's time, you could get Sts to listen again with the audioscript on page 118, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.
### 3 BUYING CLOTHES

**a.** Focus on the photo and ask Ss some questions, e.g., Where is Rob? Who is he talking to? etc.

Now either tell Ss to close their books and write the three questions on the board, or get Ss to focus on the questions.

Play the audio once the whole way through and then check answers.

1. Medium
2. Yes, he does.
3. £44.99

**b.** Focus on the dialogue in the chart. Elicit who says the You Hear phrases (the salesperson) and who says the You Say phrases (the customer, here Rob). These phrases will be useful for Ss if they need to buy clothes.

Give Ss a minute to read through the dialogue and think what the missing words might be. Then play the audio again, and get Ss to fill in the blanks. Play again if necessary.

Get Ss to compare with a partner, and then check answers.

See words in bold in audioscript 3.17

Go through the dialogue line by line with Ss, helping them with any words or expressions they don't understand. You may want to highlight the meaning of the phrasal verb try on.

Now focus on the Saying prices in the US / UK and Sizes box and go through it with Ss.

**c.** Now focus on the You Say phrases and tell Ss they're going to hear the dialogue again. They should repeat the You Say phrases when they hear the beep. Encourage them to copy the rhythm and intonation.

Play the audio, pausing if necessary for Ss to repeat the phrases.

**d.** Now put Ss in pairs, A and B. A is the salesperson. Get Ss to read the dialogue aloud, and then change roles.

**e.** Focus on the photos of clothes at the bottom of the page. Elicit what they are and how much they are.

Tell Ss they are now going to do a role-play, A is the salesperson and B the customer. A keeps his / her book open and B should quickly choose what he / she wants (i.e., jeans, a T-shirt, or a jacket) to buy before closing his / her book.

Ask some individual Bs What do you want to buy? and elicit their first sentences, e.g., What size are these jeans? or What size is this T-shirt / jacket?

Ss now role-play the dialogue. Monitor and help.

Now get Ss to change roles.

You could get a few pairs to perform in front of the class.

### 4 JENNY'S ON THE PHONE

**a.** Focus on the photos and ask Ss some questions, e.g., Where's Jenny? What is she doing? What do you think of Rob's shirt?, etc.

Focus on sentences 1–6 and go through them with Ss. Then play the audio once the whole way through for Ss to mark the sentences T (true) or F (false). Make it clear that they don't need to correct the false sentences yet. Play again if necessary.

Get Ss to compare with a partner, and then check answers.

| 1 T | 3 T | 5 F |
| 2 F | 4 T | 6 F |

**b.** Play the audio again, so Ss can listen a second time and correct the false sentences.

Get Ss to compare with a partner, and then check answers.

2. She says she loves London.
5. He thinks Rob is her new boyfriend.
6. She doesn't like his shirt. She says he needs to change it.

At this point you may want to elicit from Ss who they think Edie is (e.g., friend, boyfriend, husband, etc.), but don't tell them if they're right or not.

**Extra support**
- If there's time, you could get Ss to listen again with the audioscript on pages 118–119, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.
c Focus on the Social English phrases and go through them with the class. Focus also on the American and British English information.

In pairs, get Sts to decide who says the phrases.

d **Play the audio for Sts to listen and check.**

<table>
<thead>
<tr>
<th>3:20</th>
</tr>
</thead>
<tbody>
<tr>
<td>It’s so cool! Jenny</td>
</tr>
<tr>
<td>Right now? Jenny</td>
</tr>
<tr>
<td>Don’t be silly! Jenny</td>
</tr>
<tr>
<td>Wait a minute. Eddie</td>
</tr>
<tr>
<td>I have to go. Jenny</td>
</tr>
<tr>
<td>Have fun! Eddie</td>
</tr>
<tr>
<td>What’s wrong? Rob</td>
</tr>
<tr>
<td>No way! Jenny</td>
</tr>
</tbody>
</table>

If you know your Sts’ L1, you could get them to translate the phrases. If not, get Sts to look at the phrases again in context in the audioscript on pages 118-119.

e Now play the audio again, pausing after each phrase for Sts to listen and repeat.

Finally, focus on the Can you...? questions and ask Sts if they feel confident they can now do these things.
Lesson plan

The goal of this lesson, apart from its grammar and lexical objectives, is to encourage Ss to begin reading, as this is a great way to consolidate and expand their knowledge of English. Ss are advised to read "Graded readers" (easy-to-read books that have been simplified according to level). Ss first look at three Starter Level Bookworm Readers, and object pronouns (me, you, him, etc.) are presented through the plot summaries. Ss then look at three sounds (/aɪ/ and /ʌ/) in Pronunciation. In the second part of the lesson, Ss read and listen to two extracts from Sally's Phone, where they get more practice with pronouns and focus on reading skills. Finally, in Communication they talk about their general reading habits.

STUDY LINK

- Workbook 6A

Extra photocopiable material

- Grammar object pronouns: me, you, him, etc. page 177
- Communicative Memory page 223 (instructions page 202)

Optional lead-in (books closed)

- Write things people read on the board and elicit words from the class, e.g., books, magazines, Kindles, iPads, websites, etc. Get Ss to spell the words, and drill the pronunciation.

1 GRAMMAR object pronouns

a Books open. Focus on the instructions, and the book covers and texts. Go through the questions and make sure Ss understand gadget.

Give Ss a minute or two to read the texts. Tell them to try to guess any new words, or ask a partner.

Set a time limit for Ss to write the initials of each book next to each question.

Get them to compare with a partner, and then check answers.

1 RR 2 DMM 3 SP 4 DMM 5 RR 6 SP

b Focus on the highlighted words and the example. Explain that the highlighted words are object pronouns, and we use them (like subject pronouns he, she, etc.) because we don’t want to repeat a name or a noun.

Then give Ss a few minutes in pairs to write the relevant name or noun. Check answers.

<table>
<thead>
<tr>
<th>Red Roses</th>
<th>Sally's Phone</th>
<th>Dead Man's Money</th>
</tr>
</thead>
<tbody>
<tr>
<td>her = Anna (the girl with the guitar)</td>
<td>her = Sally</td>
<td>them = people</td>
</tr>
</tbody>
</table>

c Tell Ss to go to Grammar Bank 6A on page 134. Focus on the example sentences and play the audio for Ss to listen and repeat. Then go through the rules with the class.

Additional grammar notes

- Ss will be familiar with some examples of object pronouns in phrases like I love you or Excuse me.
- The main problems they may have will be with word order and mixing up subject and object pronouns, e.g., I spoke to she.
- You could point out that the object pronoun me is used instead of the subject pronoun I to answer the question Who?, e.g., A Who wants a cup of coffee? B Me! (NOT I).

Focus on the exercises for 6A on page 135. Ss do the exercises individually or in pairs.

Check answers, getting Ss to read the full sentences.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 it 2 him 3 them 4 us 5 her 6 them</td>
<td>1 She, it, her, us 2 They, me, them 3 him, her, she, him 4 He, them, them, they, me 5 he, them, He, it</td>
</tr>
</tbody>
</table>

Tell Ss to go back to the main lesson 6A.

Extra support

- If you think Ss need more practice, you may want to give them the Grammar photocopiable activity at this point.

d Focus on the example and tell Ss they are going to hear ten sentences and each time they must repeat the sentence, changing the object (name, person, or thing) to a pronoun.

Play the audio, pausing after each sentence, and elicit a response from the whole class. Then repeat the activity, eliciting responses from individual Ss.

| 3 22 | 1 I love Anna. (pause) I love her. 2 I know your husband. (pause) I know him. 3 Can you help Jane and me? (pause) Can you help us? 4 I want to speak to Kenji and Maria. (pause) I want to speak to them. 5 I love this song. (pause) I love it. 6 I live near Kayla and Roberto. (pause) I live near them. 7 I want to speak to Kenji and Maria. (pause) I want to speak to them. 8 I don't like these shoes. (pause) I don't like them. 9 Do you work with Suzanne? (pause) Do you work with her? 10 I see Jack every day. (pause) I see him every day. |

Extra support

- When you play the audio the first time, stop it after each pause. Elicit the object, e.g., in 1 Anna, then elicit the object pronoun, e.g., her, and finally elicit the whole sentence, e.g., I like her. Repeat with the other sentences. Then play the audio again for Ss to produce the sentences with object pronouns more quickly.
2 PRONUNCIATION /æ/ /ɪ/ and /ɒ/  

Pronunciation notes  
- This pronunciation exercise focuses on a small but significant difference between two similar but very common sounds /æ/ /ɪ/ as well as /ɑ/ /ɒ/ all of which occur in subject and object pronouns. Depending on their L1, Sts may find the difference between /æ/ and /ɪ/ very difficult to hear and to produce. It is important to encourage Sts when they do these kinds of pronunciation exercises. Reassure them that this difference is small and that with time and practice they will be able to differentiate and make these sounds.

a  3:23 Focus on the sound pictures and the words (bike, fish, and tree). Tell Sts that these sounds can seem very similar, but one difference is that fish is a short sound and tree is a long sound, and bike is a diphthong (= has two vowel sounds).

Tell Sts to match each group of words with one of the sound pictures. Remind them that it is easier if they say the words aloud.

Play the audio once for Sts to listen and check.

Encourage Sts to see the sound–spelling relationship, i.e., that the fish sound here is always the letter i, usually between consonants; the tree sound here is always e, ee, or ea.

Check answers.

1 fish 2 tree 3 bike

3:23 bike /baɪ/ l, my, buy, smile, nice, tonight
fish /fɪʃ/ him, it, his, ring, finish, pick

Play the audio again for Sts to listen and repeat.

b  3:24 This exercise gives Sts practice in distinguishing between the sounds.

Play the audio once the whole way through for Sts just to listen.

3:24 See list of words in Student’s Book on page 44

3:24

See list of words in Student’s Book on page 44

3:25 Focus on the instructions. Play the audio at least twice.

Get Sts to compare with a partner, and then check answers by playing the audio again, stopping after each pair of words.

3:25

1 his 2 my 3 it 4 leave 5 this 6 we

3:25

1 fish 2 tree 3 bike

3:26 Play the audio once for Sts to listen to the love story.

Extra support  
- Play the audio again for Sts to listen and repeat.

3:26 See love story in Student’s Book on page 44

Now get Sts, in pairs, to take turns telling the story to each other. Then choose individual Sts to say a sentence and re-tell the story around the class. Help with pronunciation as necessary.

3 READING & LISTENING  

a  3:27 Tell Sts that many graded readers come with an audio CD so that Sts can listen and read at the same time, to help them with understanding and pronunciation. They are going to read and listen to an extract from Sally’s Phone.

Focus on the characters and make sure Sts know how the names are pronounced: Sally /ˈsæli/, Claire /ˈkliər/, Andrew /ˈændru/, Paul /pɔːl/, and Katharine /ˈkæθərən/. You may also want to remind Sts of the meaning of skirt before they start.

Extra support  
- Read through the audioclip and decide if you need to pre-teach any new lexis before Sts listen.

Now focus on the first part of the story (Lunchtime). Play the audio once the whole way through for Sts to read and listen to the story.

Then put Sts in pairs and give them some time to answer the questions.

Check answers.

1 in a clothing store.
2 Because it is red and Andrew, her boyfriend, doesn’t like red.
3 Claire goes back to work and Sally goes to a cafe.
4 Because she wants to tell her about the new skirt.
5 Paul is finishing his coffee and calling his friend.
6 The bag with the red skirt falls on the floor.
7 No, they don’t.

3:27 See first extract from Sally’s Phone in Student’s Book on page 45

b Now get Sts to read the extract again, and work with a partner to decide what the three highlighted verbs mean. Encourage Sts to use the context, and any part of the sentence that they know, to help them.

Check answers, either explaining in English, translating into Sts’ L1, or getting Sts to check in their dictionaries.

Deal with any other new vocabulary.

Extra support  
- Go through the story line by line with Sts, eliciting guesses for the meaning of any vocabulary that they don’t know, including the highlighted verbs.
Focus on the next part of the story (Afternoon) and tell Ss that this is the same day as part one. Play the audio for Ss to read and listen.

In pairs, Ss answer the question.

Now check as a class.

Because they have the wrong phones.

Before Ss focus on the highlighted words, go through the Pronouns and possessive adjectives box with them.

Ss read the second extract (Afternoon) again and, in pairs, decide what or who the highlighted pronouns and possessive adjectives refer to.

Check answers.

- He asks = Paul asks
- She thinks = Sally’s mom thinks
- She answers = Sally answers
- A message to him = to Paul
- His sister = Paul’s sister
- My house = Katherine’s house
- My birthday = Katherine’s birthday

Extra idea

- If your Ss like drama, you could allocate roles (narrator, Paul, Andrew, Sally’s mother, Sally, Claire, and Katherine) and get them to do a dramatic reading for the class.

Tell Ss they are now going to focus on phone language. They need to read the second extract and underline words or phrases about phones or typical language people use when they talk on the phone. You might want to tell Ss that ring describes the noise a phone makes, e.g., your phone’s ringing. You might also want to highlight that on the phone we say “It’s Paul” or “This is Paul” and not “I’m Paul”.

Get Ss to compare with a partner, and then check answers. Highlight particularly the words in bold in the key.

Afternoon
A phone rings.
He answers the phone.
“It isn’t Sally, it’s Paul.”
Andrew finishes the call.
He finds “Mom” on the phone, and presses the button.
“What number is that?”
“It’s 0783 491839.”
“It’s the wrong number.”
“Hello, is Paul there?”
“Can you give a message to him?”

In pairs, Ss tell each other what they think happens in the end.

Get some feedback from the class.
Lesson plan

The main vocabulary focus in this lesson is how to say the date, and the lesson starts with Sts learning the months, and then ordinal numbers. Sts then read a newspaper article where readers answer questions about their favorite times of the day, the week, the year, etc., and this is followed by a listening on the same subject. Sts then focus on the grammar, like, love, etc., + the -ing form, and the lessons ends with Sts talking about what free time activities they like and dislike, and then writing about their own favorite times.

STUDY LINK
• Workbook 6B

Extra photocopiable material
• Grammar like + (verb + -ing) page 178
• Vocabulary Dates page 258 (instructions page 245)
• Communicative Find someone who ... page 224 (instructions page 202)

Optional lead-in (books closed)
• Write the question WHAT'S THE DATE TODAY? on the board. Elicit / teach the answer and write it on the board like this, e.g., April 6th 2013. Elicit / teach that th indicates an ordinal number (here sixth). Sts will practice this in more detail in Vocabulary. You may want to explain that the date can also be written April 6, 2013 (without th).
• Draw a face and a speech bubble on the board and write in the bubble: April the sixth, two thousand and thirteen. Explain that this is the way the date is said in English.
• Highlight the use of the /ðə/, and model and drill pronunciation.

1 VOCABULARY & PRONUNCIATION the date
a Books open. Get Sts to number the first six months of the year chronologically.
Check answers, but don't drill pronunciation at this point, as this will be done with all the months when Sts go to the Vocabulary Bank.

1 January 3 March 5 May
2 February 4 April 6 June

b Tell Sts to go to Vocabulary Bank The weather and dates on page 159.
Focus on part 2 The date and get Sts to do exercise individually or in pairs.

3.29 Now do b. Play the audio for Sts to check answers. Then play the audio again for Sts to listen and repeat. Give further practice of any months your Sts find difficult to pronounce.

3.30 Now do c and play the audio for Sts to check answers. Play the audio again to drill pronunciation. Focus on the words which are most difficult for your Sts. When Sts go back to the main lesson, there will be further practice of the more tricky ordinal numbers.

In e Sts focus on the way dates are written and spoken. Focus on the information box and go through the Writing and saying the date section. Highlight that the words the and of are said, but not written.

Although the date can be said in two ways, e.g., April sixth or the sixth of April, we have focused on the former, which is more common, as it is easier for Sts just to learn one form.

Then go through the Prepositions with years, months, and dates section and stress that we use in followed by a month or year, and on followed by a day of the week or a date.

Finally, go through the Saying years section.

At the beginning of the 21st century, it was not clear whether, e.g., 2012 would be expressed as two thousand and twelve or twenty twelve. Currently both forms are used, but it may be that in the future the twenty twelve form becomes the more common.

Now get Sts to tell you what the date is today and the date tomorrow, and what year it is.
Tell Sts to go back to the main lesson 6B.
**Extra support**
- If you think Sts need more practice, you may want to give them the Vocabulary photocopiable activity at this point.

c [3:31] Before playing the audio, go through the Ordinal numbers box with the class.

Now play the audio, pausing after each ordinal number for Sts to repeat.

Then give Sts a few minutes to practice saying them on their own.

[3:31]
See ordinal numbers in Student's Book on page 46

d [3:32] Give Sts a few minutes in pairs to try saying the dates.

! You might want to highlight that in the US, the number of the month comes before the day, e.g., 1/3 for January 3. It is the opposite in the UK, e.g., 3/1 is January 3.

Play the audio for Sts to check.

[3:32]
March first
November second
May third
June fourth
January fifth
July sixth

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>1st</td>
</tr>
<tr>
<td>November</td>
<td>2nd</td>
</tr>
<tr>
<td>May</td>
<td>3rd</td>
</tr>
<tr>
<td>June</td>
<td>4th</td>
</tr>
<tr>
<td>January</td>
<td>5th</td>
</tr>
<tr>
<td>July</td>
<td>6th</td>
</tr>
</tbody>
</table>

January twelfth
October seventeenth
August twentieth
February twenty-third
April twenty-eighth
December thirty-first

e Now play the audio again for Sts to listen and repeat each date. Make sure they copy the rhythm and stress the ordinal number and month.

f Elicit / teach the meaning of holidays (e.g. days of leisure or celebration for everybody, e.g., New Year's Day).

Do this as an open-class question if Sts are from the same place. If they are from different countries, do it in pairs and get feedback.

g Model and drill the question When's your birthday? Get Sts to stand up and move around the class. If this is not practical, get them to ask all the Sts around them.

Get feedback by asking if anyone found someone with exactly or nearly the same birthday.

**Extra idea**
- Ask Sts to raise their hands if they have a birthday in January. Write the number on the board and repeat for other months to find out which month has the most birthdays.

**2 READING**

a Focus on the first part of the text—the paragraph in the box—and draw Sts' attention to the glossary. You might also want to elicit / teach the meaning of depressing.

Set a time limit for Sts to read it and answer the two questions.

Get them to compare with a partner and then check answers. (Sts will focus on superlatives in 10A; this is just a preview).

The third Monday in January is the most depressing day of the year, and the third Friday in June is the happiest day of the year.

Ask Sts if they think these dates / times might also be the most depressing / happiest in their country, and if not, which are (they will almost certainly not be the same dates for people who live in the Southern hemisphere).

b Now focus on the five questions, and Joe and Rose's answers. Tell Sts to fill in each blank with a phrase from a–f.

Get Sts to compare their texts in pairs and then check answers.

1 c 2 e 3 b 4 f 5 a 6 d

**Extra support**
- Before Sts start, elicit from the class the answer to the first blank.

c Tell Sts to look at the highlighted words and phrases, and in pairs to try to guess their meaning.

Check answers, either explaining in English, translating into Sts' L1, or getting Sts to check in their dictionaries.

Deal with any other new vocabulary.

**3 LISTENING**

a [3:33] Tell Sts that they are going to listen to Martin, who is answering the same questions as Joe and Rose. The first time they listen, they should only complete column one.

**Extra support**
- Read through the audioscript and decide if you need to pre-teach any new lexis before Sts listen.

Play the audio, pausing after each answer to give Sts time to write their answers.

Check answers.

time of day: during the week 7:00 p.m.
on the weekend breakfast time
day of the week Friday
month May
season spring
holiday New Year’s Eve

[audioscript in Student's Book on page 119]
I = interviewer, M = Martin
I What's your favorite day of the week?
M It depends. During the week it's seven in the evening, because that's when I get home from work and when I can relax. But on the weekend, my favorite time is breakfast time. I have a big breakfast, and I have time to read the papers and listen to the radio.
I What's your favorite day of the week?
M My favorite day of the week is Friday, because then I know the weekend is near.
I What's your favorite month?
M My favorite month is May, because it's when the weather starts to get warm and the evenings are long.
I What's your favorite season?
M Spring, because it means that winter is finally over. I love riding my bike, and spring is a great time for bike riding—not too hot and not too cold.
I What's your favorite holiday?
M Probably New Year's Eve, because you don't need to worry about buying presents or cooking a big lunch, and everybody's in a good mood.
b Now play the audio again for Sts to complete column two. They probably won't have room to write in the chart, so get them to use a piece of paper or their notebooks.

Play the audio again, pausing after each question. Get Sts to compare with a partner.

Finally, play it again the whole way through for Sts to check.

Check answers.

See audioscript 3.33

Extra support

• If there's time, you could get Sts to listen again with the audioscript on page 119, so they can see exactly what they understood/didn't understand. Translate/explain any new words or phrases.

Do not get Sts to ask and answer the five questions now, as they will do it later in the lesson.

4 GRAMMAR like + (verb + -ing)
a Focus on the faces and the five verbs. Give Sts a minute to complete the chart in pairs.

Check answers and explain that don't mind is a "neutral" answer, e.g., I don't mind cooking. I don't especially like cooking, but it isn't a problem for me.

like love like don't mind don't like hate
d Read the question together and tell Sts to look back at how Joe, Rose, and Martin answered the five questions. Elicit that all the verbs are followed by an -ing verb.

c Tell Sts to go to Grammar Bank 6B on page 134. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes

like + (verb + -ing)

• Sts may find it strange that in English we use the same verb to say I love you and I love shopping (or I hate him and I hate getting up early). Highlight that love and hate are used for strong likes and dislikes, not just for emotional feelings for people.

• When another verb follows love, like, don't mind, don't like, and hate, the -ing form is normally used, e.g., buying, going, not the infinitive, e.g., NOT have buying clothes.

The infinitive with to is also possible after like, love, and hate in certain circumstances, and is common in American English, but it may be confusing for Sts and it's probably best to avoid it at this stage.

• Another common mistake with these verbs is using them without an object pronoun, e.g., Do you like swimming? Yes, I like very much.

Spelling rules

• Sts focused on these when they learned the present continuous in 5B and 5C, but it is worth reminding them, e.g., that verbs ending in y don't change the y for an i as they do in third person singular (e.g., study - studying NOT study), and about the double consonant in, e.g., swimming.

Focus on the exercises for 6B on page 135. Sts do a individually or in pairs.

Check answers. When you check the -ing forms, also check that Sts remember the meaning of the verbs.

a working living shopping
cooking coming getting
eating dancing running
sleeping having stopping
studying writing swimming

Sts now do b. Remind Sts that they have to add -ing to the verbs, e.g., working, to make the sentences.

Check answers, getting Sts to read the full sentences.

Tell Sts to go back to the main lesson 6B.

Extra support

• If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point.

5 SPEAKING & WRITING

a Focus on the pictures and explain that they all show a free-time activity.

Focus on picture 1 and elicit reading. Get Sts to spell the -ing form. Then focus on picture 2 and elicit watching TV.

Give Sts, in pairs, a minute to write verbs or verb phrases for the other 11 pictures. Remind them to write the verb in the -ing form.

Check answers and write the words on the board, eliciting the spelling each time.

3 cooking
4 playing video games
5 listening to music
6 walking
7 going to the movies
8 doing housework
9 dancing
10 running
11 exercising
12 buying clothes
13 getting up early
b Now focus on the speech bubbles. Highlight the use and intonation of What about you? to ask your partner the same question you have just been asked.

Demonstrate the activity by asking Do you like reading? to different S's until one answers Yes, (I do) or Yes, I love it. Then continue with a follow-up question.

Get S's to continue in pairs (or threes), asking and answering about the different activities. Monitor, encouraging them to add extra stress to I love it / I hate it, and helping them with follow-up questions.

Extra idea
• Find out what the three favorite free-time activities in the class are. First, elicit everybody's favorite activity (it may be something different from the ones in a). Then count up the “votes” for each activity and see which is the most popular.

c Now tell S's to look back at the five questions from Favorite Times in 2, and to use them to interview each other. Give them a few moments to think about their answers before they start.

Monitor and help while S's are interviewing each other. Make sure they change roles.

Get some feedback from the class.

d Using their answers in c, S's now write a short article entitled My favorite times. Tell S's that they must start each new section with My favorite time of the day / day of the week / etc. is… because…

If you want S's to add photos and drawings, you might want to assign the task as homework.

Give S's time to read their articles, looking for mistakes, before collecting them.
Lesson plan

This lesson, the last of the first half of the book, uses the topic of music to review the uses of be and do. First, Sts focus on the vocabulary of music through listening and a quiz. After reviewing the grammar, there is a pronunciation focus on the /y/ sound, including the hidden /y/, e.g., in music. Sts interview each other with a music questionnaire and then read an article about a young conductor and a music project in Venezuela. The lesson finishes with a visit to the Writing Bank to learn how to write an informal email, and a song, Lemon Tree.

STUDY LINK
- Workbook 6C
- Online practice
- iChecker

Extra photocopiable material
- Grammar be or do? page 179
- Communicative Questions and answers page 225 (instructions page 203)
- Song Lemon Tree page 274 (instructions page 266)

Optional lead-in (books closed)
• Write on the board the names of some musicians who are popular in your Sts' country. Then elicit the kind of music they play or sing and write it next to each name.

1 VOCABULARY music

a (3:35) Books open. Focus on the list of types of music and tell Sts they are going to hear nine short excerpts of music. Play the audio once, pausing after each excerpt, and get Sts to number the types of music in the order they hear them. Explain/elicit that R&B stands for Rhythm and Blues.

Get Sts to compare with a partner, and then check answers.

Now elicit any other kinds of music that Sts know, e.g., pop, rap, funk, and write them on the board. Many of these words will be “international”. Your Sts may well come up with types of music you haven’t heard of.

Extra idea
• Play the audio again, pausing after each excerpt, and ask individual Sts what they think of each kind of music. Encourage them to answer with the verbs they learned in 6B, e.g., I love it, I don’t mind it, I hate it, etc.

b Focus on the instructions and the example. Give Sts in pairs a minute or two to talk about different kinds of music they like and don’t like.

Get some feedback from the class.

Focus on the quiz. Go through it, especially making sure Sts know how to pronounce the names in 1, e.g., Jay-Z, and that they understand the word soundtrack (= the music for a movie) in question 3.

In small groups of three or four, Sts answer the questions in the quiz.

Check answers.

1 a R&B c hip hop e rock
   b jazz d classical f reggae
2 a 3 b 4 c 5 d 6 e 2 f 1
3 a Queen c the Beatles e ABBA
   b Michael Jackson d Mozart

Find out which group got the most answers right.

Get some feedback from the class on their opinion of the singers/musicians mentioned, ask if they have seen any of the musicals, etc.

2 GRAMMAR review: be or do?

a Get Sts to read the five sentences and to circle the correct options.

Get Sts to compare with a partner, and then check answers.

1 do you 2 I don't 3 Do you 4 isn't 5 am

b (3:36 3:37) Tell Sts to go to Grammar Bank 6C on page 134. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes
• In this first half of the book, Sts have learned to use the verb be, the simple present, and the present continuous. For many Sts the use of do and does in questions and negatives in the simple present takes some getting used to, and as a result there is sometimes a tendency to overuse them. Sts sometimes forget that be, both as a main verb and as an auxiliary, does not form questions and negatives in the same way, but simply by inverting the subject and verb or adding not.

Focus on the exercises for 6C on page 135. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.
Tell Sts to go back to the main lesson 6C.

**Extra support**
- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point.

**c** Focus on the instructions and the examples in the speech bubbles. Explain to Sts that they are going to hear a sentence and they must turn it into a question. Play the audio, pausing after each sentence, and elicit a response from the whole class. Then repeat the activity, eliciting responses from individual Sts.

### 3 PRONUNCIATION /ɪ/ /ɪ:/

**Pronunciation notes**
- /ɪ/ at the beginning of a word is always pronounced /ɪ/, e.g., yes.
- Some words containing /ɪ/ or /ɪ:/ also have a “hidden” /ɪ/ sound, e.g., music, student, etc.

**a** Focus on the sound picture (yacht) and play the audio once for Sts just to listen to the words and sound. Play the audio again, pausing after each word for Sts to listen and repeat.

### 4 SPEAKING

**a** Focus on the Music questionnaire. Give Sts a few minutes to read it and fill in the blanks in the questions. Tell them not to answer the questions yet.

Check the questions with the class. Make sure they understand and can pronounce download /dəˈlaʊər/ and lyrics /ˈlɜrɪks/.

```
1 Are, Are 2 do 3 do 4 do 5 Are 6 do
```

Now focus on question 6, and tell Sts to write the names of two male musicians, two female, and two bands.

**b** Before Sts interview each other, go through the Giving opinions box. Elicit that the pronoun changes after like (him, her, or them) and after I think (he’s, she’s, or they’re) depending on who the question is about. To demonstrate the language, ask Sts their opinion of a male musician, a female musician, and a band, and elicit responses.

Put Sts in pairs and get them to interview each other. Encourage them to ask for and give more information where possible. You could demonstrate by asking individual Sts some of the questions.

Monitor and correct.

When time is up, focus on the question *Do you have similar musical tastes?* and elicit some answers.

### 5 READING

**a** Do this as an open-class question, and teach any musical instrument vocabulary Sts may require. If you play an instrument, tell your Sts about it.

**b** Focus on the article about Gustavo Dudamel and El Sistema.

Set a time limit for Sts to read it once and answer the question.

Get Sts to compare with a partner, and then check the answer.

```
They are playing classical music, and this is helping them to escape from drugs and crime.
```

**c** Tell Sts to look at the highlighted words and, in pairs, to try to guess their meaning.

Check answers, either explaining in English, translating into Sts’ L1, or getting Sts to check in their dictionaries. Be sure Sts can pronounce the new words, e.g., orchestra /ɔrˈkɛstra/ and conductor /ˈkənˈdɪktər/.

Deal with any other new vocabulary.

**d** Do this as an open-class question.

**Extra support**
- You may want to ask your Sts some comprehension questions, e.g., *In which country is the “El Sistema” project? (Venezuela), When did the project start? (1975), Who does the project help? (poor children), etc.*
6 WRITING an informal email

Here Sts consolidate the language they have learned so far through writing about themselves, and learn the conventions for writing an informal email. Sts will learn how to write a more formal email in 10B.

Tell Sts to go to Writing An informal email on page 113.

a Focus on the title and elicit / explain the meaning of informal (= friendly), so an informal email is one you write to someone you know well or as a friend. Elicit / teach the opposite formal and explain that this is more serious, e.g., a business letter / email.

Go through the introductory text with Sts. Explain what a pen pal is, and tell Sts that there are many websites on the Internet where learners of English can find pen pals to practice their English.

Focus on the beginning of the email. Elicit / teach the meaning of the headings From, To, and Subject. Tell Sts that Chiara is writing her first email to Stefan, a pen pal she has found on the Internet.

Give Sts time to read the email. Tell them not to worry about the spelling mistakes.

Then ask them to cover the email or close their books and elicit the information Chiara gives in each paragraph.

1 Personal information (name, age, nationality, job)
2 Where she lives and her family
3 What she likes doing in her free time

b Individually or in pairs, Sts correct the six spelling mistakes.

Check answers.

1 studying 3 architect 5 shopping
2 because 4 usually 6 friends

c Focus on the instructions and go through the Informal emails box with the class. Tell Sts that you can also begin an email with Dear, but Hi is more informal. Constructions are common in informal language. Finally, focus on the end of the email. Elicit / teach the meaning of Please write soon and Best wishes, and tell Sts they are useful expressions to put at the end of an email to a friend.

Sts now make notes for their own email.

d Using their notes from c, Sts now write their email. Either give Sts at least 15 minutes to write the email in class, or assign it as homework.

Tell Sts to set their email out in paragraphs like in the model email.

e If Sts do the writing in class, give them time to check their emails for mistakes. They could also exchange them with a partner and read each other’s emails, before you collect them.

Tell Sts to go back to the main lesson 6C.

7 (3:41) SONG Lemon Tree

This song was originally made famous by the German group Fools Garden in 1995. For copyright reasons, this is a cover version. If you want to do this song in class, use the photocopyable activity on page 274.

Lemon Tree

I'm sitting here in a boring room,
It's just another rainy Sunday afternoon.
I'm wasting my time, I got nothing to do.
I'm hanging around, I'm waiting for you,
But nothing ever happens — and I wonder.

I'm driving around in my car,
I'm driving too fast, I'm driving too far.
I'd like to change my point of view.
I feel so lonely, I'm waiting for you,
But nothing ever happens — and I wonder.

Chorus

I wonder how, I wonder why
Yesterday you told me about the blue blue sky,
And all that I can see is just a yellow lemon tree.
I'm turning my head up and down,
I'm turning, turning, turning, turning, turning around.
And all that I can see is just another lemon tree.

I'm sitting here, I miss the power;
I'd like to go out, taking a shower,
But there's a heavy cloud inside my head.
I feel so tired, put myself into bed,
Where nothing ever happens — and I wonder.

Isolation is not good for me.
Isolation, I don't want to sit on a lemon tree,
I'm stepping around in the desert of joy.
Baby anyhow I'll get another toy
And everything will happen — and you wonder.

Chorus

I wonder how, I wonder why
Yesterday you told me about the blue blue sky
And all that I can see,
And all that I can see is just a yellow lemon tree.
### **Test and Assessment CD-ROM**
- Quick Test 6
- File 6 Test
- Progress Test Files 1-6

### **GRAMMAR**

<table>
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<tr>
<th></th>
<th>1a</th>
<th>2c</th>
<th>3b</th>
<th>4b</th>
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<td>9b</td>
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<td>11a</td>
<td>12b</td>
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### **VOCABULARY**

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<th>have</th>
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<td>10</td>
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<td>b</td>
<td>1 at</td>
<td>2 on</td>
<td>3 for</td>
<td>4 to</td>
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<td>6 in</td>
<td>7 on</td>
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<tr>
<td>c</td>
<td>shine (the others are adjectives)</td>
<td>2 fog (the others are verbs)</td>
<td>3 season (the others are seasons)</td>
<td>4 seven (the others are ordinal numbers)</td>
<td>5 twenty-second (the others are numbers)</td>
<td>6 Sunday (the others are months)</td>
<td>7 minute (the others all describe longer periods of time)</td>
<td>8 band (the others are types of music)</td>
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### **PRONUNCIATION**

<table>
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<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b</td>
<td>neighbor</td>
<td>2 remember</td>
<td>3 July</td>
<td>4 February</td>
<td>5 classical</td>
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### **CAN YOU UNDERSTAND THESE PEOPLE?**

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<th>3</th>
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<td>1</td>
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<td>4</td>
<td>b</td>
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<td>5</td>
<td>c</td>
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</table>

**I** = interviewer, **Yo** = Yoni, **Yv** = Yvonne

1. **I** Can you play a musical instrument?  
   **Yo** I can't play any musical instruments.
   **I** Can you play a musical instrument?  
   **Yv** Yes, I can.
   **I** What instrument do you play?  
   **Yv** I can play the piano, and I can also play the harp.

2. **I** Do you have noisy neighbors?  
   **T** No, I'm the noisy neighbor.
   **I** What do you do?  
   **T** Play music really loud.

3. **I** What's your favorite month of the year?  
   **Y** My favorite month of the year is September.
   **I** Why?  
   **Y** I just love the fall.

4. **I** What kind of music do you like?  
   **B** I like all kinds of music, I like rock, jazz, dance music and I also like some classical as well.
   **I** What kind of music don't you like?  
   **B** I'm not a big fan of heavy metal.
   **I** Do you have a favorite band or singer?  
   **B** Yes, my favorite singer is probably someone like David Bowie.

5. **I** What kind of books do you like?  
   **A** Usually science fiction or fantasy novels.
   **I** What are you reading right now?  
   **A** I'm reading a trilogy about some trolls.

**I** = interviewer, **Y = Yoni**

1. **I** The Marcus Whitman Hotel  
   **2** Fort Walla Walla Museum  
   **3** Main Street  
   **4** The Marcus Whitman Hotel  
   **5** Little Theater of Walla Walla
Lesson plan

This lesson uses the context of historical figures to introduce and practice the simple past of the verb be (was / were). The grammar is presented through a conversation between two people who are looking at a photo of Ronald and Nancy Reagan, in the National Portrait Gallery in Washington, D.C. The Pronunciation and Speaking gets Ss to focus on sentence stress in simple past sentences and questions. The Reading picks up the topic of pictures of famous people at the National Portrait Gallery and then moves onto word formation, e.g. music - musician. In Listening and Writing, Ss listen to five clues about famous people and then have to guess who they are. They then write their own clues and get a partner to guess the person.

Optional lead-in (books closed)
- Write on the board the names of a president, an actress, a model, and a soccer player who you think your Ss will know. Ask Who is (X)? to elicit the words president, actress, model, and soccer player.
- Model and drill the pronunciation and get Ss to underline the stress.

1 GRAMMAR was / were
a Books open. Focus on the title and elicit / teach the meaning of portrait (= a painting or photo of a person), using the photo to help you, and gallery (= a room or building where you can see paintings or photos). Model and drill pronunciation /portrait/ and /gæləri/.

Give Ss time to read the article and answer the four questions.

Check answers.
1 It's near the National Mall in Washington, D.C.
2 A collection of portraits (paintings and photographs)
3 It is open daily / every day.
4 Nothing, it's free.

Deal with any other new vocabulary.

b (3.43) Focus on the photo (and if necessary get Ss to cover the dialogue) and ask the question Who are the two people in the photo? Get Ss, in pairs, to say if they think they know who the people are, but don't tell them if they are right or not.

Play the audio once the whole way through.

Get Ss to compare with a partner, and then check answers.

President Ronald Reagan and Nancy Reagan

See dialogue in Student's Book on page 52

c Focus on the instructions and the sentences. Tell Ss to read the dialogue and listen at the same time. Play the audio again.

Now get Ss to fill in the blanks and check answers.

He was the president. She was an actress. They were happy.

d (3.44) Tell Ss to go to Grammar Bank 7A on page 136. Focus on the example sentences and play the audio for Ss to listen and repeat. Then go through the rules with the class.

Additional grammar notes
- was is the past of am and is, and were of are.
- was and were are used to talk about both recent and distant completed actions in the past, e.g. I was tired this morning. Caesar was a Roman Emperor.
- was and were are used exactly like is and are, i.e. they are inverted to make questions (he was, was he?) and not (n't) is added to make negatives (wasn't, weren't).
- We use the passive construction was born to talk about the time and place of our birth.
- Some Ss tend to remember was and forget were.

Focus on the exercises for 7A on page 137. Ss do the exercises individually or in pairs.

Check answers, getting Ss to read the full sentences.

a 1 was 3 was 5 wasn't 7 were
2 were 4 Was 6 weren't 8 were
3 wasn't 6 were

b 1 were 4 was 7 was 10 weren't
2 Was 5 Were 8 was 11 was
3 wasn't 6 were 9 Were 12 was

Tell Ss to go back to the main lesson 7A.

Extra support
- If you think Ss need more practice, you may want to give them the Grammar photocopiable activity at this point.
2 PRONUNCIATION & SPEAKING

sentence stress

Pronunciation notes

- *was* and *were* have two different pronunciations depending on whether they are stressed or not (i.e. they can have either a strong or weak pronunciation).
- *was* and *were* tend to have a weak pronunciation in *if* sentences: *I was born in 1990. They were famous.*
- *was / wasn't* and *were / weren't* have a strong pronunciation in short answers and if sentences:
  - Yes, *I was famous.*
  - No, *I wasn’t famous.*
- As pronunciation of strong and weak forms tends to occur quite naturally when there is good sentence stress and rhythm, it is best to concentrate your efforts on this (as in 2a).
- Remind Sts that, as well as stressing one syllable more than others in multi-syllable words, they also stress certain words more than others. These are the words that carry the “message” of the sentence and are usually nouns, main verbs, adjectives / adverbs, and end position prepositions. Small words like pronouns, articles, and prepositions (not in end position) are not normally stressed. It is this mixture of stressed and unstressed words that gives English its rhythm.

a 3:45 Focus on the sentences and remind Sts that the words in larger font are stressed and that the underlining shows the stress within a word.

Play the audio once for Sts just to listen. Then play it again pausing after each sentence for Sts to repeat.

Give further practice as necessary.

b 3:46 Tell Sts they are going to hear some sentences and questions in the simple present and they must say them in the simple past. Focus on the example.

Play the audio, pausing after each sentence / question, and elicit the simple past version from the whole class. Then repeat the activity, eliciting responses from individual Sts.

3 READING

a Tell Sts to cover the text and focus on the photos and ask the question to the class. Elicit as much information about the people as you can, but do not confirm answers at this stage. You could write anything Sts know on the board.

b 3:47 Now focus on the biographies, and tell Sts to read and listen at the same time.

Play the audio once the whole way through for Sts to check their answers to a and to hear how to pronounce the names.

Check answers.

1 Marilyn Monroe
2 The Supremes (Mary Wilson, Diane Ross, Florence Ballard)
3 Thomas Edison

3:47 See audio guide extracts in Student's Book on page 53

c Give Sts time to read the texts again and answer the six questions.

Get Sts to compare with a partner, and then check answers. Make sure Sts use full sentences with the simple past of *be* in their answers.

1 Her mother was sick, and her father wasn’t there much.
2 They were Marilyn Monroe’s second and third husbands.
3 No, there weren’t.
4 They were very talented singers.
5 He was a good salesperson.
6 His second wife was Mina Miller.

d Now get Sts to cover the texts and to try and remember what they have read. In pairs, A says anything he / she can remember about the first text, B checks and prompts. Then they change roles for the second text. They could do text three together and check when they have finished.
Finally, elicit any other information Sts know about the people, e.g. Sts may have read that Edison had a hearing problem.

4 VOCABULARY word formation

a Give Sts a few minutes to find the words in the texts, or get them to guess first and then check with the texts.

Check answers, modeling the pronunciation, and getting Sts to underline the stress.

1 actress
2 tailor
3 player
4 writer
5 singer
6 businessman
7 designer
8 inventor

Go through the Word building box about professions with the class. Point out that to make the word for a person (e.g. writer) you add the letters -er or -or to a verb and -ist or -ian to a noun. You might also want to point out that sometimes with nouns you have to make more changes, e.g. science – scientist (the ce disappears and a t is added).

b Tell Sts to first look at the words and decide if they are verbs or nouns. Then they should write the word for the person.

Get Sts to compare their answers with a partner.

Extra support

• Before checking the answers to b, you could first ask Sts to tell you whether 1–10 is a verb or noun. Then give Sts some time to add the correct ending. You might also want to point out to Sts that numbers 5 and 7 have two possible answers.

c Play the audio for Sts to listen and check their answers to b. The first time they listen they should just check their answers. Pause the audio after each word and get Sts to spell the endings to you. Write the answers on the board.

Play the audio again and this time Sts should underline the stress. Check answers by underlining the stress on the words on the board. Model and drill pronunciation.

In pairs, Sts practice saying the words. If you think they need more practice, you could play the audio again for them to listen and repeat the words.

Extra idea

• Test Sts’ memory by getting them to cover the words in a and b and then saying the noun / verb as a prompt, e.g. T: art Sts: artist.

Extra challenge

• Elicit a famous name(s) for each of the professions in a and b (preferably a dead person). Elicit a full sentence for one, e.g. (X) was a famous pianist.

d Focus on the words alive and dead in the circles. Elicit / teach that they are opposites. Get Sts to write four names of famous people in each circle.

Put Sts in pairs and get them to ask and answer questions about the names using either Who is / Who’s...? or Who was...? depending on whether the person is alive or dead.

Write some names on the board and get Sts to ask you or each other.

5 LISTENING & WRITING

a Focus on the instructions and elicit / teach the meaning of clause (= a piece of information that helps you find the answer to a mystery or puzzle).

Play the audio for number one first.

Get Sts to compare with a partner, and then check answers. Play again if necessary. Then do the same for number two.

1 William Shakespeare 2 Elizabeth Taylor

b Put Sts in pairs and get them to think of two famous dead people, a man and a woman.

Then they should write five clues for each person, e.g. what nationality they were, where and when they were born, and what they were famous for.

c Put two pairs together. The first pair reads their five clues and the second pair guesses who the famous person is. They should then change roles.

Get a few pairs to read their clues for the class to guess.
Lesson plan

Simple past regular verbs are introduced in this lesson. The context is provided by the true story of Princess Diana's niece who took a taxi to what she thought was Stamford Bridge Stadium (the home of Chelsea Football Club) in London, but ended up in a remote village in the north of England also called Stamford Bridge. Princess Diana's brother has three daughters and it was never established which of the three girls ended up in the wrong place, but most newspapers assumed that it was Kitty, the eldest. The lesson begins with an article and radio news item about the Stamford Bridge mix-up, which is used to present the grammar of regular past verbs. Then there is a focus on the pronunciation of the -ed endings. Vocabulary introduces past time expressions, and grammar and vocabulary are put together in the final speaking activity.

Optional lead-in (books closed)

- Write Chelsea on the board and ask Sts to tell you anything they know about it. Try to elicit some or all of the following: it is rich area of London famous for King's Road (a well-known street and one of the centers of 1960s fashion in the UK) and also a team that plays in the English Premier League. It is also the name of the Clinton's daughter, as they went to London on vacation and stayed in Chelsea shortly before Hillary Clinton got pregnant.

1 READING & LISTENING

a (3:50) Books open. Tell Sts to cover the text and focus on the title and photos. If you didn't do the Optional lead-in, ask Sts what they know (if anything) about Chelsea.

Get Sts to uncover the text and focus on the introduction (until north of London) and establish who Kitty, Eliza, and Amelia are (the daughters of Princess Diana's brother), and where they live (Northampton, which is 85 miles north of London). You may need to explain twins and country house.

Now tell Sts they're going to read and listen to a true story, which was in the news. Explain that the story will be in the simple past (the first time in the book that Sts have seen this form of the verb). You may want to pre-teach GPS (short for Global Positioning System, used in cars).

Play the audio once the whole way through and get Sts to read and listen at the same time.

b (3:51) Play the audio for Sts to listen and check their answers.

1 The girls wanted to go to a match.
2 They called a taxi.
3 The taxi arrived at the girls' house.
4 The taxi driver typed their destination into his GPS.
5 They chatted and listened to music.
6 The taxi stopped in a street with pretty houses.
7 They looked out of the window.

Ask the question Do you think they were in London? to the class.

c (3:52) Now tell Sts they are going to hear the news story on the radio to find out where Diana's niece and her friend were. Make it clear to Sts that they are not expected to understand everything, but just to find out the answer to the question.

Play the audio the whole way through, playing it again if necessary. Elicit the answer.

They were in a village in the north of England called Stamford Bridge.

Extra support

- If there's time, you could get Sts to listen again with the audioclip on page 119, so they can see exactly what they understood/didn't understand. Translate/explain any new words or phrases.
d Tell Sts to go to Communication Stamford Bridge on page 103 to read some tourist information about where the girls were.

Give Sts time to read the tourist information. Then ask a few comprehension questions, e.g. How far is Stamford Bridge from London? (85 miles). Are the girls near Stamford Bridge Stadium? (No, they are in the north of England and the stadium is in the south, in London). Is the village big or small? (Small). What is the village famous for? (A battle between the English and the Vikings).

Tell Sts to go back to the main lesson 7B.

e Ask the whole class if they think it is easy to make a mistake like this. Elicit whose fault it was—the taxi driver’s or the two girls?

2 GRAMMAR

simple past: regular verbs

a Tell Sts to read the text again and highlight ten positive simple past regular verbs, one negative, and one question. Show them that one positive verb (wanted) has already been highlighted, and they must find ten more.

Check answers.

- called, arrived, typed, relaxed, chatted, listened, texted, stopped, looked, asked
- didn’t talk
- Where did you want to go?

b Put Sts in pairs and focus on the chart. Tell Sts to complete the simple past column and answer the three questions.

Check answers.

They wanted to go to the match.
They didn’t talk to the taxi driver.
Where did you want to go?
1. You add -ed. 2. You only add -d.
3. You double the consonant and add -ed, e.g. chatted, stopped.

3 Tell Sts to go to Grammar Bank 7B on page 136. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class. You may want to point out here that the e is not normally pronounced in -ed endings unless there is an a or an e before it. This will be focused on more fully in Pronunciation.

Focus on the exercises for 7B on page 137. Sts do the exercises individually or in pairs.

Check answers. Get Sts to give the answers to you aloud and correct any mispronunciation of the -ed ending. Get Sts to spell the verbs to you and write them on the board.

a 1. We studied English yesterday. 2. Did you listen to the news yesterday?
3. He didn’t cook dinner yesterday. 4. Did she play sports yesterday?
5. They worked late yesterday. 6. I used the Internet at work yesterday. 7. She talked to her friends yesterday. 8. My brother didn’t dance yesterday.

b 1. didn’t call 3. played 5. Did, dance
did
b 3. called, arrived,-relaxed, chatted, listened, texted, stopped, looked, asked
didn’t talk
Where did you want to go?

Tell Sts to go back to the main lesson 7B.

Extra support

- If you think Sts need more practice, you may want to give them the Grammar photocopyable activity at this point.

d Focus on the instructions and questionnaire, and explain the activity. Sts need to find a person who did each of the activities in the questionnaire yesterday. Elicit that Sts need to make the sentences into questions by adding Did you… and then putting the verb in the infinitive, e.g. Did you use GPS yesterday?

Tell Sts they are going to move around the classroom asking questions in the simple past to find out if people did the activities mentioned. If someone says yes, they should write that person’s name on the line on the right.

Focus on the speech bubbles and demonstrate the activity by asking the first question to Sts until someone says yes and then mime that you can understand.

Get Sts to stand up and move around the class asking questions. Stop the activity when someone gets a name for each statement or when you think Sts have had enough practice and get some feedback from the class.

3 PRONUNCIATION -ed endings

Pronunciation notes

- The regular simple past ending (-ed) can be pronounced in three different ways:
  1. -ed is pronounced /t/ after verbs ending in these unvoiced sounds: /s/, /t/, /θ/, /st/, /št/, e.g. relaxed, stopped, looked, asked.
  2. After voiced endings -ed is pronounced /d/ e.g. arrived, called, laughed, missed, washed, watched.
  3. After verbs ending in /ð/ or /ð/ the pronunciation of -ed is /dθ/, e.g. wanted, chatted, needed, decided.

This group is very small.

- In practice, the difference between 1 and 2 is very small and can only be appreciated when a verb is said in isolation or is followed by a word beginning with a vowel (e.g. I liked it).
• However, the difference between 3 and the other two is significant (it is an extra syllable), and many Sts tend to pronounced all simple past verbs in this way, e.g. /lark/d/, /stupid/, etc.

Voiced and unvoiced consonants
• Voiced consonant sounds are made in the throat by vibrating the vocal chords, e.g. /b/, /l/, /m/, /v/, etc. Unvoiced consonant sounds are made in the mouth without vibration in the mouth, e.g. /p/, /k/, /t/, /s/, etc.
• You can demonstrate this to Sts by getting them to hold their hands against their throats. For voiced sounds they should feel a vibration in their throat, but not for unvoiced sounds.

a 3:54 Go through the Simple past regular verbs box with the class. Elicit / explain that there are three different ways of pronouncing -ed. Two are similar (/d/ and /t/), but the third /k/ is very different.

Focus on the phonetics that show the three different pronunciations of -ed (/d/, /t/, and /k/). Then look at the verbs in the three columns and play the audio once. Tell Sts to listen and concentrate on how the -ed is pronounced.

Now play the audio again, pausing after each verb for Sts to repeat it.

See chart in Student’s Book on page 55

Now ask Sts the question In which group do you pronounce the e in -ed? (column 3).

Tell Sts to look at the spelling of the verbs, and see what letters come before the -ed (d or t). Explain / demonstrate that it would be impossible to pronounce another /d/ or /t/ after a d or a t. For that reason an extra syllable is added, which is why the pronunciation here is /d/. Emphasize that this group of verbs is very small.

Highlight that the most important rule to remember is not to pronounce the e in -ed (unless it comes after a t or d).

b 3:55 Tell Sts to look at the verbs in the list and circle which have the /d/ sound in the simple past. Remind Sts that an exercise like this is easier if they say the verbs aloud.

Now play the audio for Sts to listen and check.

Check answers.

started, needed

See list of verbs in Student’s Book on page 55

Extra challenge
• Get Sts to look at all the verbs again and then to try and put them in the appropriate columns in a. Play the audio for them to check.

1/d/ played, traveled, lived
2/t/ finished, asked, missed, cooked, watched, liked, typed
3/k/ started, needed

4 Focus on the speech bubble and explain to Sts that they are going to hear some verb phrases and they must make either a positive sentence or a negative one, depending on what they really did yesterday.

Play the audio, pausing after each verb phrase. Elicit sentences from a few Sts before moving on to the next phrase.

Extra idea
• You could get Sts in pairs to re-tell the story of The taxi trip using the phrases in 1a. Monitor and correct pronunciation, focusing on where Sts pronounce the e in the -ed and where they shouldn’t, e.g. /kold/ NOT /kold/ for called.

4 VOCABULARY & SPEAKING

past time expressions

a Write a true sentence about yourself in the past with a regular verb, e.g. I started teaching English in 2005. Then write underneath it I started teaching English (x) years ago, and elicit the meaning of ago. Model and drill pronunciation.

Focus on the past time expressions, and explain that Sts must number them from the most recent (five minutes ago) to the most distant (in 2009). Give Sts time to do the activity and get them to check their order with a partner.

b 3:57 Go through the Past time expressions box with the class and highlight that in time expressions with last (e.g. last week) the definite article the is not used. Also explain that we say last night NOT yesterday night.

Play the audio for Sts to listen and check.

See chart in Student’s Book on page 55

extra challenge
• Get Sts to look at all the verbs again and then to try and put them in the appropriate columns in a. Play the audio for them to check.

Related verbs

1/d/ played, traveled, lived
2/t/ finished, asked, missed, cooked, watched, liked, typed
3/k/ started, needed

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• You could get Sts in pairs to re-tell the story of The taxi trip using the phrases in 1a. Monitor and correct pronunciation, focusing on where Sts pronounce the e in the -ed and where they shouldn’t, e.g. /kold/ NOT /kold/ for called.
Lesson plan

For this lesson, people in different countries around the world were asked to write a report about a memorable night. Two written reports by a young American woman and a Turkish man provide the context for the introduction of common simple past irregular verbs. Then Sts listen to a third report by a Spanish man. The vocabulary focus is common collocations of the key verbs go, have, and get (e.g. go out, get home, etc.). Sts then work on the stress pattern in Wh-questions in the past simple, which prepares them for the final speaking activity where they ask each other about a memorable night. Finally, the lesson ends with the song Summer Nights.

STUDY LINK
- Workbook 7C
- Online practice
- iChecker

Extra photocopiable material
- Grammar simple past: irregular verbs page 182
- Vocabulary go / have / get page 259 (instructions page 246)
- Communicative What did you do? page 228 (instructions page 203)
- Song Summer Nights page 275 (instructions page 266)

Optional lead-in (books closed)
- Write on the board A NIGHT TO REMEMBER and elicit possible activities, e.g. have dinner in a fantastic restaurant, see a great movie, meet somebody, go to a really good party, etc.
- Write the activities on the board under the heading. Help Sts with any vocabulary they need.

1 READING
a Books open. Focus on the photos, the instructions, and the introduction to the article. Elicit / teach the meaning and pronunciation of memorable /ˈmemərəbl/ (= easy to remember because it is special). Elicit answers to the question.

b Tell Sts that they are going to read about Maggie Julia and Mehmet’s nights, and they must match each one with a photo.

You may want to pre-teach the past of go (went) to help Sts understand the text.
Check answers.

Maggie Photo B Mehmet Photo A

c Focus on the questions, and ask Sts if they are in the present or in the past (the past). Ask how they know (because of the auxiliary did and was/ were). Then get Sts to match the questions and the answers. Get them to compare their answers with a partner, and then check answers.

1 When was it? Where were you?
2 Who were you with?
3 What did you wear?
4 What was the weather like?
5 What did you do?
6 What time did you get back?
7 Why was it a memorable night?

2 GRAMMAR simple past: irregular verbs
a Focus on the 15 infinitives and check that Sts remember their meaning. Then give Sts a few minutes to find the simple past verbs in the text. Encourage them to use the phonetics to help them.

b 3:58 Write the infinitives on the board. Play the audio, pausing after each verb to check answers. Get Sts to spell the verbs to you and write the past simples on the board next to the infinitives.

can could
come came
got felt
get felt
have went
hear heard
take left
lose lost
meet met
see saw
spend spent
swim swam
wear wore

Focus on the phonetics and tell Sts to listen to the pronunciation. Play the audio again.

Extra challenge
- Focus on the phonetics and elicit the pronunciation of the verbs before playing the audio.

Play the audio again, pausing after each pair of verbs for Sts to repeat them. Give more practice as necessary, getting Sts to repeat after you or after the audio.

Get Sts to cover the simple past verb and see if they can remember it, uncovering them one by one to check their answers.
**3 LISTENING**

a. Focus on photo C in 1 and ask Sts to guess where David was and what happened on his memorable night. Accept all suggestions, but do not tell Sts if they are right.

Now get Sts to cover the questions from 1c, and see if they can remember them. Elicit them from the class and write them on the board.

! Leave the questions up on the board for when Sts practice the pronunciation later.

b. **3:60** Now tell Sts they’re going to listen to David answering the questions. Tell them to close their books, relax and listen, and just focus on what happened on David’s memorable night.

**Extra support**

- Read through the audioscript and decide if you need to pre-teach any new lexis before Sts listen.

Play the audio once, and elicit the answer.

David watched Spain win the World Cup on TV in a restaurant in Mexico.

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**7C**

**c 3:59** Tell Sts to go to Grammar Bank 7C on page 136. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

**Additional grammar notes**

- The vast majority of verbs in the past are regular. However, a small number of verbs (several of which are very common) are irregular in the simple past. These verbs don’t add -ed in the past, they change their form. This change can be just one or two letters, e.g. wear → wore, or can be a completely new word, e.g. go → went.
- Irregular verbs are only irregular in the affirmative. In questions and negatives, as with regular verbs, the infinitive is used after did / didn’t.
- There is a list of the most common irregular verbs on page 165 of the Student’s Book.

Focus on the exercises for 7C on page 137. Sts do the exercises individually or in pairs.

! Monitor while Sts are doing the exercises. If you see they are having problems with word order in b, remind them that the auxiliary comes first except in sentences with question words (see page 49 of this book).

Check answers, getting Sts to read the full sentences.

- **3:60** (audioscript in Student’s Book on page 119)

  **1 interviewer, D = David**

  I When was your memorable night?
  D (In Spanish first) I can tell you exactly, it was July 11, 2010.
  I Why do you remember the date?
  D Because it was the final of the World Cup, Spain against Holland.
  I Where were you?
  D Well, I’m a flight attendant, and that day I was in Acapulco in Mexico.
  I Who were you with?
  D I was with three other Spanish flight attendants.
  I Where did you go to watch the match?
  D We didn’t go out. We watched the match in the hotel restaurant.
  I And what did you wear to watch the match?
  D We wore Spanish soccer shirts that we bought in a store, and we also had red and yellow scarves.
  I Tell me about the night. What did you do?
  D Well, the match was on in the afternoon Mexican time. We went down to the hotel restaurant early to get a good seat. There was a big screen. The restaurant was full of Spanish tourists. There was a great atmosphere.
  I And Spain won the match, of course?
  D Yes, it wasn’t a good match, but when Spain got their winning goal everybody shouted and jumped up. It was amazing! When the match finished, we all went out. We wanted to celebrate. We went to another restaurant near the beach, and it was full of Spanish people. Everyone was really happy. We had a great party!
  I What was the weather like? Do you remember?
  D Yes, it was a warm night. About 20 degrees Celcius, I think.
  I What time did you get back to your hotel?
  D I can’t remember exactly but very late, about three in the morning. Luckily, I had a free day the next day, so I didn’t need to get up early.
  I Why was this night so memorable?
  D First, of course, because Spain won their first World Cup, but also because of the circumstances – we were very far away from Spain, thousands of kilometers away in another country, but we all felt very Spanish that night!

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**d Put Sts in pairs, A and B, and tell the A’s to read about Maggie again and the B’s should read about Mehmet again.**

**e Keep Sts in their pairs and tell them to go to Communication A night to remember, A on page 103, B on page 108.**

Go through the instructions with them carefully. Make sure they make a note of the questions their partner gets wrong.

Sit A and B face-to-face. A asks B his / her questions and B answers.

B then asks A his / her questions.

When they have finished, they should tell their partner how many questions they got wrong and see who has the better memory.

Finally, ask Sts Whose night do you think was more fun? Tell Sts to go back to the main lesson 7C.
Check answers.

2 He was in Acapulco, in Mexico.
3 He watched the match in a hotel restaurant.
4 He wore a Spanish soccer shirt and a red and yellow scarf.
5 The match was in the afternoon.
6 There were a lot of Spanish tourists there.
7 They went to a restaurant near the beach.
8 It was a warm night.
9 He can't remember when he got back to the hotel, maybe around 3:00.

Extra support
• If there's time, you could get Sts to listen again with the audioscript on page 119, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

Finally, ask Sts Whose night do you think was the most memorable, Maggie's, Mehmet's, or David's?

4 VOCABULARY go, have, get

a Focus on the three verbs in the heading and elicit the simple past (went, had, got). Give Sts a moment to decide which verb goes in each blank.

Check answers.

  1 went 2 had, had 3 went 4 got

b Tell Sts to go to Vocabulary Bank go, have, get on page 160 and get them to do exercise a individually or in pairs.

 3.61] Now do b. Play the audio for Sts to check answers. Then play it again, pausing for Sts to repeat the phrases. Give further practice of any words or phrases your Sts find difficult to pronounce.

  3.61]
  1 go by bus / go by car / go by plane
  2 go for a walk
  3 go home from school
  4 go out on Friday night
  5 go shopping
  6 go to a restaurant
  7 go to bed late
  8 go to church / go to mosque / go to temple
  9 go to the beach
  10 go back to work
  11 go on vacation
  12 have a car / have a bike
  13 have long hair
  14 have breakfast / have lunch / have dinner
  15 have a drink
  16 have a good time
  17 have a sandwich
  18 have a sister / have a brother
  19 get a newspaper
  20 get a taxi / get a bus / get a train
  21 get an email / get a letter
  22 get dressed
  23 get home
  24 get to the airport
  25 get up early

Elicit / teach that go home = go to your house, get home = arrive at your house.

Focus on c. Get Sts to cover the expressions and use the pictures to test themselves or each other. Encourage them to say the complete phrase.

For d, put Sts in pairs and get them to take turns saying three things they did the previous day and three the previous week. All the sentences should include went, had, or got. Get some feedback.

Tell Sts to go back to the main lesson 7C.

Extra support
• If you think Sts need more practice, you may want to give them the Vocabulary photocopyable activity at this point.

5 PRONUNCIATION sentence stress

a Go through the instructions and focus on the questions. Elicit that the missing words are was, were, and did.

b 3.62] Play the audio once for Sts just to listen and focus on the rhythm. Then play it again, pausing after each question for Sts to repeat, trying to copy the rhythm.

  3.62]
  When was it?
  Where were you?
  Who were you with?
  What did you wear?
  Where did you go?
  What did you do?
  What was the weather like?
  What time did you get home?
  Why was it a memorable night?

6 SPEAKING & WRITING

a Give Sts a few minutes to think about their own answers to the questions in 5b individually. Help with any new vocabulary they might need.

b Put Sts in pairs. Get As to give Bs a complete interview, and then they change roles. Monitor the interviews, encouraging Sts to ask their questions with good sentence stress and rhythm. Help with any new vocabulary that Sts need and correct as necessary.

Extra idea
• Get Sts to interview you about a memorable night before they interview each other.

Get feedback, asking a few pairs whose night was the most memorable / fun / interesting, etc.

c Sts now write an article similar to the ones they read in 1. Tell them they need to answer all the questions in 5b, and they should look back at Maggie's and Mehmet's memorable nights in 1 to help them.

Once Sts have finished, they should spend a few minutes checking their article before handing it to another student to read or to you.
This song was originally made famous by John Travolta and Olivia Newton-John in the film *Grease* in 1978. For copyright reasons, this is a cover version. If you want to do this song in class, use the photocopiable activity on page 275.

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**Summer Nights**

Summer loving had me a blast;  
Summer loving happened so fast;  
I met a girl crazy for me.  
Met a boy cute as can be.  
Summer days drifting away  
To, oh, oh, the summer nights!  
Tell me more, tell me more;  
Did you get very far?  
Tell me more, tell me more;  
Like: does he have a car?  
She swam by me, she got a cramp  
He ran by me, got my suit damp  
I saved her life, she nearly drowned  
He showed off, splashing around  
Summer sun, something's begun  
But, oh, oh, the summer nights!  
Tell me more, tell me more;  
Was it love at first sight?  
Tell me more, tell me more;  
Did she put up a fight?  
Took her bowling in the Arcade;  
We went strolling, drank lemonade;  
We stayed up till ten o'clock.  
Summer fling, don't mean a thing  
But, oh, oh, the summer nights!  
Tell me more, tell me more;  
But you don't gotta brag.  
Tell me more, tell me more;  
'Cause he sounds like a drag.  
He got friendly, holding my hand;  
She got friendly down in the sand;  
He was sweet just turned eighteen.  
Well, she was good you know what I mean.  
Summer heat, boy and girl meet  
But, oh, oh, the summer nights!  
Tell me more, tell me more  
How much dough did he spend?  
Tell me more, tell me more  
Could she get me a friend?  
It turned colder, that's where it ends;  
So I told her we'd still be friends.  
Then we made our true love vow...  
Wonder what she's doing now?  
Summer dreams ripped at the seams  
But, oh, those summer nights  
Tell me more, tell me more!
Lesson plan

In this lesson Sts get practice with directions. The focus is more on asking for and understanding directions than on giving them, as this is a difficult skill to perform at this level. Rob and Jenny have a free morning, and Rob plans to rent bikes and show Jenny some of London. But then Daniel calls and asks Rob to interview an artist at the Tate Modern. Jenny agrees to meet Rob at the gallery and ventures into London on her own and gets lost.

STUDY LINK
- Workbook Getting lost

Test and Assessment CD-ROM
- Quick Test 7
- File 7 Test

Optional lead-in (books closed)
- Before starting Episode 4, elicit what Sts can remember about Episode 3, e.g. ask them What happens when Rob and Jenny meet on the street? What does Rob buy? Does Jenny like it? Who does Jenny talk to on the phone when Rob’s in the shop? etc.
- Alternatively, you could play the last scene of Episode 3.

1 A FREE MORNING

a 3.64 Books open. Focus on the photos and elicit what Sts think is happening. Do not tell them if they are right or not yet.

Now focus on the question and play the audio once the whole way through for Sts to check their ideas.

Check answers.

Rob and Jenny want to go sightseeing, but Daniel calls Rob and asks him to do an interview with an artist that morning.

3.64 (audioclip in Student's Book on page 119)
R = Rob, J = Jenny, D = Daniel
R So, Jenny, we have a free morning. What do you want to do?
J Well, you’re the expert on London life! What do you suggest?
R Well, we can go cycling.
J I don't have a bike.
R We can rent bikes. It's easy.
J That’s cool.
R OK, great. So we can cycle through the parks, and you can see a bit of London. Oh, hang on. Uh-oh! It’s Daniel.
D Hi, Rob. You need to do an interview this morning, with an artist. He’s at the Tate Modern.
R Can I do the interview on Monday?

b Focus on sentences 1–6 and give Sts time to read them and think what the missing information might be.

Before Sts listen again, focus on the Cultural note. You could tell Sts that The Tate Modern is London’s most important gallery of modern art. It was created in 2000 from an old building, which used to be a power station. If they would like more information, see www.tate.org.uk/modern.

Play the audio again the whole way through, pausing if necessary for Sts to fill in the blanks.

Get Sts to compare with a partner, and play again if necessary. Check answers.

1 Rob suggests that they go cycling.
2 He says that they can rent bikes.
3 Daniel calls Rob.
4 Rob needs to interview an artist.
5 Rob asks if he can do the interview on Monday.
6 Rob and Jenny arrange to meet at 12 o’clock outside the Tate Modern.

Extra support
- If there’s time, you could get Sts to listen again with the audioclip on page 119, so they can see exactly what they understood / didn’t understand. Translate / explain any new words or phrases.

2 VOCABULARY directions

a Focus on the words and pictures and get Sts to match them.

Get Sts to compare with a partner.

b 3.65 Play the audio for Sts to listen and check.

3 on the corner    2 turn left
1 at the traffic lights    4 turn right
5 a bridge    6 go straight ahead
7 across from    8 go past the church

Play it again, pausing after each word or phrase for Sts to repeat. Give further practice of words and phrases your Sts find difficult to pronounce. Highlight that when across is used to describe the position of a building, it usually means facing on the other side of the road. Get an example by asking Sts what there is across from your school.

Tell Sts to cover the words and use the pictures to test themselves or a partner.
3 ASKING THE WAY

a Focus on the instructions and the map. Make sure Ss can see where Jenny is.

Tell Ss that they are going to hear Jenny asking for directions and they need to listen to the directions and try to mark the Tate Modern on the map. Play the audio at least twice.

Get Ss to compare with a partner, and then check that they have marked the right building.

The map in the Student's Book has been adapted and is impressionistic rather than strictly accurate.

You say: "The map in the audio script has been adapted and is impressionistic rather than strictly accurate."

Extra support
- Demonstrate the activity by getting a student to ask you for directions to somewhere on the map.

Extra idea
- Give Ss clear directions from the school to a nearby restaurant, store, or landmark, and see if they can figure out where it is.

4 JENNY AND ROB GO SIGHTSEEING

a Focus on the pictures and ask Ss some questions, e.g. Where are Rob and Jenny? What's happening?, etc.

You may want to tell Ss that they are on the bank of the River Thames in central London, outside the Tate Modern.

Focus on sentences 1–8 and go through them with Ss. Tell Ss that the Millennium Bridge is a new bridge over the Thames, which was built to celebrate the year 2000. Check to see if Ss understand gift shop, the top floor, and power station.

Then play the audio once the whole way through for them to mark the sentences T (true) or F (false). Make it clear that they don’t need to correct the false sentences yet. Play again if necessary.

Get Ss to compare with a partner, and then check answers.

b Now focus on the dialogue in the chart. Elicit that the You Hear phrases are said by three different people on the street, who are asked for directions, and You Say is what Jenny says. These phrases will be useful for Ss if they need to ask for directions. Tell students that straight on is used in the UK and means the same thing as straight ahead (US).

Give Ss a minute to read through the dialogue and think what the missing words might be. Then play the audio again, and get Ss to fill in the blanks. Play again if necessary.

Get Ss to compare with a partner, and then check answers.

See words in bold in audio script 3.66

Go through the dialogue line by line with Ss, helping them with any words or expressions they don’t understand. Highlight that Can you tell me the way to..., please? is the typical question to ask for directions.

Focus on the Can you...? or Could you...? box and go through it with the class.

c Focus on the You Say phrases and tell Ss they're going to hear the dialogue again. They should repeat the You Say phrases when they hear the beep. Encourage them to copy the rhythm and intonation.

Play the audio, pausing if necessary for Ss to repeat the phrases.

d Put Ss in pairs, A and B. A is Jenny and B plays the parts of all the passersby. Get Ss to read the dialogue aloud, and then change roles.

e In pairs, Ss role-play asking for and giving simple directions using the map on page 58. Go through the instructions with them. A starts saying Excuse me. Where's...?

Monitor and help with any issues relating to directions. Make sure Ss change roles.

Extra support
- Demonstrate the activity by getting a student to ask you for directions to somewhere on the map.

Extra idea
- Give Ss clear directions from the school to a nearby restaurant, store, or landmark, and see if they can figure out where it is.
b  Play the audio again, so Sts can listen again and correct the false sentences.

Get Sts to compare with a partner, and then check answers.

1. The bridge is for people only.
2. Rob interviewed the architect.
3. Daniel invites Jenny to lunch.
4. Jenny refuses the invitation.
5. There's a great restaurant on the top floor.

Extra support

• If there's time, you could get Sts to listen again with the audioscript on page 119, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

c  Focus on the Social English phrases and go through them with the class.

In pairs, get Sts to decide who says them.

d  (3:69) Play the audio for Sts to listen and check.

3:69
What a view! Jenny
What would you like to visit? Rob
What is there to see? Jenny
We could go to the Globe Theatre. Rob
Would you like to meet for lunch? Daniel
That's really nice of you. Jenny
Maybe another time? Daniel
Yes, of course. Rob

If you know your Sts' L1, you could get them to translate the phrases. If not, get Sts to take a look at the phrases again in context in the audioscript on page 119.

e  Now play the audio again, pausing after each phrase for Sts to listen and repeat.

Finally, focus on the Can you...? questions and ask Sts if they feel confident they can now do these things.
Lesson plan

The goal of this lesson is to review all forms of the simple past, regular and irregular, through the context of a murder story. The lesson begins with the back cover information and extract from the story, which introduces the characters and several new past forms of irregular verbs. Sts then hear more of the story, this time on audio as the detective interviews the suspects. Sts then decide who they think the murderer was before hearing what actually happened.

The lesson finishes with an extended speaking activity where Sts role-play trying to break down the alibi of a robbery suspect. This lesson provides a good opportunity to encourage Sts to start reading Graded Readers if they haven't already done so, and there is an information box about this.

STUDY LINK

• Workbook 8A

Extra photocopiable material

• Grammar simple past: regular and irregular verbs page 183
• Communicative Simple past question time page 229 (instructions page 203)

Optional lead-in (books closed)

• Write AGATHA CHRISTIE on the board and elicit anything Sts know about her. Where was she from? (She was British), What kind of books did she write? (Mysteries), What always happens in her novels? (A murder), How do the police find out who the murderer is? (They question everyone.), etc.
• Now tell Sts that they are going to read and listen to a similar murder mystery (although not an Agatha Christie one).

1 READING

a Books open. Focus on the photo of the house and ask Sts a few questions, e.g. What is it? How old do you think it is? Where do you think it is? and elicit ideas / suggestions.

Then focus on the image of the book. Ask Sts what kind of information is usually on the back of a book (an introduction to or summary of the story), and give Sts a couple of minutes to read it.

Go through the introduction with Sts, explaining the meaning and pronunciation of murder /ˈmɜːrdər/ and country house. Ask a few comprehension questions, e.g. On what day does the story take place? (On June 23). Who is the main character and murder victim? (Jeremy Travers). Why was June 22 an important day for him? (It was his birthday). What did he do that night? (He had dinner with his wife, his daughter, and two guests).

Focus on the photos, and explain that they are the people who were in the house when the murder happened.

Focus on the speech bubbles and get Sts to cover the text and practice in pairs saying who everybody is in relation to Jeremy, e.g. Who's Claudia? (She's Jeremy's assistant). This will help Sts to remember who's as they read / listen to the story and also reviews using the possessive 's.

Ask Sts Who do you think the murderer is? and elicit ideas / suggestions.

b Now focus on the text again, and tell Sts that they are going to read the story and listen to it at the same time.

Play the audio for Sts to read and listen. Then set a time limit and get Sts in pairs to re-read the text together, and mark sentences 1–7 T (true) or F (false). They must also correct the false ones.

Check answers, getting Sts to say why the F sentences are false.

1 F (He died between midnight and seven in the morning.)
2 F (In the library)
3 T
4 F (They slept in separate rooms.)
5 F (Somebody opened and closed Jeremy's door)
6 F (She got up at about 7:15.)
7 T

4.2) "Jeremy! Jeremy! Jeremy! Oh no!" followed by the story in the Student's Book on page 60.

Deal with any vocabulary problems, e.g. mustache, library (contrast it with bookstore), asleep, but leave the new irregular verbs as Sts are about to focus on them.

c Focus on the instructions and on the highlighted irregular verbs in the story. In pairs, Sts guess their base forms (tell them that the context will also help them).

Check answers and model and drill the pronunciation. Pay particular attention to said /said/, which has an unexpected pronunciation, and read /rɛd/, which is spelled but not pronounced like the base form.

2 be 7 go 12 read
3 come 8 sleep 13 get up
4 say 9 see 14 have
5 speak 10 hear 15 take
6 sit 11 think 16 find
2 PRONUNCIATION

simple past verbs

a (4.3) This exercise focuses on some of the irregular verbs in 1 and some others that have previously come up, and can all cause pronunciation problems. Tell Sts to look at the ten verbs in the simple past in the list and to say how they are pronounced.

Now play the audio for Sts to listen.

Play the audio again, pausing after each verb for Sts to listen and repeat.

b (4.4) Focus on the instructions and make sure Sts understand the meaning of rhyme. You could do the first one with them.

Get Sts to compare with a partner, and then play the audio for Sts to listen and check.

Play the audio again for Sts to listen and repeat.

Give Sts some time to practice saying the words.

c (4.5) Remind Sts how regular simple past verbs end (-ed) – see Pronunciation notes in 7B on page 93. Get them to underline nine regular simple past verbs in the story.

Play the audio for Sts to listen and check.

Check answers, getting Sts to say how they think the endings are pronounced.

Extra challenge
• Get Sts to predict how the -ed is pronounced for each verb, /i:/, /t/, or /id/. Then play the audio for them to check.

3 LISTENING

a (4.6 4.7 4.8) Focus on the chart and elicit / explain the meaning of motive. Highlight that the names at the top are all the suspects in the murder mystery. Elicit from Sts that Amanda is Jeremy's wife, and point out to Sts that her answers to the detective's questions have been written in the chart. Explain that Sts are now going to hear the detective interview the other three suspects, Barbara, Gordon, and Claudia. Sts have to complete the chart.

Ask Who's Barbara? (Jeremy's daughter). Then play audio 4.6 twice for Sts to complete the chart. Get Sts to compare their answers with a partner between each listening.

b (4.7) Then play audio 4.7 twice for Sts to complete the chart. Again, get Sts to compare their answers with a partner between each listening.

Ask Who's Claudia? (Jeremy's assistant).

Then play audio 4.8 twice for Sts to complete the chart. Get Sts to compare their answers with a partner between each listening.
**8A**

b. Now check answers. You could copy these onto the board.

**Barbara**
She played cards with Gordon.
11:30.
No.
No motive, she loved him.

**Gordon**
He played cards with Barbara. He had a cup of tea.
He doesn’t remember.
No.
Now he has the business.

**Claudia**
She went to her room and took a bath.
11:00.
She heard somebody go into Jeremy’s room. She thinks it was Amanda.
She loved him, but he used her. He said he wanted to marry her, but he didn’t.

Now tell Sts to look at their completed charts again and, in pairs, decide who they think the murderer is (they don’t have to agree).

Write the names of the four suspects on the board, and get a show of hands for each suspect. Elicit a few reasons for each suspect.

c. **4:9)** Play the audio for Sts to see if they were right. Pause the audio after Amanda says Dinner everybody, and ask comprehension questions, e.g. What happened before dinner? What did Gordon tell Jeremy?, etc. to make sure Sts are following the story.

Now play the last part. Repeat it from the beginning if Sts want to hear it again. Elicit who the murderer is (Gordon) and get Sts to explain why Gordon killed Jeremy (because he wanted to marry Barbara to get all her money and Jeremy said that he couldn’t. He said “If you marry Barbara, all my money goes to Claudia,” his secretary).

4:9) (audioscript in Student’s Book on page 120)

<table>
<thead>
<tr>
<th>N</th>
<th>S</th>
<th>G</th>
<th>J</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td>Listen, Jeremy, I want to talk to you about Barbara.</td>
<td>J</td>
<td>Barbara? What’s the problem?</td>
<td>G</td>
</tr>
<tr>
<td>J</td>
<td>Marry Barbara? Marry my daughter? Are you crazy? Never! You don’t love Barbara. You only want her money!</td>
<td>G</td>
<td>That’s not true, Jeremy. I love her.</td>
<td>J</td>
</tr>
<tr>
<td>G</td>
<td>To Claudia? To your assistant?</td>
<td>J</td>
<td>Yes.</td>
<td>G</td>
</tr>
<tr>
<td>J</td>
<td>Yes, it is.</td>
<td>A</td>
<td>Dinner everybody!</td>
<td>N</td>
</tr>
<tr>
<td>J</td>
<td>Who is it? Gordon?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Extra support**
- Finally, you could play the three interviews again and get Sts to listen and read the audioscript on page 120, so they can see exactly what they understood/didn’t understand. Translate/explain any new words or phrases.

**4 GRAMMAR** simple past: regular and irregular

a. Tell Sts to cover the text and look at the eight verbs in the list. They must first decide whether the verbs are regular or irregular in the simple past and then write the positive and negative form.

b. **4:10)** Play the audio for Sts to listen and check their answers.

4:10)
- come, came, didn’t come
- kill, killed, didn’t kill
- close, closed, didn’t close
- speak, spoke, didn’t speak
- sleep, slept, didn’t sleep
- sit, sat, didn’t sit
- hate, hated, didn’t hate
- walk, walked, didn’t walk

c. **4:11)** Tell Sts to go to Grammar Bank 8A on page 138. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

**Additional grammar notes**
- This Grammar Bank reference section is purely review and reminds Sts how to form the past tense with regular and irregular verbs using the auxiliaries did/didn’t.
- It also reminds them that was/were is the past of be and that questions are formed by inverting the subject and verb, and negatives are made by adding not, e.g. wasn’t.

Focus on the exercises for 8A on page 139. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 was</td>
<td>6 weren’t</td>
</tr>
<tr>
<td>2 were</td>
<td>7 went</td>
</tr>
<tr>
<td>3 did, do</td>
<td>8 did, go</td>
</tr>
<tr>
<td>4 watched</td>
<td>9 Did, hear</td>
</tr>
<tr>
<td>5 had</td>
<td>10 didn’t hear</td>
</tr>
<tr>
<td>1 woke</td>
<td>6 turned on</td>
</tr>
<tr>
<td>2 didn’t want</td>
<td>7 flew</td>
</tr>
<tr>
<td>3 felt</td>
<td>8 closed</td>
</tr>
<tr>
<td>4 heard</td>
<td>9 couldn’t</td>
</tr>
<tr>
<td>5 decided</td>
<td>10 went</td>
</tr>
</tbody>
</table>

Tell Sts to go back to the main lesson 8A.

**Extra support**
- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point.

d. Now tell Sts to go to Irregular verbs on page 165. Tell Sts that this is their reference list of irregular verbs. Explain that there are three columns, because irregular verbs also have irregular past participles, but that for now they should just concentrate on the first two columns.

You could use audio 5:58 to model and drill the pronunciation of these verbs or go through them one by one, eliciting/reaching the meaning of any new ones, and getting Sts to check the ones they already know. Tell them to choose three new verbs to learn, and tell them they should try to learn at least three more new ones every week.
Tells Sts to go back to the main lesson 8A.

Extra idea
• If you have a school library, get Sts to take a book out and start reading. Put up a chart in your classroom so that Sts can write down the name of the book they're reading, and you can keep track of how many they read.
• If your school doesn't have a library, you could create a class library by getting each student to buy one Graded Reader (level 1)—they are relatively inexpensive. They then exchange books with each other.

5 SPEAKING

This activity will take at least 15–20 minutes. If you don't have time in this lesson, do it next lesson.

Put Sts into groups of four, and then into pairs. Assign two the role of As (police officers) and two the role of Bs (friends / suspects). If you have odd numbers, have extra As (i.e. three police officers and two suspects).

Tell Sts to go to Communication Police interview, A on page 104, B on page 108.

Go through the instructions with them carefully. Then give at least five minutes for As to look at the police interview form and prepare their questions. Tell them to think of more questions. At the same time the Bs prepare their alibis by figuring out where they were the previous night.

When they are ready, re-divide the groups of four, so that each A is with a different B. If possible, tell the As to take their suspects to different ends of the classroom to be interviewed. (It doesn't matter if they are near other police officers / suspects, they should just not be near their own “partner.”)

Allow at least five minutes for the interviews, making sure the police officers take notes.

When the interviews are over, get the police officers (As) to compare the two friends’ (Bs) alibis. If they are identical, the Bs are innocent. If there are any differences, they are guilty.
A house with a history

Lesson plan

This lesson links back to the murder story in 8A. Many years later, a couple who are looking for a house to rent are shown around Jeremy Travers's house by Barbara, his daughter, now quite elderly. It is only after they have decided to rent it that they discover that the house has a dark secret and that someone was murdered there. The lesson begins with a vocabulary focus on house and furniture lexis. Sts then listen to a conversation between Barbara and the young couple as she shows them around the Travers family's old house, now for rent. Sts then hear how Kim is reluctant to rent the house, but she is talked into it by her husband, and finally how when they go to celebrate at a local restaurant, they hear the true story of the house. Sts then focus on the grammar in the dialogue, the use of *there is* and *there are*. The pronunciation focus is on *there* and *here*, which prepares Sts for a speaking activity in which Sts describe where they live. Finally, they go to the Writing Bank and write a description of their house or apartment.

**STUDY LINK**
- Workbook 8B

**Extra photocopiable material**
- Grammar *there is / there are, some / any + plural nouns* page 184
- Vocabulary *Race around the house* page 260 (instructions page 246)
- Communicative *Apartment for rent* page 230 (instructions page 204)
- Song *House of the Rising Sun* page 276 (instructions page 266)

Optional lead-in (books closed)
- Write on the board:
  
  **IMAGINE THAT YOU WANT TO RENT AN APARTMENT IN (Sts' city).**
  
  **WHAT THINGS ARE IMPORTANT FOR YOU (e.g., location, rent, etc.)?**
  
  **HOW WOULD YOU LOOK FOR THE APARTMENT?**

- Put Sts in pairs to discuss the questions.

1 **VOCABULARY** the house

a Books open. Focus on the advertisement and elicit the meaning of *advertisement, for rent, and low price*. Model and drill the pronunciation of *advertisement*. You might also want to elicit / teach /ədˈvɜːrˌtɪzment/. You might also want to elicit / teach /ədˈvɜːrˌtɪzment/ as Sts will come across this later in the course.

b Get Sts to cover the advertisement and elicit what they can remember about the house.

c Focus on the instructions and give Sts a few minutes to brainstorm with a partner.

Write all the new words on the board and drill pronunciation.

d Tell Sts to go to *Vocabulary Bank The house* on page 161 and get them to do **1 Rooms, 2 Parts of a room, and 3 Things in a room**, individually or in pairs.

4.12 Now do b. Play the audio for Sts to check answers to all three sections. Then play it again, pausing for Sts to repeat the new lexis. Give further practice of any words Sts find difficult to pronounce.

Now go through the *Heat and central air conditioning* box with the class.

In e get Sts to cover the words and use the pictures to test themselves or a partner.

Tell Sts to go back to the main lesson 8B.

**Extra support**
- If you think Sts need more practice, you may want to give them the Vocabulary photocopiable activity at this point.

2 **LISTENING**

a (4.13) Focus on the picture and instructions. Elicit that the older woman is showing the young couple the house, because they are thinking of renting it.

**Extra support**
- Read through the audioscripts and decide if you need to pre-teach any new lexis before Sts listen.

Now tell Sts to close their books or to cover the conversation and listen for the answer to Which three rooms do they go into? Stress that Sts should listen to find out which rooms they actually go into, not which ones they mention. Play the audio once, and check answers.

They go into the hall, the living room, and the kitchen.
Focus on the conversation. Play the audio again for Ss to fill in the blanks. Play again if necessary. Answers are in bold in the audioscript above.

Get Ss to compare with a partner, and then check answers. Go through the conversation, making sure Ss understand it. They should be able to understand the examples of there is / are from the context. Tell Ss that this structure will be focused on in Grammar. Elicit / teach the meaning and pronunciation of furniture /'fɜːnɪtʃər/ and point out that it is singular, but has a plural meaning.

2 hall
3 dining room
4 study
5 fireplace
6 kitchen
7 bathroom
8 downstairs
9 neighbors
10 upstairs

Extra support
- You could give Ss time to read through the dialogue and think about what the missing words could be before you play the audio.

Tell Ss that Barbara and the couple now go upstairs. Focus on the instructions. Then play the audio twice.

Get Ss to compare with a partner, and then check answers.

That it is very cold. It was Barbara's father's room.

(audioscript in Student's Book on page 120)

B = Barbara, K = Kim, L = Leo
L Let's go upstairs. Follow me. Be careful. The ceiling is very low here.
L It's a very old house.
B Yes, the house is three hundred years old. My family lived here for nearly eighty years. There are six bedrooms. This was my father's bedroom.
K Is there heat in the house?
B Yes, there is. Why do you ask? Are you cold?
K Yes, it's very cold in here.
L That's because we're from California.
B Let's go and see the other bedrooms.
L Yes, of course.

L Well, what do you think, Kim? I love it! Don't you?
K I'm not sure. There's something about the house I don't like.
K Kim, it's perfect for the kids. Think of the yard. And it's a real authentic country house. What do you say?
K I suppose so. If you're sure.
K I am sure Mrs. ... uh Barbara. We want it. We want to rent the house.
B Excellent.
L When can we move in?
B As soon as you like.

Ask a few more comprehension questions, e.g. How old is the house? (300 years old), Does it have heat? (Yes), etc.

Focus on the picture and ask Where are Kim and Leo? (In a restaurant, near the house they've just rented). Go through the instructions and questions.

Play the audio at least twice for Ss to listen and answer the questions.

Get Ss to compare with a partner, and then check answers. Play the audio again if necessary.

1 Coffee. They are still cold.
2 a That a man (Mr. Travers) was murdered there in 1958.
   b That some people thought she killed her father and that she never got married.
   c They tried to sell the house, but nobody wanted to buy it.
3 They leave the restaurant — Kim wants to find a hotel because she doesn't want to sleep in the house.

(audioscript in Student's Book on page 120)

L = Leo, K = Kim, W = waiter
L Hello.
W Good evening, sir, madam. What can I get you?
K How about a coffee? I'm still cold.
W Yes, madam. And you, sir?
L You know, I'm cold, too. I'll also have a coffee, thanks.
W Here you are!
L Well, here's to our new house!
K Yes!
W You're new around here, aren't you?
L Yes, that's right.
K We just rented the big house on Darwin Road.
W Which house? The Travers family's house?
L Yes.
W Oh.
L Is something wrong?
W Who showed you the house?
K Barbara. The old lady who lived there before.
W Ah, Barbara. Old Mr. Travers's daughter. Some people thought that she was the one who did it. She never married, of course.
K The one who did what? What happened? Why didn't she marry?
W Didn't she tell you?
L Tell us what?
W About the murder.
L & K Murder?
W Yes, Mr. Travers was murdered in that house in 1958... in his bed.
K Oh, how horrible!
W The man who killed Mr. Travers was Barbara's lover. The family never lived there again. They tried to sell the house, but nobody wanted to buy it. Not after a murder. That's why that house is always rented.
L Kim.
K Yes.
W Are you thinking what I'm thinking?
K Yes — I don't want to sleep in a house where somebody was murdered. Come on. Let's go to a hotel.
W Hey, your coffee! You didn't drink your coffee... Ah, well...
8B

Ask a few more comprehension questions, e.g. Where is Kim and Leo’s new house? (on Darwin Road), Why does the Travers family always rent out the house? (Because nobody wants to buy it), Does Kim finish her coffee? (No). Finally, ask Sts if they would like to rent a house where somebody was murdered.

Extra support
- Get Sts to listen to both parts of the audio for a final time with the audioscripts on page 120, so they can see exactly what was said and see how much they understood. Translate / explain any new words or phrases.

3 GRAMMAR there is / there are

a Put Sts into groups of three and get them to practice the dialogue in 2b.

When they have finished, tell them to focus on the chart and complete it.

Check answers.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a dishwasher.</td>
<td>There are some families...</td>
</tr>
<tr>
<td>Is there a garage?</td>
<td>Are there any neighbors?</td>
</tr>
</tbody>
</table>

b Give Sts a moment to look at the question and discuss it in pairs.

Elicit that some = an indefinite number, i.e. we don’t know how many exactly.

c Tell Sts to go to Grammar Bank 8B on page 138. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes
there is / there are
- Some Sts tend to always use there is for both singular and plural nouns, because in their language there is only one form. They may also confuse There is / are and It is / They are.

some and any
- Some and any are indefinite articles used here with plural countable nouns. For simplicity’s sake, some is taught here as only being used in positive sentences, however (as will later be pointed out), it can also be used in questions and especially in requests, e.g. Do you want some crackers? Do we need some more chairs?
- Some and any with uncountable nouns is presented in 9A.

Focus on the exercises for 8B on page 139. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>1 Are there</td>
<td>6 Is there</td>
</tr>
<tr>
<td>2</td>
<td>Is there</td>
<td>7 There are</td>
</tr>
<tr>
<td>3</td>
<td>There are</td>
<td>8 Is there</td>
</tr>
<tr>
<td>4</td>
<td>There’s</td>
<td>9 There’s</td>
</tr>
<tr>
<td>5</td>
<td>There are</td>
<td>10 Are there</td>
</tr>
</tbody>
</table>

b 1 There’s a table in the kitchen.
2 Is there a fireplace in the living room?
3 There aren’t any plants in your apartment.
4 Are there any people in the hall?
5 There are some pictures in your bedroom.
6 There isn’t a TV in the kitchen.
7 There’s a computer in the study.
8 There aren’t any chairs in the dining room.
9 Is there a mirror in the bathroom?
10 There isn’t a car in the garage.

Tell Sts to go back to the main lesson 8B.

Extra support
- If you think Sts need more practice, you may want to give them the Grammar photocopyable activity at this point.

4 PRONUNCIATION

/er/ and /er/, sentence stress

a 4.17 Focus on the two sound pictures and play the audio once for Sts just to listen. Then play it again, getting Sts to repeat each word and sound.

b Get Sts to look at the words in the list and to decide which sound they go with. Remind Sts to say the words aloud to themselves and then write them in the right place.

c 4.18 Play the audio for Sts to listen and check their answers.

Play the audio again, pausing after each word for Sts to repeat.

d 4.19 Focus on the dialogues. Play the audio for Sts to listen and hear the rhythm.

Then play the audio again, pausing after each line for Sts to listen and copy the rhythm.

4.19 See dialogues in Student’s Book on page 63

e Get Sts to practice the dialogues in pairs. Monitor and encourage Sts to stress the words in bigger bold print more strongly.
Focus on the instructions and the example. In pairs, Sts ask each other questions beginning with Is there a...in your...? and Are there any...in your...? about objects in their house. Make it clear that they can choose which rooms and objects they want to ask about, e.g. they could ask Is there a TV in your bedroom?

You could demonstrate the activity by getting the class to ask you questions. Try to give a little bit of extra information in your answers.

Monitor and help. Correct Sts if they confuse Is there and Are there.

**5 SPEAKING**

a Focus on the questionnaire and tell Sts that they are going to interview each other. If there's time, get Sts to interview you first.

Now get Sts to interview each other.

Get feedback.

b Focus on the instructions. To demonstrate quickly, sketch a basic plan of your living room on the board and describe it to the class. (You don't need to draw everything in, just the main pieces of furniture.)

Sts do the same in pairs. Monitor and help Sts with any other vocabulary they need.

**6 WRITING describing your home**

Tell Sts to go to Writing Describing your home on page 114.

a Focus on the title of the website and explain / teach swap (= to exchange). Give Sts a few minutes to read the website.

Ask the class Would you like to stay in the apartment in Hermosa Beach?

b Now tell Sts to read the description of the apartment again and number the information in the right order.

Check answers.

1. Where it is
2. What floor the apartment is on
3. What rooms there are
4. Details about some of the rooms
5. What you can see from the apartment
6. What services there are nearby
7. How far it is from Los Angeles

c Focus on the information box about so and go through it with the class.

d Tell Sts they are now going to “post” their house or apartment on the website. First, they should make notes about their house / apartment using the seven topics in b.

e When Sts have finished their notes, get them to write the full description. They should also say where they would like to go when they house swap.

f Sts read their descriptions looking for mistakes, and then show it to other Sts.

Do the question as an open-class activity.

Tell Sts to go back to the main lesson 8B.

**7 SONG House of the Rising Sun**

This song was originally made famous by the English group The Animals in 1964. For copyright reasons, this is a cover version. If you want to do this song in class, use the photocopiable activity on page 276.

*House of the Rising Sun*

There is a house in New Orleans they call the Rising Sun,
And it’s been the ruin of many a poor boy, and God I know I’m one.

My mother was a tailor – she sewed my new blue jeans;
My father was a gambling man down in New Orleans.

Now the only thing a gambler needs is a suitcase and a trunk
And the only time he’s satisfied is when he’s on a drunk.

Oh mother tell your children not to do what I have done,
To spend your lives in sin and misery in the house of the Rising Sun.

Well, I got one foot on the platform, the other foot on the train;
I’m going back to New Orleans to wear that ball and chain.

Well, there is a house in New Orleans they call the Rising Sun,
And it’s been the ruin of many a poor boy, and God I know I’m one.
Lesson plan

This lesson is based on real information about hotels in Britain that advertise themselves as being haunted. A Sunday Times journalist was sent to stay at one, called Gosforth Hall Inn, and report on what happened during the night. This provides a context for Ss to practice there was / there were and prepositions of place and movement. Make sure Ss realize that this is real information and that these are real hotels where they could go and spend the night! The lesson begins with a reading text about two haunted hotels, and this leads into a vocabulary focus on prepositions of place and movement. This is followed by a pronunciation spot on silent letters in words like ghost and castle. Then Ss listen to the Sunday Times' journalist's report of the night he spent in a haunted hotel, and this provides the context for the grammar presentation of there was / there were. The lesson finishes with a speaking activity in which the grammar and vocabulary are practiced.

Optional lead-in (books closed)

- Play the long sentence game to review there is and furniture.

- You begin the game. Say: In my living room there's a sofa. Then choose a student to continue. He / she must repeat your sentence, and add one more piece of furniture, e.g. In my living room there's a sofa and two armchairs.

- Point to another student who must continue, repeating the sentence and adding to it, e.g. In my living room there's a sofa, two armchairs, and a table.

- After all the Ss have added their words, see if the whole class can repeat the list from memory.

1 READING

- Books open. Focus on the title of the lesson and the photographs of the ghost, making sure Ss know the meaning of ghost (= the form of a dead person that a living person thinks he / she sees) and haunted (= if a place is haunted, people think there are ghosts there). Focus on the questions and elicit answers. You could start the activity by telling Ss whether or not you believe in ghosts.

b Now focus on the two photos of hotel rooms and tell Ss that these are real hotels in the UK. Give Ss time to read the text and to find the answers to the questions.

Get Ss to compare with a partner, and then check answers.

1 In the Gosforth Hall Inn it is the ghost of a priest, and in Comlongon Castle it is the ghost of Lady Marion Carruthers.
2 Ss should check: b, c, d, e, f

c Tell Ss to read the text again and look at the highlighted words. They should then try to guess the meaning of each word from context. Remind them that all the words are related to hotels.

In pairs, Ss should compare their guesses.

Check answers, either explaining in English, translating into Ss' L1, or getting Ss to check in their dictionaries. Deal with any other new vocabulary.

d Ask the whole class and elicit responses.

2 VOCABULARY prepositions: place and movement

- Focus on the two pictures and get Ss to answer the questions.

The ghost of the woman is sitting on the bed and the man is standing next to the bed.

Extra support

- Demonstrate the meaning of the prepositions using, e.g. a chair in the classroom.

b Tell Ss to go to Vocabulary Bank Prepositions: place and movement on page 162.

Focus on part 1 Place and get Ss to do exercise a individually or in pairs.

4.21) Now do b. Play the audio for Ss to check answers. Then play it again, pausing for Ss to repeat.

<table>
<thead>
<tr>
<th>2 in</th>
<th>3 under</th>
<th>8 across from</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 in front of</td>
<td>6 behind</td>
<td>9 to</td>
</tr>
<tr>
<td>7 between</td>
<td>4 over</td>
<td></td>
</tr>
</tbody>
</table>

Highlight the difference between in (= inside an enclosed space, e.g. in a drawer) and on (= touching an external surface, e.g. on the wall), and between across from (= face-to-face) and in front of, demonstrating with objects / people in the classroom.

Extra idea

- Give more practice with the prepositions by asking questions about things / people in the classroom.
4 LISTENING

a 4.24) Focus on the introduction and explain to Sts that they are going to listen to the journalist Stephen Bleach's account of his night in Room 11. Emphasize that this really happened.

Give Sts a few minutes to read sentences 1–10 and check that they understand all the vocabulary.

Extra support

- Read through the audioscript and decide if you need to pre-teach any new lexis before Sts listen.

Now play the audio twice for Sts to listen and correct the errors.

Then give them time to check their answers with a partner. Play the audio again if necessary.

Check answers.

1. He arrived at Gosforth Hall late in the evening.
2. There were three other guests.
3. He talked to the hotel manager.
4. The manager was a woman.
5. He went to his room at 12:00.
6. Room 11 was on the top floor.
7. The room was very big.
8. There wasn't a remote control.
9. There wasn't a horror movie on TV.
10. He went to sleep before the end of the movie / after half an hour.

4.24) (audioscript in Student's Book on page 120)

I arrived at Gosforth Hall late in the evening. I don't believe in ghosts, but yes, I felt a little nervous. I checked in, and the receptionist gave me the key and showed me to my room.

I left my things in the room and went downstairs. There weren't many other guests in the hotel. There were only three. I sat in the lounge and talked to the manager, Sara Daniels, about her hotel. Then I had a drink and at 12:00, I went upstairs to my room.

Room 11 was on the top floor. I opened the door and turned on the light. It was a very bright room, very big, and yes, it was a little spooky. There was an old TV on a table - but there wasn't a remote control. I turned on the TV. There was a movie on. I was happy to see that it wasn't a horror movie. I decided to watch the movie, but I was tired after my long trip and after half an hour, I went to sleep.

Extra support

- Read through the audioscript and decide if you need to pre-teach any new lexis before Sts listen.

b 4.25) Ask Sts if they think Stephen saw the ghost or not. Before playing the audio, pre-teach scared as a synonym of frightened.

Now play the next part of Stephen's story.

Check the answer.

No, Stephen didn't see the ghost.
Focus on the four sentences. Get Sts to compare with a partner, and then check answers.

1. Yes, 2:00 a.m.
2. Yes. The TV and light went off.
3. Yes.
4. Very
5. Yes, because he wants to see the ghost.

Extra support
- Get Sts to listen to both parts of the audio for a final time with the audioscripts on pp.120-121, so they can see exactly what Stephen said and see how much they understood. Translate / explain any new words or phrases.

Extra idea
- Get Sts to read the audioscripts at the back of the book and then role-play the interview. The person playing Stephen should do it with his / her book closed.

5 GRAMMAR there was / there were

a 4.26 Focus on the four sentences. Get Sts to complete them in pairs.

Play the audio for Sts to check their answers.

4.26
1. There weren't any other guests in the hotel.
2. There were only three.
3. There was an old TV on a table.
4. There wasn't a remote control.

b 4.27 Tell Sts to go to Grammar Bank 8C on page 138. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes
- There is / there are can be used in any tense simply by changing the form of be, thus the past is there was / there were.
- Although it works in exactly the same way as there is / there are, Sts have a tendency to forget the plural form there were.

Focus on the exercises for 8C on page 139. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

Tell Sts to go back to the main lesson 8C.

Extra support
- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point.

6 SPEAKING

Put Sts in pairs, A and B, and tell them to go to Communication The Ghost Room, A on page 104, B on page 109.

Give Sts a minute to look at the picture. Then focus on the questions, and elicit that they should start with Was there...? for singular nouns and Were there...? for plural nouns.

Extra support
- You could get Sts to write the questions.

Get Sts to sit face-to-face. A (book open) asks his / her questions to B (book closed) who has to answer.

Then they change roles.

Get feedback. Who had the most correct answers, A or B?
7&8 Review and Check

Test and Assessment CD-ROM
- Quick Test 8
- File 8 Test

GRAMMAR
1 a 6 a 11 b
2 a 7 c 12 b
3 b 8 c 13 a
4 a 9 b 14 b
5 c 10 a 15 c

VOCABULARY
a 1 actor 2 artist 3 painter 4 musician 5 scientist
b 1 have 2 get 3 go, get 4 get 5 have, get
c 1 out 2 by 3 to 4 in 5 back
d 1 a sofa 2 a bed 3 an armchair 4 a stove 5 a rug
e 1 behind 2 next to 3 up 4 down 5 on

PRONUNCIATION
a 1 lived 2 could 3 heard 4 near 5 hour
b 1 musician 2 ago 3 yesterday 4 between 5 fireplace

CAN YOU UNDERSTAND THIS TEXT?
a 1 T 2 F 3 F 4 T 5 T 6 T

CAN YOU UNDERSTAND THESE PEOPLE?

1 c 2 a 3 b 4 c 5 c

I = interviewer, H = Heba
I Where were you born?
H I was born in Cairo, Egypt.
I Do you have family there?
H Yes, I do.
I Where do you live now?
H I live in New York.

I = interviewer, P = Polly
I Did you go out last weekend?
P Yes, I did.
I What did you do?
P On Friday, I went to a restaurant with some friends, and on Saturday I went to a club with some other friends.

I = interviewer, J = Jeanne
I What's your favorite room in your house?
J The kitchen.
I Can you describe it?
J Sure. It's not that big. It's very cozy, which is what I like about it. Um...and we have two refrigerators.

I = interviewer, P = Phoebe
I What's your favorite room in your house?
P My bedroom.
I Can you describe it?
P It's big. It has a nice comfy bed and big windows.

I = interviewer, B = Ben
I What did you do yesterday evening?
B Yesterday evening I was quite tired, so I went home. I had dinner, and then I had quite an early night.
I What time did you go to bed?
B I went to bed at about half past nine.
Lesson plan

Food provides the context for looking at the grammar of countable and uncountable nouns and the related use of some and any. The lesson begins by getting Sts to brainstorm any food word they may already know in English, and then going to the Vocabulary Bank to learn many of the most common words. Sts then read an article from New York Magazine where three people, a model, a sportsman, and an actress, describe what they ate yesterday. The reading leads into the grammar focus, and Sts go on to practice the new grammar and also review there is / there are. The pronunciation focus looks at the combination of vowels ea, which can be pronounced in several different ways and which occurs in many common food words, e.g. bread and steak, and in Speaking Sts tell each other what they ate yesterday. Finally, Sts listen to a TV cooking competition and answer questions about the rules of the competition and the dishes that the contestants make. The lesson finishes with Sts telling each other the ingredients of their favorite dish.

STUDY LINK
• Workbook 9A

Extra photocopiable material

- Grammar countable / uncountable nouns; a / an, some / any page 185
- Vocabulary Food alphabet page 262 (instructions page 246)
- Communicative Food families page 232 (instructions page 204)

Optional lead-in (books closed)
- Play Hangman (see page 23) with the word BREAKFAST.
- Then elicit the words for the other two main meals of the day (lunch and dinner).
- Put Sts in pairs and tell them to ask each other: What time do you usually have breakfast? Where? Who with?
- Sts then repeat the questions for lunch and dinner.
- Get some feedback from different pairs, and tell the class about your mealtimes and where you have them, etc.

1 VOCABULARY food

a Books open. Focus on the instructions. Put Sts in pairs and give them one minute to try to write down five words for food.

Get feedback and write the words on the board. Model and drill the pronunciation.

b Tell Sts to go to Vocabulary Bank Food on page 163 and get them to do exercise a individually or in pairs. There are more words than usual, but Sts will probably already know some of them.

4.29] Now do b. Play the audio for Sts to check answers. Then play it again, pausing for Sts to repeat the new lexis. Give further practice of any words your Sts find difficult to pronounce.

Focus on c. Get Sts to cover the words and use the pictures to test themselves or their partner. Tell Sts to go back to the main lesson 9A.

Extra support
- If you think Sts need more practice, you may want to give them the Vocabulary photocopiable activity at this point.

2 READING

a Focus on the instructions and the photos of the three plates, and elicit what food there is (French fries, fruit salad, potato chips; salad with tomatoes, carrots, lettuce, and olives; toast, cream cheese and maitre). Then ask Sts to guess who ate what and elicit suggestions, but don't tell them the answers.

b Tell Sts to read all three articles to find out if their guesses in a were correct. Point out that the article is adapted from an article in New York Magazine. Check answers.

Photo 1 Selita Ebanks (model)
Photo 2 Jennifer Esposito (actress)
Photo 3 Nacho Figueras (polo player)
3 GRAMMAR countable / uncountable nouns; 
\[ a / an, some / any \]

- Tell Ss to look at the photos and get them to fill in the five blanks.
- Check answers.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>a strawberry</td>
<td>3 some rice</td>
<td>5 an onion</td>
</tr>
<tr>
<td>a tomato</td>
<td>4 some cookies</td>
<td></td>
</tr>
</tbody>
</table>

**b** (4:30) Tell Ss to go to Grammar Bank 9A on page 140. Focus on the example sentences and play the audio for Ss to listen and repeat. Then go through the rules with the class.

**Additional grammar notes**

**Countable / uncountable nouns**
- The concept of countable and uncountable nouns shouldn’t cause too many problems (unless they do not exist in the Ss’ own language), but what may cause confusion is that some words are countable in English, but uncountable in other languages or vice versa, e.g. *spaghetti* – uncountable in English, countable in Italian.
- You may need to give more examples of when a noun can be countable or uncountable. This occurs when we can think of *e.g.* a *chicken* (a whole chicken) and *chicken* (e.g. chicken pieces).
- Others examples: *a soda* (= a can or glass of soda), *soda* (= the liquid in general); *a coffee* (= a cup of), *coffee* (= a quantity of coffee beans or powder in a jar).

\[ a / an, some / any \]
- Ss have already learned the rules for *a / an, some, and any* plus singular and plural countable nouns in 8B. Here they learn that *some* can also be used with singular uncountable nouns meaning “a quantity of,” “not an exact amount,” e.g. *some butter, some milk.*

<table>
<thead>
<tr>
<th>a</th>
<th>an, some</th>
<th>any</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a sandwich</td>
<td>5 an egg</td>
</tr>
<tr>
<td>2</td>
<td>some milk</td>
<td>6 some carrots</td>
</tr>
<tr>
<td>3</td>
<td>some French fries</td>
<td>7 some chocolate(s)</td>
</tr>
<tr>
<td>4</td>
<td>some lettuce</td>
<td>8 some ice cream</td>
</tr>
</tbody>
</table>

**Extra challenge**
- Ask Ss if they found anything surprising about the people’s eating habits, e.g. *The model ate a lot of unhealthy food. She didn’t eat any vegetables.*

4 PRONUNCIATION the letters *ea*

- Ss may find it strange using *some* and *any* with “singular” words, e.g. *butter,* since they previously used *some* and *any* with plural nouns, and may have translated them in their heads as plural words.
- Make sure you point out the exception of using *some* for offers and requests. Ss usually assimilate this rule instinctively through learning set phrases like *Would you like some coffee?*

**Focus on the exercises for 9A on page 141.** Ss do the exercises individually or in pairs.

**Check answers,** getting Ss to read the full sentences.

<table>
<thead>
<tr>
<th>a</th>
<th>an, some</th>
<th>any</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</tr>
<tr>
<td>4</td>
<td>some lettuce</td>
<td>8 some ice cream</td>
</tr>
</tbody>
</table>

- Ss to go back to the main lesson 9A.

**Extra support**
- If you think Ss need more practice, you may want to give them the Grammar photocopyable activity at this point.

<table>
<thead>
<tr>
<th>a</th>
<th>an, some</th>
<th>any</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>any</td>
<td>6 any</td>
</tr>
<tr>
<td>2</td>
<td>some</td>
<td>7 some</td>
</tr>
<tr>
<td>3</td>
<td>any</td>
<td>8 a, some</td>
</tr>
<tr>
<td>4</td>
<td>some</td>
<td>9 an</td>
</tr>
<tr>
<td>5</td>
<td>any</td>
<td>10 some</td>
</tr>
</tbody>
</table>

- Get Ss to read the full sentences.

**Extra support**
- Get Ss to write some sentences first and then read them to each other.

Tell Ss to go back to the main lesson 9A.

**Pronunciation notes**
- The combination of vowels *e + a* has several possible pronunciations, some of which seem irregular to Ss, e.g. *great /greit/.* In this exercise we focus on common examples of this spelling occurring in food words.

**a** Focus on the words in the list and elicit that they all have the vowels *ea,* but that the pronunciation is not the same.

Now focus on the sound pictures and elicit the three words and sounds (tree /tri/, egg /ɛ/ , train /ɛ/). Get Ss, in pairs, to put the words in the correct columns. Encourage them to say the words aloud to help them.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
</tr>
</thead>
<tbody>
<tr>
<td>tree /tri/</td>
<td>egg /ɛ/</td>
<td>train /ɛ/</td>
</tr>
</tbody>
</table>

**b** (4:31) Play the audio once for Ss to listen and check.

Now play it again, pausing after each word (or group of words) for Ss to repeat. Elicit that the most common pronunciation is /i/, but they will need to learn unusual ones, e.g. *steak,* by heart.
Sts now practice saying the words.

Extra challenge
- Write some more words on the board that Sts know with /a/ and that have one of these three pronunciations for them to put in the columns, e.g. sea, break, head, read (/e/ and /æ/), dead, great, leader, mean, please, speak.

Extra support
- You may want to remind Sts that the letters ear have a different pronunciation from ear + other consonants and is either /ar/ or /eər/, e.g. hear, or /ær/, e.g. wear. Sts focused on this in 8B.

5 SPEAKING
a Tell Sts to go to Vocabulary Bank Food page 163 and make a food diary for yesterday, i.e., to write down what they had to eat and drink. Monitor and help them with any new words they need, but try not to overdo new vocabulary. Encourage Sts to use more general food words, e.g., meat, fish, vegetables, rather than specific words (lamb, kake, eggplant, etc.). Tell them to write a/an or some and any with each word, and to group them under meals.

Tell Sts to go back to the main lesson 9A.

b You could demonstrate the activity by telling people what you had yesterday. In pairs, Sts now tell each other what they had for each meal. Monitor and help with pronunciation, and correct any mistakes with a/an or some and any.

Get feedback from some pairs to find out what their diets are like – did they eat similar things or were their meals very different?

Extra idea
- You could tell Sts that they are now going to submit their own articles to New York Magazine, and to write a short text like the ones in the Reading about what they ate yesterday.

6 LISTENING
a Do this as an open-class activity.

b (4.32) Focus on the photo and go through the instructions. Make sure Sts understand the word ingredients and that they are going to listen to a cooking competition.

Tell Sts they’re going to hear the audio twice, and that they must answer the three questions.

Play the audio once and get Sts to compare their answers with a partner. Play again if necessary.

Check answers.

Extra support
- Pause the audio after each ingredient to give Sts time to write it down.

Extra support
- Remind Sts that these will be the six things in the bag, and any basic ingredient, e.g., rice, pasta, etc.

Play the audio and then get Sts to compare their answers with a partner, and finally play it again.

Check answers.

Jack
1. carrot and orange soup
2. chicken breasts filled with cream cheese
3. pancakes with chocolate sauce

Liz
1. carrot and onion salad with orange dressing
2. pasta with creamy chicken sauce
3. chocolate and orange mousse

1. There are six ingredients in the bag.
2. They have an hour to cook their dishes.
3. pasta, rice, eggs, sugar, salt, pepper
d Tell Sts to go to Communication Get ready! Cook! on page 109.

Tell Sts to look at the photos of Jack and Liz’s dishes and decide whose dishes they prefer.

Get feedback from the class. Have a show of hands for each contestant to see who the class thinks should win.

Tell Sts to go back to the main lesson 9A.

e (4:34) Now tell Sts they are going to hear the final part of the show, the judge’s comments. They should write in the right-hand column of the chart.

Before playing the audio, pre-teach delicious, to taste, and tasty.

Play the audio for Sts to listen and complete the chart.

Check answers.

Extra idea
• Pause the audio just before the host announces the winner and ask Sts to guess who has won now that they have heard the judge’s comments. Ask Whose food did the judge prefer? then press play for Sts to hear the winner.

Jack
soup: delicious, very good, but needs a little cream.
chicken: nice, but not very original. Very tasty.
pancakes: look beautiful and taste fantastic.

Liz
salad: nice, but the onion taste is too strong.
pasta: very good, but needs more salt and pepper.
mousse: beautiful, tastes fantastic, delicious.

The winner is Jack.

Extra support
• Get Sts to listen to the three parts of the audio for a final time with the audioscripts on page 121, so they can see exactly what was said and see how much they understood. Translate / explain any new words or phrases.

f Sts think of one of their favorite dishes and write a list of the ingredients.

In pairs, they show their partner the list and tell them what the dish is. They do not need to give cooking instructions.
Lesson plan

This lesson continues the theme of food and focuses on sugar and salt, which were both known at different times in history as “white gold.” The lesson begins with a vocabulary focus on containers, e.g., package and can. The context for the grammar presentation is the amount of sugar and salt that there is in some common food items, and asking about quantity, e.g., how much sugar is in dark chocolate? Pronunciation looks at two sounds, /ʃ/ and /s/, and in Speaking Sts interview each other using a questionnaire to find out how much salt and sugar they eat every day. The reading text White Gold—fascinating facts about sugar and salt is based on several recent articles and studies. The lesson ends with a light-hearted song Sugar Sugar.

STUDY LINK

• Workbook 9B

Extra photocopiable material

• Grammar how much / how many, a lot of, etc. page 187
• Communicative How much / many? page 233 (instructions page 205)
• Song Sugar Sugar page 277 (instructions page 267)

Optional lead-in (books closed)

• Review food and countability by playing the long sentence game (see Optional lead-in for 8C on page 110). You begin by saying In my fridge there’s (e.g. some milk). Sts continue, remembering what the previous people have said, then adding an item of their own.

1 VOCABULARY food containers

a 435 Books open. Focus on the pictures and explain that they are all containers. Then tell Sts to match the words and pictures.

Play the audio for Sts to listen and check answers.

1 a bottle 4 a carton
2 a package 5 a can
3 a box 6 a jar

Play the audio again, pausing for Sts to listen and repeat.

b 436 Tell Sts they are going to hear five phrases related to the words in a and they must write the whole phrase, e.g., a jar of honey.

Play the audio, pausing after each phrase to give Sts time to write.

Check answers.

1 a bottle of oil 4 a box of cereal
2 a bag of oranges 5 a carton of milk
3 a can of peas

Sts now have to make their own phrases using a container from a and a word from the list.

Possible answers

- a package of cookies / a box of cookies
- a box of chocolates
- a bottle of oil
- a bag of rice / a box of rice
- a bag of sugar / a box of sugar
- a can of tuna / a package of tuna

2 GRAMMAR quantifiers: how much / how many, a lot of, etc.

a Focus on the pictures of the spoons and make sure Sts understand the quantities from a lot to none.

Now focus on the pictures of food items at the bottom of the page and give Sts time to think about how much salt and sugar is in each item.

Elicit the question Sts need to ask for each food item using How much...? Remind Sts that the question is How much...? not How many...?, because sugar and salt are uncountable.

Focus on the speech bubbles and then, in pairs, Sts ask each other how much salt / sugar is in each item.

Get some feedback from the class about what they think for each item, but do not correct their guesses at this stage.

b Tell Sts to go to Communication Sugar and salt on page 109. Go through the facts with the class, establishing whether there is a lot / a little / not much sugar or salt, or none in each food item.

Get feedback from some Sts. Were their answers in a correct? Did they find any facts surprising?

Tell Sts to go back to the main lesson 9B.
c Now tell Ss not to look back at Communication. Focus on the sentences. They should, from memory, try to complete the sentences with a food item or drink from 2a. Highlight that you have to say There isn't any salt. NOT There's none salt (you can't use none with a noun).

Get Ss to compare with a partner, and then check answers. Did anyone get it all right?

1 olive oil 3 potato chips
2 dark chocolate 4 (a can of) soda

d **4.37**] Tell Ss to go to Grammar Bank 9B on page 140. Focus on the example sentences and play the audio for Ss to listen and repeat. Then go through the rules with the class.

**Additional grammar notes**

**a lot of**

- In sentences native speakers normally use a lot of for big quantities. It is also possible to use a lot of in negatives and questions, although it is more common to use much / many.
- We use a lot (NOT a lot of) in short answers or when we don't give the noun, e.g. I eat a lot of chocolate, but I eat a lot.
- In colloquial English people often use lots of as an alternative to a lot of. At this level it is best just to teach Ss to use a lot of, while recognizing the alternate form.

**much / many**

- Much and many are used mainly in negative sentences and questions. Many is also sometimes used in sentences in formal English, e.g. Many people live in houses in the US. However, much is not normally used in sentences, e.g. NOT Americans drink much coffee.
- Tell Ss to think of much as singular and many as plural to help them to remember which one to use.

Focus on the exercises for 9B on page 141. Ss do the exercises individually or in pairs.

Check answers, getting Ss to read the full sentences. In a, elicit / explain the difference between some chocolate (a bar, some pieces, etc.) and chocolates (individual pieces of candy covered in chocolate).

a 1 How much 6 How much
   2 How many 7 How many
   3 How much 8 How many
   4 How many 9 How much
   5 How much 10 How many

b 1 a lot of 6 Not much
   2 A little 7 many
   3 much 8 None
   4 A lot 9 a little
   5 a lot of 10 much, any

Tell Ss to go back to the main lesson 9B.

**Extra support**

- If you think Ss need more practice, you may want to give them the Grammar photocopiable activity at this point.

---

**3 PRONUNCIATION /ʃ/ and /s/**

**Pronunciation notes**

These two sounds can sometimes cause problems because of L1 interference.

/ʃ/

- sh and -tion are always pronounced /ʃ/, e.g. shop, station.
- c before iou and ia is usually /ʃ/, e.g. delicious, special.

/s/

- c before e and i is pronounced /s/, e.g. city, center (c before other vowels is usually /k/).
- s at the beginning of a word is always /s/. The only two exceptions are sure /ʃə/ and sugar /ˈʃʊɡər/.
- s in the middle of a word or at the end is sometimes /s/ and sometimes /z/.

See Sound Bank page 166.

a **4.38**] Focus on the two sound pictures and play the audio once for Ss to listen. Make sure Ss can hear the difference between them.

Now play it again for Ss to listen and repeat.

**4.38**]

See words in Student's Book on page 70

b **4.39** Ss should say each word aloud and then put it in the right column in a.

Get Ss to compare with a partner. Then play the audio for them to check.

Check answers.

**4.39**

shower /ʃ/ sugar, fish, delicious, fresh, information, reception, shopping, special, sure
snake /s/ salt, chocolates, cereal, sauce, center, rice, glass, salad, science

Now play the audio, pausing after each word for Ss to repeat.

c **4.40**] Focus on the dialogue. Play the audio once and get Ss to listen and read.

**4.40**]

See dialogue in Student's Book on page 70

Then get Ss to practice it in pairs. Monitor, helping and correcting.

Finally, you could get one pair to perform the dialogue for the rest of the class.
4 SPEAKING

a Focus on the questionnaire about sugar and salt. Give Sts a few minutes to fill in the blanks with How much or How many.

Check answers by going through the questions.

1 How many 6 How much
2 How many 7 How much
3 How much 8 How much
4 How many

b You could demonstrate the activity by getting Sts to interview you first. Answer the questions, giving a little extra information where you can as a model for Sts, e.g., I don’t have sugar in my coffee; I hate sweet drinks. Make sure Sts understand spoonful and add.

Sts interview each other in pairs. When they have finished, they should tell each other if they need to eat less sugar or salt. You may want to teach Sts the phrase too much.

Get some feedback from individual Sts about their partner.

c Put Sts in pairs. Demonstrate the activity by saying how much you eat of some of the items in the list.

A should start by saying how much he/she eats and drinks of one of the items in the list. B should react and ask for more information. They then change roles.

When Sts have finished interviewing each other, they should comment on their partner’s diet – is it healthy or not?

Get some feedback from various pairs. Find out if pairs have a similar diet or if they found out something surprising about their partner’s eating habits.

5 READING

a Tell Sts they are going to read an article entitled White Gold. Elicit/explain the meaning of gold and see if Sts can guess what this “white gold” is (sugar and salt).

In pairs, Sts read the article and fill in the blanks with sugar or salt. If you didn’t teach it earlier, highlight the meaning of too much (= more than what is good for you).

Check answers.

<table>
<thead>
<tr>
<th>1 sugar</th>
<th>5 sugar</th>
<th>9 sugar</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 salt</td>
<td>6 sugar</td>
<td>10 Sugar</td>
</tr>
<tr>
<td>3 salt</td>
<td>7 Salt</td>
<td>11 sugar</td>
</tr>
<tr>
<td>4 salt</td>
<td>8 Salt</td>
<td>12 salt</td>
</tr>
</tbody>
</table>

b Tell Sts to read the text again and to highlight five new words or phrases and in pairs to try to guess the meaning of the highlighted words.

Check some of the Sts’ choices, either explaining in English, translating into Sts’ L1, or getting Sts to check in their dictionaries.

Deal with any other new vocabulary.

c Do this as an open-class question.

6 4.41) SONG Sugar Sugar ♫

This song was originally made famous by The Archies in 1969. For copyright reasons, this is a cover version. If you want to do this song in class, use the photocopiable activity on page 277.

4.41) Sugar Sugar

Chorus
Sugar, oh honey honey; You are my candy girl and you got me wanting you.
Salt, oh sugar sugar; You are my candy girl and you got me wanting you.
I just can’t believe the loneliness of loving you. (I just can't believe it's true)
I just can’t believe the wonder of this feeling too. (I just can't believe it's true)

Chorus
When I kissed you, girl, I knew how sweet a kiss could be.
(I know how sweet a kiss can be)
Like the summer sunshine, pour your sweetness over me. (Pour your sweetness over me)
Pour a little sugar on it honey
Pour a little sugar on it baby
I’m gonna make your life so sweet, yeah yeah yeah
Pour a little sugar on it honey
Pour a little sugar on it baby
I’m gonna make your life so sweet, yeah yeah yeah
Pour a little sugar on it honey.

Chorus
Lesson plan

The context of this lesson is quiz shows through which comparative adjectives are presented and practiced, and high numbers are introduced. This lesson starts with a vocabulary focus on numbers greater than 1,000. In Listening and Speaking, Ss decide if they think some statements are true or false and then listen to contestants answering the questions on a quiz show. The quiz questions lead into the grammar focus on comparative adjectives and a pronunciation focus on stress in comparative sentences, and the sound /ə/ in than and in -er endings. In Speaking, Ss put the grammar and high numbers into practice and role-play taking part in a quiz show. The lesson finishes with a reading text about three popular quiz shows in the US and a contestant who has won many games.

STUDY LINK

• Workbook 9C
• Online practice
• iChecker

Extra photocopiable material

• Grammar comparative adjectives page 188
• Vocabulary Numbers dictation page 263 (instructions page 246)
• Communicative Guess the comparative page 234 (instructions page 205)

Optional lead-in (books closed)

• Review numbers up to 100 by writing some addition Problems on the board and eliciting answers from the class.

1 VOCABULARY high numbers

a Books open. Put Ss in pairs and give them a few minutes to answer the three radio quiz questions. Tell Ss at this point just to answer a, b, or c rather than trying to say the long numbers.

b (4.42) Tell Ss they are going to hear three contestants on the radio quiz show answering the three questions. Play the audio for Ss to listen and check their answers to a.

Check answers.

1 c 2 b 3 a

(4.42) (audioscript in Student's Book on page 122)

H = host, C = contestant

H Question 1. What is the approximate population of Vietnam? Is it a a 68 million, b 78 million, or c 88 million?

C1 I think it's c, 88 million.

H Final answer?

C2 Final answer, 870.

H Are you sure?

C3 Yes, I'm sure. a is the right answer.

Play the audio again and tell Ss this time to pay attention to how the numbers are said. Pause the audio after each answer and elicit the number from Ss, and write it on the board.

1 eighty-eight million
2 five hundred and forty
3 about two thousand, five hundred

Highlight:
- there is no s on million or thousand.
- the use of and between hundreds and tens, e.g. two hundred and twenty.

c Tell Ss to go to Vocabulary Bank Days and numbers on page 148.

Focus on part 4 High numbers and get Ss to do exercise a individually or in pairs.

(4.43) Now do b. Play the audio to check answers. Then play the audio again, pausing for Ss to listen and repeat. Give further practice of any numbers your Ss find difficult to pronounce.

200 three hundred and fifty
1,500 eight hundred and seventy-five
2,500 five thousand and twelve
3,100 five thousand four hundred and twenty
25,000 one hundred thousand
100,000 two million three hundred thousand

(4.43) a hundred and five
one hundred and five
one thousand and five hundred
one thousand and five hundred
one thousand and five hundred
one thousand and five hundred
one thousand and five hundred
one thousand and five hundred
one thousand and five hundred

Tell Ss to go back to the main lesson 9C.
Extra support
- If you think Sts need more practice, you may want to give them the Vocabulary photocopiable activity at this point.

Tell Sts to look at the five numbers and to correct any mistakes in the wording.
Get Sts to compare with a partner, and then check answers. Model and drill pronunciation.

175 = a hundred and seventy-five
2,150 = two thousand and one hundred and fifty
3,009 = three thousand and nine
20,000 = twenty thousand
3,000,000 = three millions

Tell Sts they are going to hear ten numbers and they must write the number down (using numbers, not words). Tell Sts that they are going to hear the audio twice.

This is a difficult exercise. Pause the audio after each number to give Sts time to think and write.
Get Sts to compare with a partner, and then check answers.

See numbers in audioscript 4.44

Now get Sts to write out the numbers and then elicit both versions of the numbers onto the board.

1. 199 (a hundred and ninety-nine)
2. 350 (three hundred and fifty)
3. 920 (nine hundred and twenty)
4. 1,300 (one thousand three hundred)
5. 3,437 (three thousand four hundred and thirty-seven)
6. 7,700 (seven thousand seven hundred)
7. 50,000 (fifty thousand)
8. 120,000 (one hundred twenty thousand)
9. 40,000,000 (forty million)
10. 2,600,000 (two million six hundred thousand)

Finally, play the audio again, pausing after each number for Sts to listen and repeat.

In pairs, Sts answer the three questions.
Get some feedback from the class.

Extra challenge
- Sts write their own three questions with numbers as answers. Put Sts in pairs and get them to ask each other their questions.

2 LISTENING

a 4.45 Do this as an open-class question.
Now tell Sts that they are going to listen to a quiz show called Quiz Night and give them a few minutes to read questions 1–4. Make sure all the questions are clear; check to be sure, for example, Sts know to win and to lose.

Extra support
- Read through the audioscript and decide if you need to pre-teach any new lexis before Sts listen.

Play the audio twice.
Get Sts to compare with a partner. Play the audio again if necessary and then check answers.
I think it's true.
H Correct. A proton is more than 1,800 times heavier than an electron. Next, for 4,000 dollars, the White House is bigger than Buckingham Palace. True or false?
C The White House is bigger than Buckingham Palace... Uh, false.
H Correct. Buckingham Palace has 775 rooms, but the White House has only 132 rooms. Next, for 8,000 dollars, oranges are healthier than strawberries. True or false?
C Uh, true. No, uh, false.
H Do you want to call a friend?
C No, I think it's false.
H Correct. An orange has 70 milligrams of vitamin C, but a cup of strawberries, a normal serving, has 99. OK, for 16,000 dollars, female mosquitoes are more dangerous than male mosquitoes.
C Uh, true.
H Correct. Female mosquitoes are the ones that bite. Male mosquitoes don't bite. OK, Colleen, for 32,000 dollars in judo a green belt is better than a blue belt. True or false?
C Uh, I'm sure that's false. My brother does judo. False.
H Correct. The order of belts in the lower stages of judo is white for a beginner, then yellow, orange, green, blue, brown, and black. And finally, the last question. Be very careful, Colleen. If you get it right, you win 64,000 dollars, but if you get it wrong, you get nothing. Are you ready?
C Yes, ready.
H OK, so for 64,000 dollars, hepatitis A is worse than hepatitis B. True or false?
C Uh... / uh... False.
H Quickly Colleen, your time is almost up.
C I want to call a friend.
H OK, Colleen. So, who do you want to call?
C Kevin.
H Is he your boyfriend?
C Yes.
H OK then. Hello, Kevin?
K Yes.
H I'm calling from Quiz Night. Colleen needs some help. You have 30 seconds, Kevin. Here she is.
C Hi, Kevin.
K Hi, Colleen.
C Listen, Kevin. It's the last question. Hepatitis A is worse than hepatitis B. True or false?
K Uh, I think it's true. Hepatitis A, yes, that's the serious one.
C Are you sure?
K Yes, definitely.
H Time's up. OK, Colleen, true or false?
C True.
H Final answer?
C Final answer. True.
H I'm sorry Colleen, it's false. Hepatitis B is much more serious. You can die from it. You had 32,000 dollars, but now you go home with nothing.
C Oh, Kevin. You wait until I see him...

**3 GRAMMAR** comparative adjectives

**a** Focus on the instructions. Give Sts time to answer the questions in pairs. Check answers.

1. -er
2. Because an extra g is also added.
3. The y changes to i before the -er.
4. more
5. better and worse
6. than

**b** Tell Sts to go to **Grammar Bank 9C**

**4.47** Tell Sts to go to Grammar Bank 9C on page 140. Tell Sts the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

**Additional grammar notes**

- There are clear rules governing the formation of comparative adjectives.
- The spelling rules for **big, hot, etc.** are the same as for verbs ending in **-ing** (see page 70), e.g. **big, bigger.**
- To simplify the rules even further, tell Sts that for short adjectives (one syllable), add **-er**. For all the rest (two syllables or more), add **more** (except adjectives ending in **-y**).
- Depending on your Sts' L1, they may try to use that instead of **than** after comparative adjectives. Focus on the exercises for 9C on page 141. Sts do the exercises individually or in pairs.

Check answers. Get Sts to spell the **-er** adjectives in a and write them on the board. In b, get them to read the full sentences.

- a 1 higher 6 slower
- 2 dirtier 7 healthier
- 3 more dangerous 8 farther
- 4 better 9 more comfortable
- 5 thinner 10 worse
- b 1 cheaper than 6 more interesting than
- 2 easier... than 7 farther... than
- 3 wetter than 8 shorter than
- 4 busier than 9 worse than
- 5 better than 10 more difficult than

Tell Sts to go back to the main lesson 9C.

**Extra support**

- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point.

**4 PRONUNCIATION**

**[aɪr], sentence stress**

**a** 4.48 Focus on the eight quiz sentences in 2. Play the audio once for Sts to hear how **than** and **-er** are pronounced, and then check answers. Elicit that **than** is pronounced /ðæn/ and the final **-er** is never stressed, e.g. safer **NOT** safer.

**4.48** See Quiz Night in the Student's Book on page 72.
b  Play the audio again, pausing for STs to repeat the sentences. Highlight that *is* / *are* and *than* are not stressed.

5 SPEAKING

Put STs in pairs, A and B, and tell them to go to Communication Quiz Night. A on page 105, B on page 110.

Go through the instructions with them carefully. Then give STs time to complete their sentences with comparative adjectives. Before they start, you could quickly check that they have the correct comparative forms.

<table>
<thead>
<tr>
<th>Student A</th>
<th>Student B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 smaller</td>
<td>1 older</td>
</tr>
<tr>
<td>2 longer</td>
<td>2 shorter</td>
</tr>
<tr>
<td>3 older</td>
<td>3 higher</td>
</tr>
<tr>
<td>4 shorter</td>
<td>4 bigger</td>
</tr>
<tr>
<td>5 more dangerous</td>
<td>5 more popular</td>
</tr>
<tr>
<td>6 larger</td>
<td>6 warmer</td>
</tr>
<tr>
<td>7 drier</td>
<td>7 better</td>
</tr>
<tr>
<td>8 farther</td>
<td>8 hotter</td>
</tr>
</tbody>
</table>

Write the amounts of money that they win on the board, e.g. 1 = 500 (dollars or a currency that your STs are familiar with), 2 = 1,000, 3 = 2,000, etc. (up to 64,000), and check that STs can say the numbers correctly. Explain that if you get, e.g. question 4 wrong, you continue playing, but you lose the money you had and the prize starts again from 500 dollars.

Sit A and B face-to-face. A reads his/her sentences to B. Monitor and help STs to get the rhythm right when they read their quiz sentences.

B then reads A his/her sentences.

Extra support
- You could do the above activity in groups of four instead of pairs. Divide the class into groups of four and have two As and two Bs. They prepare their quiz sentences together, and take turns reading them to the other pair.

Extra challenge
- Encourage A to play the role of the host. Give STs a few minutes to look at the audioscript and make a note of any useful language (e.g. Good evening, I ask the questions).

When both STs have played the game, get feedback to see who won the most money.

Tell STs to go back to the main lesson 9C.

c  STs now read the article again and fill in each blank with a verb in the simple past. Tell STs that some of the verbs are regular and some are irregular.

Check answers.

| 2 became       | 6 called          |
| 3 was          | 7 played         |
| 4 answered     | 8 got            |
| 5 knew         | 9 gave           |

d  Tell STs to read all three texts again and look at the highlighted words. They should then try to guess their meaning from context. Remind them that all the words are related to quiz shows.

In pairs, STs should compare their guesses.

Check answers, either explaining in English, translating into STs' L1, or getting STs to check in their dictionaries.

Deal with any other new vocabulary.

e  Do this as an open-class question.

6 READING

a  Tell STs they are now going to read about three popular quiz shows in the US: Jeopardy!, Who Wants to Be a Millionaire? and Are You Smarter Than a 5th Grader? When they have finished, elicit some responses to the two questions.

b  STs now read about Ken Jennings and answer the question. Tell them not to worry about the blanks.

Elicit that Ken Jennings is the best quiz contestant in the country because he is a 74 - game winner on Jeopardy!
Lesson plan
In this lesson Ss learn some common vocabulary related to menus and practice ordering a meal in a restaurant.

STUDY LINK
- Workbook At a restaurant

Extra support
- If there's time, you could get Ss to listen again with the audiocassette on page 122, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

Optional lead-in (books closed)
- Elicit from the class what happened in the previous episode. Ask some questions, e.g. What did Rob and Jenny want to do on their free morning? Why couldn't they do this? What happened to Jenny when she tried to find the gallery? Why did Daniel call Jenny?
- Alternatively, you could play the last scene of Episode 4.

a (4.49) Books open. Focus on the photos and elicit what Ss think is happening. Do not tell them if they are right or not yet. Focus on sentences 1–5 and give Ss time to read them. Then play the audio once without them to mark the sentences T (true) or F (false). Make it clear that they don't need to correct the false sentences yet. Play again if necessary.

Get Ss to compare with a partner, and then check answers.

<table>
<thead>
<tr>
<th>1 T</th>
<th>2 T</th>
<th>3 F</th>
<th>4 T</th>
<th>5 F</th>
</tr>
</thead>
</table>

(4.49) (audiocassette in Student's Book on page 122)
R = Rob, J = Jenny, D = Daniel, E = Eddie
J Thanks for showing me around London yesterday. I had a great time.
R Me, too. So, what did you do last night?
J Nothing really. I had a lot of work to do. Emails, phone calls... What did you do?
R I wrote my article about the artist that I interviewed yesterday morning.
J Can I see it?
R Sure, it's on my laptop. Hang on a second. There.
J Sorry, Hi, Eddie.
E Happy birthday, Jenny!
J Thanks! But listen, I can't talk right now.
E Oh, sure.
J I'm in the office.
E I'll call you back.
J Yeah, later.
E OK.
J OK. Sorry, but it's my birthday today.

b Play the audio again, so Ss can listen again and correct the false sentences. Get Ss to compare with a partner, and then check answers.

3 It's Jenny's birthday. 5 Jenny says yes to Daniel.

(4.50) Focus on the information box Responding to what somebody says and go through it with the class. Elicit / explain that Congratulations and Good job are similar, but Congratulations is used for something important like getting engaged, getting a new job, passing an important exam, etc. whereas Good job is used for smaller things like getting an exercise right.

Now play the audio for Ss to listen and repeat B's phrases. Encourage them to copy the rhythm and intonation.

(4.50) See audiocassette in Student's Book on page 74

(4.51) Now focus on the example. Tell Ss they are going to hear some phrases and they must respond using a phrase from the Responding to what somebody says box.

Play the audio, pausing for Ss to respond. Then play it again and ask individual Ss to respond.

(4.51)
A I got two goals this afternoon.
B Good job!
A I passed my exams. I'm a doctor.
B Congratulations!
A I'm 30 today.
B Happy birthday!
A I didn't pass my driving test.
B Better luck next time.
A I have my English exam tomorrow.
B Good luck!
2 VOCABULARY
understanding a menu

a Focus on the menu and get Sts to fill in the three blanks. Check answers and model and drill the pronunciation of the words. Focus especially on the stress in 

\[\text{desserts / d'zɛrəts/} \] (you could point out that if they stress it on the first syllable, it will sound like \text{de}sert). 

1 Appetizers 2 Main courses 3 Desserts

b (4:52) Tell Sts to look at the highlighted words in the menu and, in pairs, to try and guess their meaning. Check answers, either explaining in English, translating into Sts' L1, or getting Sts to check in their dictionaries. Now play the audio for Sts to listen and repeat the words.

Now focus on the dialogue in the chart. Elicit that the You Hear phrases are said by the waiter, and You Say is what the customer says, here Daniel and Jenny. These phrases will be useful for Sts if they go to a restaurant.

Give Sts a minute to read through the dialogue and think what the missing words might be. Then play the audio again, and get Sts to fill in the blanks. Play again if necessary.

Get Sts to compare with a partner, and then check answers.

Extra support

• You could simply elicit the dishes from the whole class.

3 ORDERING A MEAL

a (4:53) Focus on the photo and ask Where are Jenny and Daniel? (At the restaurant) What are they doing? (Looking at the menu and ordering)

Focus on the instructions and tell Sts to look at the menu as they listen. They could check the dishes they hear. Alternatively, you could get Sts to close their books and write the question on the board.

Play the audio once the whole way through. Get Sts to compare with a partner, and play the audio again if necessary.

Check answers. Ask What's Jenny having for an appetizer? etc.

Jenny: soup; mushroom ravioli
Daniel: mozzarella salad; chicken

b Now focus on the dialogue in the chart. Elicit that the You Hear phrases are said by the waiter, and You Say is what the customer says, here Daniel and Jenny. These phrases will be useful for Sts if they go to a restaurant.

Give Sts a minute to read through the dialogue and think what the missing words might be. Then play the audio again, and get Sts to fill in the blanks. Play again if necessary.

Get Sts to compare with a partner, and then check answers.

Extra support

• You could simply elicit the dishes from the whole class.

See words in bold in audioscript 4.53

Go through the dialogue line by line with Sts, helping them with any words or expressions they don't understand.

Also make sure Sts understand the two kinds of mineral water, still (= no bubbles) and sparkling (= with bubbles).

c (4:54) Now focus on the You Say phrases. Tell Sts they're going to hear the dialogue again. They should repeat the You Say phrases when they hear the beep. Highlight the two ways of ordering, e.g. The soup and the mushroom ravioli, please or I'd like the mozzarella salad and then the chicken, please, or (just) water for me.

Play the audio, pausing if necessary for Sts to repeat the phrases. Encourage them to copy the rhythm and intonation, but not to try to copy the accents exactly. Note that Jenny pronounces water as /'wɒtə/ and the British English pronunciation is water /'wɔtə/.

d Put Sts in groups of three A, B, and C. A is the waiter, and B and C are Daniel and Jenny. Get them to read the dialogue aloud and then change roles.

e Sts now role-play the dialogue. A (book open) is the waiter. B and C (books closed) are customers. Tell the waiter to give B and C one of their books open on page 74 to use as a menu.

If there's time, get Sts to change roles at least once. Monitor and help.

When Sts have finished, get feedback to find out what Sts ordered.

Extra idea

• Photocopy and cut out the menu on page 74 to use in the role-play.
4 THE END OF THE MEAL

a 4.55 Focus on the pictures and ask Sts some questions, e.g. How do Daniel and Jenny look? What's happening?, etc.

Give Sts time to read the questions.

Play the audio once the whole way through. Play the audio again if necessary.

Get Sts to compare with a partner, and then check answers. When you check the answer to 3, write what Daniel says (You've got beautiful eyes) on the board.

Point out to Sts that you've got is a contraction of you have, which is a colloquial form of you have. You may also want to get Sts to speculate what the good news is when you check the answer to 5.

1. She goes out for dinner with friends or sees a movie.
2. Coffee.
3. He says “You've got beautiful eyes.”
4. She thanks him and says they are from her mother.
5. Good news.
6. She wants to go back to the hotel.

(aloudscript in Student's Book on page 122)

D = Daniel, J = Jenny, W = waiter, B = Barbara

D So, Jenny, I hear it's your birthday today.
J Yes, that's right.
D Well, happy birthday! How do you normally celebrate?
J Oh, nothing special. Maybe I go out for dinner with friends or see a movie.
D Well, we could go out somewhere, after dinner.
W Would you like a dessert?
J Not for me, thanks.
D OK, no.
W Coffee?
J A decaf espresso.
W Two decaffeinated espressos. Certainly, sir.
D You know Jenny, you've got beautiful eyes.
J I get them from my mother. Anyway, what are your plans for the July edition of the magazine?
D The, er, July edition? I um...
J I have to take this. Sorry.
D No problem.
J Hi, Barbara.
B Jenny, just a quick call. We really like your idea about Rob Walker. He's a great writer.
J So can I ask him?
B Yes. Go ahead.
J That's great.
B Good luck. I hope he says yes.
J Me, too.
B Good news?
J Uh, yeah. That was Barbara my boss from the New York office. She just gave me a little birthday present.
B So, would you like to go somewhere else?
J I'm sorry, Daniel. I'm a little tired.
D Yes, of course. Waiter, could I have the bill, please?

Extra support

• If there's time, you could get Sts to listen again with the audioscript on page 122, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

b Focus on the Social English phrases and go through them with the class.

In pairs, get Sts to decide who says them.

c 4.56 Play the audio for Sts to listen and check.

4.56

Nothing special. Jenny
Witur
Would you like a dessert? Waiter
Not for me, thanks. Jenny
A decaf espresso. Jenny
The same for me, please. Daniel
Go ahead. Barbara
Good news? Daniel
Could I have the bill, please? Daniel

If you know your Sts' L1, you could get them to translate the phrases. If not, get Sts to take a look at the phrases again in context in the audioscript on page 122.

e Now play the audio again, pausing after each phrase for Sts to listen and repeat.

Finally, focus on the Can you...? questions and ask Sts if they feel confident they can now do these things.
Lesson plan
A reading text about the most dangerous road in the world and other geographical superlatives provides the context to present and practice superlative adjectives and the lexis of places and buildings. The lesson starts with Vocabulary where Sts learn the words for buildings and landmarks in a town or city. In Grammar, Sts make the logical progression from comparatives to superlatives, and look at some “extreme” places in the world, e.g. the busiest station, the longest bridge, etc. Pronunciation focuses on consonant groups, which occur in superlatives, e.g. the most expensive, and then Sts do a superlative quiz about cities. In the second half of the lesson, an article gives Sts information about the most dangerous road in the world, which has already featured in the grammar presentation. Speaking and Writing focus more directly on the Sts’ own environment, and they talk and write about their own town / city.

STUDY LINK
• Workbook 10A

Extra photocopiable material
• Grammar superlative adjectives page 189
• Vocabulary Places and buildings puzzle page 264 (instructions page 246)
• Communicative What do you know about the US? page 235 (instructions page 205)

Optional lead-in (books closed)
• Write on the board Russia and China. Ask Sts if they are big or small countries, and elicit that they are big. Then ask which is bigger, and elicit that Russia is bigger. (For reference, Russia is about 6.6 million square miles / 17 million km², China is about 3.7 million square miles / 9.6 million km²).
• Now erase China. Ask Sts if they know any country that is bigger than Russia (there isn’t one). Elicit / teach Russia is the biggest country in the world. Write the sentence on the board.

1 VOCABULARY places and buildings
a Books open. Tell Sts to look at phrases 1–5, which are all famous tourist sights in the world. In each one a word is missing. Sts fill in each blank with a word from the list and then say which country or city the sight is in.

Get Sts to compare their answers with a partner.

b 5.2 Play the audio for Sts to listen and check their answers from a, or you could elicit the answers first and then play the audio.

Remind Sts of the silent t in castle and the irregular pronunciation of mountains /mauntinz/.

5.2
1 Trafalgar Square is in London, England.
2 The Golden Gate Bridge is in San Francisco, California, in the USA.
3 Wall Street is in New York City, USA.
4 Edinburgh Castle is in Edinburgh, Scotland.
5 The Rocky Mountains are in North America, in Canada, and the US.

Finally, ask Sts if any of them have seen any of these places.

c Tell Sts to go to Vocabulary Bank Places and buildings on page 164 and get them to do exercise a individually or in pairs.

5.3 Now do b. Play the audio for Sts to check answers. Then play it again, pausing for Sts to repeat the new lexis. Don’t forget to highlight the silent t in castle. Give further practice of any words your Sts find difficult to pronounce.

5.3
20 an art gallery 16 a police station
15 a bridge 14 a post office
3 a bus station 17 a river
23 a castle 12 a road
21 a church 5 a shopping mall
9 a department store 7 a square
16 a hospital 11 a street
22 a market 13 a supermarket
8 a mosque 14 a temple
18 a museum 19 a theater
10 a parking lot 1 a town hall
2 a pharmacy 24 a train station

Focus on c. Get Sts to cover the words and use the pictures to test themselves or their partner.

Tell Sts to go back to the main lesson 10A.

Extra support
• If you think Sts need more practice, you may want to give them the Vocabulary photocopiable activity at this point.

2 GRAMMAR superlative adjectives
a Tell Sts to look at photos 1–6 and ask if they know or can guess which countries they are in.

Check answers.
1 France 3 Bolivia 5 Argentina
2 Portugal 4 China 6 Japan
b Focus on the instructions and make sure Ss understand the meaning of caption.

Now focus on the caption for photo number 1 and the words/phrases in the list. Elicit / teach the meaning of the widest.

Elicit from the class which phrase is needed to complete caption 1 (the most popular). Now check that the concept is clear by asking if there is another art gallery in the world that is more popular than The Louvre, and elicit the answer no. Say That's right. The Louvre is the most popular art gallery in the world.

In pairs, Ss complete the rest of the captions using a word or phrase from the list. Establish that the words and phrases are all superlative adjectives.

Play the audio for Ss to listen and check.

Focus on the chart and get Ss to complete it with the superlatives from b.

Check answers. Model and drill pronunciation.

Addition grammar notes

- Make sure Ss are clear about the difference between comparatives (to compare two things or people, etc.) and superlatives (to say which is, e.g. the smallest / largest, in a group of three or more). In your Ss' L1 they may just use the comparative form — the. (Typical error: the better place in the world ...

- Formation of superlatives is very easy once Ss know comparatives, -er changes to -est in short adjectives, and more changes to the most before longer adjectives.

Spelling rules

- These are exactly the same as for comparatives, e.g. hotter | the hottest; prettier | the prettiest.

Highlight that we use in the world, in the class, etc. after superlatives, NOT of.

Focus on the exercises for 10A on page 143. Ss do the exercises individually or in pairs.

Check answers. Get Ss to spell the -est adjectives in a where there's a spelling change and write them on the board. In b, get them to read the full sentences, helping them with the rhythm.

Tell Ss to go back to the main lesson 10A.

Extra support

- If you think Ss need more practice, you may want to give them the Grammar photocopiable activity at this point.

3 PRONUNCIATION consonant groups

a Tell Ss to look at the chart in 2c and play the audio once for them just to listen.

Now play the audio again and get them to listen and repeat.

Get Ss to cover the comparatives and superlatives in the chart and try to remember them.

b Go through the Consonant groups box with the class.

Then play the audio once for Ss just to listen.

Now play it again, pausing after each superlative for Ss to repeat. You may want to repeat it and get individual Ss to say the phrases.

c Put Ss in pairs, A and B, and tell them to go to Communication Cities quiz A on page 105, B on page 110.

Go through the instructions with them carefully and explain that the answers in bold are the correct answers. Then give Ss five minutes to complete the questions with the superlative adjective in parentheses. Before they start, you could quickly check that they have the correct superlative forms.

Student A

1 noisiest 3 most popular
2 hottest 4 wettest
3 most popular 5 worst
4 busiest 5 most expensive
Sit A and B face-to-face. B asks his / her questions to A. Monitor and help Sts to get the rhythm right when they read their quiz questions.

A then asks B his / her questions.

Extra support
- You could do the above activity in groups of four instead of pairs. Divide the class into groups of four and have two As and two Bs. They prepare their quiz questions together, and take turns asking them to the other pair.

When both Sts have answered the quiz, get feedback to see who got the most answers right.

Tell Sts to go back to the main lesson 10A.

4 READING
a Focus on the photo and tell Sts to read the article.
When Sts have finished, ask them Would you like to ride a bike there? and elicit responses.

b Now set a time limit for Sts to read the article again.
When time is up, Sts should cover the text and answer the seven questions in pairs.

Check answers:
1. It is in Bolivia, in the Andes.
2. Because there are a lot of accidents there.
3. It is ten feet wide.
4. Because it is the most exciting ride of their lives.
5. The most dangerous time of year is during the rainy season, from December to March.
6. Because if you are a tourist, you just have to go there.
7. Because she was scared of falling over and dying. She had no experience with mountain biking.

In pairs, Sts look at the highlighted words and try to guess their meaning from the context.

Check answers, either explaining in English, translating into Sts’ L1, or getting Sts to check in their dictionaries.

Deal with any other new vocabulary.

d Sts could answer these questions in pairs, small groups, or as a class.

5 SPEAKING & WRITING
a Put Sts in pairs, A and B, and focus on the instructions for the activity.

Now focus on questions 1–10 and the examples, and explain that Sts have to complete the questions with the superlative of the adjective in parentheses. If you are not from the same city / country as your Sts, get them to interview you first with the questions to find out about your town / city.

Don’t be afraid to say I don’t know, but I think it’s… This will provide a good model for Sts.

Tell the As to look at questions 1–5 and think about what the superlatives are, and the Bs to think about how they are going to answer the questions.

Highlight that the tourist only speaks English, so the local person must explain everything in English.

Highlight too (if your Sts are from the same town) that the tourist should pretend not to know anything and ask for as much information as possible and the local person should try to answer all his / her questions in as much detail as possible.

Set a time limit and get Sts to role-play the conversation. Monitor and help, especially with superlatives.

Then tell Sts to change roles, and give them a moment to focus on questions 6–10.

Get some feedback from the class, where Sts are from the same town / city, and see if they agree.

Get Sts to write in the superlatives and check them before they start.

<table>
<thead>
<tr>
<th>1</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>the most beautiful</td>
<td>the oldest</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>the easiest</td>
<td>the nicest</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>the most interesting</td>
<td>the most dangerous</td>
</tr>
<tr>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>the best</td>
<td>the best</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>the nicest</td>
<td>the most popular</td>
</tr>
</tbody>
</table>

Focus on the instructions and read the example about Veracruz. Tell Sts to write an ad for their town / city, and include some superlatives. If your Sts are all from the same city / town, you could give them the option to write about another place they know well.

You could assign this as homework and ask Sts to add some photos to their ad.

Put the ads around the class for Sts to read.

Ask Sts if they found out anything new / interesting about the places.
Lesson plan

This lesson is inspired by the popularity of CouchSurfing, a new way of traveling cheaply and of seeing and doing things that traditional tourists would not normally experience. Ss first listen to a radio program to find out what CouchSurfing is. Then, in Grammar they practice be going to for future plans by listening and reading about a teacher who is planning to CouchSurf around the US. Pronunciation focuses on sentence stress in going to sentences. In Reading Ss find out how the teacher's CouchSurfing trip went. Finally, in Vocabulary and Speaking Ss plan their own trip and then write a formal email making a reservation for a vacation.

STUDY LINK
• Workbook 10B

Extra photocopiable material
• Grammar be going to (plans) page 190
• Communicative Future plans page 236 (instructions page 205)

Optional lead-in (books closed)
• Ask Ss to think of places where people can stay when they go on vacation and elicit ideas onto the board, e.g. a hotel, in a friend's house, in a Youth Hostel, in a campsite, etc.
• Then get Ss to ask each other where they usually stay when they go on vacation, and if they like it.

1 LISTENING

a Books open. Tell Ss to read the definition for couch and to look at the image for the CouchSurfing website. Elicit ideas about what CouchSurfing is, but do not tell Ss if they are right at this stage.

b (5.8) Tell Ss they are going to hear the beginning of a radio travel program, and in the introduction the person explains what CouchSurfing is.

Play the audio for Ss to listen and check their answer to a.

Check the answer and make sure Ss understand the meaning of host (= a person who invites people to his / her house).

CouchSurfing is a cheap way of traveling. When you visit a city, you stay in somebody's apartment or house.

5.8)
(audioscript in Student's Book on page 122)

H = host, A = Alan
H On today's travel program, Alan Marks is going to tell us about CouchSurfing, a new way of traveling. Alan, what exactly is CouchSurfing?
A Well, CouchSurfing is an exciting and cheap way of traveling and seeing new places. It's a very simple idea. When you visit another city, you stay in somebody's apartment or house. That person, the host, gives you a room and a bed, and if he or she doesn't have a bed, then you can sleep on their couch, or sofa.

(5.9) Now tell Ss they are going to hear the rest of the radio program and they have to mark the sentences T (true) or F (false).

Go through the sentences before Ss listen. Then play the audio once.

Get Ss to compare with a partner, and then play the audio again as necessary. Check answers, eliciting why the F ones are false.

1 F (You never pay any money.)
2 T
3 F (You send them an email.)
4 F (You can just be a guest or just be a host.)
5 T
6 F (It depends on the host.)
7 T

5.9)
(audioscript in Student's Book on page 122)

H Do you have to pay for the bed?
A No, you don't. It's completely free. CouchSurfers usually take a small present for the host or maybe they can help with the housework or make a meal. But you never pay any money.
H How do you find these people?
A Well, there is a website called CouchSurfing.org. First, you go there and create a profile. Then you search for the city you want to visit, and you look for people there who are offering a bed. When you find somebody, you send them an email and then you can agree on the day or days that you want to stay. The website is free.
H And do you have to offer a bed in your house?
A No, not if you don't want to. You can just be a guest or you can be a host and offer a room in your house, or you can do both things. It's up to you.
H Is CouchSurfing safe?
A Yes, it is. You have a lot of information on the website about the person you are going to stay with. Every time a person stays with a host, they write a report, either positive or negative, and you can read all these reports. Also you can email the person before you go and ask any questions you want.
H Does the host usually show you his or her city?
A Well, it depends on the person. Some hosts take their guests to see some of the sights, but others don't. It depends when you visit, too. Some hosts take their guests out on the weekends, but are too busy during the week.
But hosts usually recommend things to do, so you often see things that tourists don't usually see.
H And can I CouchSurf all over the world?
A Of course. In fact, you can visit 230 countries and more than 70,000 cities.
Extra support
- If there's time, you could get Sts to listen again with the audio script on page 122, so they can see exactly what they understood. Translate/explain any new words or phrases.

d Ask the whole class if they would like to CouchSurf and see which Sts are more adventurous! Then ask them if they would like to be hosts to a CouchSurfer and find out why/why not.

2 GRAMMAR be going to (plans)

a (5.10) Focus on the instructions and then ask Sts to close their books or cover the dialogue in b. Write on the board What are the teacher's plans? and tell Sts they must listen and answer this question.

Play the audio twice, and then try to elicit the information below from the class, e.g. by asking Where is she planning to travel to? How? How many days in each place? What kind of things does she want to do?, etc.

Her plans are to travel to all 50 states in the US by bus and stay three nights or more in each place. She wants to do things that aren't in a guide book.

b Now tell Sts to open their books or uncover the dialogue and to look at the interview. They should fill in each blank with a verb.

Now play the audio again for Sts to listen and check their answers.

Check answers, getting Sts to read the full sentences.

Tell Sts to go back to the main lesson 10B.

Extra support
- If you think Sts need more practice, you may want to give them the Grammar photocopyable activity at this point.

e Focus on the future time expressions, and explain that Sts must number them from the most recent (today) to the most distant (next year). Give Sts time to do the activity and get them to check their order with a partner.

f (5.12) Play the audio for Sts to listen and check their answers.

Now play the audio again for Sts to listen and repeat.
3 PRONUNCIATION & SPEAKING

sentence stress

Pronunciation notes

• When native speakers speak quickly, they tend to pronounce going to as gonna /'gana/. It is a good idea to point out this pronunciation to Sts as they will hear it if they have contact with native speakers or listen to songs, and they will see it written down in song lyrics. This pronunciation is widespread in British and American English, particularly in conversation, although it might not be appropriate in some formal situations.

• At this level we recommend that it is better to teach the more "correct" pronunciation, i.e. pronouncing both words going and to (using the weak form of to), and Sts can use the more colloquial form later when their speed of speech increases.

a 5:13)) Tell Sts they are going to hear all five highlighted phrases from 2b and they should listen and then copy the rhythm. Before playing the audio, focus on the first phrase and ask Sts which words are stressed (going, travel, and US).

Play the audio once for Sts just to listen. Get them to underline the stressed words in the sentences.

Check answers by writing the sentences on the board and underlining the stressed words.

5:13)) I'm going to travel around the US. How long are you going to stay? Who are you going to stay with? How are you going to travel? I'm going to go mostly by bus.

Play the audio again, pausing after each phrase for Sts to repeat. Then practice the phrases around the class, asking Sts to say them. Encourage Sts to get the right rhythm.

Extra idea

• Get Sts to read the dialogue aloud in pairs.

b Put Sts in pairs, A and B, and tell them to go to Communication What are you going to do? A on page 105, B on page 110.

Go through the instructions with them carefully. Then give Sts five minutes to complete their questions with going to.

Sit A and B face-to-face. A asks his / her questions to B. Monitor and help Sts to get the rhythm right when they read their questions.

B then asks A his / her questions.

When both Sts have answered the questions, get feedback from the class.

Tell Sts to go back to the main lesson 10B.

4 READING

a Focus on the blog and photos. Give Sts two minutes to read it to find out if Iria had a good time.

Get Sts to compare with a partner, and then check the answer.

Yes, she did.

b Now tell Sts to read the blog again and cover the blog. Then they should try to answer the questions.

Get Sts to compare with a partner, and then check answers.

1 The desert was brown.
2 The big, beautiful houses were in Rhode Island.
3 North Dakota didn't have much to do.
4 She had a hotel address in case things didn't work out.
5 She sometimes arrived late at a host's house. She forgot to change the time on her watch, she got lost, and once she didn't have a cell phone.
6 She was always excited before meeting a host.

c Sts read the blog once more and decide what the highlighted verb phrases mean.

They now discuss their answers in pairs.

Check answers, either explaining in English, translating into Sts' L1, or getting Sts to check in their dictionaries.

Explain any other new vocabulary.

5 VOCABULARY & SPEAKING vacations

a Tell Sts to look at the five phrases related to vacations and to complete each one with a verb from the list.

Check answers.

1 stay 3 see 5 have
2 show 4 go

Now get Sts to cover phrases 1–5 (but not the five verbs) and see if they can remember the vacation phrases.

b Focus on the task and the five questions. Tell Sts that they are going to plan a vacation in pairs. Their plan must include a visit to three cities in the same continent, and the vacation can be a maximum of ten days.

Before Sts start, go through the Making suggestions box with the class and tell them to try to use these phrases when planning their trip with their partner.

Put Sts in pairs, and give them about five minutes to make their plans for each of the five questions. Monitor and help, encouraging them to use Why don't we...? etc. for making suggestions.

c Now tell them to change partners and to tell the new partner their agreed plan from b. Focus on the example in the speech bubble before they start.

d Finally, ask Sts if they are still happy with their original plan or if they prefer their new partner's plan. Get some Sts to tell the class their plans.

Extra idea

• Get one pair to come to the front of the class. Pretend you're a TV host and interview them, using the questions from b, e.g. What cities are you going to visit?
6  **WRITING**  a formal email

Elicit / remind Sts of the difference between informal and formal writing: *informal* = e.g. to a friend and *formal* = e.g. to a person we don’t know, or to a company or an institution. We need to use a different style of writing depending on whether it is an informal or a formal situation.

Before going to the **Writing Bank**, quickly elicit what Sts can remember about writing an informal email, e.g. how do you begin (*Hi* / *Dear...*) and end (*Best wishes* / *Write soon*, etc.).

Now tell Sts to go to **Writing A formal email** on page 115.

a  Focus on the advertisement and the email. Make sure Sts know what a **Bed and Breakfast** is. Tell Sts to fill in the blanks in Marco’s email with the words in the list.

Check answers.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dear</td>
<td>would</td>
<td>reservation</td>
<td>double</td>
<td>from</td>
<td>hope</td>
<td>about</td>
<td>confirm</td>
<td>Sincerely</td>
</tr>
</tbody>
</table>

Ask Sts some comprehension questions to make sure they understand the email, e.g. *Who are Mr. and Mrs. Brewster?* (The owners of the Bed & Breakfast), *Why is Marco writing to Mr. and Mrs. Brewster?* (To reserve two rooms), *How many nights does Marco want to stay?* (Two nights), etc.

b  Go through the **Formal emails** box with the class. Elicit / remind Sts of the difference between *Mrs.* and *Ms.* (*Mrs.* specifically indicates a married woman, whereas *Ms.* gives no indication of marital status). Highlight that we don’t usually use contractions in formal writing.

Now tell Sts to write a similar email to the Bed and Breakfast. They must include how many nights they want to stay, which rooms they want, and also ask a question using *Is there ...?* / *Are there ...?*

As this writing task is fairly short, you may like to get Sts to do it in class.

**Extra idea**

- If your Sts also need to write formal letters, not just emails, tell them that they can use exactly the same language to begin and end as in an email, but they should put:
  - their address in the top right-hand corner
  - the name and address of the person / company they’re writing to on the left-hand side, slightly lower down
  - the date under the name and address
  - *Sincerely* at the end.

- You could also teach as a set phrase *I look forward to hearing from you.*
Lesson plan

This lesson looks at another use of the future be going to to express predictions (what we think or are sure is going to happen in the future). The lesson starts with Ss discussing fortune-telling and looking at related verb phrases. Then Ss read and listen to a short story about a fortune-teller, which has a "twist" at the end. As they read/Listen to the story Ss have to make a series of predictions about the outcome. This leads into grammar, and the pronunciation focus is on oo. In Speaking, Ss use the cards to tell each other's fortunes. Finally, they listen to a song by Robert Plant called Fortune Teller.

STUDY LINK
- Workbook 10C
- Online practice
- iChecker

Extra photocopiable material
- Grammar be going to (predictions) page 191
- Communicative Predictions page 237 (instructions page 206)
- Song Fortune Teller page 278 (instructions page 267)

Optional lead-in (books closed)
- Review going to for plans. Write the following prompts on the board:
  
  **TONIGHT**  **TOMORROW NIGHT**  **NEXT WEEKEND**  **NEXT SUMMER**

- Get Ss to ask you What are you going to do...? with the prompts.
- Ss ask each other in pairs.

1 VOCABULARY verb phrases

a Books open. Focus on the cards and ask Ss what they think they are for. Elicit/tell them they are for fortune-telling, i.e. predicting somebody's future. Now focus on the questions and elicit answers from the class. Tell Ss if you believe in fortune-telling and if you have had any experience with it. Find out if any of the Ss have, too.

b Ss match the cards and verb phrases.

Check answers, and model and drill pronunciation.

<table>
<thead>
<tr>
<th>A be lucky</th>
<th>F have a surprise</th>
</tr>
</thead>
<tbody>
<tr>
<td>B travel</td>
<td>G move to a new house</td>
</tr>
<tr>
<td>C get a lot of money</td>
<td>H get a new job</td>
</tr>
<tr>
<td>D fall in love</td>
<td>I become Famous</td>
</tr>
<tr>
<td>E meet somebody new</td>
<td>J get married</td>
</tr>
</tbody>
</table>

Get Ss to test each other's memory by covering the phrases and pointing to the cards.

2 READING & LISTENING

a **5.14** Focus on the title of the story and help Ss to explain/translate it.

Extra support
- Read through the audioscripts and decide if you need to pre-teach any new lexis before Ss listen.

Focus on questions 1-3. Now play the audio and get Ss to read and listen to Part 1 of the story.

Get Ss to answer the questions in pairs and then check answers. Elicit/teach the meaning of any words you think Ss may not have understood, e.g. a voice.

**5.14**

See it's written in the cards Part 1 in Student's Book on page 81

1 Madame Yolanda, the fortune-teller
2 A man, because Madame Yolanda isn't there
3 Because the room was dark

Although the story is in the past, it is more natural to ask and answer questions about it in the present.

b **5.15** Ss now listen to Part 2. Tell Ss you are going to play the audio twice. Ss, in pairs, fill in the blanks in 1-4. Play again if necessary.

Check answers. Elicit/teach the meaning of any words you think Ss may not have understood, e.g. face down, turn over.

<table>
<thead>
<tr>
<th>1 boyfriend</th>
<th>2 five</th>
<th>3 (very) lucky</th>
<th>4 stay</th>
</tr>
</thead>
</table>

**5.15**

(audioscript in Student's Book on page 122)

Part 2

"Well, I have a problem with my boyfriend. We argue all the time. I'm not sure that he loves me. I want to know if we're going to stay together."

"Please choose five cards, but don't look at them."

Jane took five cards. The fortune-teller put them on the table face down. He turned over the first card.

"Ah, this is a good card. This means you're going to be very lucky."

"But am I going to stay with my boyfriend?" Jane asked.

"Maybe," said the fortune-teller. "We need to look at the other cards first."

Part 3

Focus on questions 1-5, which Ss should answer in pairs. Then play the audio and tell Ss to read and listen to Part 3.

Check answers and elicit some ideas for question 5.

<table>
<thead>
<tr>
<th>1 A house. She is going to move to another country.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Her boyfriend can't move.</td>
</tr>
<tr>
<td>3 A heart. She's going to fall in love.</td>
</tr>
<tr>
<td>4 Jim is an actor from New York. She met him at a party.</td>
</tr>
<tr>
<td>5 Ss' own answers</td>
</tr>
</tbody>
</table>

**5.16**

See it's written in the cards Part 3 in Student's Book on page 81
Focus on the exercises for 10C on page 143. Ss do the exercises individually or in pairs.

Check answers, getting Ss to read the full sentences.

Extra support
- If you think Ss need more practice, you may want to give them the Grammar photocopyable activity at this point.

c Tell Ss to write one prediction for each category - the weather, sports, your town/country, and the student him/herself. All four sentences should start with I think.

d In pairs, Ss now read their predictions to each other and say whether or not they agree with their partner's predictions.

Get some feedback.

4 PRONUNCIATION the letters oo

a (5.20) Go through The pronunciation of oo box with the class.

Focus on the two sound pictures and elicit the words and sounds (bull /u/ and boot /u/). Play the audio once for Ss just to listen.

Now play it again for Ss to listen and repeat. Make sure they can hear the difference between the short /u/ and long /u/.

b (5.21) Now focus on the first word in the list, afternoon, and elicit that it's long, like boot.

Play the audio for Ss to listen and write the words in the right column.

Additional grammar notes
- Ss learned the use of going to to express future plans in the previous lesson. Here the same structure is used to make predictions (what we think or are sure will happen).

! Will can also be used to make predictions. This is taught in Level 2.
c. Now play the audio for Sts to listen and check.

Then play it again, pausing after each word or group of words for Sts to repeat.

d. Model and drill pronunciation of the five sentences. Then put Sts in pairs and get them to practice saying them. Finally, ask individual Sts to say them.

5 SPEAKING

Go through the instructions with Sts and focus on the example in the speech bubble. Then put them in pairs, A and B, and get them to sit face-to-face.

Sts individually number the cards 1–10. Stress that it should be in random order. Number your cards too.

Demonstrate the activity. Get a student to tell you a number and “tell his / her fortune,” depending on the card he / she has chosen.

Student A is the fortune-teller first. B chooses five numbers between 1 and 10, and tells A who writes them down. A predicts B’s future according to the cards he / she has chosen. Then Sts change roles.

If you have odd numbers, have a group of three, where A tells B’s fortune, B tells C’s, and C tells A’s.

Get feedback by asking a few Sts what’s going to happen to them.

6 SONG Fortune Teller

This song was made famous by English singer Robert Plant and American singer Alison Krauss in 2007 (The original title is unhyphenated). For copyright reasons, this is a cover version. If you want to do this song in class, use the photocopiable activity on page 278.

Fortune Teller

Went to the fortune-teller, had my fortune read;
I didn’t know what to tell her; I had a dizzy feeling in my head.
Took a look at my palm; she said, “Son, you feel kind of warm.”
She looked into a crystal ball; she said, “You’re in love.”
How could that be so? I thought of all the girls I know;
She said when the next one arrives, you’ll be looking into her eyes.
Oh, yes.
Left there in a hurry, looking forward to my big surprise.
The next day I discovered that the fortune-teller told me a lie.
I hurried down to that woman as mad as I could be;
I told her I didn’t see nobody. Why had she made a fool out of me?
Then something struck me as if it came from up above;
While looking at the fortune-teller I fell in love.
Now I’m a happy feller cause I’m married to the fortune-teller,
And I’m as happy as we can be, and now I get my fortune told for free.
### 9&10 Review and Check

#### Test and Assessment CD-ROM
- Quick Test 10
- File 10 Test

### CAN YOU UNDERSTAND THESE PEOPLE?

#### 5.24)

1 c 2 a 3 b 4 c 5 a

#### I = interviewer, Y = Yvonne

I Do you think you have a healthy diet?  
Y I think my diet is quite healthy because I try to eat a lot of fruit and vegetables.  
I How much sugar and salt do you eat?  
Y Well, I probably eat more sugar than I should, but I don't eat too much salt.

#### I = interviewer, C = Cecile

I Do you like cooking?  
C Yes, I love it.  
I Do you think you're a good cook?  
C I'm an excellent cook.  
I What's your speciality?  
C Um... Italian and baking.

#### I = interviewer, J = Joel

I What's the most beautiful city you've ever been to?  
J The most beautiful city? I'd have to say Barcelona.  
I Why?  
J The architecture is incredible. It's so different, it's vibrant, it's living, it's nice weather, there's loads of different cultures and loads of different people.

#### I = interviewer, R = Reed

I Where are you going to go for your next vacation?  
R Los Angeles, California.  
I Where are you going to stay?  
R I'm going to stay at a friend's house.  
I How are you going to get there?  
R Airplane.

#### I = interviewer, A = Arja

I What's the biggest difference between the US and your country?  
A Well, apart from the US being a lot hotter and a lot noisier, it's also a lot bigger, the buildings are higher, and the city has a lot more life to it.

### GRAMMAR

| 1 a | 6 b | 11 b |
| 2 b | 7 c | 12 a |
| 3 a | 8 b | 13 c |
| 4 c | 9 b | 14 c |
| 5 a | 10 a | 15 c |

### VOCABULARY

| a1 | dessert (the others are meals) |
| a2 | strawberries (the others are vegetables) |
| a3 | sugar (the others are drinks) |
| a4 | tomatoes (the others are potatoes or made from potatoes) |
| a5 | chicken (the others are desserts) |

| b1 | soda |
| b2 | sugar |
| b3 | honey |
| b4 | cookies |
| b5 | fruit juice |

| c1 | a hundred and twenty |
| c2 | million |
| c3 | department store |
| c4 | square |
| c5 | station |

| d1 | stay |
| d2 | become |
| d3 | fall |
| d4 | meet |
| d5 | have |

### PRONUNCIATION

| a1 | bread |
| a2 | soda |
| a3 | carrots |
| a4 | chef |
| a5 | food |

| b1 | chocolate |
| b2 | dessert |
| b3 | supermarket |
| b4 | interesting |
| b5 | dangerous |

### CAN YOU UNDERSTAND THIS TEXT?

a 1 c 2 b 3 b
Lesson plan

People's first impressions of a new city provide the context for learning common adverbs of manner and modifiers. This lesson starts with Ss reading two blogs based on real interviews with people who went to a new city abroad (Atlanta and Malmö) where they talk about what surprised them when they first arrived. This leads into the grammar focus on formation of adverbs. In Pronunciation, the focus is on word stress in adjectives and adverbs. Ss then listen to someone who talks about her first impressions of a new city (Valencia), and they in turn discuss habits and behavior in their own country / city, and their impressions of other cities / regions. Finally, Ss write a short blog about their country or somewhere they have visited.

STUDY LINK
- Workbook 11A

Extra photocopyable material
- Grammar adverbs (manner and modifiers) page 192
- Communicative Mime the adverbs page 238 (instructions page 205)

Optional lead-in (books closed)
- Tell Ss to imagine that they have to go and live for a year in a foreign city. Then tell them, in pairs, to decide which city they would like to go to, and why.
- Get feedback about the cities Ss chose, and their reasons.

1 READING

a Books open. Focus on the photos of the three cities and elicit where they are.

Atlanta – US, Malmö – Sweden, Valencia – Spain

b Elicit / explain the meaning of first impressions. Give Ss a few minutes to read the blogs and decide which two cities are mentioned.

Get Ss to compare with a partner, and then check answers. You could ask Ss what helped them to identify the two cities.

Kate is in Atlanta, and Mark is in Malmö.

c Get Ss to read the blogs again and answer the questions.

Get Ss to compare with a partner, and then check answers.

<table>
<thead>
<tr>
<th>1 Atlanta</th>
<th>2 Malmö</th>
<th>3 Malmö</th>
<th>4 Atlanta</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Atlanta</td>
<td>6 Malmö</td>
<td>7 Malmö</td>
<td>8 Atlanta</td>
</tr>
</tbody>
</table>

d Tell Ss to read the blogs again slowly and try to find the words to match the definitions given. You could do the first one with the whole class to start them off.

Get Ss to compare with a partner, and then check answers. Model and drill pronunciation.

1 nowadays 3 lock 5 wooden
2 headquarters 4 depressing 6 casually

Extra idea
- Write on the board on one side the two cities and on the other side the headings from the blogs, i.e. driving, food, people, weather, houses.
- Tell Ss to cover the blogs and, in pairs, say what they can remember about the two cities.

e Ask Ss which of the two cities they would prefer to live in. Get Ss to give you reasons. You could also have a show of hands to see if one city is more popular than the other.

2 GRAMMAR adverbs

a Tell Ss to look at the highlighted adverbs in the blogs and answer the four questions.

Check answers.

1 ly 2 fast 3 well 4 very, really, and incredibly

b Ss now look at the adverbs in Kate's blog again and answer the two questions.

Check answers.

1 after 2 before

c Tell Ss to go to Grammar Bank 11A on page 144. Focus on the example sentences and play the audio for Ss to listen and repeat. Then go through the rules with the class.

Additional grammar notes

adverbs of manner

- Ss usually find formation of these adverbs fairly straightforward.

- The most common word order with these kinds of adverbs is to put the adverb after a verb or verb phrase, e.g. He drives very quickly, I speak English very well (typical error: I speak very well English).

- Ss may try to use hardly instead of hard, e.g. I work hardly. Explain that hard is irregular and doesn't add -ly.

! Hardly is a word that means almost not, e.g. I hardly slept last night. I hardly ever go to the theater. Ss learned hardly ever in 4C.
11A

modifiers
• The position of these is very straightforward. You may want to point out that you can’t use very with strong adjectives, e.g. great, fantastic, awful, etc.

Focus on the exercises for 11A on page 145. Ss do the exercises individually or in pairs.

Check answers, getting Ss to read the full sentences. Help with rhythm, and tell them that adverbs are always stressed.

a 1 carefully 5 slowly 9 casual
2 polite 6 really 10 incredibly
3 beautifully 7 well
4 unhealthily 8 perfectly
b 1 quietly 5 hard
2 fast 6 fashionably
3 well 7 badly
4 carefully 8 easily

Tell Ss to go back to the main lesson 11A.

Extra support
• If you think Ss need more practice, you may want to give them the Grammar photocopyable activity at this point.

d (5:27) Tell Ss they’re going to hear six sound effects, and for each sound they must write a sentence using the present continuous and an adverb to describe what’s happening.

Play the audio and pause after number 1, so Ss can see how the example sentence (They’re speaking quietly) describes the sounds.

Now play the other five sounds, pausing after each one to give Ss time to write.

Elicit ideas from Ss.

2 She’s driving fast.
3 They’re apologizing politely.
4 He’s eating noisily.
5 She’s singing beautifully / well.
6 He’s playing the piano loudly.

(5:27)
(sound effects)
1 speaking quietly 4 eating noisily
2 driving fast 5 singing beautifully
3 apologizing politely 6 playing the piano loudly

3 PRONUNCIATION word stress

Pronunciation notes
• Adding -ly to an adjective does not change the stress pattern at all, e.g. dangerous - dangerously. Some Ss have a tendency to stress the adverb ending, e.g. dangerously.

a Focus on the first column with the adjectives, and tell Ss, in pairs, to underline the stressed syllable only in the adjectives.

Extra support
• Play the audio first to remind them where the stress is.

b (5:28) Play the audio once for Ss to check answers. Elicit answers and write the words on the board with the stressed syllable underlined.

(5:28)
dangerous incredible casual
polite careful perfect
beautiful fashionable unhealthy

Now play it again, pausing after each adjective for Ss to repeat.

c (5:29) Now focus on the adverbs. Tell Ss to listen to see if the stress changes, and elicit that it stays the same, even though the extra syllable has been added.

(5:29)
See adverbs in Student’s Book on page 85

In pairs, Ss practice saying the adverbs. Alternatively, play the audio again, pausing for them to repeat.

4 LISTENING & SPEAKING

a (5:30) Tell Ss they are now going to listen to Jemma talking about the third city. Elicit from Ss that it is Valencia. Ask them to close their books and just listen to find out if Jemma is positive, negative, or neutral about Valencia. You could write the three adjectives on the board, and then play the audio.

Elicit that Jemma is neutral.

(5:30)
[audioscript in Student’s Book on pages 122-123]

Valencia

One of the first things I noticed in Valencia is that people eat out a lot. They spend a lot of time in cafes. You find people having breakfast or tea, not just lunch and dinner. People who work go out to have coffee, they don’t have it in their office. In restaurants, one thing that really surprised me was that when people go out in big groups, the men all sit at one end of the table and the women at the other.

Another thing I notice, maybe because I’m a woman myself, is what Spanish women are like, or Valencian women maybe. Of course, I’m a foreigner, but I find that the women here talk very fast and very loudly, much more than the men. Women dress very well, especially older women, and they always look immaculate!

Finally, there’s a myth that the Spanish don’t work hard, but I don’t think it’s true, it’s just that they work different hours. People have a long lunch break, but they leave work very late.

b Focus on the task and the blanks in the sentences. Tell Ss that you are going to play the audio twice. Play the audio and, in pairs, Ss complete the sentences.

Play the audio again and then check answers.

1 cafes 6 the women 11 true
2 work 7 fast 12 long
3 coffee 8 loudly 13 late
4 office 9 very well
5 the men 10 work hard

Extra support
• If there’s time, you could get Ss to listen again with the audioscript on pages 122-123, so they can see exactly what they understood. Translate / explain any new words or phrases.
c Put Sts into small groups. Then focus on the bullet points in 1 and 2 and make sure Sts understand all the verb phrases, e.g. treat tourists, behave, etc. Demonstrate first if you are from a different country/city, by telling Sts, e.g. In the US people drive very carefully.

Give Sts time in their groups to discuss all the points.

Get some feedback from various groups.

5 WRITING

Tell Sts to look back at all the headings in the three blogs and to choose two headings they want to write about, e.g. The driving, The food, etc. They need to write one paragraph for each heading about their own country or a country they have visited.

When Sts have finished, you could put their writing around the classroom for Sts to read, and then ask if Sts would like to visit any of the places they read about.
Lesson plan

This lesson is based on a website called 43Things on which people post their ambitions and other visitors to the site offer advice as to how to achieve them. In the first half of the lesson, Ss read and talk about people's ambitions. In Grammar they focus on the structure verb + infinitive, which is common when talking about ambitions, e.g. I want to climb a mountain, and they learn some common verbs that are followed by the infinitive. In the second half of the lesson, Ss work on sentence stress and talk about their own ambitions. The writing task, which links back to the reading, involves writing an ambition and then advising someone about how to achieve their ambition. Finally, the lesson ends with a song, Don’t Tell Me That It's Over.

STUDY LINK

• Workbook 11B

Extra photocopiable material

• Grammar verbs + infinitive page 193
• Communicative Hopes and plans page 239 (instructions page 206)
• Song Don’t Tell Me That It’s Over page 279 (instructions page 267)

Optional lead-in (books closed)

• Write AMBITION on the board and elicit the meaning (= something you really want to do). Then get Ss to write down one ambition that they have, e.g. go to America. Get feedback and write the ambitions on the board.

1 READING & SPEAKING

a Books open. Get Ss to look at the highlighted verbs in the texts and answer the questions.

Check the answer and make sure Ss understand all the vocabulary, e.g. trivial, respond, etc.

People write things they want to do (their ambitions) and others answer, writing about their experience or giving advice.

b Focus on the task. Give Ss time to read some people's ambitions and responses (A-E). If you did the Optional lead-in, you could also elicit if any of the ambitions Ss came up with are on the list.

Demonstrate the activity when they have read the text by eliciting what A's ambition is (spend less time on the Internet). Now give Ss time to match the right ambitions with the responses.

Get Ss to compare with a partner, and then check answers. Ask Ss whether they think the advice is good or not and why.

A spend less time on the Internet  B learn to speak Italian  C have very long hair  D learn to cook  E become a Goth

c Focus on the task and tell Ss to complete phrases 1–9 with a verb from the list.

Check answers. Model and drill pronunciation.

1 climb  3 learn  5 download  7 become  9 bite
2 go  4 spend  6 choose  8 visit

Extra challenge

• Get Ss to cover the texts and complete the phrases from memory.

Now tell Ss to cover the verbs and look at the phrases. Can they remember the verbs? Alternatively, put Ss in pairs, and get As to close their books and Bs read the second half of the phrase, e.g. B a Goth, A become. They then change roles.

2 GRAMMAR verbs + infinitive

a Tell Ss to look at the highlighted verbs in the texts and answer the questions.

Check answers.

The next verb is an infinitive. Like is different (it is followed by -ing).

b Tell Ss to go to Grammar Bank 11B on page 144. Focus on the example sentences and play the audio for Ss to listen and repeat. Highlight the sentence rhythm, the weak pronunciation of to /t/, and the pronunciation of would /would/, reminding Ss that the /l/ is silent. Then go through the rules with the class.

Additional grammar notes

- Live is often known as the base form and to live as "the infinitive with to" or "the full infinitive". The negative is formed by adding not, e.g. to be or not to be.

- The base form (live) is used, for example, in questions and negatives with do / does and did, e.g. Where do you live? I don't live here.

- The full infinitive (to live) is used very widely in English. One of its main uses is after a lot of common verbs like want, need, decide, hope, etc., e.g. I want to live in the city.

- Some verbs, a smaller group, are followed by the gerund (-ing), e.g. like, love, hate (I like cooking), which Ss learned in 6B.

- However, some native speakers, particularly Americans, use the infinitive after like, e.g. I like to cook.

Focus on the exercises for 11B on page 145. Ss do the exercises individually or in pairs.
Check answers, getting Sts to read the full sentences.

<p>| | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>a</td>
<td>1 to drive</td>
<td>5 to stay</td>
</tr>
<tr>
<td></td>
<td>2 to buy</td>
<td>6 to see</td>
</tr>
<tr>
<td></td>
<td>3 to be</td>
<td>7 to get married</td>
</tr>
<tr>
<td></td>
<td>4 to call</td>
<td>8 to pass</td>
</tr>
<tr>
<td>b</td>
<td>1 to have</td>
<td>5 to play</td>
</tr>
<tr>
<td></td>
<td>2 to drive</td>
<td>6 to have</td>
</tr>
<tr>
<td></td>
<td>3 to travel</td>
<td>7 going</td>
</tr>
<tr>
<td></td>
<td>4 relaxing</td>
<td>8 reading</td>
</tr>
</tbody>
</table>

Tell Sts to go back to the main lesson 11B.

**Extra support**
- If you think Sts need more practice, you may want to give them the Grammar photocopyable activity at this point.

**3 PRONUNCIATION** sentence stress

a (5:32) Play the audio once for Sts to listen to the rhythm.

b (5:33) Tell Sts that all the stressed words are missing from the dialogue. Play the audio for Sts to just listen the first time.

**5:32**

See dialogue in Student’s Book on page 87

Ask Sts how / to is pronounced and elic it that it is /tə/. Make sure Sts pronounce would /wʊd/ correctly and do not pronounce the l.

Now play the audio again, pausing after each line for Sts to repeat.

**5:33**

A Would you like to get a new job?
B Yes, I’d love to.
A Why?
B Because I hate my job. It’s really boring.

Play the audio again, pausing after each sentence for Sts to write the missing words. Get Sts to compare with a partner and then play the audio again if necessary. Check answers.

c Put Sts in pairs and get them to practice the dialogues in a and b. Monitor and encourage Sts to say the stressed words more strongly.

Get a group of pairs to read the dialogues to the class.

**Extra challenge**
- Ask Sts to memorize the two dialogues, then close their books and practice saying them.

d Put Sts in pairs and focus on the task. They take turns choosing an ambition from *What do you want to do with your life?* and then ask their partner questions using *Would you like to...?* Before they start, focus on the speech bubbles and tell Sts to ask and answer like this.

**Extra challenge**
- Tell Sts to expand their answers, for example:

  A Would you like to climb Mount Kilimanjaro?
  B Yes, I’d love to.

  A Why?
  B Because I love adventure.

  A Would you like to travel to the next 10 countries?
  A Yes, I’d love to.

Get some feedback from various pairs on their partner’s ambitions.

**4 SPEAKING**

Give Sts a few minutes to look at the bullet points and think about their answers.

Now focus on the instructions and put Sts in pairs. Monitor and help Sts, especially correcting any errors with infinitives.

Get some feedback. Find out if any Sts had the same ambitions or if any ambitions were surprising.

**5 WRITING**

a Tell Sts to think of three ambitions. Either give them a strip of paper each or ask them to write on a piece of paper. Collect the pieces of paper and write them on the board or tape them on to a big piece of paper.

b Sts now read all the ambitions and choose one they would like to respond to. Tell them to look back at the responses in 1b and to write about their own experience or to give advice.

When Sts have finished, collect all the responses. Redistribute the pieces of paper, making sure Sts do not get their own piece of writing.

In pairs, Sts read their response, match it to an ambition, and discuss it with their partner – is it good advice?

**6 SONG** Don’t Tell Me That It’s Over

This song was originally made famous by Scottish singer Amy Macdonald in 2010. For copyright reasons, this is a cover version. If you want to do this song in class, use the photocopyable activity on page 279.

**5:34**

*Don’t Tell Me That It’s Over*

Tell me why this world is a mess.
I thought you always tried your best.
Tell me what am I to do?
Maybe you should do it. too.
Tell me why they’re sleeping alone,
No house nowhere to call a home.
Tell me what I’m meant to see
Won’t you stop preaching at me?

**Chorus**

And I wanna see what it’s all about.
And I wanna live, wanna give something back.
Don’t tell me that it’s over; it’s only just begun.
Don’t tell me that it’s over; or that this song is sung;
This song is sung;
All the money in the world would never
Set all the wrongs to right;
All the fire in the world could never
Set my heart alight;
I dream of a day when it’s all gone away and
The sun is shining bright;
I dream of a day when it’s all gone away but
Dreams are for night.

**Chorus**

Don’t tell that it’s over, please; I’m on my knees;
I’m begging you to stop.
It’s over, please, I’m on my knees;
I’m begging you to stop.
11C Men, women, and the Internet

Lesson plan
After the focus on one website in 11B, this lesson looks at the Internet in general and in particular how it is used in different ways by men and women. This provides the context for learning vocabulary related to the Internet and for a grammar focus on the uses of the definite and indefinite article that Ss have seen so far in the course. The lesson starts with the introduction of some useful Internet-related language. Ss then talk about how they use the Internet, and they listen to an interview with a marketing expert talking about how men and women in the US use the Internet in different ways. This is followed by the grammar focus, which review the uses of the articles that have come up so far, with a special focus on the non-use of articles when generalizing, e.g. talking about men and women in general. The lesson finishes with an oral activity that review the different uses.

STUDY LINK
• Workbook 11C
• Online practice
• iChecker

Extra photocopiable material
• Grammar articles: a, the, and no article (+) page 194
• Communicative Speak for 60 seconds page 240 (instructions page 206)

Optional lead-in (books closed)
• Put Ss in pairs and tell them they have one minute to write down as many words / phrases related to the Internet as they can.
• When time is up, ask the pairs to count how many they have. Elicit the words and phrases onto the board and clarify meaning. Model and drill pronunciation. Leave the words on the board.

1 VOCABULARY & PRONUNCIATION
the Internet

a Books open. Focus on the photos and elicit what all the websites are: Google is a search engine and Google Maps provide maps and directions, Twitter and Facebook are social networking websites, iTunes is a website that allows people to download music and videos, Amazon is an online shopping website, CBS News contains news stories and videos, Skype allows users to make video and voice calls over the Internet, Barclays is a bank, Slim Secrets is a website about healthy eating, World of Warcraft is an online multiplayer game, and Flickr is an image and video hosting website.

Then focus on the questions. Make sure Ss understand the noun pleasure. Model and drill its pronunciation.

Give Ss, in pairs, a few minutes to discuss the questions.

Get some feedback from the class.

b Focus Ss’ attention on the words in the list. Tell them to match each word or phrase with a definition. Draw Ss’ attention to the Dictionary abbreviations box before they start. Do not check answers yet.

c (5:35) Now tell Ss to listen to the audio and check their answers.

Check answers.

Play the audio again if necessary, pausing after each word to give Ss time to underline the stressed syllable.

Now play the audio again and get Ss to listen and repeat.

2 SPEAKING & LISTENING

a Focus on the task. In pairs, Ss look at the list of things people do on the Internet and say how often they do each one. Make sure Ss understand all the vocabulary, e.g. a forum, diet, etc. Before they start, focus on the speech bubble and highlight that Ss should return the question with What about you?

Get some feedback from the class.

b Now tell Ss to go through the list again and decide who does each thing more – men (M), women (W), or is there no difference between the genders (ND)?

Elicit opinions from the class for each one.

c (5:36) Focus on the instructions and elicit / explain the meaning of expert. Ss should listen and check their answers to b. Tell Ss that you are going to play the audio twice. Play the audio the whole way through, then once again, pausing if necessary to give Ss time to do the task.

Check answers.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>send personal emails</td>
<td>W</td>
</tr>
<tr>
<td>send emails for work</td>
<td>M</td>
</tr>
<tr>
<td>read the news</td>
<td>M</td>
</tr>
<tr>
<td>buy things on shopping websites</td>
<td>W</td>
</tr>
<tr>
<td>buy things on eBay (or a similar site)</td>
<td>M</td>
</tr>
<tr>
<td>get sports information</td>
<td>M</td>
</tr>
<tr>
<td>visit websites about health and medicine</td>
<td>W</td>
</tr>
<tr>
<td>use social networks</td>
<td>W</td>
</tr>
<tr>
<td>play games</td>
<td>M</td>
</tr>
<tr>
<td>download music</td>
<td>M</td>
</tr>
<tr>
<td>visit forums about diet or caring for children</td>
<td>W</td>
</tr>
<tr>
<td>use online banking</td>
<td>NO</td>
</tr>
<tr>
<td>use online maps for directions</td>
<td>W</td>
</tr>
<tr>
<td>book tickets and hotels online</td>
<td>NO</td>
</tr>
</tbody>
</table>

144
Focus on the exercises for 11C on page 145. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

<p>| | |</p>
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<tbody>
<tr>
<td>a</td>
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<td>b</td>
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</table>

Tell Sts to go back to the main lesson 11C.

**Extra support**

- If there’s time, you could get Sts to listen again with the audiobscript on page 123, so they can see exactly what they understood. Translate / explain any new words or phrases.

d Remind Sts that the information they just heard was for the US. Ask Sts to say whether they think the situation is the same in their country.

### 3 GRAMMAR articles

**a** Tell Sts to read the email and fill in the blanks with a, an, the, or no article.

Get Sts to compare with a partner, and then check answers.

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<thead>
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<tbody>
<tr>
<td>1</td>
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<td>4 -</td>
</tr>
<tr>
<td>2</td>
<td>the</td>
<td>5 a</td>
</tr>
<tr>
<td>3</td>
<td>-</td>
<td>6 -</td>
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<tr>
<td></td>
<td>7 the</td>
<td>8 -</td>
</tr>
<tr>
<td></td>
<td>10 an</td>
<td>11 the</td>
</tr>
</tbody>
</table>

**b** Tell Sts to go to Grammar Bank 11C on page 144. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

**Additional grammar notes**

- This lesson pulls together uses of the definite and indefinite article (and non uses) that Sts have seen so far.

- The Grammar Bank information covers the basic uses of the article but is not exhaustive, as some of the more complex rules, e.g. the use of articles with geographical words, will be dealt with later in the course. The difficulties your Sts have with articles will depend to a large extent on how articles are used or not used in their L1.
Lesson plan
In this final Practical English lesson, STs learn some vocabulary related to transportation and functional language for using public transportation. It’s Jenny’s final morning in London, and Rob goes to the hotel to say goodbye. Jenny says that she has shown some of his articles to Barbara, her boss in New York, and that they would like him to go to New York for a month and write a column for New York 24seven and a daily blog. Rob is excited about the idea, but asks for time to think about it. Jenny takes a taxi and then a train to get to Heathrow airport, but when she arrives she discovers that she has left her cellphone in the hotel. At that moment, Rob arrives with the phone and tells her that he wants to accept Barbara’s offer and go to New York. He finally discovers who Eddie is.

The story is continued in New York in American English File Level 2.

STUDY LINK
- Workbook Going home

Test and Assessment CD-ROM
- Quick Test 11
- File 11 Test

Optional lead-in (books closed)
- Elicit what happened in the last episode by asking some questions, e.g. Where did Daniel take Jenny? What did Daniel say to Jenny after the meal? Was she happy about this? Who called her during the meal? Was it good news or bad news?
- Alternatively, you could play the last scene of Episode 5.

1 VIDEO JENNY’S LAST MORNING
a (5:38) Books open. Focus on the photos and elicit what STs think is happening.
Focus on sentences 1–6 and go through them with STs. Then play the audio once the whole way through for them to mark the sentences T (true) or F (false). Make it clear that they don’t need to correct the false sentences yet. Play again if necessary.
Get STs to compare with a partner, and then check answers.
1 T 2 F 3 T 4 F 5 F 6 T

b Play the audio again, so STs can listen again and correct the false sentences.
Get STs to compare with a partner, and then check answers.
2 He doesn't want a coffee.
4 The job is for a month.
5 It could be called An Englishman in New York.

Ask STs what they think Rob is going to do, but don’t tell them yet.

Extra support
- If there’s time, you could get STs to listen again with the audioclip on page 123, so they can see exactly what they understood/didn’t understand. Translate/explain any new words or phrases.

2 VOCABULARY public transportation
a Focus on the task and get STs to match the words and pictures.
Get STs to compare with a partner.
b (5:39) Play the audio for STs to listen and check.

Now play the audio again, pausing after each word for STs to repeat.
Focus on the task and get Sts to complete the four headings with a word from a.

Get Sts to compare with a partner, and then check answers. Go through the four texts dealing with new vocabulary, and model and drill pronunciation.

1. taxi  2. plane  3. subway  4. bus

Write the four types of transportation on the board. Get Sts to close their books. Then elicit the four facts for each type, e.g. ask: How can you get a taxi? (wave your hand) What's another word for a taxi? (a cab), etc.

Focus on the dialogue in the chart. Ask Sts the You Hear sentences in each conversation? and elicit that first it is the receptionist, then the taxi driver, and then the man at the ticket office.

Then ask the You Say sentences and elicit that it is Jenny. Tell Sts that if they want someone to call them a taxi, or want to use public transportation, they will need the You Say phrases.

Give Sts a minute to read through the dialogue and think what the missing words might be. Then play the audio again, and get Sts to fill in the blanks. Play again if necessary.

Get Sts to compare with a partner, and then check answers.

See words in bold in audioscript 5.40.
(audio script in Student's Book on page 123)

J = Jenny, R = Rob, A = Announcement

J Where is it? Where's my phone?!
R Are you looking for this?
J Rob! I can't believe it! My phone! You're a hero. Thank you so much.
R No problem. It gave me a chance to see you again. And I had more time to think about your offer.
J And?
R I'd love to accept. I really want to come and work in New York.
J That's great, Rob! I'm so happy.
R Me, too. Oh, you had a call from Eddie. I didn't answer it. Is he going to meet you at the airport?
J Eddie? No. He's at college in California.
R In California? Does he teach there?
J Teach? No, he's a student.
R A student?
J Well, he's only 19. Eddie's my brother.
A Next departure flight 232 to New York is now ready for boarding.
J I need to go.
R Well, have a good journey.
J Thanks, Rob. Bye.
R Bye. And see you in New York!

Extra support

- If there's time, you could get Sts to listen again with the audio script on page 123, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

b Focus on the Social English phrases and go through them with the class.

In pairs, Sts decide who says them.

c (5:43) Play the audio for Sts to listen and check.

5:43
I can't believe it! Jenny
Thank you so much. Jenny
I'd love to accept. Rob
I'm so happy. Jenny
Have a good journey. Rob
See you in New York. Rob

If you know your Sts' L1, you could get them to translate the phrases. If not, get Sts to take a look at the phrases again in context in the audio script on page 123.

d Now play the audio again, pausing after each phrase for Sts to listen and repeat.

Finally, focus on the Can you...? questions and ask Sts if they feel confident they can now do these things.
Lesson plan

The topic of movies that are based on books provides the context to introduce the present perfect. The lesson begins with the grammar presentation through a conversation about a movie. The pronunciation focus is on sentence stress, and vocabulary looks at common irregular past participles. The main context of the final speaking and listening activity is a survey asking about movie experiences, and Ss learn how to ask present perfect questions with ever.

Note: In 12B Ss learn other regular and irregular past participles, and contrast the present perfect with the simple past.

STUDY LINK
• Workbook 12A

Extra photocopiable material
• Grammar present perfect page 195
• Communicative Have you done it? page 241 (instructions page 267)
• Song Flashdance page 280 (instructions page 268)

Optional lead-in (books closed)
• Write the following movie questionnaire on the board:
  HOW OFTEN DO YOU GO TO THE MOVIES?
  HOW OFTEN DO YOU WATCH A MOVIE ON TV OR DVD?
  WHAT KINDS OF MOVIES DO YOU LIKE?
  WHAT'S THE LAST MOVIE YOU SAW? DID YOU LIKE IT?
  WHY (NOT)?
  DO YOU HAVE A FAVORITE ACTOR OR DIRECTOR?
• Get Ss to ask you first. Then they ask and answer in pairs.

1 GRAMMAR present perfect

a Books open. Focus on the images from movies and elicit what they have in common.

1 Ss may need help with the titles, which may have been translated differently in their country.

They are all based on books.

b 5.44 Tell Ss they are going to listen to a telephone conversation between Alan and Lucy, and they must listen for the two things they are going to do that evening. Write the question on the board.

Play the audio once the whole way through.

Check answers.

They are going to order pizza and watch Eclipse.

5.44) See conversation in Student’s Book on page 92

c Tell Ss to read the conversation while they listen again. Play the audio the whole way through again.

Now focus on the chart and ask Ss, in pairs, to complete it and to answer questions 1–3.

Check answers.

I haven’t seen the movie. Have you seen the movie?
1 I've. I have. seen is from the verb see.
2 1 He's seen the movie.
3 1 Has he seen the movie?
4 No, we don’t.

d 5.45) Tell Ss to go to Grammar Bank 12A on page 146. Focus on the example sentences and play the audio for Ss to listen and repeat. Then go through the rules with the class.

Additional grammar notes

Present perfect

• The present perfect is presented here in two of the most basic uses, i.e. for recent past actions and past experience when the time is not referred to. These uses may be difficult for Ss if they don’t have an equivalent in their language.

• The form of the present perfect may also be problematic, as it is the first time Ss have seen have used as an auxiliary verb with all its contractions (I’ve, he’s, etc.).

Regular and irregular past participles

• Regular verbs should not cause any problems for Ss since they are the same as the simple past. Ss simply have to remember the pronunciation rules for -ed endings.

• Many irregular past participles also have the same form as the simple past. However, those that are different (e.g. speak—spoke—spoken) may cause problems as Ss may confuse the two forms. For this reason it is worth giving special attention to these verbs.

Focus on the exercises for 12A on page 147. Ss do the exercises individually or in pairs.

Check answers, getting Ss to read the full sentences. In a, write the contracted forms on the board. In b and c, tell Ss to use contractions in and after I, he, etc.
Tell Sts to go back to the main lesson 12A.

**Extra support**

- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point.

**2 PRONUNCIATION** sentence stress

**a** Focus on the image of The Hobbit and elicit explain that it is a fantasy novel by J. R. R. Tolkien, the author of The Lord of the Rings, and has been made into a movie. Focus on the dialogue. Play the audio once for Sts just to listen.

**b** Tell Sts to think of three more movies from books. Monitor and help Sts write their three movie titles.

- In a monolingual class, if you don't know how to translate some movie titles into English, you can use the version in your Sts' language.

**Extra support**

- Some Sts might have trouble thinking of movies, so put Sts in pairs to brainstorm some movie titles and then write them on the board.

Sts ask and answer with a partner. Monitor, helping Sts get the right rhythm in their questions.

Get feedback from the class.

**Extra challenge**

- If Sts have seen a movie and read the book, ask which one they preferred and why.

**3 VOCABULARY**

**irregular past participles**

- Tell Sts to focus on the last column of the chart. Explain that these are irregular past participles and that they need to write the infinitive and the simple past in the relevant columns. You may want to point out that all except one of them (left) are different from the simple past.

Get Sts to compare their answers with a partner.

**b** Play the audio for Sts to listen and check.

Check answers.

**c** Focus on the instructions and the example, and tell Sts they are going to hear the infinitive and they must say the simple past and the past participle. Tell Sts that the verbs are from a, but they will hear them in a different order. Play the audio for Sts to see what they have to do. Get Sts to either cover a or to close their books. If Sts close their books, write SIMPLE PAST and PAST PARTICIPLE on the board.

Then play the audio, pausing after each infinitive, and elicit the simple past and past participle from the whole class. Then repeat the activity, eliciting responses from individual Sts.

**d** Tell Sts to look at 1–8 and to complete the Verb column in each one with a past participle from a.

Get Sts to compare with a partner, and then check answers.

**e** Tell Sts to cover the Verb column, and to say the sentences, completing them from memory.
4 SPEAKING & LISTENING

a. Focus on the MOVIE EXPERIENCES questionnaire and go through 1–7, making sure Sts understand the vocabulary, e.g. *soundtrack*, *appear*, etc. Give Sts a few minutes to put the verbs in parentheses into the past participle and then check answers. Model and drill pronunciation.

<table>
<thead>
<tr>
<th>1 fallen</th>
<th>4 seen</th>
<th>7 appeared</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 bought</td>
<td>5 cried</td>
<td>3 left</td>
</tr>
<tr>
<td>6 seen</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Tell Sts they need to turn 1–7 into questions using *Have you ever...?* Elicit / teach that *ever* = (at some time) in your life. Get Sts to ask you the first question. If you answer Yes, get them to ask *What movie was it?* If you answer No, get them to ask question 2, etc., until you answer Yes.

Elicit all seven questions from the class before they start.

Set a time limit, e.g. five minutes. Tell Sts to stand up and start. Take part in the activity yourself. Tell Sts they must try to find a different person for each question.

Stop the activity after five minutes (or when you think Sts have had enough, or when someone has found people for all the questions). Get Sts to sit down again.

Get feedback. Ask a student *Did anyone say “yes” to question 1?* and elicit the student’s name. Then ask him/her what movie it was.

Do the same for the other questions.

! Make sure Sts don’t use the present perfect in answer to the question *What movie was it?* They should just answer with the movie title or say It was...

c. Now tell Sts they are going to listen to three people answering one of the questions in a. Play the audio for Sts to find out which question they are answering.

Check the answer.

Have you ever seen a movie more than three times?

(5.49) *Song Flashdance*

This song was originally made famous by the American singer and actress Irene Cara in 1983. For copyright reasons, this is a cover version. If you want to do this song in class, use the photocopyable activity on page 280.

5.50) *Flashdance*

Extra challenge

- Ask Sts if they know someone who has seen a movie many times. The listening might have brought back memories. Also ask them what they think of Speaker 2’s idea of showing his favorite movie to a new girlfriend as a kind of test.

Extra support

- If there’s time, you could get Sts to listen again with the audioscript on page 123, so they can see exactly what they understood. Translate / explain any new words or phrases.
Lesson plan

The main context of the lesson is a conversation between a young man and woman about where to go for dinner. The man has a memory lapse, which provokes an angry reaction in his partner. Their conversation contrasts the present perfect and the simple past in a natural context: Have you been to...? When did you go? Why did you go there? The lesson starts with a listening activity inspired by a real episode in an American TV series in which Ss are exposed to both the present perfect (for past experiences) and the simple past. This leads into the grammar focus. In Vocabulary and Pronunciation, Ss get more practice in forming and pronouncing regular and irregular past participles. The lesson finishes with a speaking activity in which they ask opening questions in the present perfect with recently and ever, and then they ask simple follow-up questions using the simple past.

**STUDY LINK**
- Workbook 12B

**Extra photocopiable material**
- Grammar present perfect or simple past? page 196
- Communicative Have you ever...? page 242 (instructions page 207)

Optional lead-in (books closed)
- Test Ss on the irregular past participles they learned in 12A (Vocabulary) by writing some of the infinitives on the board and getting Ss, in pairs, to write the simple past and past participle for each verb, e.g.
  
  **BE BREAK DO EAT FALL FORGET, ETC.**

  - You could also mix some regular verbs in as well.

1 LISTENING

a Books open. Do the questions as a whole class activity. Tell Ss if you are following any TV series yourself.

b 5.51) Tell Ss to look at the caption about the American TV series and the photo. Ask these questions to set the scene before playing the audio, e.g. Who can you see in the image? (Jess and Matt), What do you think their relationship is? (girlfriend / boyfriend), Why is Jess happy? (Because Matt is talking about her birthday).

Focus on questions 1 and 2. Now play the audio for Ss to listen and answer the questions. Play again if necessary.

Check answers.

1 The Peking Duck ✓ Appetito ✓ Luigi's ✗
2 No, they don't.

2 GRAMMAR

present perfect or simple past?

a Focus on the extract from the conversation and give Ss time, in pairs, to read it and answer the questions in pairs.

Check answers.

1 present perfect
2 simple past
3 the second question

b 5.52 5.53) Tell Ss to go to Grammar Bank 12B on page 146. Focus on the example sentences and play the audio for Ss to listen and repeat. Then go through the rules with the class.
Additional grammar notes

Present perfect or simple past?
- This is intended as a gentle introduction to the contrast between the present perfect and the simple past.
- Many conversations typically begin with an opening question in the present perfect, e.g. Have you been to the new French restaurant? Yes, I have and continue in the past tense, e.g. What did you think of it? I loved it.
- This grammar point will be dealt with in more detail in American English File Level 2.

been or gone?
- This can be a tricky grammar point for Sts to assimilate. Instead of Have you been to Mexico? Sts often say (incorrectly) Have you gone to Mexico? or Have you been in Mexico?

Focus on the exercises for 12B on page 147. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

| a | 1 haven't bought | 4 Have you ever won |
| b | 2 gave | 5 had |
| c | 3 spent | 6 been |
| a | 1 gone | 4 been |
| b | 2 been | 5 been |
| c | 3 gone | 7 flew |
| a | 1 Have, visited | 6 did, stay |
| b | 2 went | 7 had |
| c | 3 did, go | 8 did |
| a | 4 paid | 9 Has, taken |
| b | 5 did, get | 10 stopped |

Extra idea
- Get Sts to read the dialogue in c to practice their pronunciation.
- Tell Sts to go back to the main lesson 12B.

Extra support
- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point.
- Explain / elicit that the name of the game Guess where I've been means Guess places I have visited.

Demonstrate the activity. Write the names of six cities (abroad or in your country) Three of these should be cities you have visited, and three should not. Tell Sts, in pairs, to guess which three you have visited.

Now elicit from the class the question Have you been to...? and get them to ask you about the six places. Check to see if any pairs guessed right, and put a check mark next to the cities you have visited.

Now focus on the first place you have checked. Write When...? Why...? on the board, and elicit the questions When did you go to...? Why did you go there? Get Sts to ask you about the three cities you checked.

Now tell Sts to write their own list of six cities. Remind them that three must be places they have been to (in their country or abroad) and three they haven't been to.

Tell them to exchange lists with a partner. They must look at the list and check the three cities they think their partner has been to.

Sts now make questions with Have you ever been to...? about cities on their partner's list. Then they ask simple past questions, e.g. When did you go there?, about the cities their partner has been to.

Finally, get some feedback from the class to find out where they have been, and if their partner guessed correctly.

3 VOCABULARY & PRONUNCIATION

more irregular past participles
- Remind Sts of exercise 3a in the previous lesson and tell them that it is exactly the same, but with different verbs. Focus on the example and then give Sts a few minutes to complete the list.
- Get Sts to compare answers and then give Sts a few minutes to complete the list.
- Remind Sts to listen to the audio for 12B.

b Play the audio for Sts to listen and check.

| a | 1 buy, bought, bought |
| b | 2 drink, drank, drunk |
| c | 3 find, found, found |
| d | 4 give, gave, given |
| e | 5 hear, heard, heard |
| f | 6 have, had, had |
| g | 7 know, knew, known |
| h | 8 lose, lost, lost |
| i | 9 make, made, made |
| j | 10 meet, met, met |
| k | 11 pay, paid, paid |
| l | 12 send, sent, sent |
| m | 13 spend, spent, spent |
| n | 14 think, thought, thought |
| o | 15 win, won, won |

Play the audio again, pausing after each past participle for Sts to repeat the three forms. Help with pronunciation where necessary.

Tell Sts to go to Irregular verbs on page 165 and get them to check the verbs they already know. They should make a list of the ones they don't know and try to learn them.

Extra idea
- Get Sts to test each other's memory like this:
  A (book open) make
  B (book closed) made - made

- After two minutes, Sts change roles.

Tell Sts to go back to the main lesson 12B.

Focus on the six sound pictures and elicit the word and sound (clock /kɒk/, fish /fɪʃ/, train /treɪn/, up /ʌp/, phone /foʊn/, saw /sɔːr/).

Now focus on the verbs in the list. Elicit that the first one (bought) has the /ɔː/ sound, so they should write it in the last column. Sts continue in pairs, and put three past participles into each column.

Extra support
- Model the pronunciation of the participles first and then get Sts to put them in columns.
Play the audio once for Sts to check their answers.

<table>
<thead>
<tr>
<th>5:55</th>
<th>clock</th>
<th>forgotten, gone, got</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>fish</td>
<td>driven, given, written</td>
</tr>
<tr>
<td></td>
<td>train</td>
<td>made, paid, taken</td>
</tr>
<tr>
<td></td>
<td>up</td>
<td>done, drunk, sung</td>
</tr>
<tr>
<td></td>
<td>phone</td>
<td>broken, known, spoken</td>
</tr>
<tr>
<td></td>
<td>saw</td>
<td>bought, cost, lost</td>
</tr>
</tbody>
</table>

Now play the audio again, pausing after each group for Sts to repeat. Give extra practice as necessary. Make sure Sts don’t pronounce the gh in bought.

e Draw this bingo card on the board for Sts to copy.

Sts, in pairs, complete their bingo card with six past participles from Vocabulary Bank Irregular verbs.

Call out random infinitives. Keep a note of the ones you call out.

If Sts have one of the verbs you call out on their card, they should cross it off. Keep calling until a student has crossed off all their verbs, at which point they should call out “Bingo!”

Check the winning student’s card. If it’s correct, they have won. If it isn’t, continue the game. Once there is a winner, you can play “Bingo” again if there is time.

Extra support
- Alternatively, you could just use the past participles from a.

4 SPEAKING

a Focus on the questionnaire and highlight the two groups of questions, one group about Recently (= in the last few days, weeks) and the other In your life. Model and drill the pronunciation of recently.

Point out to Sts that the first column has the heading Present perfect and the second Simple past. Elicit which words are missing from the questions (column 1 Have you and column 2 did you). Then elicit what form is needed for the verb in bold (the past participle). Finally, elicit the questions for 1 (Have you been to the movie theater recently? What did you see? Did you like it?).

Extra support
- Write the questions for 1 on the board (Have you been to the movie theater recently? What did you see? Did you like it?) and leave them up there to help weaker Sts.

b Demonstrate the activity by getting Sts to ask you some of questions from each section. Then put Sts in pairs and get them to take turns interviewing each other. You could get A to ask B questions 1–4 and B to ask A 5–8. Then they can change roles.

Monitor and help.

Finally, get feedback from a few Sts. Ask Who has been to the movies theater recently? and then get the details.
Lesson plan

In this final lesson, Sts review Grammar, Vocabulary, and Pronunciation from the whole course, with a special focus on question formation. The lesson is based on an interview Sir Ian McKellen kindly gave to the *American English File* authors. Sts start by reading the interview and doing some comprehension exercises. They then work on the Vocabulary and Pronunciation, before interviewing each other in the last activity using some of the questions in the questionnaire.

**STUDY LINK**
- Workbook 12C
- Online practice
- iChecker

**Extra photocopiable material**
- Grammar review: question formation page 197
- Communicative Review questions page 243 (instructions page 207)

**Optional lead-in (books closed)**
- On the board write the titles of some of the movies Sir Ian McKellen has been in, e.g. *The Lord of the Rings, X-Men, The Da Vinci Code*, and *The Golden Compass*.
- Ask Sts if they have seen any of them and which actor appeared in all of them (Sir Ian McKellen).

**1 READING**

**a** Books open. Tell Sts to look at the photos and then read the information about Sir Ian McKellen. Ask the questions to the class.

**b** Tell Sts that this interview was given exclusively for *English File* and that he answered questions based on lessons in Level 1. Get them to read the interview and match a heading with each section. The first one has been done for them.

Get Sts to compare with a partner, and then check answers.

2 Your lifestyle 5 Your places
3 Your home 6 Your work experiences
4 Your abilities

c Tell Sts to read the interview again and to mark sentences 1–10 T (true) or F (false). Remind them to say why the F ones are false.

Get Sts to compare with a partner, and then check answers.

**1 T** (He says he can see the River Thames in London from his living room.)
2 F (He says he can see the River Thames in London from his living room.)
3 F (If he isn't working, he gets up at 10 a.m.)
4 T
5 T
6 F (He read *The Lord of the Rings* when he was preparing to act in the movie.)
7 T
8 F (He loves dogs.)
9 T
10 F (He wants to learn to sing well, to play the piano, and to speak foreign languages.)

Ask Sts if they found any of Sir Ian McKellen's answers surprising.

**2 VOCABULARY** review: word groups

**a** Tell Sts to look at the headings in the chart and then to put the words from the list in the right column.

Check answers.

<table>
<thead>
<tr>
<th>Rooms</th>
<th>Things</th>
<th>Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>living room</td>
<td>books</td>
<td>actor</td>
</tr>
<tr>
<td>Furniture</td>
<td>Adjectives</td>
<td>Daily Routine</td>
</tr>
<tr>
<td>desk</td>
<td>small</td>
<td>go to bed</td>
</tr>
</tbody>
</table>

**b** In pairs, Sts add three more words to each column.

Check answers by copying the chart on the board and eliciting more words for each group from Sts.

**3 PRONUNCIATION** review: sounds

**a** Focus on the eight sound pictures and elicit the word and sound (boot /b/; bird /b/; train /e/; egg /3//; jazz /d//; house /h/; thumb /θ/; shower /ʃ/).

Tell Sts that one word in each group has a different sound from the other three, and they need to find which one it is. Remind Sts to say the words out loud to make it easier.

Get Sts to compare their answers with a partner.

**b** Play the audio for Sts to listen and check.

Check answers.

1 cook 3 can't 5 dog 7 the
2 year 4 people 6 hour 8 school

See words in Student's Book on page 97

**Extra support**
- Play the audio for Sts to cross out the different words while they listen.

Now play the audio again, pausing after each group for Sts to listen and repeat. Give Sts some time to practice saying the words.
4 GRAMMAR & SPEAKING
review: question formation

a Tell Sts to cover the interview and to look at five of Sir Ian McKellen's answers. What were the questions?

Set a time limit for Sts to try to remember the questions. Then get Sts to compare with a partner before checking answers.

1. Who's your favorite historical character?
2. Where are you going to go for your next vacation?
3. What languages do you speak?
4. What's the most beautiful city you've ever visited?
5. When did you first read The Lord of the Rings?

b Put Sts in pairs and tell them to look at the interview again and to choose eight questions to ask their partner.

Srs interview each other. Monitor and help.

Get some feedback from the class.
11 & 12 Review and Check

Test and Assessment CD-ROM
- Quick Test 12
- File 12 Test
- Progress Test Files 7-12
- End-of-course Test

Can you understand these people?

5.57
1 a 2 c 3 a 4 b 5 b

I = interviewer, A = Arja
I What are you doing in the US?
A I'm here on a holiday for four weeks.
I What was your first impression when you arrived?
A It was hot and it was noisy!
I = interviewer, Ja = James.
I Do you have any ambitions?
Ja One day, I'd love to be the gardener at Washington Square Park.
I Why?
Ja Because it's so beautiful, and they've got a great garden.
I = interviewer, R = Ruth.
I Have you ever seen a movie more than three times?
R Yes.
I = interviewer, B = Ben
I Do you think men or women are better drivers?
B I think women are probably safer drivers.
I Why?
B Because they don't drive as fast as men, but I think perhaps men are sometimes more confident drivers.
I = interviewer, Ju = Justin
I Have you ever been to a karaoke bar?
Ju Yes.
I When did you go?
Ju About two or three months ago.
I What did you sing?
Ju I rapped, and I sang a Doors song.
Photocopiable activities

Contents

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Photocopiable material

- There is a Grammar activity for each main (A, B, and C) lesson of the Student Book.
- There is a Communicative activity for each main (A, B, and C) lesson of the Student Book.
- There is a Vocabulary activity for each Vocabulary Bank lesson of the Student Book.
- There is a Songs activity for each File of the Student Book. The recording of the song can be found in the main lesson on the Class CD.

Using extra activities in mixed ability classes

Some teachers have classes with a very wide range of levels, and where some Sts finish SB activities much more quickly than others. You could give these fast finishers a photocopiable activity (Grammar, Vocabulary, or Communicative) while you help the slower students. Alternatively, some teachers might want to give faster Sts extra oral practice with a communicative activity while slower students consolidate their knowledge with an extra grammar activity.

Tips for using Grammar activities

The grammar activities are designed to give students extra practice in the main grammar points from each lesson. How you use these activities depends on the needs of your students and the time available. They can be used in the lesson if you think your entire class would benefit from the extra practice, or you could assign them as homework for some or all of your students.

- All of the activities start with a writing stage. If you use the activities in class, get students to work individually or in pairs. Allow students to compare before checking the answers.

- All of the activities have an Activation section. Some of them have a section that gets students to cover the sentences and to test their memory. If you are using the activities in class, students can work in pairs and test their partner. If you assign them as homework, encourage Sts to use this stage to test themselves.

- If Sts are having trouble with any of the activities, make sure they refer to the relevant Grammar Bank in the Student Book.

- Make sure that Sts keep their copies of the activities and that they review any difficult areas regularly. Encourage them to go back to activities and cover and test themselves. This will help with their review.
Grammar Activity Answers

1A verb be, subject pronouns: I, you, etc.
   a 2 She's  3 You're  4 They're  5 It's  6 I am  
      7 We're  8 They're  9 We're  10 You're  11 It's  
      12 He's
   b 2 She is  3 You are  4 They are  5 It is  6 I am  
      7 We are  8 They are  9 We are  10 You are  
      11 It is  12 He is

1B verb be and
   a 1 2 is  3 Are  4 am  5's  6'm  7's  8 are  
      9'm  10'm  11 Are  12'm not  13'm  14's  
      15's  16 Is  17 isn't  18's  19 are  20 Are  
      21 aren't  22 re
   b 2 2's  3 Are  4'm not  5 are  6'm  7 Is  8 is  
      9 Are  10'm not  11'm  12 are  13 Is  14's  
      15 Is  16 isn't  17 Is  18 isn't  19 Are  
      20 aren't  21're

1C possessive adjectives: my, your, etc.
   a 2 his  3 our  4 their  5 your  6 our  7 Their  
      8 your / my  9 my  10 her  11 our / my  12 my

2A a / an, plurals; this / that / these / those
   a 2– 3 a 4 an 5 a 6 an 7 a 8–
   b 3 What's this; It's a  4 What are these; They're  
      5 What's that; It's a  6 What's that; It's a  7 What's  
      8 this; It's a  9 What are those; They're  10 What's  
      11 What's that; It's a  12 What are these; They're  

2B adjectives
   a 2 It's a cheap hotel.  3 It's a fast train.  4 It's an  
      easy exercise.  5 It's an expensive watch.  6 She's a  
      beautiful actress.  7 It's a long snake.  8 He's an old  
      man.  9 It's a small car.  10 They're new boots.  
      11 It's a dangerous road.  12 He's a tall man.

2C imperatives, let's
   a 3 Don't worry  4 be careful  5 Don't park  
      6 Turn off  7 Don't take  8 Sit down  9 Be quiet  
      10 Slow down
   b 2 Let's have  3 Let's go home  4 Let's park  
      5 Let's ask  6 Let's have

3A simple present
   a 2 plays  3 have  4 go  5 watches  6 wear / need  
      7 live  6 drinks  9 works  10 rains
   b 2 doesn't play  3 don't have  4 don't go  5 doesn't  
      6 don't wear / don't need  7 don't live  
      8 doesn't drink  9 doesn't work  10 doesn't rain

3B simple present
   a 2 live  3 do ... do  4 do ... work  5 Do ... like  
      6 love  7 Do ... work  8 don't work
   b 2 teaches  3 Does  4 doesn't  5 works  
      6 like  7 doesn't like  8 rains  9 Do  10 doesn't  
      11 Do  12 Do

3C word order in questions
   a 1 What kinds of books do you read?  2 Are you tired?  
      3 Where are you from?  4 What does your mother do?  
      5 How many languages do you speak?  6 What kind of car do your parents have?  
      7 How do you spell your last name?  8 When do you have English classes?  
      9 Which do you prefer, the summer or the winter?  10 Who is your favorite singer?  
      11 What kind of music does your father like?  12 What sports do you play?

4A Whose ...?, possessive 's
   a 3 It's Pete's CD.  4 It's Rachel's book.
      5 It's Pete's (concert) ticket.  6 It's Rachel's DVD  
      player.  7 They're Pete's music books.  8 It's Keira's  
      coat.  9 They're Rachel's board pens.  10 It's Toby's  
      (tennis) shirt.  11 It's Pete's piano.  12 It's Keira's  
      calendar.  13 They're Toby's tennis balls.  14 It's Rachel's dictionary.  15 They're Toby's sports  
      shoes.  16 It's Keira's bag.

4B prepositions of time and place
   (at, in, on, to)
   a 2 on  3 on  4 on  5 in  6 at  7 in  8 on  9 in  
      10 on  11 on  12 on  13 at  14 in  15 at
   b 1 in  2 to  3 in  4 at  5 to  6 in  7 at  
      8 to  9 in / at  10 at

4C position of adverbs and expressions of frequency
   a 2 He always sleeps for eight hours.  3 They sometimes go to the movies on Friday.  
      4 She meets her friends once a week.  5 He is always in a hurry.  
      6 She never eats meat.  7 He often does his homework on the bus.  
      8 She is sometimes late for class.  9 They do yoga twice a week.  
      10 He hardly ever goes to the salon.  11 He often goes to the doctor.  
      12 She studies English every night.

5A can / can't
   a 2 can't take  3 Can ... sit  4 can't find  5 can cook  
      6 can't hear  7 Can ... open  8 can't park  
      9 can't speak  10 Can ... help  11 can't swim  
      12 can dance
5B present continuous
a 1 2's washing 3's listening 4 is ... doing
5 are ... doing 6'm going
2 7 Are ... watching 8's happening 9're winning
10 aren't playing 11 aren't... watching
12'm working
3 14 are ... doing 15're counting 16 aren't counting
17're playing 18's ... doing
19's looking
4 20's ... doing 21 ls ... working 22're traveling
23 are ... doing 24'm not working 25'm looking for
5C simple present or present continuous?
a 2 are ... wearing; i'm working 3 are having
4 are ... going; go 5 are ... doing; i'm waiting
6 do ... work; work 7'm listening
8 Do ... wear; don't like 9's snowing; make
10 are ... going; i'm going 11's taking
12 do ... see; meet
6A object pronouns: me, you, him, etc.
a 2 us 3 it 4 me 5 you 6 them 7 me 8 her
9 him 10 them 11 us 12 it 13 her 14 me
15 it 16 you 17 him 18 them 19 her 20 us
6B like + (verb -ing)
a 2 doesn't mind getting up 3 love eating
4 loves reading 5 doesn't mind doing
6 doesn't like watching 7 like swimming
8 hates shopping/buying food 9 love riding bikes
10 like going 11 don't like working
12 doesn't mind cooking
6C review: be or do?
a 2 Do 3 don't 4 Are 5'm 6 do ... do 7'm
8 are 9'm 10 do 11's 12 Are 13 am 14 do
15 don't 16 do 17 Are 18 am 19 don't 20 do
7A simple past of be: was / were
a 2 wasn't 3 was 4 weren't 5 wasn't 6 wasn't
7 was 8 was 9 weren't 10 was 11 wasn't
12 were 13 wasn't 14 weren't 15 was 16 were
17 weren't 18 wasn't 19 weren't 20 wasn't
7B simple past: regular verbs
a 1 2 didn't study 3 studied 4 lived 5 did ... live
6 rented 7 Did ... speak 8 wanted 9 learned
2 10 Did ... like 11 loved 12 didn't want
13 Did ... travel 14 didn't travel 15 Did ... stay
16 didn't
3 17 Did ... watch 18 didn't 19 worked
20 didn't finish 21 started 22 missed
23 didn't arrive
4 24 called 25 didn't answer 26 texted
27 didn't ... text 28 didn't talk 29 talked
30 didn't talk 31 wanted 32 danced
7C simple past: irregular verbs
a 2 were 3 told 4 said 5 met 6 had 7 was
8 spoke 9 spent 10 left 11 found 12 didn't have
13 was 14 saw 15 thought 16 were 17 got
18 didn't go 19 made 20 sang 21 knew 22 was
b 2 were the musicians 3 did they tell 4 did they meet
5 Was the music 6 did they do 7 didn't they take
8 did the musicians see 9 Did they go to bed
10 did they do
8A simple past: regular and irregular verbs
a 2 didn't come 3 did you see 4 Did you do 5 was
6 woke up 7 had 8 drove 9 didn't have 10 went
11 came 12 did 13 made 14 did you come
15 arrived 16 sat 17 read 18 checked 19 had
20 watched 21 went to sleep 22 Did you speak
23 did she say 24 didn't talk 25 said 26 called
27 heard 28 took 29 closed 30 didn't say
31 left
8B there is / there are,
some / any + plural nouns
a 3 Is there a double bed in the bedroom? Yes, there is.
4 Is there a DVD player in the living room? Yes, there is.
5 Is there a plant in the study? No, there isn't.
6 Is there a dishwasher in the kitchen? Yes, there is.
7 Are there any cupboards in the bathroom? Yes, there are.
8 Are there any chairs in the bedroom? No, there aren't.
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28
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30
31
8C there was / there were
a 1 2 there wasn't 3 There was 4 Were there
5 there weren't 6 there was 7 there were
2 8 There was 9 Was there 10 there were
11 there was 12 Was there
3 13 There was 14 there were 15 Were there
16 there were 17 there was
4 18 There were 19 Were there 20 there were
21 there weren't
9A countable / uncountable nouns; a/an, some/any
a 2 Is there any sushi? Yes, there is.
3 Are there any carrots? No, there aren't.
4 Is there any cheese? Yes, there is.
5 Is there any fish? No, there isn't.
6 Is there a / any chicken? Yes, there is.
7 Are there any eggs? Yes, there are.
8 Is there any orange juice? No, there isn't.
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31
b 2 There's some tomato juice.
3 There's a pineapple.
4 There aren't any strawberries.
5 There aren't any peppers.
6 There's some milk.
7 There are some mushrooms.
8 There isn't any ice cream.
9B how much / how many, a lot of, etc.
a 2 many / He eats a lot of hamburgers. 3 many / He doesn’t eat many French fries. 4 much / She doesn’t eat any meat. 5 many / She eats a lot of vegetables. 6 much / She doesn’t drink much water. 7 much / She drinks a lot of milk. 8 much / She doesn’t eat much bread. 9 many / She doesn’t eat any apples. 10 much / He doesn’t eat any cereal. 11 much / He eats a lot of pasta. 12 many / He drinks a lot of cups of espresso.

9C comparative adjectives
a 2 A human is slower than a horse. 3 Blu-ray technology is newer than MP3 technology. 4 Russia is bigger than Canada. 5 A Cartier watch is more expensive than a Swatch watch. 6 Shanghai is more crowded than Istanbul. 7 New York is hotter than London (in the summer). 8 Traveling by car is more dangerous than traveling by plane. 9 Oranges are healthier than apples. 10 The Burj Khalifa tower is taller than the Empire State Building. 11 Rome is drier than Buenos Aires. 12 Stockholm is sunnier than Paris.

10A superlative adjectives
a 2 What’s the windiest city in the world? 3 What’s the largest desert in the world? 4 What’s the highest mountain in the world? 5 What’s the highest city in the world? 6 What’s the longest river in the world? 7 What’s the most populated city in the world? 8 What’s the wettest town in the world? 9 What’s the most popular tourist destination in the world? 10 What’s the most active volcano in the world? b 2 Wellington in New Zealand 3 the Sahara 4 Mount Everest 5 La Rinconada in Peru 6 the Nile in Egypt 7 Shanghai in China 8 Cherrapunji in India 9 France 10 Kilauea in Hawaii

10B be going to (plans); future time expressions
a 1 I’m going to have dinner 2 aren’t going to study 4’re going to live 5 I’m not going to go out 6 I’m going to go to bed 7 Is ... going to be 8’s going to bring 9 are ... going to do 10’re going to stay 11 Are ... going to take 12’re going to visit 6 13’s going to buy 14 is ... going to do 15 isn’t going to give

10C be going to (predictions)
a 2 He’s going to listen to music. 3 He’s going to win the game. 4 They’re going to have a party/dinner party. 5 She’s going to have a salad. 6 It’s going to snow. 7 She’s going to buy some shoes. 8 He’s going to play the guitar. 9 She’s going to get married. 10 He’s going to take the dog for a walk.

11A adverbs (manner and modifiers)
a badly carefully cheaply dangerously easily fast well hard loudly noisily quietly slowly
b 2 slowly 3 carefully 4 easily 5 well 6 quietly 7 fast 8 hard 9 cheaply 10 dangerously
11 badly 12 loudly

11B verbs + infinitive
a 2 to be 3 to play 4 to drive 5 to go / to travel 6 to go 7 to get / find 8 to do b 1 Would 2 Would 3 Does 4 Do 5 Would

11C articles: a, the, and no article (-)
a 2 5 - 6 - 7 a 8 - 9 a 10 a 11 the 3 12 a 13 a 14 the 15 a 16 the 4 17 - 18 - 19 a 20 a 21 - 5 22 - 23 - 24 - 25 the 26 - 27 the 28 - 29 the

12A present perfect
a 1 Have... seen 2’ve broken 3 haven’t worn 4’ve bought 5 has traveled 6 Have ... met 7’ve eaten 8 hasn’t finished 9 Has ... arrived 10’s taken

12B present perfect or simple past?
a 1 2 did ... leave 2 3 Have ... been 4 went 5 was 3 6 Has ... arrived 7 had 4 8 finished 9 didn’t like 10 haven’t read 5 11 Have ... sung 12 haven’t 13 went 14 didn’t sing 6 15 Have ... been 16 have 17 did ... go 18 was 19 Did ... have 20 was

12C review: question formation
a 2 How did you get 3 Where’s 4 What time do you get up 5 How many ... do you have 6 Where did you go 7 Where do ... live 8 Are you reading 9 Which do you prefer 10 Have you done 11 Are you going out 12 How old is 13 How often / When do you have 14 Why did ... go 15 When was ... born
1A GRAMMAR verb be [+], subject pronouns: I, you, etc.

a Complete the sentences with a pronoun (I, you, etc.) and 'm, 're, or 's.

1 I'm at the airport.
2 ______ my teacher.
3 ______ in Class 2.
4 ______ taxis.
5 ______ my cat.
6 ______ your teacher.
7 ______ in this class.
8 ______ egg sandwiches.
9 ______ in the cafe.
10 ______ in Room 231.
11 ______ my computer.
12 ______ a student in my class.

b Rewrite sentences 1–12 with the full forms (NOT contractions).

1 I am at the airport.
2 ______ my teacher.
3 ______ in Class 2.
4 ______ taxis.
5 ______ my cat.
6 ______ your teacher.
7 ______ in this class.
8 ______ egg sandwiches.
9 ______ in the cafe.
10 ______ in Room 231.
11 ______ my computer.
12 ______ a student in my class.

activation

Test your memory. Cover the sentences in a. Look at the pictures and say the sentences.
Use contractions.
1B GRAMMAR verb *be* ? and -

**a** Complete the conversations with a form of the verb *be*. Use contractions where possible.

---

1

**Juan** Hi.

**Petra** Is this Class 2?

**Juan** Yes, it's you in this class, too?

**Petra** Yes, it's your name?

**Juan** It's Juan.

**Petra** Hello. My name is Petra.

**Juan** Where are you from, Petra?

**Petra** I'm from the Czech Republic. And you?

**Juan** I'm from Madrid.

**Petra** Are you Spanish?

**Juan** No, I'm Mexican, but I live in Spain.

**Petra** Who is our teacher?

**Juan** Her name is Diane.

**Petra** Is she British?

**Juan** No, she is American.

**Petra** Where are the other students? They are in class?

**Juan** No, they are in the café.

---

2

**Chris** Hi, I'm Chris.

**Vinh** Hello. My name is Vinh. It's my first day here.

**Chris** Are you Taiwanese, Vinh?

**Vinh** No, I'm Vietnamese.

**Chris** Oh, which city are you from?

**Vinh** I'm from Nha Trang in the center of Vietnam.

**Chris** Is it nice in Nha Trang?

**Vinh** Yes, it's beautiful.

**Chris** Are you Australian?

**Vinh** No, I'm Irish.

**Chris** Where are you from in Ireland?

**Vinh** Dublin, the capital.

**Chris** Really? Dublin nice?

**Vinh** Yes, it's great!

**Chris** Is this my computer?

**Vinh** Yes, it's the boss here?

**Chris** No, he is. He's in a meeting.

**Vinh** Are the other people in the office American?

**Chris** No, they are from all over the world. Have a good first day at work!

---

**activation**

**b** Practice the conversations on this page with a partner.
1C GRAMMAR possessive adjectives: my, your, etc.

a) Look at the pictures. Complete the sentences with my, your, his, her, our, their.

1. What's your name?
2. They're _______ dogs.
3. They're _______ children.
4. That's _______ house.
5. How do you spell _______ last name?
6. Oh, no! That's _______ train.
7. _______ names are Sophie and Ellie.
8. This is _______ chair.
9. They're _______ boots.
10. This is _______ bag.
11. That's _______ hotel.
12. Where's _______ car?

activation

b) Test your memory. Cover the sentences. Look at the pictures and say the sentences.
2A GRAMMAR  a / an, plurals; this / that / these / those

a Complete the phrases with a, an or -.
1 They're ___ pens.
2 They're ___ stamps.
3 It's ___ wallet.
4 It's ___ ID card.
5 This is ___ address book.
6 It's ___ umbrella.
7 This is ___ credit card.
8 They're ___ watches.

b Look at the pictures. Write a question with this, that, these, or those and complete the answers.

1 What's that?
   It's a table.

2 What are those?
   They're books.

3 ___ DVD.

4 ___ keys.

5 ___ hotel.

6 ___ calendar.

7 ___ cell phone.

8 ___ dictionaries.

9 ___ printer.

10 ___ glasses.

11 ___ TV.

12 ___ tickets.

activation

c Test your memory. Cover the sentences and look at the pictures. Take turns asking and answering.

What's this / that in English?
   It's a ...What are these / those in English?
   They're ...
2B GRAMMAR adjectives

a) Write sentences for pictures 1–12. Use an adjective in the list.

1. He's a rich man.
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 

activation

b) Test your memory. Cover the sentences and adjectives. Look at the pictures and remember the sentences.
2C GRAMMAR imperatives, let’s

a Complete the dialogues with a positive + or negative − imperative using a verb in the list.

<table>
<thead>
<tr>
<th>be late</th>
<th>be careful</th>
<th>be quiet</th>
<th>close</th>
<th>park</th>
<th>slow down</th>
<th>take</th>
<th>turn off</th>
<th>sit down</th>
<th>worry</th>
</tr>
</thead>
</table>

1 A I'm cold. Close the window, please.
   B OK.

2 A What time is the exam?
   B Tomorrow at 9:00. Don't be late!

3 A This exercise is very difficult.
   B I can help you.

4 A This city is very dangerous at night. Please ____________________.
   B OK.

5 A ____________________ here!
   B Why not?
   A It's a bus stop.

6 A ____________________ the TV and finish your homework!
   B OK, Dad.

7 A ____________________ photos!
   B Why not?
   A Look at that sign. "No photographs in the museum."

8 A ____________________ and open your books.
   B What page is it?
   A Page 22.

9 A ____________________, please. This is a library!
   B Sorry.

10 A ____________________! The limit is 55 mph on this road.
    B I know, but we're very late!

b Complete the dialogue with Let’s … and a verb in the list.

<table>
<thead>
<tr>
<th>ask</th>
<th>go home</th>
<th>have</th>
<th>have</th>
<th>park</th>
<th>stop</th>
</tr>
</thead>
</table>

1 A I'm tired.
   B OK. Let’s stop and sit down.

2 A I'm hungry.
   B Me, too! __________________ a sandwich
     in that cafe over there.

3 A It's very late.
   B Yes. __________________.

4 A Look. The hotel is over there.
   B OK. __________________ in that parking lot.

5 A Where’s the bus station?
   B I don't know. __________________ that
     man.

6 A I'm very thirsty.
   B Me, too. __________________ a drink in
     that restaurant.

c Practice the conversations on this page with a partner.
3A Grammar  simple present + and -

a Write a positive sentence for each picture with different verbs.

1 I like pizza.
2 He plays basketball.
3 They have a dog.
4 They go to school by car.
5 She watches TV in the evening.
6 I wear glasses.
7 We work in the city.
8 He drinks a lot of coffee.
9 She works in an office.
10 It rains a lot here.

b Write negative sentences for pictures 1-10.

1 I don't like pizza.
2
3
4
5
6
7
8
9
10

Activation

Test your memory. Cover the sentences in a. Look at the pictures and say positive + and negative - sentences.

I like / I don't like pizza.
Complete the conversation in the simple present. Use ±, - and ? forms. Use the verbs in the list and auxiliaries do and don't where necessary.

### a

**A** Where are you from?

**B** Brazil.

**A** You ___ speak English very well.

**B** Thanks. I ___ here.

**A** What ___ you ___?

**B** I'm a nurse.

**A** Really? Where ___ you ___?

**B** At Northwest Hospital in Seattle.

**A** ___ you ___ your job?

**B** Yes, I ___ it! But I work very long hours.

**A** ___ you ___ at night?

**B** Sometimes. It depends on the week. But luckily I ___ on weekends.

### b

Choose the right word to complete the conversation.

**A** Are you married?

**B** Yes, I'm married to an American.

**A** What ___ he do? (do / does)

**B** He's a teacher. He ___ science. (teach / teaches)

**A** ___ he work at the local school? (Do / Does)

**B** No, he ___ (don't / doesn't) He ___ in Tacoma. (work / works)

**A** Does he ___ his job? (like / likes)

**B** No, he ___ it very much. It's a difficult school. (doesn't like / doesn't likes)

**A** Are you happy in the US?

**B** I like the country, but not the weather in Seattle. It ___ all the time. (rain / rains)

**A** ___ you want to go back to Brazil one day? (Do / Does)

**B** Of course, but it isn't easy. My husband ___ speak Portuguese. (don't / doesn't)

**A** ___ you have children? (Do / Does)

**B** Yes, two boys.

**A** ___ they speak Portuguese? (Do / Does)

**B** Yes, perfectly.

### activation

Practice reading the conversations on this page with a partner.
### 3C GRAMMAR word order in questions

**a** Put the words in order to make questions.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>do of books kinds read you What?</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>you tired Are?</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>you are from Where?</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>do What does your mother?</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>many speak do languages you How?</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>kind have parents do of What your car?</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>last name spell you do your How?</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>English do classes have When you?</td>
</tr>
<tr>
<td><strong>9</strong></td>
<td>do the summer prefer, you Which or the winter?</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td>singer Who your favorite is?</td>
</tr>
<tr>
<td><strong>11</strong></td>
<td>kind of like your father What music does?</td>
</tr>
<tr>
<td><strong>12</strong></td>
<td>sports do What play you?</td>
</tr>
</tbody>
</table>

**YOUR PARTNER**

### Activation

**b** Work with a partner. Ask and answer the questions. Note the answers.
Look at objects 1–16. Whose are they? Write fourteen more sentences.

1. It’s Toby’s tennis racket.
2. They’re Keira’s glasses.
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________
9. ____________________________
10. ____________________________
11. ____________________________
12. ____________________________
13. ____________________________
14. ____________________________
15. ____________________________
16. ____________________________

**activation**

**b** Cover the sentences. Test a partner.

*Whose is this?*

*It’s Rachel’s book. Whose are these?*

*They’re Keira’s glasses.*
**4B GRAMMAR** prepositions of time and place
*(at, in, on, to)*

### TIME

**a** Complete the sentences with *in, on, or at.*

<table>
<thead>
<tr>
<th>Sentence</th>
<th>PREPOSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I usually wake up <strong>at</strong> 7:00 every day.</td>
<td></td>
</tr>
<tr>
<td>2 I never work <strong>on</strong> the weekend.</td>
<td></td>
</tr>
<tr>
<td>3 I see my family <strong>in</strong> Sundays.</td>
<td></td>
</tr>
<tr>
<td>4 The party is <strong>on</strong> December 21st.</td>
<td></td>
</tr>
<tr>
<td>5 We hardly ever watch TV <strong>in</strong> the evening.</td>
<td></td>
</tr>
<tr>
<td>6 I usually go to bed <strong>at</strong> 11:00 p.m.</td>
<td></td>
</tr>
<tr>
<td>7 I go skiing <strong>in</strong> the winter.</td>
<td></td>
</tr>
<tr>
<td>8 I always go out <strong>at</strong> Friday night.</td>
<td></td>
</tr>
<tr>
<td>9 My birthday is <strong>on</strong> January.</td>
<td></td>
</tr>
<tr>
<td>10 People usually give presents <strong>on</strong> birthdays.</td>
<td></td>
</tr>
<tr>
<td>11 We always go shopping <strong>on</strong> Friday.</td>
<td></td>
</tr>
<tr>
<td>12 I get up late <strong>on</strong> Saturday mornings.</td>
<td></td>
</tr>
<tr>
<td>13 I sometimes go home <strong>at</strong> lunchtime.</td>
<td></td>
</tr>
<tr>
<td>14 We usually have three classes <strong>in</strong> the afternoon.</td>
<td></td>
</tr>
<tr>
<td>15 Nurses often work <strong>out</strong> night.</td>
<td></td>
</tr>
</tbody>
</table>

### PLACE

**b** Complete the sentences with *in, at, or to.*

<table>
<thead>
<tr>
<th>Sentence</th>
<th>PREPOSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I live <strong>in</strong> a small apartment in the city.</td>
<td></td>
</tr>
<tr>
<td>2 She usually goes <strong>to</strong> the gym after work.</td>
<td></td>
</tr>
<tr>
<td>3 Do you have a TV <strong>in</strong> your bedroom?</td>
<td></td>
</tr>
<tr>
<td>4 I always have lunch <strong>at</strong> home.</td>
<td></td>
</tr>
<tr>
<td>5 We often go <strong>in</strong> the movies on Friday evenings.</td>
<td></td>
</tr>
<tr>
<td>6 Let’s play soccer <strong>in</strong> the park this afternoon.</td>
<td></td>
</tr>
<tr>
<td>7 The children aren’t <strong>in</strong> school today. It’s a holiday.</td>
<td></td>
</tr>
<tr>
<td>8 I usually go <strong>to</strong> work by train.</td>
<td></td>
</tr>
<tr>
<td>9 On Saturdays we sometimes have dinner <strong>at</strong> a restaurant.</td>
<td></td>
</tr>
<tr>
<td>10 My wife isn’t here right now. She’s <strong>out</strong> work.</td>
<td></td>
</tr>
</tbody>
</table>

### activation

**c** Test your memory. Cover the PREPOSITION answers and say the sentences.
4C GRAMMAR position of adverbs and expressions of frequency

a Look at the pictures and reorder the words to make sentences.

1 She goes to the gym every day.
2 O Clock hours He sleeps always eight for
3 sometimes They the movies go to on Friday
4 once a week meets She her friends
5 a hurry He always is in
6 eats never meat She
7 often He his homework on the bus does
8 late She for class sometimes is
9 twice a week do They yoga
10 salon hardly ever goes He to the
11 He to goes often the doctor
12 studies every night She English

activation

b Look at the pictures and make true sentences about you.

I go to the gym once or twice a week.

American English File 2nd edition Teacher's Book Level 1 Photocopiable © Oxford University Press 2013
5A GRAMMAR can / can’t

Look at the pictures. Complete the sentences with can / can’t and a verb in the list.

cook dance hear help find open play park sit speak swim take

1. He can’t play the guitar.
2. You can’t photos in here!
3. I can’t here, please?

4. He can’t his glasses.
5. Jamie can’t very well.
6. The boy can’t the man.

7. Can’t the window?
8. Stop! You can’t there.
9. They can’t French.

10. Can’t you me, please?
11. She can’t .
12. They can’t very well.

activation

Test your memory. Cover the sentences. Look at the pictures and say the sentences.
a Complete the sentences with the verb in parentheses in the present continuous. Use contractions where possible.

1. A What's that noise?  
   B It's our neighbor.  
   A Not again! What's he doing (do) now?  
   B I think he's washing (wash) his car and he's listening (listen) to the radio.  
   A What? At 7:30 on a Sunday morning! Why's he doing (do) it at this time?  
   B I don't know. What's she doing (do)?  
   A I'm going (go) outside. I can't sleep with this noise!

2. A What's the game (watch)?  
   B Of course we are.  
   A What's happening (happen)?  
   B We're winning (win) 1–0, but we're not playing (play) very well. Why're you not watching (not watch) the game?  
   A I'm working (work).

3. A What can you see?  
   B There are three men downstairs.  
   A What are they doing (do)?  
   B They're counting (count) money, I think. No, sorry. They're not counting (not count) money. They're playing (play) a game.  
   A Can you see Jim?  
   B Yes, he's upstairs.  
   A What's he doing (do)?  
   B He's looking (look) at us!

4. A How's your sister?  
   B She's fine.  
   A What's she doing (do) now? She's working (work)?  
   B No, she's in Thailand with two friends. They're traveling (travel) around the world.  
   A What are you doing (do) now?  
   B I'm not working (not work) right now. I'm looking (look for) a job.

activation

b Test your memory. Cover the dialogues. Look at the pictures and practice the dialogues.
**a** Put the verbs in the simple present or present continuous. Use contractions where possible.

1. A. What *are* you doing right now? (do)
   B. *I'm checking* my email. (check)

2. A. Why *are* you *wearing* those old clothes? (wear)
   B. Because I *am working* in the garden. (work)

3. A. What's that loud music?
   B. My neighbors *are having* a party. (have)

4. A. Where *are* you *going*? (go)
   B. To my parents’ house for lunch. We usually *go* there for lunch on Sundays. (go)

5. A. Hi, Nora! What *are* you *doing* here? (do)
   B. *I'm waiting* for a friend. (wait)

6. A. Where *are* you *working*? (work)
   B. *I'm working* in a restaurant. I'm a waiter. (work)

7. A. What's the answer to number 5?
   B. *Shh! I'm talking* to the teacher. (listen)

8. A. *Are you* wearing a uniform at work? (wear)
   B. Yes. And I *don't like* it. It's awful. (not like)

9. A. Look! It *is snowing* . (snow)
   B. Great. Let's *make* a snowman. (make)

10. A. Hello, Jim. Where *are you* *going* ? (go)
    B. *I'm going* to the supermarket. (go)

11. A. Where's Simon?
    B. In the bathroom. He *is taking* a shower. (take)

12. A. When *are you* usually *meeting* your friends? (see)
    B. *I'm meeting* your friends on Friday night. We always *meet* after work. (meet)

---

**activation**

**b** Work with a partner. Talk about two things you do every day, and two things you are doing right now.
Complete the sentences with *me, you, him, her, it, us,* or *them.* Write in the PRONOUN column.

1. It's a great song. I love ___!
   - PRONOUN: it

2. We can't speak Italian very well. Can you help ___?
   - PRONOUN:

3. The phone's ringing! Can you answer ___?
   - PRONOUN:

4. I often call Emily, but she hardly ever calls ___.
   - PRONOUN:

5. Can you go to the boss's office? She wants to see ___.
   - PRONOUN:

6. Where are my keys? I can't find ___!
   - PRONOUN:

   - PRONOUN:

8. Nikki's in love with Sergio, but he isn't in love with ___.
   - PRONOUN:

9. Is Gisela's boyfriend nice? I don't know ___.
   - PRONOUN:

10. A What do you think of these shoes?
    B I don't like ___. They're a terrible color.
    - PRONOUN:

11. We don't know this city. Can you tell ___ some places to visit?
    - PRONOUN:

12. This restaurant's very noisy. I really don't like ___.
    - PRONOUN:

13. My sister works in Peru. I don't see ___ very often.
    - PRONOUN:

14. I'm free tonight. Do you want to come to the movies with ___?
    - PRONOUN:

15. This exercise is very difficult. I can't do ___.
    - PRONOUN:

16. Your bank manager called. He needs to speak to ___.
    - PRONOUN:

17. My husband gets home late, but I always have dinner with ___.
    - PRONOUN:

18. Hiro and Nora are really nice. I like ___.
    - PRONOUN:

19. You have a message from Nadima. Please call ___ on her cell phone.
    - PRONOUN:

20. Our neighbors are very unfriendly. They never speak to ___.
    - PRONOUN:

**activation**

b Test your memory. Cover the PRONOUN column. Say the sentences again with the pronoun.
6B GRAMMAR like + (verb + -ing)

Look at the pictures and write the sentences.

1. He hates eating alone.
2. He _______ _______ early in the morning.
3. They _______ _______ in restaurants.
4. He _______ _______ in bed.
5. She _______ _______ homework.
6. She _______ _______ soccer on TV.
7. We _______ _______ in the ocean.
8. He _______ _______ in the supermarket.
9. They _______ _______.
10. They _______ _______ to the movies.
11. I _______ _______ late.
12. She _______ _______.

Test your memory. Cover the sentences. Look at the pictures and say the sentences.
6C GRAMMAR review: be or do?

a Complete the conversation with a form of the verb be or do. Use contractions where possible.

Kevin
Hi, I'm Kevin. I'm the manager of the music store.

Caleb
Hello, I'm Caleb. Thank you for the interview.

Kevin
You're welcome. Do you want a coffee?

Caleb
No, thank you. I don't drink coffee.

Kevin
So, Caleb. Are you from Texas?

Caleb
Yes, I am from Austin.

Kevin
What are you studying?

Caleb
I'm a college student.

Kevin
Oh. What are you studying?

Caleb
I'm studying music.

Kevin
Great! What instrument do you play?

Caleb
I play two, actually. I play the piano and the flute.

Kevin
That's interesting. Are you practicing for a concert right now?

Caleb
Yes, I am. For a concert of music by Schubert.

Kevin
What other kinds of music do you like?

Caleb
I really like rock, hip hop, jazz, all kinds of music. The only music I like is country.

Kevin
How do you usually listen to music?

Caleb
On my iPod.

Kevin
Are you free in the afternoons?

Caleb
Yes, I am. I have classes in the afternoons, only in the mornings.

Kevin
That's good. So ... Why do you want to work here?

Caleb
Well ...

activation

b Practice reading the conversation on this page with a partner.
7A GRAMMAR  simple past of *be*: *was* / *were*

**a** Complete with *was* / *wasn’t* or *were* / *weren’t* to make true sentences.

1. Edward VIII *wasn’t* King for very long.
2. Julius Caesar *was* the first Roman emperor.
3. Tchaikovsky *was* the composer of *Swan Lake*.
4. The Vikings *were* from Germany.
5. Kristen Stewart *wasn’t* in the Harry Potter movies.
6. Roald Dahl *was* a famous British musician.
7. The 2010 World Cup *was* in South Africa.
8. Brad Pitt *was* married to Jennifer Aniston.
9. Socrates and Plato *were* Brazilian soccer players.
10. Pablo Picasso *was* Spanish.
11. Beethoven *was* a Swiss composer.
12. Neil Armstrong and Buzz Aldrin *were* the first men to walk on the Moon.
13. Hilary Clinton *was* President of the US in the 1990s.
14. The Incas *were* from Mexico.
15. Marco Polo *was* born in Italy.
16. The Beatles *were* from Liverpool.
17. Vincent van Gogh and Leonardo da Vinci *were* famous German painters.
18. William Wallace (Braveheart) *was* from Ireland.
19. The last Olympic Games in Asia *were* in Beijing in 2008.
20. The Wall Street Crash *was* in 1939.

**activation**

**b** Work with a partner. Make questions and test your partner’s memory.

*Was Edward VIII King for very long?*  
*No, he wasn’t.*
7B GRAMMAR simple past: regular verbs

a Complete the dialogues in the past tense. Use the verbs in parentheses.

1 Annie Did you study French in college? (study)
Beth No, I 1 studied French, I 2 studied Italian. I 3 lived in Rome for six months in my third year. (not study, study, live)
Annie Where 4 did you live in Rome? (live)
Beth Near the Forum. I 5 rented a house with some Italian students. (rent)
Annie Did you speak Italian all the time? (speak)
Beth Not always, because they 6 wanted to practice their English. But I 7 learned to cook great pasta! (want, learn)

2 Huan Did you like Brazil? (like)
Ben We didn't! We 8 loved to come home. (love, not want)
Huan Did you travel around the country? (travel)
Ben We 9 traveled much because we were only there for two weeks. (not travel)
Huan Did you stay in hotels? (stay)
Ben No, we 10 stayed. We stayed with Brazilian friends.

3 Dave Did you watch the game? Arsenal and Real Madrid? (watch)
Carlos No, I 11 watched.
Dave Why not?
Carlos I 12 worked late last night. I 13 worked until 7:00. (work, not finish)
Dave But the game 14 started at 7:45. (start)
Carlos Yes, but I 15 missed my train. I 16 got home until 9:30. (miss, not arrive)
Dave That's too bad! It was a great game.

4 Sam Did you call me three times last night, but you 17 didn't. (call, not answer)
Lucia Sorry. I was at the movie theater with my sister.
Sam And I 18 texted you, too. Why 19 didn't you 20 text me back? (text, not text)
Lucia Because I was angry.
Sam Angry? Why?
Lucia Because you 21 talked to me at the party last week. You 22 talked to Eva for about an hour. (not talk, talk)
Sam Talked to Eva for an hour! She had a problem and she just 23 wanted to tell me about it. (not talk, want)
Lucia A problem? Is that why you 24 danced with her for twenty minutes? (dance)

activation

b Practice the dialogues on this page in pairs.

American English File 2nd edition Teacher's Book Level 1 Photocopyable © Oxford University Press 2013
a Complete the story with the simple past form of the verbs in parentheses.

My memorable night at the Edinburgh Festival
by Lotte

This happened in my first summer when I was at Edinburgh University. I lived in a room in a big house with three friends. That summer, some musicians rented two other rooms in our house. It was August, and the Edinburgh Music and Arts Festival was going on. The musicians told me about a Latin music club. My friends and I (say) that we wanted to go with them. We (meet) them at the club that evening at 9:00 p.m. It (be) a really friendly atmosphere, and the music (be) fantastic! Our new friends (speak) English very well and we (spend) the evening dancing and talking. When we (leave) the club, we (find) that we (not have) the money for a taxi home. It (be) a warm night, so we walked home through the streets. The musicians (see) the historic buildings and monuments for the first time, and they (think) that they (be) really beautiful. We (get) home at 4:00 a.m., but we (not go) to bed. We (make) some coffee and talked. Then, our friends played their guitars and we (sing) songs that we all (know). It (be) a wonderful, memorable evening, and ten years later, we are still friends.

b Complete these questions about the story.

1 Which month was the Edinburgh Festival in? It was in August.

2 Where (be) Lotte from? They were from Poland, Italy, and the Netherlands.

3 What (tell) Lotte about? They told her about a Latin music club.

4 What time (meet) Lotte at the club? They met at 9:00 p.m.

5 Where (be) the atmosphere? Yes, it was fantastic.

6 Why (not have) the musicians money? Because they didn't have enough money.

7 What (see) the musicians? They saw Edinburgh's historic buildings and monuments.

8 For the first time, the musicians (think) that they were really beautiful.

9 When (get) home? Yes, they made coffee and talked.

10 After that, the musicians (play) their guitars and sang.

activation

Work with a partner. Cover the answers. Take turns answering the questions. Then cover the questions and take turns making the questions from the answers.
a Complete the conversation with the past tense of the verb in the parentheses. Be careful with ±, ±, and ?.

**A new life**

Detective Granger  OK, Mr. Thomas. Please just relax and tell me the problem.

Mr. Thomas  It's my wife. She went (go) out yesterday evening. And she _______________ (not come) back.

Detective Granger  When _______________ (you / see) your wife for the last time?

Mr. Thomas  Yesterday evening, at about nine thirty.

Detective Granger  Tell me what happened yesterday. _______________ (you / do) anything unusual?

Mr. Thomas  No, it _______________ (be) just a normal day. We _______________ (wake up) at seven. I _______________ (have) breakfast. Then I _______________ (drive) to work. My wife _______________ (not have) breakfast. In the morning, I think she _______________ (go) shopping. She _______________ (come) home at lunchtime. I don't know what she _______________ (do) in the afternoon. She probably _______________ (make) dinner.

Detective Granger  When _______________ (you / come) home?

Mr. Thomas  I _______________ (arrive) home at about seven thirty. I _______________ (sit) down and _______________ (read) the newspaper, and _______________ (check) my email. We _______________ (have) dinner at about eight. After dinner, I _______________ (watch) TV. I _______________ (go to sleep) in my chair.

Detective Granger  _______________ (you / speak) to your wife at all? What _______________ (she / say) to you?

Mr. Thomas  We _______________ (not talk) during dinner. After dinner she _______________ (say), "This isn't a life. I need to go out." She _______________ (call) a taxi.

I _______________ (hear) the taxi about fifteen minutes later. She _______________ (take) her bag and her coat and _______________ (close) the door. She _______________ (not say) goodbye.

Detective Granger  I see, sir. I think I know why she _______________ (leave).

**activation**

b Read the story again. Then cover it. Can you remember five things that Mr. and Mrs. Thomas did yesterday?
8B GRAMMAR there is / there are, some / any + plural nouns

a Write the questions and short answers.
1 shower / bathroom? Is there a shower in the bathroom? Yes, there is. 
2 pictures / hall? Are there any pictures in the hall? No, there aren't. 
3 double bed / bedroom?  
4 DVD player / living room?  
5 plant / study?  
6 dishwasher / kitchen?  
7 cupboards / bathroom?  
8 chairs / bedroom?  

b Write + or - sentences.
1 table / kitchen There's a table in the kitchen. 
2 plants / living room  
3 mirror / hall  
4 books / living room  
5 desk / study  
6 clock / kitchen  
7 fireplace / living room  
8 shelves / study  

activation

c Test your memory. Look at the picture again for 30 seconds. Then A (picture face up) ask B (picture face down) five questions about the house. Then change roles.
Is there a ____ in the ____? Are there any ____ in the ____?
8C GRAMMAR there was / there were

**a** Complete the sentences with there was / there wasn’t, there were / there weren’t, or Was there / Were there ...?

1. **A** Was there a supermarket in your town when you were a child?
   **B** No, a bakery and a small store.
   **A** any Italian restaurants? I love pizza!
   **B** No, but a cafe.
   And two restaurants!

2. **A** We stayed in a great hotel in Spain. a huge TV in our room!
   **B** Wow! a swimming pool?
   **A** Yes, two, and a fantastic gym.
   **B** a good restaurant in the hotel?
   **A** Yes, the food was delicious!

3. **A** a very old castle in the town I lived in as a child. People said secret rooms in it.
   **B** Really? ghosts in the castle, too?
   **A** Yes, My aunt saw one once. She said that suddenly a strange light and then she saw a face looking in through the window - but she was on the second floor!

4. **A** Did you get anything nice at the sale?
   **B** Yes, I did some cool sweaters. I got two.
   **A** any jeans?
   **B** Yes, but any in my size.

**activation**

**b** Work with a partner. Say three things that there were on the street or in the area where you live but are not there now.
9A GRAMMAR countable / uncountable nouns; *a / an, some / any*

Look at what’s in the refrigerator. Write the questions and short answers.

1. butter? *Is there any butter?*  
   **No, there isn’t.**
2. sushi?
3. carrots?
4. cheese?
5. fish?
6. chicken?
7. eggs?
8. orange juice?

Write sentences with *a / an, some, or any.*

1. onions *There aren’t any onions.*
2. tomato juice
3. pineapple
4. strawberries
5. peppers
6. milk
7. mushrooms
8. ice cream

**activation**

c Test your memory. Work with a partner. A (picture face up) ask B (picture face down) five questions about what’s in the fridge. Then change roles.
9B GRAMMAR how much / how many, a lot of, etc.

a Circle the right word in bold. Then answer the question with a complete sentence. Use a lot of, not ... much, not ... many, or not ... any.

**Fast Food Fred**
1. How much / many orange juice does he drink?  
   He doesn't drink any orange juice.
2. How much / many hamburgers does he eat?
3. How much / many French fries does he eat?

**Valerie the Vegetarian**
4. How much / many meat does she eat?
5. How much / many vegetables does she eat?
6. How much / many water does she drink?

**Baby Belinda**
7. How much / many milk does she drink?
8. How much / many bread does she eat?
9. How much / many apples does she eat?

**Fabio the Food Fan**
10. How much / many cereal does he eat?
11. How much / many pasta does he eat?
12. How much / many cups of espresso does he drink?

activation

b Work with a partner. Answer questions 1–12 about yourself. Then ask your partner some questions and discuss.

I don't drink much orange juice. How much orange juice do you drink?
9C GRAMMAR comparative adjectives

a Use the information to make comparative sentences.

1 Length

- the Akashi-Kaikyo bridge (Japan) 12,831 ft
- the Golden Gate bridge (US) 8,980 ft

The Golden Gate bridge is shorter than the Akashi-Kaikyo bridge.

2 Speed

- human 27.79 mph
- horse 47.50 mph

3 Inventions

- Blu-ray technology 1998
- MP3 technology 1989

4 Size

- Russia 6,592,800 sq mi
- Canada 3,854,085 sq mi

5 Price

- Cartier watch $5,170
- Swatch watch $115

6 People per sq mi

- Shanghai 9,400
- Istanbul 6,530

7 Average summer temperature

- London 75.2°F
- New York City 83°F

8 Risk

- deaths per year worldwide traveling by car approx. 1.2 million
- deaths per year worldwide traveling by plane approx. 600

9 Vitamin C

- oranges: approx. 70 mg per orange
- apples: approx. 9 mg per apple

10 Height

- Burj Khalifa tower (Dubai) 2,717 ft
- Empire State Building (New York) 1,454 ft

11 Annual rainfall

- Buenos Aires 38.7 inches
- Rome 23 inches

12 Weather

- Paris (France) average hours sunlight per day 4.9
- Stockholm (Sweden) average hours sunlight per day 5.4

activation

b Test your memory. Cover the sentences and look at the boxes. Compare the things.
10A **GRAMMAR** superlative adjectives

**a** Write the questions.

| 1. busy / airport / world | What's the busiest airport in the world? |
| 2. windy / city / world | ___________________________________? |
| 3. large / desert / world | ___________________________________? |
| 4. high / mountain / world | ___________________________________? |
| 5. high / city / world | ___________________________________? |
| 6. long / river / world | ___________________________________? |
| 7. populated / city / world | ___________________________________? |
| 8. wet / town / world | ___________________________________? |
| 9. popular / tourist destination / world | ___________________________________? |
| 10. active / volcano / world | ___________________________________? |

**b** Match questions 1–10 to the answers below.

<table>
<thead>
<tr>
<th>France</th>
<th>Wellington in New Zealand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cherrapunji in India</td>
<td>La Rinconada in Peru</td>
</tr>
<tr>
<td>Kilauea in Hawaii</td>
<td>the Sahara</td>
</tr>
<tr>
<td>Mount Everest</td>
<td>Shanghai in China</td>
</tr>
<tr>
<td>the Nile in Egypt</td>
<td>Hartsfield-Jackson International Airport in the US</td>
</tr>
</tbody>
</table>

**activation**

**c** Test your memory. Cover the questions and look at the answers. Make sentences about each place.

*Wellington in New Zealand is the windiest city in the world.*
Complete the sentences with be + going to. Use the verb in parentheses. Use contractions where possible.

1. A: *Are you* **going to watch** the game tonight? (watch)
   B: I don't think so. I'm going to **watch** with my girlfriend's parents, and they hate baseball. (have dinner)

2. A: Juan and Pablo **aren't** going to **study** here next year. (not study)
   B: Why not?
   A: Because they **aren't** going to **live** in Washington. (live)

3. A: I **am** going to **stay** at home this evening. (not go out)
   B: Why not?
   A: I need to get up early tomorrow morning. I'm going to **go to bed** at 10:00. (go to bed)

4. A: **Is Lin** **going to** **be** at the party? (be)
   B: Yes, and she says that she's going to **bring** her new boyfriend. (bring)

5. A: What **are you** **going to** do next weekend? (do)
   B: We **are going to** **stay** with our friends in Chicago. (stay)
   A: **Are you** **going to** **take** the children? (take)
   B: Yes. We **are going to** **visit** the museum and then go sightseeing. (visit)

6. A: Where is your sister?
   B: She's out shopping. She **is buying** a new laptop. (buy)
   A: What **is she** **going to** **do** with the old one? (do)
   B: I don't know, but she **isn't going to** **give** it to me! (not give)
10C GRAMMAR be going to (predictions)

a What are they going to do? Write a prediction for each picture. Use a verb in the list.

- buy
- get married
- have (x2)
- learn
- listen
- play
- snow
- take
- win

1. He's going to learn Italian.

2.

3.

4.

5.

6.

7.

8.

9.

10.

activation

b Cover the sentences and look at the pictures. Say the predictions.
11A GRAMMAR  adverbs (manner and modifiers)

a Make adverbs from the adjectives.

bad __________ dangerous __________ good __________ noisy __________
careful ________ easy ________ hard __________ quiet __________
cheap ________ fast ________ hard ________ quiet __________

b Write sentences for pictures 1–12. Use an adverb from a.

1. She’s eating __________.
2. He’s driving __________.
3. He’s writing __________.
4. She passed the exam __________.
5. They’re dancing __________.
6. She’s opening the door __________.
7. She’s running __________.
8. He’s working __________.
9. She bought them __________.
10. He’s driving __________.
11. She’s singing __________.
12. They’re talking __________.

activation

c Cover the sentences and look at the pictures. Say the sentences with a modifier (very, really, incredibly).

He’s driving very slowly.
11B GRAMMAR verbs + infinitive

a Look at the pictures. Complete the sentences with to + a verb in the infinitive.

1 Steve wants to buy a new computer.
2 We need to be at the airport by 7:00 a.m.!
3 Would you like to play basketball on Saturday?
4 She’s learning to cook.
5 We’re planning to go to Mexico for our vacation next summer.
6 They decided to go for a swim.
7 I’m hoping to get a job in a nice restaurant.
8 I promise to finish my homework when the TV show is finished.

b Complete the dialogues with Would or Do / Does.
1 A Do your roommates like to come to dinner?
   B Why don’t you ask them? I’m sure they’d like to.
2 A Do you like another coffee?
   B No, thanks. Just a glass of water, please.
3 A Does your husband like cooking?
   B Yes, he loves it.
4 A Do you like R&B?
   B No, I prefer rock music.
5 A Would you like to come to the movies with us tonight?
   B Sorry. I’m going out to a restaurant with Mark tonight.

activation

c Test your memory. Cover the sentences in a. Look at the pictures and say the sentences.
**11C GRAMMAR articles: a, the, and no article (–)**

a) Complete the articles column with *a, the,* or (–).

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**ARTICLES**

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**activation**

b) Cover the ARTICLES column. Practice the dialogues on this page with a partner.
**12A GRAMMAR present perfect**

**a** Write sentences in the present perfect.

1. You ______ this movie? (see)
2. Oh, no! I ______ my glasses. (break)
3. It was a mistake. I ______ it. (not wear)
4. They ______ a new car. (buy)
5. Alex ______ all over the world. (travel)
6. You ______ Anna's new boyfriend? (meet)
7. They ______ all the cookies! (eat)
8. Don't turn it off! The movie ______. (not finish)
9. The boss ______? (arrive)
10. He ______ my bag! (take)

**activation**

**b** Test your memory. Cover the sentences and look at the pictures. Remember the sentences.
12B GRAMMAR present perfect or simple past?

a Write the verbs in the present perfect or simple past. Use the correct form of be or go.

1 A Where's Suzie?
   B She's gone home. (go)
   A When did she leave? (leave)
   B About half an hour ago.

2 A __________ you __________ to the new Italian restaurant on Elm Street? (be)
   B Yes, we have. We __________ last week. The food __________ great. (go, be)

3 A __________ Marianna __________? (arrive)
   B No, she couldn't come. Her mother __________ an accident yesterday, and she's with her in the hospital. (have)

4 A I __________ the new Clive Cussler book last night. I __________ it.
   Did you? (finish, not like)
   B I __________ it. (not read)

5 A __________ you ever __________ karaoke? (sing)
   B No, I __________ to a karaoke party with some friends a few months ago, but I __________ anything. (go, not sing)

6 A __________ you __________ to Paris? (be)
   B Yes, I __________.
   A When __________ you __________ there? (go)
   B When I __________ in school, for an end-of-year trip. (be)
   A __________ you __________ a good time? (have)
   B Yes. It __________ fantastic. (be)

activation

b Practice the dialogues on this page with a partner.
a Write questions for the answers.

1. What does your brother **do**? (do)  
   He's a doctor.

2. _____________ to class today? (get)  
   I came by bus.

3. _____________ Shakira from? (be)  
   From Colombia, I think.

4. _____________ on the weekend? (get up)  
   At 8:00. I like getting up early.

5. _____________ brothers and sisters? (have)  
   One brother. I don't have any sisters.

6. _____________ on vacation last year? (go)  
   We went to Tenerife.

7. _____________ your grandparents? (live)  
   In a town about 50 miles away.

8. _____________ anything good right now? (read)  
   Yes, I'm reading a Terry Pratchett book.

9. _____________, Indian food or Chinese food? (prefer)  
   Chinese food. I don't like Indian food very much.

10. _____________ your homework? (do)  
    No, I'm going to do it this evening.

11. _____________ on Friday night? (go out)  
    Yes, we are. We have tickets for a concert.

12. _____________ your brother? (be)  
    He's 22.

13. _____________ English classes? (have)  
    Twice a week. On Tuesdays and Thursdays.

14. _____________ Maria home early? (go)  
    Because she didn't feel well.

15. _____________ Shakespeare? (be born)  
    In 1564.

**activation**

b Test your memory. Cover the questions and look at the answers. Remember the questions.
Communicative activity instructions

Tips for using Communicative activities
- We have suggested the ideal number of copies for each activity. However, you can often manage with fewer, e.g. one worksheet per pair instead of one per student.
- When Sts are working in pairs, if possible, get them to sit face-to-face. This will encourage them to really talk to each other and also means they can't see each other's worksheet.
- If your class doesn't divide into pairs or groups, take part yourself, get two Sts to share one role, or get one student to monitor, help, and correct.
- If some Sts finish early, they can change roles and do the activity again, or you could get them to write some of the sentences from the activity.
- With some activities we have left space for you to add information to make them more relevant to your Sts.

1A The memory game

A pairwork matching activity
Sts play matching games to practice greeting phrases. Copy and cut up one set of cards per pair or group of three Sts.

Language
Hello / Hi.
I'm / My name's...
Nice to meet you.

- Divide the Sts into pairs or groups of three and give each pair or group a set of cards.
- Ask the Sts to match the cards so that they make A and B dialogues, and then check answers.

Hello, I'm Charlie. What's your name? - Freddie.
Nice to meet you. - Nice to meet you, too.
What's your phone number? - It's 555-789-4132.
See you on Saturday. Bye. - Yes, see you on Saturday. Goodbye.
Hello, George. - Hello, Sarah.
How are you? - Fine, thanks.
What day is it today? - It's Monday.
Hi, Fran. This is Sophie. - Nice to meet you.
My name's Marc, not Matt. - Sorry.
Bye. - Bye.

- Now ask the Sts to shuffle the cards and lay them face down on the table in rows.
- Explain that Sts are going to play a memory game. Sts take turns choosing two of the cards on the table and turning them face up. Their partner(s) should be able to see the cards, so the cards should be left on the table in their original position for 15–30 seconds. If the cards make a matching pair, the student says the two lines aloud and keeps the cards. They must have an A and a B card to have a match. If they are unsuccessful, they turn both cards face down and the next student has a turn. Sts have to remember where the cards are. The winner is the student with the most pairs in the end.

1B Nationalities bingo
A bingo game activity
Sts play Bingo! to practice nationalities and the names of countries. Copy one worksheet and cut out one bingo card per game per student. Make a few copies of the nationalities list.

Language
Nationalities and countries: American, Peruvian, England, France

- Give each student a bingo card. With classes of more than 12, you can give more than one student the same card or give one card per pair of Sts.
- Explain that Sts are going to play a bingo game. Tell Sts that you will call out a nationality at random. If they have that country on their card, they should cross it out. The first student to cross out all the countries should shout Bingo!
- Call out the nationalities at random and check them off as you go.
- When a student shouts Bingo! ask them to say the countries on their card. Be sure that they are the ones you have already checked. If not, continue the game. The first student to cross off all the countries on their card is the winner.

Extra idea
- Divide the Sts into groups of three or four to play a second game. Tell the groups to choose one person to be the caller. Give each caller the list of nationalities and each student a new bingo card. Tell the callers to call out the nationalities from the list at random. Remind them to keep a note of the nationalities as they say them.

1C Personal information
A mingle activity
Sts ask and answer questions to complete business cards with personal information about each other. Copy and cut up one worksheet per eight Sts.

Language
What's your name, please? And your last name?
What's your email address? Can you spell it? (+ alphabet)
What's your phone number? (+ numbers 0–10)

- If necessary, review the alphabet and numbers before you start. You could also drill the questions in the Language Box.
- Divide the class into groups of eight (or fewer, e.g. if you have 20 Sts, have two groups of eight and one of four). Use one set of cards per group.
- Give each student one strip with a card and two blanks. Focus on the first card and tell them that they are that person. Check that they know how to say the @ sign (at) and the . (dot). Tell them not to worry if they can't pronounce the names perfectly.
• Now focus on the blank cards and elicit the questions they need to ask to get that information (see Language). Write the questions on the board.
• Tell Ss they are at a conference. They must complete the blank business cards with information about two other people from their group. Demonstrate with one of the Ss first.
• Ss mingle and complete their forms.

2A Mystery objects
A pairwork guessing game
Ss talk about close-up photos of everyday objects. Copy one worksheet per pair.

Language
What’s this? I think it’s a (watch).
What are these? I think they’re (scissors).

Common objects

• Copy the phrases in Language onto the board. Model and drill pronunciation.
• In pairs, Ss take turns asking and answering questions, pointing to the photos.
• If a pair has answered all the questions they can, but still don’t know what some of the objects are, they can ask other pairs of Ss.
• At the end of the activity, go through all the pictures and ask Ss what they are.

2B Can you name...?
Ss fill in columns with vocabulary
Copy one worksheet per student.

Language
Adjectives: old / young, right / wrong

• Give each student a worksheet and get them to fill in the ME column with names. You could start by eliciting expensive makes of watches, e.g. Rolex, Cartier, etc.
• Put Ss in pairs A and B. Tell them to read an answer from the ME column and his / her partner answers with an adjective and noun from column 1, e.g.

Japanese. (A difficult language?)
That’s right.

• If Student B has the correct answer, he / she writes Japanese in the MY PARTNER column.
• When the two columns are filled, Ss say or write sentences where they have different words to practice plurals. Japanese and Russian are difficult languages.

2C Dominoes
A group domino game
Ss match different sentences. Copy and cut up one worksheet for every three or four Ss.

Language
Imperatives: let’s, Sit down. Don’t eat or drink in here. Let’s get lunch.

• Explain to the Ss they are going to play dominoes. Check that everyone knows how to play. If necessary, show a few examples on the board.
• Give one set of cards to each group.
• Divide the cards. In groups of three, students get eight cards each and put the others face down. In groups of four, students get seven cards each.
• Ss look at their cards. Clarify any vocabulary problems before they start.
• One student places a card on the table. The person on her / his left places the card that matches the sentence correctly at one end of this card. If he / she doesn’t have one, he / she misses a turn and takes a card from the middle.

The game continues until all the cards are on the table. The winner is the first to use all his / her cards.
• Monitor that the game is being played correctly. The teacher has the final word if there is any disagreement!

3A True or not true?
A pairwork true / false activity
Ss make statements and their partners guess if they are true or false and give a reason. Copy one worksheet per student.

Language
Simple present: I / you +, I live in the city. I think it’s true. You’re wrong, I live in ...

• Pre-teach I think it’s true. / I don’t think it’s true and You’re right. / You’re wrong.
• Give each student a copy of the worksheet. Tell them to match the verbs with the nouns / noun phrases.
• Check answers.

a12 b1 l c5 d2 e7 f6 g9 h4 i8 j1 k3 l10

• Explain that they are going to make positive or negative sentences about themselves using a verb and a noun / noun phrase. The sentences can be true or not true.
• You could give some examples and ask Ss if they think the sentence is true or not. Make sure Ss use the pre-taught sentence structures.
• Give Ss time to write some sentences. Monitor and check that the sentences are correct.
• Put Ss in pairs or threes. Ss take turns reading a sentence and their partner decides if the sentence is true or not. If there is a group of three, once the sentence is read, the other two can decide together what they think.
I watch movies on my laptop. \( \checkmark \) I think it’s true.

You’re wrong.
I don’t have a laptop. \( \checkmark \) I have two dogs.
I think it’s true. \( \checkmark \) You’re right.

• If it’s possible, put Sts together who don’t know each other very well.

Extra challenge
• Get Sts to make sentences orally, without writing them first.

3B Simple present questionnaire
A pairwork questionnaire

Sts make questions and write down their partners’ answers. Copy one worksheet per student.

Language
Simple present: I / you / he / she

Do you live near here? Yes, I do. No, I don’t.

Does Julia live near here? Yes, she does. No, she doesn’t.

• Pre-teach What about you? And you? Give some examples for Sts to practice.

• Give each student a worksheet. Check any vocabulary problems.

• Put Sts in pairs. Tell them to ask each other the questions and to put a check mark \( \checkmark \) or an X \( \times \) in the box in the first column, depending on whether their partner’s answers are positive or negative. Rather than repeating each question, Sts can “rebound” the question using What about you? or And you?

• When they finish, Sts change partners. They tell their new partner the name of the person they interviewed first. Sts write the name in the blank at the top of the second column.

• Sts ask each other questions about their partner’s first partner. Sts put \( \checkmark \) or \( \times \).

• Monitor the correct use of Does in the questions.

Extra activity
• When Sts have finished, you could ask questions for Sts to answer, e.g. Does Julia live near here? Whoever interviewed Julia would answer Yes, she does. No, she doesn’t.

• Explain that Sts are going to ask some questions about famous people. Give examples using the format of the activity and get Sts to make questions.

• Put Sts into pairs A and B and give out the worksheets.

• Focus on the instructions and give Sts time to write their questions. Monitor and help.

• Tell Sts to ask and answer questions to complete the information on their copies.

• Get Sts to compare their copies to check.

4A Everyday objects
A happy families game

Sts practice everyday subjects and possessive s. Copy and cut up one set of cards per group of three or four Sts.

Language
Everyday objects, possessive s
Do you have Kate’s dictionary?
Yes, here you are. / No, sorry.

• Tell Sts they are going to play a game called Happy Families. Sts may have a similar game in their language you can refer to.

• There are five sets of cards. Write the names of the five people on the board and under each name, the four objects they possess. Point to an object word and ask What’s this? Elicit It’s James’s calendar. They’re Rick’s headphones. Check pronunciation.

• Put Sts in groups of four and give each group a set of cards. One student shuffles and deals the cards face down so that each student has five cards.

• Sts look at their cards. Point out the name at the top of each card and explain that the three small pictures at the bottom are the other objects they need to collect for that person.

• Sts collect a set of cards by asking the other Sts in the group. They can ask anyone, but they must address one person when asking the question.

• Now drill the questions and answers in the Language Box.

• When a student is given the card he / she wants, he / she must give one of his / her cards to the other student. Sts always have only five cards in their hands.

• Demonstrate with one group first.

• Sts play the game. One student starts and then it’s the turn of the student on his / her left. The game finishes when a student has collected a complete set of four cards for one of the people. The cards are redealt and the game starts again.

• Monitor to make sure Sts are playing correctly.

• The game could be played in groups of five. In this case, each student has four cards.

4B Prepositions questionnaire
A pairwork question and answer activity

Sts complete the questions and then ask a partner. Copy one worksheet per pair and ask a partner.

Language
Prepositions of time: at, in, on
A group board game activity

Sts roll a dice, land on a square, and make a sentence about the topic in the square using an adverb. Copy one worksheet per group of three or four Sts. Give each group a dice and colored counters or coins.

Language

Simple present + adverbs of frequency: never, sometimes, or expressions of frequency: once a week

Quickly review the adverbs and the expressions and their position in sentences.

Write on the board: get up before 7:30 and have coffee for breakfast. Ask Sts to make a sentence with the phrase and include an adverb or expression of frequency, e.g. every day.

Put Sts in small groups of three or four. Give each group a worksheet of the board and a dice and a counter for each student. Coins will do if there are no counters.

Sts roll a dice and move to the corresponding square. They make a true sentence using the phrase and one of the adverbs.

Set a time limit. Sts continue the game until time is up. Monitor and help.

5A What can you do?

A group card game

Sts turn over cards and try to do the tasks or answer the questions. Copy and cut up one worksheet per group of Sts.

Language

can + can’t?

Remind Sts of the different meanings of can.

Put Sts in small groups of three or four. Give each group a set of cut-up cards.

Tell Sts to put the cards face down on the table. Demonstrate the activity by asking a student to turn over a card and read the question. You then do the task or answer the question.

Tell Sts to continue playing the game. One student turns over a card and asks someone in the group to do the task or answer the question. The others in the group decide if it has been done correctly.

Once a card has been correctly used, it is put aside. If not, it is laid face down again.

The game is over when all the cards have been used or time is up.

Non-cut alternative

Put the cards into four strips and give each student in the group a strip of five cards.

5B Guess what I’m doing!

A miming activity

Sts take a card, mime, and the others guess what he/she is doing. Copy and cut up one worksheet per group of Sts.

Language

Present continuous: You are washing your car.

Demonstrate the activity. Write on the board: You are ... Tell Sts you have a sentence you are going to mime and they must guess exactly what is on the card. Your sentence is: You are reading a newspaper. Using mime, make sure the Sts say exactly what is on the card.

Put Sts in groups of three or four and give each group a set of cards. Make sure they are placed face down so nobody sees what is written on them.

One student takes a card and mimics the action. Insist that the mimers say nothing and the others must say exactly what is on the card.

Set a time limit. Sts continue the activity until you say stop.

Non-cut alternative

• You whisper to one student in each group an activity to mime. When a group has guessed the sentence, ask you for another activity to mime.

5C It’s Friday evening

A pairwork activity

Sts ask questions to find out what people are doing, or usually do. Copy one worksheet per pair and cut into A and B.

Language

Simple present or present continuous? [ ] [ ] [ ]

What does he usually do on Friday evening? What is he doing this evening?

Write on the board: James usually _______ on Friday evening. James _______ this evening.

Elicit the questions to complete the missing information (What does James usually do on Friday evening? What is James doing this evening?). Then erase James and replace with Sarah and Sam. Elicit that the questions are What do Sarah and Sam...? What are Sarah and Sam...?...

Put Sts into pairs A and B and focus on the instructions and examples. Give them a few minutes to think what questions they have to ask.

Sts ask and answer questions to complete their charts. Monitor to make sure they are asking their questions correctly.

When they have finished, Sts can compare their two sheets.
6A Memory
A group matching pairs game
Sts match nouns and pronouns in a game of memory. Copy and cut up one worksheet for every three or four Sts. Divide the cards into sentences and pronouns.

Language
Subject and object pronouns

- Explain to students that they are going to play a game where they match the pronouns to the nouns in sentences.
- Put Sts into groups and give each group a set of the shuffled sentence cards and a set of the shuffled pronouns cards. Without looking at the cards, they should lay each set out separately face down on the desk.
- Sts take turns turning over one sentence card and one pronoun card. If the cards match, the student should say the sentences aloud, replacing the noun or nouns with the pronoun. If the sentence is correct, the student keeps the cards and has another turn. If the cards don’t match, the student turns the cards over again so they are facing down.
- If the cards don’t match, they should be turned over again so they are face down.
- Sts play till there are no more cards. The student with the most pairs of cards is the winner.
Non-cut alternative
- Copy one worksheet per pair. Get Sts to decide which pronoun they should use to replace the underlined words. Check answers.

6B Find someone who...
A class mingle
This is a fill-in-the-blank mingle activity. Sts ask questions to find out who does these things. Copy one worksheet per student.

Language
Do you like shopping? Yes, I do. / No I don’t.
Do you mind doing housework? No, I don’t mind it. / Yes, I hate it.

- Practice the questions Sts are going to ask. Write on the board like reading in bed? hate getting up early? mind doing housework? love doing puzzles? Tell Sts to ask each other the questions. Then ask two or three Sts the questions. Point out the answer for the question with mind (see Language Box).
- Give each student a copy of the worksheet and tell them to look at the FIND SOMEONE WHO... column and check any vocabulary problems.
- Ask a student the first question. If the answer is Yes, write his / her name on your worksheet. If the answer is No, say thank you and continue until you get a Yes answer. Do the same with number 2 so Sts see that the No answer is what you want now.
- Tell Sts the idea is to write a name for each question and if possible a variety of names.

- Set a time limit for Sts to carry out the activity. It’s a good idea to get Sts to start at a different number rather than all at number 1. If a student starts at number 4 then he / she continues 5, 6, 7, etc.
- When the time is up, get feedback by asking questions, e.g. Who doesn’t mind getting up early? Who hates going to the gym? Sts say the names they have on their sheet.

6C Questions and answers
A pairwork review activity
Sts complete the questions and then ask a partner. Copy one worksheet per pair and cut into A and B.

Language
Question form review: be / do

- Write up a few examples on the board to elicit the type of questions in the activity and ask Sts to tell you what is needed to complete each question:
How often ______ you watch TV?
Where ______ you have lunch on Mondays?
- Put Sts into pairs A and B and give out the worksheets.
- Give them a few minutes to complete their questions. Check answers.

1 is 2 do 3 is 4 do 5 Are 6 do 7 is 8 Do 9 are 10 do 11 do 12 do 13 is 14 is 15 are
1 Are 2 do 3 do 4 is 5 do 6 is 7 do 8 Is 9 is 10 do 11 do 12 do 13 is 14 do 15 are

- Now tell them to ask each other their questions. Point out that the questions are different on the two cards. Sts write down their partner’s answers.

7A History quiz
A pairwork fill-in-the-blank activity
Sts complete the questions and then ask a partner. Copy one worksheet per pair and cut into A and B.

Language
Simple past verb be: was / were

- Write on the board: Where ______ the Aztecs from? Ask Sts to tell you what’s missing from the question (were). Now give them three possible answers: Mexico b Peru c Brazil Elicit that the answer is Mexico.
- Tell them to complete their questions with was / were. Check answers.

1 was 2 was 3 were 4 was 5 was 6 were 7 was 8 was 9 were 10 was
11 were 12 were 13 was 14 was 15 was 16 were 17 was 18 were 19 was 20 was

- Tell them to quickly complete their questions with was / were. Check that they are correctly filled in.
- Put Sts in pairs A / B and tell them to ask each other their questions. They tell each other the three options. The correct answers are in bold.
- Sts mark their partners’ answers, but don’t say if they are right or wrong until they finish.
- When Sts finish, they tell each other how many they got right and correct the wrong answers.
7A Where's the match?
A pairwork activity

Ss put together a jumbled story, then retell the story. Copy and cut up one worksheet for every pair of Ss.

Language
Simple past regular verbs: checked, booked, played

- Write on the board *The Champions League*. Ask Ss which soccer team was the winner last year. Tell them that they are going to read a true story about some fans who wanted to see their team play in a Champions League match. Pre-teach *fan*.
- Write the first sentence of the story on the board: A few years ago Manchester United played the Spanish team Deportivo de La Coruña in the Champions League.
- Ss work in pairs. Give each pair a set of cards. Tell them to find the first sentence and then try to put the rest of the story in order.
- Check answers. Get Ss to underline the regular verbs and drill the pronunciation of the past tense verbs.

1. A few years ago, Manchester United played the Spanish team Deportivo de La Coruña in the Champions League.
2. Two Manchester United fans wanted to travel to Spain to see the match.
3. It wasn't possible to fly to La Coruña direct, so they needed to fly to Santiago de Compostela, and then get a taxi.
4. They booked the tickets to Santiago on the Internet.
5. They checked in at Heathrow Airport at 9:00 p.m.
6. The plane landed, they were very surprised! It was morning!
7. They walked out of the airport and stopped a taxi.
8. They asked the taxi driver, "Where's the match?" The taxi driver answered, "What match?"
9. They weren't in Spain. They were in Santiago, the capital of Chile!

- Ss work in pairs again. One student holds the cards so that the other can't see them. The other student tries to remember the story line by line. The first student helps and corrects pronunciation, and puts down each card when his/her partner has remembered it correctly. When the first student has finished, change roles.
- Feedback and see if any pairs can tell the whole story from memory.

Extra idea
- For extra suspense, you could keep back the last sentence and give Ss only eight cards. When they have the story in order, get Ss to guess what the last sentence is. Elicit any ideas and then give out the last card.

Extra challenge
- With a strong class, divide them into groups of three and give them three cards each. They must not show their cards to the other Ss. Ss read their sentences out loud, and the group tries to decide which one is the first sentence. They then decide on the second, etc. Each time they tell the story from the beginning before deciding on the next sentence. When they think they have the story in the right order, they lay the cards down and read it to check.

7B What did you do?
A pairwork activity

Ss complete the questions and then ask a partner. Copy one worksheet per pair and cut into A and B.

Language
Simple past irregular verbs: got, had, made

- Tell Ss the objective of the activity is to practice simple past positive and negative statements to guess what their partner did.
- Demonstrate the activity by writing on the board: I think you _______ for lunch yesterday. have (food) Choose a student and guess what he/she had for lunch. Elicit Yes, I did, or No, I didn't. I had

Repeat the example with another student or get Ss to guess what you had.

- Put the Ss in pairs A and B and give out the worksheets.
- Give Ss time to complete their statements. Monitor Ss as they do this, checking correct past forms.
- Point out that Ss have examples at the top of their worksheet. Try to pair Ss who don't know each other too well to ensure that some guesses may be wrong.

Extra activity
- Ss could do the activity with the teacher.

8A Simple past question time
A pairwork activity

Ss practice with question prompts. Copy and cut up one worksheet per pair, or if you are short of time copy one sheet per student.

Language
Simple past questions and answers: What time did you get up? I got up at 7:00. Did you watch TV? Yes, I did.

- Tell the Ss the object of the activity is to review the simple past by asking and answering as many questions as they can.
- Demonstrate the activity. Take a card and ask different Ss the questions. Then copy a couple of question prompts from your card onto the board and elicit the questions. Elicit and drill the rhythm of the two question forms.
- Ss work in pairs. Give each pair a set of cards. Set a time limit, e.g. ten minutes. Ss take turns taking a card and asking their partner questions.
- Monitor, help, and correct.

Non-cut alternative
- Cut worksheet in half vertically.
- Put Ss in pairs A and B and give each student half the questions.
Extra challenge

- Encourage the student who is answering the questions to give more information where possible, and the student who is asking to try to ask extra questions where appropriate.

8B Apartment to rent

A pairwork fill-in-the-blank activity

S t s role-play a phone call for information about an apartment to rent. Copy one worksheet per pair. Cut into A and B.

Language

<table>
<thead>
<tr>
<th>there is / are</th>
<th>there was / were</th>
</tr>
</thead>
<tbody>
<tr>
<td>is a garage?</td>
<td>Yes, there is.</td>
</tr>
</tbody>
</table>

House vocabulary

- Put S t s in pairs A and B, and give out the worksheet. Explain that they are going to role-play a phone conversation to rent an apartment.
- Tell the S t s who have worksheet A that they have an apartment that they want to rent. They must read the instructions and information about the apartment.
- Tell the S t s who have worksheet B that they are looking for an apartment to rent. They have a list of questions that they want to ask. They must read the instructions and prepare their questions. Highlight that all the questions are with there is / are except the last two. Encourage the B s not to write the missing words but to remember them.
- Monitor, making sure the As understand all their information and the Bs are clear about what questions they have to ask. Drill the questions if necessary.
- After a few minutes tell S t s to start the conversation. Remind S t s that the conversation is on the phone. Tell S t s to start the conversation with Hello?
- At the end of the conversation, get feedback to see which Bs decided to rent the apartment.

8C What is different?

A spot-the-difference pairwork activity

S t s review furniture vocabulary + there is / are and there was / were. Copy one worksheet per pair and cut into Room 1 and Room 2.

Language

<table>
<thead>
<tr>
<th>there is / are</th>
<th>there was / were</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepositions of place</td>
<td></td>
</tr>
</tbody>
</table>

Furniture

- Review the furniture for the activity.
- Pair S t s and place Room 1 face down on their table. Tell S t s to turn the picture over. They look at it for one minute and try to remember what’s in it and where things are.
- Collect Room 1 from everyone. Hand out Room 2 and tell S t s it’s the same room today. In pairs, they find the differences using there is / isn’t / are / aren’t when referring to Room 2 and there was / wasn’t / were / weren’t when referring to Room 1. Ask S t s to give a couple of examples.

Extra idea

- Fast finishers can start writing sentences to describe the differences. There are at least 11 differences.

Example answers

1. In 1900 there wasn’t a TV.
2. In 1900 there weren’t any books on the table.
3. In 1900 there wasn’t a DVD player.
4. In 1900 there wasn’t a sofa.
5. In 1900 there wasn’t a coffee table.
6. In 1900 there was a plant.
7. In 1900 there were books on the bookshelves.
8. In 1900 there wasn’t a floor lamp.
9. In 1900 there was a clock above the fire, on the fireplace.
10. In 1900 there were photos above the fire, on the fireplace.
11. In 1900 there wasn’t an exercise bike.

9A Food families

A happy families game

S t s practice countable and uncountable food words and a / an / any. Copy and cut up one set of cards per group of three or four S t s.

Language

Do you have a / any __? Yes, here you are. / No, sorry.
Can I have it, please? Here you are.
Food vocabulary: an apple, chocolate

- Tell S t s they are going to play a game called Happy Families. S t s may have a similar game in their language you can refer to.
- There are five sets of cards. Point to a food or drink word and ask What’s this? Elicit It’s an apple. It’s some sugar. Check pronunciation.
- Put S t s in groups of four and give each group a set of cards. One student shuffles and deals the cards face down so that each student has five cards.
- S t s look at their cards. Point out the name at the top of each card and explain that the three small pictures at the bottom are the other objects they need to collect for that person.
- S t s collect a set of cards by asking the other S t s in the group. They can ask anyone, but they must address one person when asking the question.
- Now drill the questions and answers in the Language Box.
- When a student is given the card he / she wants, he / she must give one of his / her cards to the other student. S t s always have only five cards in their hands.
- Demonstrate with one group first.
- S t s play the game. One student starts and then it’s the turn of the student on his / her left. The game finishes when a student has collected a complete set of four cards for one of the people. The cards are redealt and the game starts again.
- Monitor to make sure S t s are playing correctly.
- The game could be played in groups of five. In this case, each student has four cards each.
9B How much / many?
A pairwork questionnaire
Szs practice How much / How many questions and personal information vocabulary. Copy one worksheet per pair and cut into A and B.

Language
How much fruit do you eat a day? A lot.
How many emails did you send yesterday? Not many.

- Put students into pairs A and B and give out worksheets. Tell them first to fill in the blanks with much or many. Give them a few minutes to complete their questions. Check answers. They must not answer the questions at this point.

<table>
<thead>
<tr>
<th>A</th>
<th>1 much</th>
<th>2 many</th>
<th>3 much</th>
<th>4 much</th>
<th>5 much</th>
<th>6 many</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>1 much</td>
<td>2 much</td>
<td>3 much</td>
<td>4 much</td>
<td>5 much</td>
<td>6 many</td>
</tr>
</tbody>
</table>

- Szs now ask and answer the questions. B puts his / her paper face down. A interviews B and notes the answers on the worksheet. Then they change roles. Tell Szs to ask the questions in random order so their partners really have to listen. Encourage Szs to try and say a little more than just the answer to the question where possible.

- When they finish, Szs can compare their information. Get some feedback.

Extra idea
- Get Szs to turn over the questionnaire and interview you. They ask you all the questions they can remember.

9C Guess the comparative
A pairwork activity
Szs read sentences and guess what the missing comparative adjective is. Copy one worksheet for each pair, and cut into A and B.

Language
Comparatives: colder, bigger, healthier
Scotland is colder than England.

- Demonstrate the activity. Write on a piece of paper Scotland is colder than England. Then write on the board Scotland is _______ than England.

- Elicit possible comparative adjectives from Szs, getting them to say the whole sentence. If what they say is NOT what you have on the piece of paper, e.g. Scotland is smaller than England, Scotland is more beautiful than England, etc., say Try again until someone comes up with the sentence you have. Point out that their sentences are also correct, but that the objective is for them to guess the comparative that you had.

- Put Szs into pairs, A, and B, and give out the copies. Tell Szs to work individually at first and to fill in the blanks. Remind them that the missing words are comparative adjectives. Monitor to make sure Szs are writing correct and logical adjectives.

- Now get Szs to sit face to face if possible. B reads his / her sentence 1 to A. If it s the same as what A has, he / she says That s right. If not, A says Try again, and he / she keeps guessing comparatives until he / she gets it right.

- Now A reads his / her completed sentence 2. Szs continue until they have said all the sentences.

Extra idea
- Get Szs to put their copies face down and see how many of the 12 sentences they can remember.

10A What do you know about the US?
A quiz about the US
Szs review superlatives. Copy one worksheet per student or pair / group.

Language
Superlatives: most popular, busiest
Which is the longest river in the US?

- If necessary, quickly review the formation of superlatives with examples on the board, e.g.: The (tall) person in the class is...
The (popular) sport in the country is...

- Szs work in pairs / groups of three or four. Give out copies. First get Szs to complete the questions with superlative adjectives. Check answers.

1 busiest 2 most popular 3 biggest 4 longest 5 sunniest 6 most common 7 largest 8 most popular 9 oldest 10 most common 11 highest 12 biggest

- Now set a time limit for Szs to choose the correct answer. Monitor and help.

- Check answers.

1 a 2 c 3 b 4 b 5 a 6 b 7 b 8 a 9 a 10 c 11 a 12 c

- In the same pairs / groups, Szs write five questions about their country or countries. Monitor and help. Szs then ask another pair / group their questions.

10B Future plans
A pairwork activity
Szs ask each other about their future plans. Copy one worksheet per pair and cut into A and B.

Language
Plans: be going to + verb

- Write on the board:
Are you going to...?
watch TV tomorrow morning
send any emails this evening
go camping next summer
Ask Szs questions using Are you going to...? Then ask them follow-up questions.

- Tell Szs they are going to ask their partner questions. Remind them to ask follow-up questions and “rebound” the questions.

- Put Szs in pairs. Give each student a worksheet A or B and tell them to ask each other their questions. Check any vocabulary problems before they start.

Extra idea
- Szs could ask you the questions.
10C Predictions
A pairwork role-play
One student is a fortune teller and the other the client. Copy and cut up one worksheet per pair of students.

Language
Predictions: be going to + verb

- These are the same cards that are used in the Student's Book. Take a card, show it to the class, and ask What does this card mean? Elicit It means you're going to...
- Tell Sts they are going to role-play a fortune teller and client activity. Give out the cards and tell Sts to lay them on the desk.
- Put the Sts into pairs. Student A is the fortune teller and Student B is the client. Student B chooses five cards.
- Student A tells Student B's future using the cards. Student B asks for more information.

I'm going to tell your future.
Your first card is two rings.
You're going to meet someone special very soon.

Great! Where am I going to meet him/her?

- Change roles if there's time. If roles are changed, make sure Sts work with a different partner.

11A Mime the adverbs
An acting game
Sts practice adverbs by miming actions in different manners. Copy and cut up one set of cards for every five/six Sts in the class.

Language
Adverbs: badly, carefully, fast

- If necessary, review adverb formation by writing the following adjectives on the board and asking Sts to change them to adverbs: careful, bad, fast, quiet, polite, good.
- Sts work in groups of five/six. Give each group a set of cards and put them face down on the table. Explain the game. Demonstrate by taking a card and miming the action for the class. Emphasize that Sts only have to say the verb and the adverb, e.g. swim well.
- Student 1 takes a card and mimics the action. The others in the group try to guess exactly what is on the card. If the other Sts can guess the phrase on the card, then Student 1 keeps the card. If the other Sts can't guess the phrase, then Student 1 puts it back in the envelope.
- Sts take turns acting actions until all the cards are used. The winner is the person with the most cards at the end.

11B Hopes and plans
A pairwork activity
Sts practice going to by making and answering questions. Copy and cut up one worksheet for each pair of Sts.

Language
Want to, need to, would like to

- Put Sts into pairs A and B and give out worksheets. Tell them to follow the instructions at the top of their worksheet but not to write full answers, e.g. in A's circle he/she should write on the beach, not I would like to be on the beach.
- Give Sts five to ten minutes to write their answers. Sts then fold over the instructions.
- Now get them to exchange papers. Make sure Sts can't see the instructions.
- Demonstrate the activity by taking a worksheet from one student and asking Why did you write ______ in the triangle? Elicit because they are the things I need to do this week. Ask follow-up questions if possible.
- Sts do the activity in pairs. They can ask the questions in any order. Monitor as they do the activity to make sure they practice the verbs.
- If time allows, Sts can be put in new pairs and repeat the activity.

Extra idea
• Sts ask you the questions.

11C Speak for 60 seconds
A board game
Sts practice speaking on a range of topics for one minute. Copy one worksheet of the board game for each three or four students. Sts need a dice and counters.

Language
Review of vocabulary and tenses

- Put Sts in small groups of three or four and give each group a worksheet of the board game and a die and colored counters.
- Explain the rules of the game. Sts roll a dice and move around the board. Everyone starts on the START square. When a student lands on a square, he/she must talk for a minute about the topic. Then each of the other students in the group must ask him/her a question about the topic.
- Tell Sts they can have time to think about what they are going to say. Someone in the group times the minute.
• The game finishes when someone reaches the FINISH square.
• If Sts roll high numbers, they sometimes move too quickly around the board. To land on FINISH, he/she must roll the exact number, e.g. if a student is on the neighbors square he/she must roll a two to win. If he/she rolls a five, he/she moves forward two and back three and lands on the good places in my country for tourists square.

12A Have you done it?
A pairwork fill-in-the-blank activity
Sts practice asking and answering present perfect questions. Copy one worksheet for each student.

Language
Present perfect simple:
I've read the Harry Potter books. I think I don't think that's true.

• Give each student a worksheet and ask them to complete the sentences using the verbs in parentheses. Half of the sentences should be true and half of them not true.
• Explain to the students that they are going to find out which statements are true and which are not true.
• Demonstrate the activity. Write two sentences on the board for yourself, one true, one false, e.g. I've read all the Harry Potter books. Students have to find out which is true and which is false, e.g. I think that's true because you love the movies.
• Sts work in pairs and find out which of their partner's sentences are true and which are false.
• Get feedback. Ask a few pairs if they discovered anything surprising about their partner.

12B Have you ever...?
A class mingle speaking activity
Sts practice the present perfect and simple past with question prompts. Copy and cut up one worksheet for the class/per group.

Language
Present perfect: Have you ever spoken to a celebrity? Yes, I have. No, I haven't.
Follow-up questions: Who was it? When was it?

• Give every student in the class a question. Tell them not to show their question to anybody. If you have a class of more than 14 Sts, divide the class into two or more groups.
• Explain to Sts that they're going to do a survey. Sts must move around asking the question on their card to all the other Sts in their class or group. If somebody answers Yes, I have, then they ask the other questions.
• Remind Sts that they must put the verb into the past participle form.
• Get feedback when Sts have finished. Find out how many people have done different things.

12C Review questions
Prompts to review speaking / question formation
Sts practice key structures from Files 1-12. This could be used as a final "pre-test" review, e.g. before Sts' oral exam. Copy and cut up one set of cards per pair.

Language
Questions and answers: past, present, and future

• Tell Sts that the object of the activity is to ask and answer as many questions as they can to review the English they know. Demonstrate by taking a card and asking one student the questions. Then take another card and quickly copy it onto the board. Get Sts to use the prompts to ask you complete questions. Remind Sts that the symbol / = a missing word or words.
• Sts work in pairs. Give each pair a set of cards. Set a time limit, e.g. ten minutes. Sts take turns taking a card and asking their partner the questions. Encourage Sts to follow up their partner's answers with further questions. Monitor, help, and correct.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Nice to meet you.</td>
<td>B</td>
<td>Fine, thanks.</td>
</tr>
<tr>
<td>A</td>
<td>What's your phone number?</td>
<td>B</td>
<td>Freddie.</td>
</tr>
<tr>
<td>A</td>
<td>Hello, George.</td>
<td>B</td>
<td>Hello, Sarah.</td>
</tr>
<tr>
<td>A</td>
<td>How are you?</td>
<td>B</td>
<td>Yes, see you on Saturday. Goodbye.</td>
</tr>
<tr>
<td>A</td>
<td>What day is it today?</td>
<td>B</td>
<td>Sorry.</td>
</tr>
<tr>
<td>A</td>
<td>Hi, Fran. This is Sophie.</td>
<td>B</td>
<td>Nice to meet you, too.</td>
</tr>
<tr>
<td>A</td>
<td>My name's Marc, not Matt.</td>
<td>B</td>
<td>Nice to meet you.</td>
</tr>
</tbody>
</table>
## 1B COMMUNICATIVE Nationalities bingo

| ☐ English | ☐ Turkish | ☐ German | ☐ Argentinian |
| ☐ Irish | ☐ Peruvian | ☐ Scottish | ☐ Spanish |
| ☐ Mexican | ☐ American | ☐ Brazilian | ☐ Vietnamese |
| ☐ Iranian | ☐ Italian | ☐ Russian | ☐ Chinese |
| ☐ Japanese | ☐ Thai | ☐ French | ☐ South Korean |

### 1 BINGO
- the US
- Argentina
- Thailand
- Japan
- Peru
- Turkey

### 2 BINGO
- England
- Germany
- Brazil
- Russia
- France
- China

### 3 BINGO
- Ireland
- Spain
- Japan
- Vietnam
- Italy
- China

### 4 BINGO
- Mexico
- England
- Iran
- South Korea
- Japan
- Germany

### 5 BINGO
- Scotland
- Turkey
- Vietnam
- Russia
- Thailand
- South Korea

### 6 BINGO
- Peru
- Scotland
- Argentina
- China
- Ireland
- Spain

### 7 BINGO
- the US
- France
- Brazil
- Russia
- Iran
- Mexico

### 8 BINGO
- Brazil
- Mexico
- Germany
- Japan
- Vietnam
- Italy

### 9 BINGO
- Turkey
- the US
- France
- Scotland
- Spain
- Iran

### 10 BINGO
- Ireland
- Italy
- Argentina
- Japan
- Peru
- Thailand

### 11 BINGO
- Turkey
- South Korea
- Brazil
- England
- Germany
- Vietnam

### 12 BINGO
- China
- Argentina
- Mexico
- Iran
- Scotland
- the US
### 1C COMMUNICATIVE Personal information

<table>
<thead>
<tr>
<th>Name</th>
<th>Last name</th>
<th>Email</th>
<th>Cell Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joanna</td>
<td>DUKE</td>
<td><a href="mailto:joanna.duke@comet.com">joanna.duke@comet.com</a></td>
<td>212-555-0770</td>
</tr>
<tr>
<td>Claire</td>
<td>HARVEY</td>
<td><a href="mailto:c.harvey@basol.com">c.harvey@basol.com</a></td>
<td>617-555-7029</td>
</tr>
<tr>
<td>Donna</td>
<td>WILLIAMS</td>
<td><a href="mailto:donna.williams@mail.com">donna.williams@mail.com</a></td>
<td>650-767-2676</td>
</tr>
<tr>
<td>Selina</td>
<td>RIVERA</td>
<td><a href="mailto:rivera@compu.com">rivera@compu.com</a></td>
<td>908-355-9969</td>
</tr>
<tr>
<td>Tomas</td>
<td>RICHARDS</td>
<td><a href="mailto:t.richards@freemail.com">t.richards@freemail.com</a></td>
<td>860-525-7078</td>
</tr>
<tr>
<td>Ryan</td>
<td>MANNERS</td>
<td><a href="mailto:r.manners@freemail.com">r.manners@freemail.com</a></td>
<td>077-009-4386</td>
</tr>
<tr>
<td>Dexter</td>
<td>SHIEH</td>
<td><a href="mailto:dexter.shieh@over.com">dexter.shieh@over.com</a></td>
<td>281-555-9812</td>
</tr>
<tr>
<td>Anthony</td>
<td>EASTWOOD</td>
<td><a href="mailto:a.eastwood@younder.com">a.eastwood@younder.com</a></td>
<td>714-555-9778</td>
</tr>
</tbody>
</table>
2A COMMUNICATIVE Mystery objects
### 2B COMMUNICATIVE Can you name...?

**a** Write your answers in the first column.

<table>
<thead>
<tr>
<th>ME</th>
<th>MY PARTNER</th>
</tr>
</thead>
<tbody>
<tr>
<td>an expensive watch</td>
<td></td>
</tr>
<tr>
<td>a dangerous sport</td>
<td></td>
</tr>
<tr>
<td>a long name</td>
<td></td>
</tr>
<tr>
<td>an old song</td>
<td></td>
</tr>
<tr>
<td>a very rich person</td>
<td></td>
</tr>
<tr>
<td>a poor country</td>
<td></td>
</tr>
<tr>
<td>a high mountain</td>
<td></td>
</tr>
<tr>
<td>a blond actress</td>
<td></td>
</tr>
<tr>
<td>a hot drink</td>
<td></td>
</tr>
<tr>
<td>a fast car</td>
<td></td>
</tr>
<tr>
<td>a difficult language</td>
<td></td>
</tr>
<tr>
<td>a strong smell</td>
<td></td>
</tr>
<tr>
<td>a young musician</td>
<td></td>
</tr>
<tr>
<td>a cold place</td>
<td></td>
</tr>
<tr>
<td>a very good-looking actor</td>
<td></td>
</tr>
</tbody>
</table>

**b** Say your answers to a partner, but in a different order. Your partner writes them in the **MY PARTNER** column.

*Japanese:*  
*A difficult language?*  
*That’s right.*

**c** Where you have two different answers, make sentences in the plural.

*A Ferrari and a Lamborghini are fast cars.*
<table>
<thead>
<tr>
<th>English Expression</th>
<th>Chinese Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is a library.</td>
<td>这是一个图书馆。</td>
</tr>
<tr>
<td>Turn on the air conditioning.</td>
<td>打开空调。</td>
</tr>
<tr>
<td>Let's have a drink.</td>
<td>我们去喝点东西吧。</td>
</tr>
<tr>
<td>Sit down.</td>
<td>坐下。</td>
</tr>
<tr>
<td>Have a sandwich.</td>
<td>吃个三明治。</td>
</tr>
<tr>
<td>Please be careful with it.</td>
<td>请小心。</td>
</tr>
<tr>
<td>Slow down, please.</td>
<td>请慢点。</td>
</tr>
<tr>
<td>Close the window.</td>
<td>关上窗户。</td>
</tr>
<tr>
<td>I'm worried.</td>
<td>我很担心。</td>
</tr>
<tr>
<td>Good idea!</td>
<td>好主意！</td>
</tr>
<tr>
<td>That room is private.</td>
<td>那个房间是私人的。</td>
</tr>
<tr>
<td>Please turn off the music.</td>
<td>请关掉音乐。</td>
</tr>
<tr>
<td>Cheer up!</td>
<td>别难过。</td>
</tr>
<tr>
<td>Where? At the hotel?</td>
<td>哪里？在酒店吗？</td>
</tr>
<tr>
<td>This room is very hot.</td>
<td>这个房间很热。</td>
</tr>
<tr>
<td>I'm thirsty.</td>
<td>我口渴了。</td>
</tr>
<tr>
<td>I'm tired.</td>
<td>我累了。</td>
</tr>
<tr>
<td>I'm hungry.</td>
<td>我饿了。</td>
</tr>
<tr>
<td>My camera's expensive.</td>
<td>我的相机很贵。</td>
</tr>
<tr>
<td>This road is dangerous.</td>
<td>这条路很危险。</td>
</tr>
<tr>
<td>It's cold.</td>
<td>很冷。</td>
</tr>
<tr>
<td>What's the matter?</td>
<td>发生什么事了？</td>
</tr>
<tr>
<td>Let's go to lunch.</td>
<td>我们去吃午饭吧。</td>
</tr>
<tr>
<td>Don't go in there!</td>
<td>不要进去！</td>
</tr>
<tr>
<td>It's 3 o'clock in the morning!</td>
<td>今天凌晨3点！</td>
</tr>
<tr>
<td>I'm sad.</td>
<td>我很难过。</td>
</tr>
<tr>
<td>Turn left.</td>
<td>向左转。</td>
</tr>
<tr>
<td>Don't eat or drink in here.</td>
<td>不要在这里吃喝。</td>
</tr>
</tbody>
</table>
### 3A Communicative True or not true?

**a** Match the verbs 1–12 with the nouns or noun phrases.

**b** Say a sentence to your partner using a verb and a noun or noun phrase. The sentence can be true or not true. Your partner says if he/she thinks it’s true or not. You say Yes, you’re right. or No, you’re wrong. Now listen to your partner’s sentence and say if you think it’s true.

- I work in an office.  
  - I think it’s true.

  No, you’re wrong. I don’t work in an office. I work in a store.

  - I don’t think it’s true.

  Yes, you’re right. I don’t have a cat.

**Verbs**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>eat</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>drink</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>live</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>listen to</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>do</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>speak</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>have</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>watch</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>play</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>go</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>read</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>work</td>
<td></td>
</tr>
</tbody>
</table>

**Nouns and Noun Phrases**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>in an office / for Microsoft / on the weekend</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>English books / celebrity magazines / a newspaper every day</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>housework in the morning / my English homework at night / yoga</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>coffee / tea / water</td>
<td></td>
</tr>
<tr>
<td>e</td>
<td>two children / a big family / a cat / a bird</td>
<td></td>
</tr>
<tr>
<td>f</td>
<td>Italian / Spanish / German</td>
<td></td>
</tr>
<tr>
<td>g</td>
<td>soccer / basketball / the piano / the guitar</td>
<td></td>
</tr>
<tr>
<td>h</td>
<td>the radio in the car / music on my MP3 player / classical music</td>
<td></td>
</tr>
<tr>
<td>i</td>
<td>American series on TV / sports shows on TV / movies on my laptop</td>
<td></td>
</tr>
<tr>
<td>j</td>
<td>fast food / Japanese food / Mexican food</td>
<td></td>
</tr>
<tr>
<td>k</td>
<td>in a big house / in a small apartment / in the city</td>
<td></td>
</tr>
<tr>
<td>l</td>
<td>to the gym / to dance classes / to coffee shops often</td>
<td></td>
</tr>
</tbody>
</table>
### 3B COMMUNICATIVE Simple present questionnaire

a) Ask your partner the questions. Put a check mark (✓) or an X (X) in the boxes in the first column.

*Example:* Do you live near here?  
Yes, I do. / No, I don't.

<table>
<thead>
<tr>
<th></th>
<th>Do you...?</th>
<th>Does ________...?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>...live near here?</td>
<td>□</td>
</tr>
<tr>
<td>2</td>
<td>...watch TV shows in English?</td>
<td>□</td>
</tr>
<tr>
<td>3</td>
<td>...go to work / school by car?</td>
<td>□</td>
</tr>
<tr>
<td>4</td>
<td>...like horror movies?</td>
<td>□</td>
</tr>
<tr>
<td>5</td>
<td>...drink coffee in the evening?</td>
<td>□</td>
</tr>
<tr>
<td>6</td>
<td>...have a favorite actor or actress?</td>
<td>□</td>
</tr>
<tr>
<td>7</td>
<td>...play a team sport?</td>
<td>□</td>
</tr>
<tr>
<td>8</td>
<td>...listen to music and study at the same time?</td>
<td>□</td>
</tr>
<tr>
<td>9</td>
<td>...read eBooks?</td>
<td>□</td>
</tr>
<tr>
<td>10</td>
<td>...wear a uniform for work / school?</td>
<td>□</td>
</tr>
<tr>
<td>11</td>
<td>...cook for friends?</td>
<td>□</td>
</tr>
<tr>
<td>12</td>
<td>...study English every day?</td>
<td>□</td>
</tr>
</tbody>
</table>

b) Change partners. Ask about your partner's first partner. Put a check mark (✓) or an X (X) in the boxes in the second column.

*Example:* Does Carla live near here?  
Yes, she does. / No, she doesn't.
3C COMMUNICATIVE Famous people

Student A
Ask your partner questions to complete the information. Answer their questions.

1. Colin Firth lives in _______ and _______. Where ________?  
2. Natalie Portman speaks five languages. How many languages ______?  
3. Shakira has _______ brothers. How many brothers ______?  
4. Selena Gomez has 20 pairs of sneakers. How many pairs of sneakers ______?  
5. Orlando Bloom collects _______. What ______?  
6. Keira Knightley loves Thai food. What ______?  
7. Daniel Radcliffe likes _______. Which band ______?  
8. Angelina Jolie likes black clothes. What color clothes ______?  
9. Emma Watson plays very well. What sport ______?  
10. Justin Bieber works for the Red Cross. What organization ______?  
11. Matt Damon likes the Boston Red Sox baseball team. Which baseball team ______?  
12. Johnny Depp plays the guitar very well. What instrument ______?  

Student B
Ask your partner questions to complete the information. Answer their questions.

1. Colin Firth lives in England and Italy.  
2. Natalie Portman speaks _______ languages. How many languages ______?  
3. Shakira has five brothers.  
4. Selena Gomez has _______ pairs of sneakers. How many pairs of sneakers ______?  
5. Orlando Bloom collects watches.  
6. Keira Knightley loves _______ food. What ______?  
7. Daniel Radcliffe likes the Red Hot Chili Peppers. What ______?  
8. Angelina Jolie likes _______ clothes. What color clothes ______?  
9. Emma Watson plays tennis very well.  
10. Justin Bieber works for _______. What organization ______?  
11. Matt Damon likes the Boston Red Sox baseball team.  
12. Johnny Depp plays _______ very well. What instrument ______?
4A COMMUNICATIVE Everyday objects

Rick

- Laptop
- Book: SHERLOCK HOLMES
- Bank card: BIGBANK
- Headphones

James

- Diary: 25 Mon 26 Tues
- Folder
- Pen
- Identity card

Lily

- Tissues
- iPod
- Book: BEYOND A LADY'S LIFESTYLE
- Purse

Kate

- English book: A-Z
- Key
- Sunglasses
- Bag

Will

- Calculator
- Watch
- Wallet
- Newspaper
**4B COMMUNICATIVE Prepositions questionnaire**

**Student A**

a Complete the sentences with the correct preposition *at, in, or on*.

1. Do you have lunch _______ home during the week?
2. Do you get up _______ 7:00 on Saturday mornings?
3. Where do you go on vacation _______ the summer?
4. What time do you go to bed _______ Fridays?
5. What do you usually do _______ Christmas?
6. How do you relax _______ the weekend?
7. Do you do your English homework _______ the evening?
8. Do you drink coffee _______ the morning?
9. Do you go shopping _______ Saturday mornings?
10. Do you take a shower _______ the morning or _______ night?

b Ask your partner the questions. Ask for more information.

*Do you have lunch at home during the week?*  
*No, I don’t.*

*Where do you have lunch?*

**Student B**

a Complete the sentences with the correct preposition *at, in, or on*.

1. Do you get up late _______ Sunday mornings?
2. Do you like the weather _______ the summer in your country?
3. Do you have classes _______ Tuesday evenings?
4. Do you go to the movies _______ the weekend?
5. When do you finish work / your classes _______ Wednesdays?
6. Do you sleep for eight hours _______ night?
7. Do you watch TV _______ lunchtime?
8. Do you prefer to do exercise _______ the morning or _______ the evening?
9. Do you make dinner _______ the evening?
10. Do you go to a restaurant for dinner _______ Friday nights?

b Ask your partner the questions. Ask for more information.

*Do you get up late on Sunday mornings?*  
*Yes, I do.*

*What time do you get up?*
4C COMMUNICATIVE Adverbs board game

- never
- hardly ever
- usually
- often
- always
- sometimes
- once a week
- two or three times a week
- every day / week

- get up early on Sundays
- walk to work / class
- sleep for ten hours
- watch movies
- be positive
- cook dinner
- have breakfast in bed
- eat fish
- eat fruit and vegetables
- have eggs for breakfast
- get pizza
- buy clothes
- be in a hurry
- watch TV in the morning
- feel sleepy in the morning
- speak English in class
- be stressed
- do housework
5A COMMUNICATIVE What can you do?

- Can you say three things you can do on an iPod?
- Can you say the days of the week in ten seconds?
- Can you sleep
  a) in a bus or on a plane?
  b) with the light on?
- Can you
  a) play tennis?
  b) play chess?
  c) swim two miles?
- Can you say three things you can do with your cell phone?
- What do these signs mean?
- Can you make
  a) spaghetti?
  b) a cake?
  c) a cappuccino?
- Can you say three things you can do on a Friday night in your town?
- Can you read
  a) in another language?
  b) in a car or on a bus?
- Can you play
  a musical instrument?
- Can you say three things you can do in your country when you are 18?
- Can you spell these numbers in words correctly?
  a) 8
  b) 15
  c) 30
- Can you easily remember
  a) people's names?
  b) birthdays?
- Can you do these things on a computer:
  a) use Photoshop?
  b) design a webpage?
- Can you park easily
  a) on the street outside your house?
  b) in the city?
- Can you remember the opposite of these adjectives?
  a) full
  b) strong
  c) dangerous
- Can you count from 1 to 100 in tens?
- Can you spell your name and address in English?
- Can you count down from 20 to 1 in ten seconds?
<table>
<thead>
<tr>
<th>You are driving a very fast car.</th>
<th>You are watching a horror movie.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are writing a love letter.</td>
<td>You are waiting for the dentist.</td>
</tr>
<tr>
<td>You are eating spaghetti.</td>
<td>You are drinking a cup of hot coffee.</td>
</tr>
<tr>
<td>You are singing in the shower.</td>
<td>You are making your bed.</td>
</tr>
<tr>
<td>You are reading an eReader.</td>
<td>You are walking in the rain.</td>
</tr>
<tr>
<td>You are doing a sudoku.</td>
<td>You are dancing the tango.</td>
</tr>
<tr>
<td>You are playing chess.</td>
<td>You are making pizza.</td>
</tr>
<tr>
<td>You are taking a photograph of a group of people.</td>
<td>You are watching soccer on TV.</td>
</tr>
</tbody>
</table>
**Student A**

It's Friday evening. Complete the table by asking B questions about the people in the simple present and present continuous. Then answer B's questions.

What is Mark doing this evening? He's working late. What does he usually do on Friday evening?

He plays soccer.

<table>
<thead>
<tr>
<th>Who</th>
<th>What do / does ______ usually do on Friday evening?</th>
<th>What is / are ______ doing this evening?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark</td>
<td>work late</td>
<td></td>
</tr>
<tr>
<td>Jaime and Beth</td>
<td>have dinner at an Italian restaurant</td>
<td></td>
</tr>
<tr>
<td>Yasmin</td>
<td>go to the gym</td>
<td></td>
</tr>
<tr>
<td>Phil</td>
<td>watch Star Wars with a friend</td>
<td></td>
</tr>
<tr>
<td>Bruno and Sofia</td>
<td>watch TV</td>
<td></td>
</tr>
<tr>
<td>Lucy and Alice</td>
<td>see a movie at the movie theater</td>
<td></td>
</tr>
</tbody>
</table>

**Student B**

It's Friday evening. Answer A's questions in the simple present and present continuous. Then complete the table by asking A questions.

What is Mark doing this evening? He's working late. What does he usually do on Friday evening?

He plays soccer.

<table>
<thead>
<tr>
<th>Who</th>
<th>What do / does ______ usually do on Friday evening?</th>
<th>What is / are ______ doing this evening?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark</td>
<td>play soccer</td>
<td></td>
</tr>
<tr>
<td>Jaime and Beth</td>
<td>go to an Italian class</td>
<td></td>
</tr>
<tr>
<td>Yasmin</td>
<td>run in the park</td>
<td></td>
</tr>
<tr>
<td>Phil</td>
<td>play computer games</td>
<td></td>
</tr>
<tr>
<td>Bruno and Sofia</td>
<td>argue about what TV show to watch</td>
<td></td>
</tr>
<tr>
<td>Lucy and Alice</td>
<td>meet for dinner</td>
<td></td>
</tr>
<tr>
<td>I like Anna.</td>
<td>Wait for Harry and me!</td>
<td>Please call Jack and Anna this evening.</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Jack is very angry.</td>
<td>Sally and Jim are getting married today.</td>
<td>Mark and I are cooking dinner.</td>
</tr>
<tr>
<td>Do you like computer games?</td>
<td>Are you sitting on my purse?</td>
<td>I can't come to the meeting.</td>
</tr>
<tr>
<td>The dogs are barking.</td>
<td>The weather is very cold.</td>
<td>My parents usually have lunch with Simon and me on Saturdays.</td>
</tr>
<tr>
<td>This present is for Anna and Richard.</td>
<td>They are talking about the children.</td>
<td>THEM</td>
</tr>
<tr>
<td>WE</td>
<td>THEY</td>
<td>HE</td>
</tr>
<tr>
<td>HIM</td>
<td>HIM</td>
<td>HER</td>
</tr>
<tr>
<td>IT</td>
<td>IT</td>
<td>US</td>
</tr>
<tr>
<td>THEY</td>
<td>THEM</td>
<td>THEM</td>
</tr>
<tr>
<td>FIND SOMEONE WHO...</td>
<td>NAME</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>1 likes shopping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 doesn’t mind going to the dentist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 loves shopping for clothes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 doesn’t like wearing jeans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 hates being late</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 likes doing yoga</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 loves traveling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 doesn’t mind getting up early</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 hates watching soccer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 likes walking in the rain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 doesn’t mind waiting for friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 doesn’t like going to museums</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 hates going to the gym</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 loves meeting new people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 doesn’t like doing housework</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6C COMMUNICATIVE  Questions and answers

Student A
Complete the questions with *is* / *are* or *do*. Then ask your partner.

1 What ______________ your email address?
2 How ______________ you spell your last name?
3 Who ______________ your favorite movie director?
4 ______________ you like dogs?
5 ______________ you often stressed?
6 Where ______________ you usually have lunch?
7 What ______________ your favorite season?
8 ______________ you have a smartphone?
9 How often ______________ you in a hurry?
10 What ______________ you do?
11 What kind of food ______________ you like?
12 How often ______________ you check your email?
13 What do you think your family ______________ doing right now?
14 When ______________ your birthday?
15 ______________ you reading an English book right now?

Student B
Complete the questions with *is* / *are* or *do*. Then ask your partner.

1 ______________ you interested in politics?
2 When ______________ you usually see your friends?
3 How ______________ you usually come to class?
4 What ______________ your favorite restaurant?
5 How many cousins ______________ you have?
6 What ______________ the teacher wearing?
7 Where ______________ you go when class finishes?
8 What month ______________ your birthday?
9 What day ______________ it tomorrow?
10 ______________ you sing in the car?
11 Who ______________ you usually have lunch with?
12 ______________ you like computer games?
13 What ______________ your favorite children's book?
14 How often ______________ you read in English?
15 ______________ you learning another language, apart from English?
7A COMMUNICATIVE History quiz

Student A

a Complete the questions with was / were.

b Ask B your questions.

1 What __ __ __ the old name for New York?
   a New Copenhagen  b New Rotterdam  c New Amsterdam

2 Where __ __ __ the 2012 Summer Olympics?
   a Austria  b England  c Japan

3 Who __ __ __ the Marx brothers?
   a actors  b musicians  c movie directors

4 Who __ __ __ the composer of Tosca and Madame Butterfly?
   a Verdi  b Puccini  c Rossini

5 How old __ __ __ Marilyn Monroe when she died?
   a 28  b 36  c 42

6 When __ __ __ Barack and Michelle Obama married?
   a 1992  b 1992  c 2002

7 Where __ __ __ Sigmund Freud born?
   a Germany  b Switzerland  c Austria

8 What __ __ __ the Titanic's first (and last) voyage?
   a from England to the US  b from the US to England  c from England to Australia

9 How many countries __ __ __ in the European Union in 2012?
   a 17  b 27  c 37

10 What __ __ __ the name of the first Apple computer?
    a Apple I  b iMac  c Mac Classic

c Now answer B's questions.

Student B

a Complete the questions with was / were.

b Answer A's questions.

11 Who __ __ __ Apollo, Zeus, and Pluto?
   a Egyptian gods  b Roman gods  c Greek gods

12 Where __ __ __ the Incas from?
   a Peru  b Brazil  c Venezuela

13 What country __ __ __ the first to use paper money?
   a Japan  b Nepal  c China

14 What __ __ __ the name of Michael Jackson's house?
   a Graceland  b Neverland  c Prairie Chapel

15 Who __ __ __ the last Tsar of Russia?
   a Alexander II  b Ivan the Terrible  c Nicholas II

16 What nationality __ __ __ the writers Oscar Wilde and James Joyce?
   a Irish  b Scottish  c English

17 When __ __ __ the Beijing Olympics?
   a 2000  b 2008  c 2004

18 Which of these men __ __ __ President of the US in 2008?
   a George W. Bush  b Bill Clinton  c Barack Obama

19 Who __ __ __ Henry VIII's first wife?
   a Jane Seymour  b Catherine of Aragon  c Anne Boleyn

20 Which __ __ __ the first country to win the World Cup?
   a Colombia  b Chile  c Uruguay

c Ask A your questions.
A few years ago, Manchester United played the Spanish team Deportivo de La Coruña in the Champions League.

Two Manchester United fans wanted to travel to Spain to see the match.

It wasn't possible to fly to La Coruña direct, so they needed to fly to Santiago de Compostela, and then get a taxi.

They booked the tickets to Santiago on the Internet.

They checked in at Heathrow Airport at 9:00 p.m. because their flight was at 11:00 at night.

When the plane landed, they were very surprised! It was morning!

They walked out of the airport and stopped a taxi.

They asked the taxi driver, "Where's the match?" The taxi driver answered, "What match?"

They weren't in Spain. They were in Santiago, the capital of Chile!
7C COMMUNICATIVE What did you do?

Student A
Guess what your partner did. Complete the sentences with the simple past forms and then check to see if your guess was correct.

I think you watched American Idol on TV last night. 
(Yes, you're right. I did. No, I didn't. I didn't watch TV because I went out.)

1. I think you __________ on TV last night. watch (TV show)
2. I think you ________ at ________ yesterday. get up (time)
3. I think you ________ for ________ last night. sleep (number of hours)
4. I think you ________ lunch ________ last Wednesday. have (place)
5. I think you ________ to ________ on Saturday night. go (place)
6. I think you ________ ________ for dinner yesterday. make (food)
7. I think you ________ to class ________ today. come (transportation)
8. I think you ________ to ________ for your last vacation. go (place)

Student B
Guess what your partner did. Complete the sentences with the simple past forms and then check to see if your guess was correct.

I think you had lunch with your sister yesterday. 
(Yes, you're right. I did. No, I didn't. I had lunch with Paola at school.)

1. I think you __________ lunch with ________ yesterday. have (person)
2. I think you __________ ________ this morning. feel (how?)
3. I think you __________ ________ with your dinner last night. drink (drink)
4. I think you __________ ________ at this time yesterday. be (place)
5. I think you ________ home at ________ this morning. leave (time)
6. I think you __________ ________ for your last birthday. get (present)
7. I think you __________ ________ on Facebook yesterday. spend (time)
8. I think you __________ ________ last month. see (movie)
### Simple past question time

#### This morning
- what time / get up?
- / do any housework?
- what / have for breakfast?
- when / leave home?
- / read the news / your computer?
- how / go to work / school?

#### Yesterday
- where / have lunch?
- who / have lunch with?
- what / do in the afternoon?
- where / be / 7:30 p.m.?
- / watch TV?
- / go to bed before or after midnight?

#### When you were 10 years old
- where / live?
- what bands / singers / like?
- where / go to school?
- / have a cell phone?
- what / do after school?
- what time / go to bed?

#### Last Saturday
- what time / get up?
- what / do in the morning?
- what / have for lunch?
- / go shopping?
- / study English?
- what / do in the evening?

#### Your last birthday
- / have a special breakfast?
- / have breakfast in bed?
- what presents / get?
- / go to work or school?
- where / have lunch?
- what / do in the evening?
- / have a good time?

#### Your last vacation
- where / go?
- who / go with?
- where / stay?
- how long / stay?
- what / weather like?
- / have any problems?
**8B COMMUNICATIVE Apartment for rent**

**Student A**
You are a real estate agent. This is the ad you have put on your website. B calls to ask for information. Answer his/her questions.

- First floor apartment in quiet residential area.
- Bright spacious living room / dining room with flat-screen TV.
- Two large double bedrooms and two bathrooms with shower.
- Modern kitchen with washing machine, dishwasher, and refrigerator.
- Gas heat.
- Wi-Fi Internet connection.
- Private garage.
- 5 minutes from shopping and public transportation.
- Rent $2,500 a month.

**Student B**
You are looking for an apartment to rent and you see this ad on a website. Call the real estate agent at Dream Homes and ask for information about the apartment.

Hello. I'm calling about an apartment. The reference is 268559. Can you tell me about it, please?

What I want to know

Where?
/ any furniture?
How many bedrooms / bathrooms?
/ a big living room?
/ a TV?
What / in the kitchen?
/ gas or oil heat?
/ Wi-Fi?
/ a garage?
How far / from shopping and public transportation?
How much / rent?
Room 1
Look at this room for one minute. It is 1900. Try to remember what is in it, and where things are.

Room 2
Work with a partner. Look at this picture. It is the same room today. Take turns saying what is different. There are at least 10 differences.

In 1900 there was a big mirror on the wall. Now there's a picture.

In 1900 there were three armchairs. Now there's a sofa and only one chair.
9B COMMUNICATIVE How much / many?

Student A

a) Complete the questions with much or many.

b) Interview B with your questions.

How much time do you spend a day watching TV? Not much. I only watch the news. What about you?

Not much. I prefer listening to music.

1. How ______ time do you spend a day watching TV?
2. How ______ people in your family speak English?
3. How ______ water do you drink a day?
4. How ______ exercise did you do last weekend?
5. How ______ pasta or rice do you have a week?
6. How ______ text messages did you send yesterday?
7. How ______ fast food do you eat?
8. How ______ time did you spend on the Internet yesterday?
9. How ______ of your friends are vegetarians?
10. How ______ photos do you have on your cell phone?

c) Answer B’s questions with a lot, not much / many, a little / a few, or none. Give more information. Then ask What about you?

Student B

a) Complete the questions with much or many.

b) Answer A’s questions with a lot, not much / many, a little / a few, or none. Give more information. Then ask What about you?

c) Interview A with your questions.

How much fruit do you eat a day? A lot. I usually have fruit for breakfast. What about you?

Not much. I don’t like fruit very much.

1. How ______ fruit do you eat a day?
2. How ______ free time do you have during the week?
3. How ______ of your friends are on Facebook?
4. How ______ money do you spend on clothes a month?
5. How ______ time did you spend studying English last weekend?
6. How ______ emails did you send yesterday?
7. How ______ games do you have on your cell phone?
8. How ______ milk do you drink a day?
9. How ______ emails do you get a day?
10. How ______ chocolate do you eat a week?
9C COMMUNICATIVE Guess the comparative

Student A

1 Russia is colder than Spain.
2 The Americans are ________ than the British.
3 Swimming is better exercise than walking.
4 Oranges are ________ than lemons.
5 A Rolls-Royce is more expensive than a Citroën.
6 Driving is ________ than flying.
7 Chinese is more difficult to learn than English.
8 Basketball players are ________ than soccer players.
9 Dark chocolate is healthier than white chocolate.
10 Canada is ________ than Brazil.
11 The weather in Britain is worse than the weather in Spain.
12 Tom Cruise is ________ than George Clooney.

Student B

1 Russia is ________ than Spain.
2 The Americans are friendlier than the British.
3 Swimming is ________ exercise than walking.
4 Oranges are sweeter than lemons.
5 A Rolls Royce is ________ than a Citroën.
6 Driving is more dangerous than flying.
7 Chinese is ________ to learn than English.
8 Basketball players are taller than soccer players.
9 Dark chocolate is ________ than white chocolate.
10 Canada is bigger than Brazil.
11 The weather in Britain is ________ than the weather in Spain.
12 Tom Cruise is shorter than George Clooney.
What do you know about the US?

a Write the superlative form of the adjective.

1 Which city has the ________ airport? (busy)
   a Atlanta  b Dallas  c Seattle

2 What's the ________ kind of food? (popular)
   a Pizza  b Ice cream  c French fries

3 Which is the ________ city after New York City? (big)
   a Houston  b Los Angeles  c Chicago

4 Which is the ________ river? (long)
   a Yukon River  b Missouri River  c Mississippi River

5 Which state is the ________? (sunny)
   a Arizona  b California  c Florida

6 What's the ________ language spoken after English? (common)
   a French  b Spanish  c Chinese

7 Which state has the ________ sports stadium? (large)
   a Pennsylvania  b Michigan  c Tennessee

8 What's the ________ sport? (popular)
   a football  b baseball  c basketball

9 Which is the ________ city? (old)
   a St. Augustine, Florida  b Jamestown, Virginia  c Santa Fe, New Mexico

10 What's the ________ last name? (common)
    a Johnson  b Williams  c Smith

11 Where are the ________ mountains? (high)
    a Alaska  b Nevada  c Colorado

12 What's the ________ native animal? (big)
    a caribou  b moose  c buffalo

b Work with a partner. Answer the questions.

c With your partner, write five questions about your country or countries.

d Find another pair and ask them your questions.
**Student A**

a. Ask B these questions about his / her plans.
   Try to ask another question if possible.
   
   Are you going to go abroad next summer?
   Yes, I am.

   Where are you going to go?
   We’re going to go to Portugal.

b. Answer B’s questions.

1. / go abroad next summer?
2. / go to the hair salon next week?
3. / buy anything tomorrow?
4. / go to bed before midnight tonight?
5. / watch TV after lunch tomorrow?
6. / watch a movie on DVD this evening?
7. / go out next Friday night?
8. / study English on the weekend?
9. / go shopping tomorrow?
10. / do your homework this evening?

**Student B**

a. Answer A’s questions.

1. / make dinner tonight?
2. / come to the next class?
3. / eat out tonight?
4. / do any sports or exercise tomorrow?
5. / watch a TV series tonight?
6. / get up before 8:00 a.m. tomorrow?
7. / Skype anybody this evening?
8. / do anything special next weekend?
9. / read in bed tonight?
10. / go for a walk on the weekend?
<table>
<thead>
<tr>
<th>Action</th>
<th>Adverb</th>
<th>Action</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>drink</td>
<td>noisily</td>
<td>say “go away”</td>
<td>angrily</td>
</tr>
<tr>
<td>sing</td>
<td>badly</td>
<td>say the days of the week</td>
<td>quickly</td>
</tr>
<tr>
<td>walk</td>
<td>slowly</td>
<td>play the piano</td>
<td>well</td>
</tr>
<tr>
<td>get up</td>
<td>slowly</td>
<td>dance</td>
<td>beautifully</td>
</tr>
<tr>
<td>walk to the door</td>
<td>nervously</td>
<td>talk</td>
<td>loudly</td>
</tr>
<tr>
<td>ask for a pen</td>
<td>politely</td>
<td>dance</td>
<td>badly</td>
</tr>
<tr>
<td>drive</td>
<td>dangerously</td>
<td>say “goodbye”</td>
<td>sadly</td>
</tr>
<tr>
<td>get dressed</td>
<td>quickly</td>
<td>tell someone a secret</td>
<td>quietly</td>
</tr>
<tr>
<td>sit down</td>
<td>carefully</td>
<td>close the door</td>
<td>quietly</td>
</tr>
</tbody>
</table>
11B COMMUNICATIVE Hopes and plans

Student A
In the circle, write a place where you would like to be right now.
In the rectangle, write something that you hope to do before the end of the year.
In the oval, write who you are planning to go on vacation with.
In the triangle, write three things you need to do this week.
In the square, write what you wanted to be when you were little.

Student B
In the circle, write the name of a place where you are planning to go next weekend.
In the rectangle, write the name of a famous person you would like to meet.
In the oval, write something you hope to do in the future.
In the triangle, write something you want to start doing in the near future.
In the square, write three things you need to buy next week.
<table>
<thead>
<tr>
<th>START</th>
<th>fast-food restaurants</th>
<th>using a GPS</th>
<th>fortune tellers</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINISH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ghosts</td>
<td></td>
<td></td>
<td>laptops</td>
</tr>
<tr>
<td>neighbors</td>
<td></td>
<td></td>
<td>waiting at airports</td>
</tr>
<tr>
<td>good places in my country for tourists</td>
<td></td>
<td></td>
<td>reality TV shows</td>
</tr>
<tr>
<td>social networks</td>
<td></td>
<td></td>
<td>your ideal vacation</td>
</tr>
<tr>
<td>Japanese food</td>
<td></td>
<td></td>
<td>salt</td>
</tr>
<tr>
<td>quiz shows</td>
<td></td>
<td></td>
<td>fast food</td>
</tr>
<tr>
<td>classical music</td>
<td>chocolate</td>
<td>computer or video games</td>
<td>how men and women drive</td>
</tr>
</tbody>
</table>
## 12A COMMUNICATIVE Have you done it?

a Complete the sentences in the present perfect, or . Make half of them true and half of them not true for you.

### Have you done it?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I _________________ the Harry Potter books. (read)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I _________________ to a spa. (be)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I _________________ in a fast-food restaurant. (work)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I _________________ in a karaoke bar. (sing)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I _________________ a friend recently. (Skype)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I _________________ a game online. (play)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I _________________ in a five-star hotel. (stay)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I _________________ on TV. (be)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I _________________ to Hawaii. (be)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I _________________ asleep in class. (fall)</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I _________________ caviar. (eat)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I _________________ a famous athlete. (meet)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I _________________ to a vegetarian restaurant. (be)</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I _________________ on a test. (cheat)</td>
<td></td>
</tr>
</tbody>
</table>

b Now read your sentences to your partner. Can you guess which are true about your partner?

I've read one Harry Potter book.  
I think that's true because I don't think you like reading long books.

No, it's not true - I've read all of them and seen all the movies.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Questions</th>
</tr>
</thead>
</table>
| Have you ever in a tent? (sleep)            | Where was it?  
|                                             | When was it?  
|                                             | Who were you with?                                                       |
| Have you ever with chopsticks? (eat)        | Where was it?  
|                                             | Did you find it difficult?  
|                                             | Did the other people you were with use them?  
| Have you ever your keys? (lose)             | What keys were they?  
|                                             | Where did you lose them?  
|                                             | What did you do?  
|                                             | Did you find them?  
|                                             | Where were they?  
| Have you ever a medal or trophy? (win)     | When did you win it?  
|                                             | What was it for?  
|                                             | What did you do with it?  
| Have you ever a love letter? (write)        | When was it?  
|                                             | How old were you?  
|                                             | Who was the letter to?  
|                                             | Did you get a reply?  
| Have you ever to a celebrity? (speak)       | Who was it?  
|                                             | When was it?  
|                                             | What did you say?  
|                                             | How did you feel?  
| Have you ever a computer virus? (have)      | What kind of virus was it?  
|                                             | What did you do?  
|                                             | Did you lose anything important?  
| Have you ever late for an important event? (arrive) | Why were you late?  
|                                             | What happened?  
|                                             | What did you do?  
| Have you ever to an amusement park? (be)    | Where was it?  
|                                             | When did you go?  
|                                             | Who did you go with?  
|                                             | Did you have a good time?  
| Have you ever for more than 10 people? (cook) | What was the occasion?  
|                                             | What did you cook?  
|                                             | How many people were there?  
|                                             | Was the meal a success?  
| Have you ever English on the phone? (speak) | Who did you speak to?  
|                                             | What was it about?  
|                                             | Did you understand what the other person said?  
| Have you ever a bad experience on a plane? (have) | When was it?  
|                                             | What was the problem?  
|                                             | How did you feel?  
| Have you ever an important birthday? (forget) | Whose birthday was it?  
|                                             | When did you remember?  
|                                             | How did your friend feel?  

### Personal Information

| Question | Answer
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What / name? / like your name?</td>
<td></td>
</tr>
<tr>
<td>How / spell your last name? / have a big family?</td>
<td></td>
</tr>
<tr>
<td>What / email address? / do? / Why / need English?</td>
<td></td>
</tr>
</tbody>
</table>

### Your apartment / house

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>live in a house or an apartment? / Where / it? / Can you tell me about it? / What / your favorite room? / Can you describe it? / there a bus stop or a subway station near your house or apartment?</td>
<td></td>
</tr>
</tbody>
</table>

### Preferences

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which do you prefer? / tea / coffee?</td>
<td></td>
</tr>
<tr>
<td>summer / winter?</td>
<td></td>
</tr>
<tr>
<td>Facebook / Twitter?</td>
<td></td>
</tr>
<tr>
<td>swimming in the ocean / in a pool?</td>
<td></td>
</tr>
<tr>
<td>watching sports / doing sports?</td>
<td></td>
</tr>
</tbody>
</table>

### Can you...?

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>draw or paint well?</td>
<td></td>
</tr>
<tr>
<td>run five miles without stopping?</td>
<td></td>
</tr>
<tr>
<td>do sudokus and crosswords?</td>
<td></td>
</tr>
<tr>
<td>play chess?</td>
<td></td>
</tr>
<tr>
<td>wear jeans at work / school?</td>
<td></td>
</tr>
<tr>
<td>ride a motorcycle?</td>
<td></td>
</tr>
<tr>
<td>park easily in your street?</td>
<td></td>
</tr>
</tbody>
</table>

### Time and dates

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What / the time now?</td>
<td></td>
</tr>
<tr>
<td>What time / the class finish?</td>
<td></td>
</tr>
<tr>
<td>When / birthday?</td>
<td></td>
</tr>
<tr>
<td>When / like getting up on Sunday?</td>
<td></td>
</tr>
<tr>
<td>When / your next vacation?</td>
<td></td>
</tr>
<tr>
<td>What / favorite month? / Why?</td>
<td></td>
</tr>
<tr>
<td>What / the date yesterday?</td>
<td></td>
</tr>
</tbody>
</table>

### The past (be)

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where / born?</td>
<td></td>
</tr>
<tr>
<td>When / father born?</td>
<td></td>
</tr>
<tr>
<td>Where / you at 4:30 yesterday afternoon?</td>
<td></td>
</tr>
<tr>
<td>Who / you with at this time yesterday?</td>
<td></td>
</tr>
<tr>
<td>What / your favorite game when you were eight? / you at home last night at 10:30?</td>
<td></td>
</tr>
</tbody>
</table>

### Everyday activities

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What time / usually get up?</td>
<td></td>
</tr>
<tr>
<td>Where / usually have breakfast?</td>
<td></td>
</tr>
<tr>
<td>What / usually have?</td>
<td></td>
</tr>
<tr>
<td>Who / have lunch with?</td>
<td></td>
</tr>
<tr>
<td>When / go to bed?</td>
<td></td>
</tr>
<tr>
<td>What / do on weekends?</td>
<td></td>
</tr>
</tbody>
</table>

### How often...?

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>speak in English outside class?</td>
<td></td>
</tr>
<tr>
<td>have dinner with friends?</td>
<td></td>
</tr>
<tr>
<td>eat red meat?</td>
<td></td>
</tr>
<tr>
<td>sleep badly?</td>
<td></td>
</tr>
<tr>
<td>get to class late?</td>
<td></td>
</tr>
<tr>
<td>go to the dentist?</td>
<td></td>
</tr>
</tbody>
</table>

### Describe a friend

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What / his or her name?</td>
<td></td>
</tr>
<tr>
<td>Where / live?</td>
<td></td>
</tr>
<tr>
<td>What / do?</td>
<td></td>
</tr>
<tr>
<td>Where / meet for the first time?</td>
<td></td>
</tr>
<tr>
<td>How often / see him or her?</td>
<td></td>
</tr>
<tr>
<td>What / have in common?</td>
<td></td>
</tr>
</tbody>
</table>

### Have you ever...?

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>(be) to Paris?</td>
<td></td>
</tr>
<tr>
<td>(send) an email to your teacher?</td>
<td></td>
</tr>
<tr>
<td>(break) your arm or leg?</td>
<td></td>
</tr>
<tr>
<td>(have) a problem on Facebook?</td>
<td></td>
</tr>
<tr>
<td>(fall) in school?</td>
<td></td>
</tr>
<tr>
<td>(be) to the movie theater alone?</td>
<td></td>
</tr>
</tbody>
</table>

### Free time

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much free time / have?</td>
<td></td>
</tr>
<tr>
<td>What sports / play?</td>
<td></td>
</tr>
<tr>
<td>What kind / music / like?</td>
<td></td>
</tr>
<tr>
<td>How often / go to the movies?</td>
<td></td>
</tr>
<tr>
<td>What / like doing on weekends?</td>
<td></td>
</tr>
<tr>
<td>What / do when you want to relax?</td>
<td></td>
</tr>
</tbody>
</table>

### Future

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ home after this class?</td>
<td></td>
</tr>
<tr>
<td>/ use your computer this evening?</td>
<td></td>
</tr>
<tr>
<td>When / do your homework?</td>
<td></td>
</tr>
<tr>
<td>/ come to the next class?</td>
<td></td>
</tr>
<tr>
<td>Where / have lunch next Saturday?</td>
<td></td>
</tr>
</tbody>
</table>

### The simple past

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What / do last night?</td>
<td></td>
</tr>
<tr>
<td>What / have for dinner?</td>
<td></td>
</tr>
<tr>
<td>What time / leave home this morning?</td>
<td></td>
</tr>
<tr>
<td>How many hours / sleep last night?</td>
<td></td>
</tr>
<tr>
<td>Who / lunch with yesterday?</td>
<td></td>
</tr>
<tr>
<td>How / come to class today?</td>
<td></td>
</tr>
<tr>
<td>When / start studying English here?</td>
<td></td>
</tr>
</tbody>
</table>

### Now

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why / study English?</td>
<td></td>
</tr>
<tr>
<td>What book / read right now? / it rain now?</td>
<td></td>
</tr>
<tr>
<td>What / your teacher wear?</td>
<td></td>
</tr>
<tr>
<td>What / your best friend do right now?</td>
<td></td>
</tr>
</tbody>
</table>

---

American English File 2nd edition Teacher's Book Level 1 Photocopiable © Oxford University Press 2013
1A Days of the week / Numbers 1-20
A pairwork spelling activity

Language
days of the week, numbers 1-20

- Give each student a worksheet and tell them to look at the letter snake. Tell them to find the numbers and days and write them in the correct place in the lists.
- Sts complete the two lists with the missing numbers and days. Monitor and check.
- Get Sts to decipher the code and write the words.
  1 eleven 2 Tuesday 3 eight
- Each student thinks of three words, days, or numbers and puts them into the code. They dictate the code to a partner and he/she writes the words.

1B The world
Filling in a chart and fill-in-the-blank activity

Language
countries, nationalities, languages

- Give each student a worksheet. Sts look at exercise a and fill in the two columns.
- Check answers.
  Country: Poland, Spain, Hungary, Germany, Egypt, China, Turkey
  Language: Polish, Spanish, Hungarian, German, Egyptian, Chinese, Turkish
- Sts look at exercise b. Sts identify the countries and nationalities from the pictures and complete the sentences.
  1 Japanese 2 Brazilian 3 Australia 4 African 5 Ireland 6 Russia 7 Swiss 8 the Czech Republic

1C Classroom language
Completing sentences

Language
common classroom expression: look at the board

- Give each student a worksheet. Tell Sts to look at the picture and use the words in the list to fill in the blanks. Point out that column 1 is what the teacher says and column 2 is what the students say.
  Teacher: 2 Look 3 Close 4 Open 5 Read 6 Turn off 7 Sit 8 Go
  Student: 9 late 10 don’t 11 How 12 Excuse 13 What 14 help 15 Can

2A Common objects
An anagram activity

Language
everyday objects: key, sunglasses, coin

- Explain to Sts that they are going to solve the anagrams and match them to the pictures of common objects. If necessary, write a few anagram examples on the board, e.g. silly - tility.
- Give Sts a worksheet and get them to order the letters to form words. Then tell them to match them to the pictures.
- Check answers.
  b a coin 1 c a lamp 11 d a watch 5 e a wallet 12 f a file 10 g scissors 9 h a magazine 6 i a laptop 4 j sunglasses 8 k a key 2 l a calendar 3 m a ticket 13 n a stamp 14 o an umbrella 15
- Sts cover the words and look at the pictures to test each other.

2B Opposite adjectives race
A race to find the opposite adjectives

Language
common adjectives: fast, slow

- Put Sts in pairs and give each student a worksheet face down.
- Tell Sts they are going to write the opposite of the adjectives as quickly as possible. Everyone starts at the same time. The pair that completes the list correctly first wins the race. Set a time limit of, e.g. 3 minutes and tell Sts to stop. Check answers.
  1 cheap 2 slow 3 clean 4 difficult 5 far 6 thin 7 low 8 right 9 poor 10 bad 11 ugly 12 strong 13 full 14 dark 15 short 16 old
- When Sts finish they can test each other by asking What’s the opposite of...? while the other keeps his/her page turned down.

3A Verb phrases
Matching verbs and phrases

Language
common verb phrases: listen to music

- Give each student a worksheet and get them to fill in the verb column from the list. They must use do and play twice.
  2 have 3 do 4 go 5 drink 6 live 7 read 8 speak 9 take 10 study 11 work 12 listen 13 say 14 wear 15 eat 16 do 17 play 18 watch 19 like 20 play
- Sts test themselves or each other by covering the verb column and saying the phrases with I.
3B Jobs
A puzzle matching pictures and jobs

Language
jobs: waiter, pilot

- Put Sts in pairs and give each student a worksheet. Tell them they are going to complete the crossword with names of jobs.
- Explain that they have to look at the pictures and decide what job they associate with the objects.
- Explain that vet (4) is an abbreviation of veterinarian, and construction workers are often called builders (11). If Sts are having trouble, you could help them by giving some of the letters.

1 waiter 2 architect 3 musician 4 vet 5 model 6 pilot 7 teacher 8 hairstylist 9 lawyer 10 nurse 11 builder 12 journalist 13 receptionist 14 soldier

4A The family
Deciding if sentences are true or false

Language
family members: father, son

- Put students in two groups, A and B, and give each student a copy of worksheet A or B.
- In groups, Sts look at the family tree and statements 1–10. Sts write T (true) or F (false) for each statement. Monitor the groups to make sure their answers are correct.
- Tell Sts they are going to work with a student from the other group. Put Sts into pairs. Explain that they have to read their statements to each other, say if they are true or false, and correct the false statements.
- Sts then test each other by asking questions, e.g. Who is Sally's aunt?

4B A day in the life of an aerobics teacher
Telling a story from the pictures

Language
everyday activities: she gets up at 6:00 a.m.

- Give each student a worksheet of the picture story and explain that this is the daily routine of an aerobics teacher. With the class, quickly go through the sequence to elicit the verbs from the Sts. Focus on -s for the third person.

1 She wakes up at 6:00 a.m. 9 She teaches / works from 10:00 a.m. to 1:00 p.m.
2 She gets up at 6:15 a.m. 10 She has lunch at 1:30 p.m.
3 She does exercise. 11 She teaches / works from 3:30 p.m. to 5:30 p.m.
4 She takes a shower. 12 She goes home.
5 She gets dressed. 13 She cooks dinner.
6 She has breakfast. 14 She watches TV.
7 She goes to work. 15 She goes to bed at
8 She gets to work at 9:30 a.m. 10:30 p.m.

- Pair Sts and ask them to describe the aerobics teacher's day together. Encourage them to add information, e.g. She has cereal and fruit for breakfast. (picture 6) and link to sentences with then.

Extra idea
- You could ask Sts in what way their daily routine is similar.
- Sts could ask you about your day, e.g. Do you get up at 6:15? How do you go to work?
- Sts could ask each other questions about the story, e.g. Where does she have lunch? Does she go to work by bus?

5A More verb phrases
Matching verbs and phrases

Language
common verb phrases: buy a ticket

- Put Sts in pairs and give them a worksheet of the word search. Tell them to look for verbs, first horizontally and then vertically, that match phrases a–o. Get them to write the verbs in the list and to match them to each phrase. Make sure Sts circle forget and not get.
- Check answers.

3 forget g 4 meet f 5 use i 6 play a 7 wait h 8 take c 9 tell n 10 hear l 11 give b 12 paint j 13 sing k 14 see d 15 find m

5C The weather
A pairwork activity describing the weather

Language
weather words and verbs: sunny, rain

- Copy and cut up the worksheets into A and B.
- Put Sts into pairs A and B and give out worksheets. Give Sts a few minutes to do exercise individually and then check answers.

1 windy 2 sunny 3 cloudy 4 raining 5 snowing

- Focus on b. Remind them of the question What's the weather like? Explain that they are going to ask each other questions in pairs to complete the missing information in the Weather and Temperature columns. Point out the model questions and answers on their worksheet and remind them of the word degrees.
- Pair Sts and monitor as they do the activity.
- When they finish, Sts can compare their information to check.

6B Dates
A pairwork activity practicing saying dates

Language
dates and months: July sixth

- Write a few examples on the board in a similar small grid. Explain that Sts are going to practice saying dates.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>7/6</td>
<td>9/22</td>
<td>5/30</td>
</tr>
<tr>
<td>B</td>
<td>8/15</td>
<td>1/3</td>
<td>6/1</td>
</tr>
</tbody>
</table>

- Say a reference, e.g. What's the date in A2? and get Sts to tell you the date.
7C go, have, get
Matching verbs and phrases

Language
expressions with go, have, get

- Copy and cut up the worksheets into A and B.
- Put Sts into pairs A and B and give out the worksheets. Give Sts a few minutes to do exercise individually and then check answers.

Student A:
1 go 2 get 3 have 4 get 5 go 6 get 7 go 8 have 9 have 10 go

Student B:
1 have 2 go 3 have 4 have 5 go 6 get 7 go 8 go 9 have 10 get

- Focus on b and get Sts to ask and answer their questions. Remind them to “rebound” the questions, e.g. What about you? / And you?

8B Race around the house
Naming household objects from definitions

Language
household objects and furniture

- Put Sts in pairs and give each student a worksheet face down. Tell them they have to identify house vocabulary as quickly as possible.
- Start the activity and set a time limit. Any pairs who have all the correct answers wins.

1 an armchair 2 a lamp 3 pictures / paintings 4 a mirror 5 a bedroom 6 a rug 7 a stove 8 an air conditioner 9 stairs 10 a cupboard 11 a refrigerator 12 a bathroom 13 a ceiling 14 a washing machine

Extra idea
- When Sts finish, they could cover the definitions and in pairs define the words in the list to each other in their own words.

8C Prepositions of place
A describe and draw activity

Language
prepositions of place: on, under

- Review the prepositions quickly by making a quick drawing on the board or using the classroom. Remind Sts of there is / are, and on the right and on the left.
- Tell Sts they each will have a picture of a room that they have to describe to their partner. Their partner will draw the picture exactly as they describe it.

9A Food alphabet
Naming food from pictures

Language
Food words: bread, peas

- Give each student a worksheet and tell them they have to use the pictures to find one food word for each letter of the alphabet.
- You could do this as a race in pairs. In this case, make sure everyone starts at the same time, and set a time limit.

| a | apple | ice cream | r | rice |
| b | bread | juice | s | sandwich |
| c | carrots | lettuce | t | tomato |
| e | egg | mushrooms | y | vegetables |
| f | fish | onion | y | yogurt |
| h | hamburger | p | peas |

9C Numbers dictation
A pairwork activity to practice saying high numbers

Language
high numbers: one hundred and one

- Put Sts in two groups A and B. Give everyone a worksheet A or B. Tell them to write the numbers in words on their sheet. Monitor for correct spelling.
- In their A / B groups, get them to practice saying the numbers aloud.
- Pair Sts A / B and tell them to dictate their numbers to each other. Tell them to write the numbers in the Your partner’s numbers column.
- When Sts finish, they look at their partner’s worksheet to check their answers.

10A Places and buildings puzzle
Solving a puzzle to find a hidden phrase

Language
buildings and places: post office, drugstore

- Give each student a worksheet of the puzzle. Explain that they have to write the answers to the clues in the puzzle. If their answers are correct, they will find a phrase in the shaded area down the middle of the puzzle.
- Sts can do this individually or in pairs.

1 post office 2 hospital 3 square 4 church 5 police station 6 mosque 7 bridge 8 town hall 9 market 10 theaters 11 museum 12 pharmacy 13 river 14 station 15 art gallery

Missing phrase: places in the city
1A VOCABULARY  Days of the week / Numbers 1–20

a  Find the numbers and days, and write the words in the right places in the lists.

<table>
<thead>
<tr>
<th>Numbers</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3 three</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
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<tr>
<td>7</td>
<td></td>
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<td>8</td>
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<td>9</td>
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<td>10</td>
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<td>11</td>
<td></td>
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<td>12</td>
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<td>13</td>
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<td>14</td>
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<td>15</td>
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<td>16</td>
<td></td>
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<tr>
<td>17</td>
<td></td>
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<tr>
<td>18</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

b  Complete the lists with numbers and days.

c  Look at the code. Use it to write the words below.

1 = H  2 = R  3 = D  4 = N  5 = F  6 = M  7 = W  8 = U  9 = A  10 = T  
11 = L  12 = E  13 = Y  14 = I  15 = S  16 = G  17 = V  18 = O  19 = X

1  12  11  12  17  12  4  =  
2  10  8  12  15  3  9  13  =  
3  12  14  16  1  10  =  

d  Think of three words, days, or numbers and put them into the code. Dictate the code numbers to your partner. He / she writes the words.
1B VOCABULARY The world

a) Complete the chart with countries and nationalities. Put one word in each box.

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>NATIONALITY / LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>France</td>
<td>French</td>
</tr>
<tr>
<td>Po</td>
<td></td>
</tr>
<tr>
<td>Sp</td>
<td></td>
</tr>
<tr>
<td>Hu</td>
<td></td>
</tr>
<tr>
<td>Ger</td>
<td></td>
</tr>
<tr>
<td>Eg</td>
<td></td>
</tr>
<tr>
<td>Ch</td>
<td></td>
</tr>
<tr>
<td>Tu</td>
<td></td>
</tr>
</tbody>
</table>

b) Look at the pictures. Complete the sentences with a country or nationality.

1. Anime is a kind of _______ cartoon.
2. Capoeira is a _______ martial art.
3. Boomerangs are from _______.
4. Senegal, Kenya, and Ethiopia are _______ countries.
5. Step dancing is from _______.
6. Moscow is the capital of _______.
7. Toblerone and Lindt are _______ chocolates.
8. Prague is the capital of _______.
Complete the phrases with words in the list.

close  can  do  don't  excuse  help  how  late  look  open  read  sit  go  turn off  what

The teacher says
1. Please **do** exercise 6 for homework.
2. ________ at the board.
3. ________ the door, please.
4. ________, your books to page 11.
5. ________ the text on page 6.
6. ________ your cell phone!
7. ________ down, please.
8. ________ to page 85.

The students say
9. Sorry I'm ________!
10. Sorry, I ________. understand.
11. ________ do you spell it?
12. ________, me, what's this in English?
13. ________ page is it?
14. Can you ________, me, please?
15. ________, you repeat that, please?
Look at the ANAGRAMS. Order the letters and write the words. Match them to pictures 1–15. Use a / an with the singular nouns.

ANAGRAMS
a  Di arcd
b  oicn

c  alpm
d  tcwha
e  teawll
f  life

g  crossiss
h  emnaigza
i  platpo
j  salsseguns
k  yek
l  narlaced
m  ckitet
n  pamst
o  erumball

a  an ID card  7
b

c
d
e
f

g
h
i
j
k
l
m
n
o
2B VOCABULARY  Opposite adjectives race

Write the opposite adjectives.

<table>
<thead>
<tr>
<th></th>
<th>OPPOSITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>expensive</td>
</tr>
<tr>
<td>2</td>
<td>fast</td>
</tr>
<tr>
<td>3</td>
<td>dirty</td>
</tr>
<tr>
<td>4</td>
<td>easy</td>
</tr>
<tr>
<td>5</td>
<td>near</td>
</tr>
<tr>
<td>6</td>
<td>fat</td>
</tr>
<tr>
<td>7</td>
<td>high</td>
</tr>
<tr>
<td>8</td>
<td>wrong</td>
</tr>
<tr>
<td>9</td>
<td>rich</td>
</tr>
<tr>
<td>10</td>
<td>good</td>
</tr>
<tr>
<td>11</td>
<td>beautiful</td>
</tr>
<tr>
<td>12</td>
<td>weak</td>
</tr>
<tr>
<td>13</td>
<td>empty</td>
</tr>
<tr>
<td>14</td>
<td>blond</td>
</tr>
<tr>
<td>15</td>
<td>tall</td>
</tr>
<tr>
<td>16</td>
<td>young</td>
</tr>
</tbody>
</table>

Test your partner.
What's the opposite of "strong"?
### 3A VOCABULARY Verb phrases

**a** Match the verbs in the list to phrases 1–20. Write them in the VERB column.

- do (x2) 
- drink 
- eat 
- go 
- have 
- like 
- listen 
- live 
- play (x2) 
- read 
- say 
- speak 
- study 
- take 
- want 
- watch 
- wear 
- work

<table>
<thead>
<tr>
<th>Number</th>
<th>phrases</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a new car</td>
<td>want</td>
</tr>
<tr>
<td>2</td>
<td>two children, a dog</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>exercise, yoga</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>to the movies, to the gym</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>tea or coffee</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>in an apartment, in the city</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>the newspaper, in bed</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>a little German, two languages</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>your book to class, an umbrella</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>economics, for an exam</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>in an office</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>to music, to the radio</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>sorry, hello</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>glasses, jeans</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>fast food</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>housework, homework</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>the guitar</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>TV</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>animals</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>tennis, chess</td>
<td></td>
</tr>
</tbody>
</table>

**b** Test your memory. Cover the VERB column. Say phrases 1–20 with *I*.

*I want a new car.*
Complete the crossword from the picture clues.

1  2  3  4
5  6  7  8
9
10 builder
11
12
13
14

9
10
11
12
13 hotel
14
Student A

Look at sentences 1–10. Decide if they are true (T) or false (F).

1. Martin is Jenny's brother.  
   [ ] T  [ ] F

2. Nick's wife is a doctor.  
   [ ] T  [ ] F

3. Mike's grandfather is Dave.  
   [ ] T  [ ] F

4. Rita has four grandchildren.  
   [ ] T  [ ] F

5. Helen's husband is a veterinarian.  
   [ ] T  [ ] F

6. Tom is Nick's brother.  
   [ ] T  [ ] F

7. Andrew is Martin's uncle.  
   [ ] T  [ ] F

8. Nick and Helen have two sons.  
   [ ] T  [ ] F

9. Sally is Tom's niece.  
   [ ] T  [ ] F

10. Jenny is Dave and Rita's granddaughter.  
    [ ] T  [ ] F

Read your sentences to B. He/she says if they are true or false.

Martin is Jenny's brother.  
[ ] T  [ ] F  
No, that's false. Martin is Sally's brother.

Test your partner.

Who is Dave's wife?  
Rita.

Student B

Look at sentences 1–10. Decide if they are true (T) or false (F).

1. Mike's father is an engineer.  
   [ ] T  [ ] F

2. Dave and Rita have three children.  
   [ ] T  [ ] F

3. Mike is Martin's cousin.  
   [ ] T  [ ] F

4. Sally is Anna and Tom's daughter.  
   [ ] T  [ ] F

5. Andrew is Dave's son.  
   [ ] T  [ ] F

6. Martin is Nick's nephew.  
   [ ] T  [ ] F

7. Tom's sister is a teacher.  
   [ ] T  [ ] F

8. Andrew has two brothers.  
   [ ] T  [ ] F

9. Mike and Martin are Rita's grandsons.  
   [ ] T  [ ] F

10. Helen's husband is a veterinarian.  
    [ ] T  [ ] F

Read your sentences to A. He/she says if they are true or false.

Mike's father is an engineer.  
[ ] T  [ ] F  
No, that's false. Mike's father is a veterinarian.

Test your partner.

Who is Dave's wife?  
Rita.
4B VOCABULARY  A day in the life of an aerobics teacher

1. 6:00 a.m.
2. 6:15 a.m.
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 1:30 p.m.
11. 
12. 
13. 
14. 
15. 10:30 p.m.
5A VOCABULARY  More verb phrases

a Find 14 more verbs, 6 horizontally (→) and 8 more vertically (↓).

b Write the verbs in the list 1–15 and match them to the phrases a–o.

<table>
<thead>
<tr>
<th>VERB</th>
<th>PHRASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 run</td>
<td>e</td>
</tr>
<tr>
<td>2 buy</td>
<td>o</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
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<tr>
<td>8</td>
<td></td>
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<td>9</td>
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<td>11</td>
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<td>12</td>
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<tr>
<td>13</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>
5C VOCABULARY The weather

Student A

a) Look at the pictures. What’s the weather like? Complete sentences 1–5.

1 It’s __________.  2 It’s __________.  3 It’s __________.  4 It’s __________.  5 It’s __________.

b) Ask B questions to complete your information.

What’s the weather like in Berlin?

<table>
<thead>
<tr>
<th>City</th>
<th>Weather</th>
<th>Temperature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berlin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budapest</td>
<td>cloudy and windy</td>
<td>44°F</td>
</tr>
<tr>
<td>Istanbul</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>snowing</td>
<td>32°F</td>
</tr>
<tr>
<td>Warsaw</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edinburgh</td>
<td>foggy</td>
<td>41°F</td>
</tr>
<tr>
<td>Buenos Aires</td>
<td>cloudy and hot</td>
<td>79°F</td>
</tr>
</tbody>
</table>

Student B

a) Look at the pictures. What’s the weather like? Complete sentences 1–5.

1 It’s __________.  2 It’s __________.  3 It’s __________.  4 It’s __________.  5 It’s __________.

b) Answer A’s questions.

It’s raining and it’s 4 degrees Fahrenheit in Berlin.

<table>
<thead>
<tr>
<th>City</th>
<th>Weather</th>
<th>Temperature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berlin</td>
<td>raining</td>
<td>39°F</td>
</tr>
<tr>
<td>Budapest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Istanbul</td>
<td>cloudy and cold</td>
<td>57°F</td>
</tr>
<tr>
<td>Moscow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Warsaw</td>
<td>raining</td>
<td>54°F</td>
</tr>
<tr>
<td>Edinburgh</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buenos Aires</td>
<td>sunny and hot</td>
<td>84°F</td>
</tr>
<tr>
<td>Santiago</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Student A

Find the missing dates. Ask your partner.

What's the date in A3? It's November tenth.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>7/3</td>
<td>10/11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>6/20</td>
<td></td>
<td>8/31</td>
<td>9/24</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>3/30</td>
<td></td>
<td>5/12</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>12/8</td>
<td></td>
<td>1/15</td>
<td></td>
<td>11/1</td>
</tr>
</tbody>
</table>

### Student B

Find the missing dates. Ask your partner.

What's the date in A1? It's July third.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td>11/10</td>
<td>6/9</td>
<td>3/7</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>12/5</td>
<td></td>
<td>5/21</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>10/12</td>
<td></td>
<td>1/17</td>
<td></td>
<td>8/16</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>2/23</td>
<td></td>
<td>4/2</td>
<td></td>
</tr>
</tbody>
</table>
Complete the questions with **go, have, or get**.

**Student A**

1. What time did you **go** to bed last night?
2. Did you **have** up early yesterday?
3. What did you **do** for breakfast this morning?
4. How many emails did you **send** yesterday?
5. Did you **go** to the movies on the weekend?
6. How often do you **get** a taxi?
7. When do you usually **go** shopping?
8. Do you usually **have** dinner with your family at Christmas?
9. How many brothers and sisters do you **have**?
10. Do you usually **go** home after class?

**Student B**

1. Where did you **lunch** last Saturday?
2. Did you **go** out last night?
3. Did you **have** a good time last weekend?
4. What kind of car does your family **own**?
5. What time did you **go** out during the week?
6. Do you usually **get** dressed before breakfast?
7. How do you usually **go** to work/school?
8. How often do you **go** to bed before midnight?
9. What did you **do** for dinner last night?
10. Do you **go** up at the same time during the week and on the weekends?

Ask your partner the questions. Ask for more information.
Race around the house

Find the objects from the clues. The winner is the first person to have all the household objects. Circle a or an.

1. It's usually in a living room. It's for one person to sit on. It's very comfortable. a /an armchair

2. It's on a table or wall. You turn it on when it's dark. a / an ____________

3. You put these on the walls to decorate the rooms. ____________

4. You can see yourself in it. a / an ____________

5. A room where you sleep. a / an ____________

6. This is on the floor. It decorates the room. a / an ____________

7. It's in the kitchen. You cook on it. It can be gas or electric. a / an ____________

8. In summer you turn it on when it's hot. ____________

9. You use these to go from the first floor to the second floor in a house. ____________

10. In the kitchen, you put the glasses and plates in this. a / an ____________

11. You put milk, eggs, and vegetables in it. It keeps food cool and fresh. a / an ____________

12. It's a room where you wash. a / an ____________

13. A room has four walls, a floor, and ... a / an ____________

14. You clean your dirty clothes in this. a / an ____________
8C VOCABULARY  Prepositions of place

Student A
Describe your picture to your partner. Then draw the picture your partner describes.

On the right, there's a bed.

1

2

Student B
Draw the picture your partner describes. Then describe your picture to your partner.

On the right, there's a sofa.
Write one word for each letter of the alphabet.

a = _______  
l = _______

b = _______  
m = _______

c = _______  
n = **nuts**

d = **desserts**
o = _______

e = _______  
p = _______

f = _______  
r = _______

g = **grapes**
s = _______

h = _______  
t = _______

i = _______  
v = _______

j = _______  
w = **watermelon**

k = **kiwi**  
y = _______
### 9C VOCABULARY Numbers dictation

#### STUDENT A

**a** Write the numbers in words.

<table>
<thead>
<tr>
<th>Number</th>
<th>Word</th>
<th>Your partner's numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 150</td>
<td>one hundred and fifty</td>
<td>1 384</td>
</tr>
<tr>
<td>2 280</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 609</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 1,200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 4,526</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 12,374</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 180,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 5,200,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**b** Dictate the numbers to your partner.

**c** Write down your partner’s numbers.

#### STUDENT B

**a** Write the numbers in words.

<table>
<thead>
<tr>
<th>Number</th>
<th>Word</th>
<th>Your partner's numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 384</td>
<td>three hundred and eighty four</td>
<td>1 150</td>
</tr>
<tr>
<td>2 717</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 892</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 2,600</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 5,415</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 10,263</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 379,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 2,500,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**b** Write down your partner’s numbers.

**c** Dictate the numbers to your partner.
10A VOCABULARY Places and buildings puzzle

Read the clues and complete the puzzle.

1. If you need stamps or want to send a letter you go here.
2. You go here if you are very sick or have an accident.
3. Trafalgar _________ is in London, and Times _________ is in New York.
4. A religious building where Christians go.
5. A place you go to report a crime or pay a parking ticket.
6. Similar to clue 4 but for Muslims.
7. To walk or drive across a river, you usually go over a __________.
8. A building where the local government offices are.
9. An open area of small stalls where you can buy fresh fruit, vegetables, and sometimes clothes.
10. Broadway in New York is a street with a lot of __________.
11. A building where you can see a collection of valuable or rare objects, e.g. the Louvre in Paris, or the Hermitage in St. Petersburg.
12. You can buy aspirin or medicine here.
13. The Amazon is the __________ that crosses Brazil, Colombia, and Peru.
14. You go here when you want to get a bus or a train.
15. You can see paintings, sculptures, and pieces of art here.

There is a phrase under the arrow. Find the missing phrase, which is the title of the puzzle.
**1B All Over the World**

**Choosing the correct word (1:30)**

**Language**

**Places vocabulary**

- Give every student a worksheet.
- Explain the activity. Srs have to listen and choose between two words in the box on the right.
- Go through the pairs of words from the song and check the meaning and pronunciation of each one.
- Play the song once. Let Srs compare their answers with a partner. Repeat if necessary. Play the song again to check answers, going through the song line by line. Srs then write the correct words in the song.

2 radio  3 street  4 the USA  5 sea  6 Paris  7 Hamburg  8 New York  9 place  10 time

- Give Srs a few minutes to read through the song with the glossary and go through the Song facts.
- If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

For copyright reasons, this song is a cover version.

**2C Please Don’t Go**

**Listening for specific words (1:73)**

**Language**

**Feelings**

- Give every student a worksheet. Ask Srs to tell you what they think is happening in the picture.
- Go through the words in **bold** in the song and check the meaning and pronunciation of each one.
- Tell Srs that some of the words are right and some words are wrong. The first time they listen, they should just decide if they are right or wrong. Play the song once. Check answers.  
  3 X  4 ✓  5 X  6 X  7 ✓  8 X  9 ✓  10 X  11 X  12 X

- Now tell the Srs they are going to try to correct the wrong words with a word from the list. Play the song again. Let Srs compare their answers with a partner. Repeat if necessary.
- Check answers, going through the song line by line.
  3 walk  5 go  6 stay  8 wonderful  10 down  11 baby  12 now

- Give Srs a few minutes to read through the song with the glossary and go through the Song facts.
- If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

For copyright reasons, this song is a cover version.

**3C Something Stupid**

**Rhyming words (2:23)**

**Language**

**Rhyming words**

- Check that Srs remember the sounds in the **Language** box either by using the **Sound Bank** on page 166 in the Student’s Book or the American English File pronunciation wall chart if you have it. Elicit example words for each sound.
- Give each student a worksheet and put Srs in pairs. Explain that they should match a word from circle A with one from circle B, according to the sounds.
- Check answers.

2d  3a  4e  5f  6g  7h  8c

- Write the sounds from the **Language** box on the board. Elicit the words from the circles with these sounds and feedback answers onto the board.

/a/ chance, dance
/i/ two, you, you, blue
/ai/ lies, eyes, night, right
/er/ day, say, late, wait
/e/ red, head

- Tell Srs that they are now going to listen to the song and that they have to put the words from A and B into the correct place in the song. Explain that, as with the majority of pop songs in English, the words at the end of each line rhyme. Play the song once for Srs to fill in the blanks. Repeat if necessary. Check answers, going through the song line by line.

1 dance  2 chance  3 two  4 you  5 eyes  6 lies  7 night  8 right  9 day  10 say  11 wait  12 late  13 head  14 red  15 blue  16 you

- Give Srs a few minutes to read through the song with the glossary and go through the Song facts.
- Ask the class why the singer thinks it's stupid to say "I love you" in the song.

Because it might be too serious too soon.

- If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

For copyright reasons, this song is a cover version.

**4C Who Wants to Live Forever?**

**Listening for extra words (2:52)**

**Language**

**Time expressions**

- Give each student a worksheet and focus on A. Tell Srs that some of the numbered lines in **bold** have extra words.


- Play the song once for Sts to check the bold lines that are correct.
- Play the song again for Sts to cross out the extra words. Repeat if necessary. Then check answers.

|  |  
|---|---|
| 3 | 6 ✓  
| 4 | 7 X never 10 ✓  
| 5 | 8 X sweet  

- Give Sts a few minutes to read through the song with the glossary and go through the Song facts.
- If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.
For copyright reasons, this song is a cover version.

**5A Famous**

Predicting and listening for missing words (2.62)

**Language**

Verb phrases: turn down, be famous

- Give each student a worksheet and focus on A. Give Sts two minutes to fill in the blanks with the words from the box.

  2 see 3 want 4 read 5 be 6 Forget 7 forget 8 want 9 dance 10 sing 11 need

- Focus on B. Play the song. Ask Sts to check their answers from a and to complete the song. Pause and replay as necessary.

- Give Sts a few minutes to read through the song with the glossary and go through the Song facts.

- If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.
For copyright reasons, this song is a cover version.

**6C Lemon Tree**

Listening for the correct word (3.41)

**Language**

Phrases describing feelings and activities

- Give each student a worksheet. Go through the pairs of words in the column at the end of the lines and check the meaning and pronunciation of each one. Play the song once.
- Ask Sts to circle the word they hear. Play the song again for Sts to check their answers.
- Check answers with the whole class, going through the song line by line.

2. rainy, 3. waiting, 4. fast, 5. happens, 6. why, 7. yesterday, 8. head, 9. sitting, 10. tired, 11. good, 12. how, 13. sky

- Give Sts a few minutes to read through the song with the glossary and go through the Song facts.
- If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.
For copyright reasons, this song is a cover version.

**7C Summer Nights**

Listening for missing words (3.63)

**Language**

Regular and irregular past forms

- Give each student a worksheet. Get Sts to look at the pictures and tell you what the couple is doing in each picture.
- Ask Sts to focus on A. Ask Sts to write the simple past positive form of the verbs. Check answers.
- Focus on B. Play the song and get Sts to fill in the blanks with a simple past positive or question form of the verbs from a. Pause and replay as necessary.
  Check answers.


- Give Sts a few minutes to read through the song with the glossary and go through the Song facts.

- If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.
For copyright reasons, this song is a cover version.

**8B House of the Rising Sun**

Listening and matching halves of lines (4.20)

**Language**

Regular and irregular past forms

- Give each student a worksheet and ask Sts what they can see in the picture.
- Explain that the first halves of the lines from the song are on the left, and the second halves are on the right. Give Sts a few moments to read sentence halves 1–12 and a–l. Go through the words and check the meaning and pronunciation if necessary.
- Play the song for Sts to match the halves. Pause and replay as necessary. Check answers.

  a. 2c 3e 4a 5f 6b 7h 8k 9l 10i 11g 12j
• Go through the song, helping Srs to understand the meaning.
• Focus on b. Ask Srs to choose the correct words to complete the summary. Check answers.
  b 1 bad 2 much money 3 father 4 drank 5 left 6 leave

• Give Srs a few minutes to read through the song with the glossary and go through the Song facts.
• If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.
  For copyright reasons, this song is a cover version.

9B Sugar Sugar
Rhyming words (4.41)

Language
Vowel sounds

• Check that Srs remember the sounds above either by using the Sound Bank on page 166 of the Student's Book or the American English File pronunciation wall chart if you have it. Elicit example words for each sound.
• Give each student a worksheet. Focus on a. Tell Srs that they are now going to listen to the song and that they have to decide if the pairs of words and the words with the same number in bold have the same vowel sounds. Play the song once for Srs to decide which sounds are the same and which are different. Repeat if necessary. Check answers, going through the song line by line.
  3 ✓ 4 ✓ 5 X 6 ✓ 7 X 8 ✓ 9 ✓ 10 X

• Write the sounds from the Language box on the board. Elicit the words in bold and the words with part of the word in bold with these sounds and feedback answers onto the board.
  /æ/ got, want /æ/ you, true, knew
  /æ/ honey, just /æ/ little
  /æ/ sugar /æ/ life
  /æ/ candy /æ/ make, baby
  /æ/ pour, your /æ/ over

• Focus on b. Ask Srs to match the words with the pictures and decide on the names for someone you love. Check answers.
  b candy 5 honey 4 kiss 2 sunshine 3 pour 5 sugar
  Someone you love = honey, sugar, sunshine

• Give Srs a few minutes to read through the song with the glossary and go through the Song facts.
• If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.
  For copyright reasons, this song is a cover version.

10C Fortune Teller
Listening and ordering events (5.23)

Language
Past forms and time expressions

• Give each student a worksheet. Get Srs to look at the pictures and tell you what they think is happening.
• Focus on a. Ask them to match the events and the pictures. Check answers.
  a A R B B F D F E F F H F J K F L

• Focus on b. Ask Srs to choose the correct words. Pause and replay as necessary. Check answers.
  b 2 head 3 Son 4 next 5 eyes 6 day 7 lie
  looking at 8 happy 9 married 7 6 5 4 3 2 1

• Give Srs a few minutes to read through the song with the glossary and go through the Song facts.
• If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.
  For copyright reasons, this song is a cover version.

11B Don't Tell Me That It's Over
Listening for rhyming words (5.34)

Language
Rhyming words

• Check that Srs remember the sounds above the words on the worksheet either by using the Sound Bank on page 166 of the Student's Book or the American English File pronunciation wall chart if you have it. Elicit example words for each sound.
• Give each student a worksheet and put Srs in pairs. Explain that they should write a word from the circle in one of the columns, according to the vowel sound. Feedback answers onto the board. Go through the pairs of words from the song and check the meaning and pronunciation of each one, if necessary.
  /æ/ home, alone /æ/ best, mess
  /æ/ me, see /æ/ day, away
  /æ/ right, right /æ/ too, do

• Focus on b. Tell Srs that they are now going to listen to the song and that they have to put the words from a into the correct place in the song. Explain that, as with the majority of pop songs in English, the words at the end of each line rhyme. Play the song once for Srs to fill in the blanks. Pause and replay as necessary. Check answers, going through the song line by line.
  2 best 3 do 4 too 5 alone 6 home 7 see
  8 me 9 right 10 day 11 away 12 night

• Give Srs a few minutes to read through the song with the glossary and go through the Song facts.
• If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.
  For copyright reasons, this song is a cover version.
12A Flashdance
Listening for information (5-50)

**Language**
Verb phrases: made of stone, hear the music

- Give each student a worksheet. Get Sts to look at the picture and tell you what they think is happening.
- Focus on a. Explain that Sts should match a word in column A with a word or words in column B to form a phrase.
  2 h 3 g 4 b 5 c 6 a 7 e 8 f
- Focus on b. Play the song for students to answer the question. Pause and replay as necessary. Check the answer.
  answer = b
- Give Sts a few minutes to read through the song with the glossary and go through the Song facts.
- If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

For copyright reasons, this song is a cover version.
1B SONG All Over the World

a) Listen and circle the right words in each pair.

b) Listen again and check. Write the correct words in the song.

All Over the World

Everybody all around the world
Gotta tell you what I just heard
There's gonna be a ___________ all over the world
I got a message on the ___________
But where it came from I don't really know
And I heard these voices calling all over the world

Chorus
All over the world
Everybody got the word
Everybody everywhere is gonna feel it tonight

Everybody walkin' down the ___________
Everybody movin' to the beat
They're gonna get hot down in ___________
(New York, Detroit, L.A.)

We're gonna take a trip across the ___________
Everybody come along with me
We're gonna hit the right down in gay ___________
(C'est la vie)

Chorus
All over the world
London, ___________, Paris, Rome, Rio, Hong Kong, Tokyo
L.A., ___________, Amsterdam, Monte Carlo, Shard End and...

Chorus
Everybody all around the world
Gotta tell you what I just heard
Everybody walkin' down the street
I know a ___________ where we all can meet
Everybody gonna have a good ___________
Everybody will shine till the daylight

Chorus

SONG FACTS
All Over the World was a hit song in many countries for the British band Electric Light Orchestra (ELO) in 1980. The song was on the soundtracks of the movies Xanadu in 1980 and the science fiction comedy Paul in 2011.

GLOSSARY
everybody = all people
gotta tell you = want to say
 gonna = going to (future)
got = simple past of get
came = simple past of come
heard = simple past of hear
voices calling = people speaking
everywhere = all places
movin' to the beat = dancing
c'est la vie = French for "That's life!"
Shard End = part of Birmingham, UK
* shine till the daylight = have fun all night

*Jeff Lynne, singer with ELO, comes from Shard End.

American English File Teacher’s Book Level 1 Photocopiable © Oxford University Press 2013
**Please Don’t Go**

**Verse 1**

<table>
<thead>
<tr>
<th>Line</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Babe, I love you so</td>
<td>✔️</td>
</tr>
<tr>
<td>I want you to understand</td>
<td>✗ know</td>
</tr>
<tr>
<td>That I’m gonna miss your love</td>
<td></td>
</tr>
<tr>
<td>The minute you run out that door</td>
<td></td>
</tr>
</tbody>
</table>

**Chorus**

<table>
<thead>
<tr>
<th>Line</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>So please don’t go, don’t go</td>
<td></td>
</tr>
<tr>
<td>Don’t go away</td>
<td></td>
</tr>
<tr>
<td>Please don’t go, don’t worry</td>
<td></td>
</tr>
<tr>
<td>I’m begging you to come</td>
<td></td>
</tr>
<tr>
<td>If you live, at least in my lifetime</td>
<td></td>
</tr>
<tr>
<td>I had one dream come true</td>
<td></td>
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<tr>
<td>I was blessed to be loved</td>
<td></td>
</tr>
<tr>
<td>By someone as beautiful as you</td>
<td></td>
</tr>
</tbody>
</table>

**Verse 1**

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<td></td>
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<tr>
<td>Hey hey hey</td>
<td></td>
</tr>
<tr>
<td>I need your love</td>
<td></td>
</tr>
<tr>
<td>I’m up on my knees</td>
<td></td>
</tr>
<tr>
<td>Beggin’ please, please, please don’t go</td>
<td></td>
</tr>
<tr>
<td>Don’t you hear me girl?</td>
<td></td>
</tr>
<tr>
<td>Don’t leave me here</td>
<td></td>
</tr>
<tr>
<td>Oh no, no, don’t go, please don’t go</td>
<td></td>
</tr>
<tr>
<td>I want you to know that</td>
<td></td>
</tr>
<tr>
<td>I love you so</td>
<td></td>
</tr>
</tbody>
</table>

**Chorus**

Hey hey hey

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**Glossary**

- **babe** = baby (a name for a person you love)
- **gonna** = going to (future)
- **miss** = feel sad after a person goes
- **the minute** = at the same time
- **dream come true** = very happy moment
- **blessed** = lucky
- **wonderful** = very good

**Song Facts**

*Please Don’t Go* was a number 1 hit in the US in 1979 for American group KC and the Sunshine Band. The song was also a hit for three other bands between 1992 and 2008.
3C SONG Something Stupid

a Match the words in circles A and B that have the same sound.

A 1 too [b] 2 dance [ ]
3 lies [ ] 4 night [ ] 5 day [ ]
6 wait [ ] 7 head [ ]
8 blue [ ]

B a eyes b you
c you d chance e right
f say g late
h red

b 2.23 Listen and complete the song with the rhyming words from circles A and B.

Something Stupid

I know I stand in line, until you think you have the time
To spend an evening with me
And if we find someplace to
I know that there’s a
You won’t be leaving with me
And afterwards we drop into a quiet little place
And have a drink or
And then I go and spoil it all by saying
Something stupid like “I love ”.

I can see it in your you still despise
The same old you heard the before
And though it’s just a line to you, for me it’s true
It never seemed so before

I practice every to find some clever lines to
To make the meaning come through
But then I think I’ll until the evening gets
And I’m alone with you.
The time is right, your perfume fills my
The stars get
And oh the night’s so
And then I go and spoil it all by saying
Something stupid like “I love ”.

Why do the singers think it’s stupid to say “I love you”?

SONG FACTS

Something Stupid was originally a hit for father and daughter duo Frank and Nancy Sinatra in 1967. Nicole Kidman sang the song in the 2001 movie Moulin Rouge, and later made a new recording of it with Robbie Williams.

GLOSSARY

spend an evening = pass an evening
chance = possibility
won’t = will not (future)
drop into = go into
spoil = ruin, make something bad
like = for example
despise = hate
lies = things that are not true
heard = simple past of hear
clever = intelligent
come through = be clear
4C SONG Who Wants to Live Forever?

a) Listen to the song. Some of the lines in bold have one extra word. Put a check mark (✓) next to the right lines and an X (X) next to the wrong lines.

b) Cross out the extra word in the wrong bold lines.

Who Wants to Live Forever?

1. There's no time for us 🟢
   There's no place for us
2. What is this good thing that builds our dreams ✗
   Yet slips away from us?
3. Who wants to live here forever?
   Who wants to live forever?
4. There's no real chance for us
   It's all decided for us
5. This world always has only one sweet moment
   Set aside for us
6. Who wants to live forever?
   Who wants to live forever?
7. Who dares to love forever?
8. Oh, when love must never die?
9. But touch my tears with your sweet lips
   Touch my world with your fingertips
   And we can have forever
10. And we can always love forever
11. Forever is our today
   Who wants to live forever?
   Who wants to live forever?
   Forever is our today
   Who waits forever anyway?

GLOSSARY
builds our dreams = makes us hope for good things
slips away = goes away
it's all decided = other people control our lives
sweet = very nice
set aside for us = especially for us
dares = is brave enough

tears
lips
fingertips

SONG FACTS
Who Wants to Live Forever? was a hit for British rock group Queen in 1986. The song was also on the soundtrack of the movie Highlander and later the TV series.
5A SONG Famous

a) Read the song lyrics. In two minutes, try to fill in some of the blanks with words in the list.

be dance forget (x2) need read see sing turn want (x3)

b) Listen, check your answers from a, and complete the song with the correct verbs.

Famous

Staying in again on a Saturday night
I'm going to settle on the sofa and turn down the light.
I got 900 channels but there's nothing to read, see, sing, turn, want (x3).
No wonder everybody thinks they should be on TV.

Chorus
Oh, we all want to be famous.
Oh, be a face on the screen.
Oh, our name in the papers.
Oh, everybody wants to be on TV.
Everybody wants to be on TV.

Audrey Hepburn, Bette Davis.
I can't act, I can't be known, just for being famous.
But I'm young and I'm pretty and that's all that you

Chorus
Everybody wants to be like James Dean.

Chorus
Oh, everybody wants to be like James Dean.
Oh, we all want. We want to be famous.
Oh, we all want to be like James Dean.
Oh, we all want. We want to be famous.
We all want to be on TV.

SONG FACTS
Famous was a hit for British group Scouting For Girls in 2010. The video for the song appeared on the YouTube website two months before the song went on sale.

GLOSSARY
staying in = passing time at home
settle = sit comfortably
I got = I have
no wonder = it's not surprising
should be on TV = are good enough to be on TV
face = front part of your head
the screen = the part of the TV, or the movie theater, where you see the movie
the papers = newspapers
Audrey Hepburn, Bette Davis, James Dean = movie stars of the 1950s and 1960s
known = famous
like = similar to
**6C SONG Lemon Tree**

Listen and circle the right words in the pair.

### Lemon Tree

I'm sitting here in a ______ room
It's just another ______ Sunday afternoon
I'm wasting my time, I got nothing to do
I'm hanging around, I'm ______ for you
But nothing ever happens - and I wonder.
I'm driving around in my car,
I'm driving too ______, I'm driving too far.
I'd like to change my point of view
I feel so lonely, I'm waiting for you
But nothing ever ______ - and I wonder.

**Chorus**
I wonder how, I wonder ______
you told me about the
blue blue sky
And all that I can see is just a yellow lemon tree
I'm turning my ______ up and down
I'm turning, turning, turning, turning, turning around
And all that I can see is just another lemon tree.

I'm ______ here, I miss the power
I'd like to go out, and take in a shower
But there's a heavy cloud inside my head
I feel so ______, put myself into bed
Where nothing ever happens - and I wonder.

Isolation is not ______ for me
Isolation, I don't want to sit on a lemon tree
I'm stepping around in the desert of joy
Baby anyhow I'll get another toy
And everything will happen - and you wonder.

**Chorus**
I wonder ______, I wonder why
Yesterday you told me about the blue blue ______
And all that I can see, and all that I can see
And all that I can see is just a yellow lemon tree.

### SONG FACTS

Lemon Tree was a 1996 hit in many European countries for the German band Fool's Garden. Groups in South Korea have also recorded the song.

### GLOSSARY

- **wasting my time** = not doing anything interesting
- **hanging around** = waiting
- **wonder verb** = ask myself questions
- **point of view** = the way I think
- **lonely** = sad because you are not with people
- **I miss the power** = I don't feel in control
- **there's a heavy cloud inside my head** = I can't think because I'm sad
- **isolation** = not being with people
- **desert of joy** = unhappy place
7C SONG Summer Nights

a Write the simple past form of the verbs in the list.

swim be make gettell have
meet spend take go stay run

b Listen and complete the song with a simple past verb (± or ?) from a.

Summer Nights

Summer loving, ¹had me a blast
Summer loving, happened so fast
Met a boy cute as can be
Summer days drifting away
Oh the summer nights
Tell me more, tell me more
very far?
Tell me more, tell me more
Like, does he have a car?
She ¹by me, she got a cramp
He ¹by me, got my suit damp
I saved her life, she nearly drowned
He showed off, splashing around
Summer sun, something's begun
But, uh, oh the summer nights
Tell me more, tell me more
²it love at first sight?
Tell me more, tell me more
Did she put up a fight?
³her bowling in the Arcade
We ³strolling, drank lemonade
We made out under the dock
We ³up till ten o'clock
Summer fling, don't mean a thing
But, uh, oh the summer nights!

Tell me more, tell me more
But you don't gotta brag
Tell me more, tell me more
'Cause he sounds like a drag
He got friendly, holding my hand
She got friendly down in the sand
He was sweet, just turned eighteen
Well, she was good, you know what
Summer heat, boy and girl meet
But, uh, oh the summer nights
Tell me more, tell me more
How much dough ¹₀he
³________?
Tell me more, tell me more
Could she get me a friend?
It turned colder, that's where it ends
So ¹₁her we'd still be friends
Then we ¹₂our true love vow
Wonder what she's doing now?
Summer dreams ripped at the seams
But, oh, those summer nights
Tell me more, tell me more

SONG FACTS

Summer Nights was a popular song from the 1978 movie Grease, starring John Travolta and Olivia Newton-John. The song tells the story of a summer relationship between two teenagers and was a very big hit internationally.

GLOSSARY

had me a blast = I had a good time
cute = good-looking
drifting away = passing quickly
like = for example
saved her life = rescued her
drowned = died in the water
at first sight = the first time you see
someone
arcade = a large room with games and machines to play on

strolling = walking
dock = where the ships come in
made out = kissed
fling noun = short relationship
but you don’t got to brag = slang for “you don’t need to boast”
adrag = something boring
dough = money
wonder = ask myself questions
ripped at the seams = broken
Listen to the song. Match the halves of sentences. Match 1–6 with a–f and 7–12 with g–l.

**House of the Rising Sun**

1. There is a house in New Orleans
2. And it's been the ruin of many
3. My mother was a tailor
4. My father was a gambling man
5. Now the only thing a gambler needs
6. And the only time he's satisfied
7. Oh mother tell your children
8. To spend your lives in sin and misery
9. Well I got one foot on the platform
10. I'm going back to New Orleans
11. Well, there is a house in New Orleans
12. And it's been the ruin of many

d. down in New Orleans
b. is when he's on a drunk
c. a poor boy, and God, I know I'm one
d. they call the Rising Sun
e. she sewed my new blue jeans
f. is a suitcase and a trunk
g. they call the Rising Sun
h. not to do what I have done
i. to wear that ball and chain
j. a poor boy, and God, I know I'm one
k. in the House of the Rising Sun
l. the other foot on the train

Choose the best alternatives to make a summary of the song.

*House of the Rising Sun* is a song about a person's good / bad life in New Orleans, Louisiana, US. The man in the song doesn't have much money / many friends. His mother / father lost everything, drank / ate too much, and loved / left the town. The man wants to live in / leave the House of the Rising Sun, but he can't.

**SONG FACTS**

*House of the Rising Sun* is an old folk song from America. Nobody is sure who wrote the song. It tells the story of a man whose life went wrong in New Orleans. It was an international number 1 hit for the British group The Animals in 1964.

**GLOSSARY**

ruin noun = something that makes everything bad
poor = without money
tailor = a person who makes clothes
gambler = a person who tries to win money betting on games or sports
suitcase / trunk = a bag / large box to carry your things when traveling
satisfied = happy
on a drunk = drinking alcohol
sin and misery = doing bad things and feeling unhappy
platform = the place at a station where the train arrives
wear that ball and chain = to do something you don't want to do / go to prison
SONG FACTS
Sugar Sugar was a number 1 hit song in the US and UK for the cartoon group The Archies in 1969. It was also used in the 1995 film Now and Then. This type of music, called Bubblegum Pop, is made especially for teenagers and younger children.

GLOSSARY
I can't believe = I'm surprised
wonder noun = feeling of happiness and surprise
sweetness = noun from sweet
summer = the hot part of the year
pour a little sugar on it = be nice to me
**SONG** Fortune Teller

(a) Match the events of the song with the pictures.

- A: She said, “You’re in love.”
- B: The man and the fortune-teller got married.
- C: She looked into her crystal ball.
- D: He left the fortune-teller in a hurry.
- E: He fell in love with the fortune-teller.
- F: A fortune-teller looked at the palm of a man’s hand.
- G: The man got very angry.
- H: The man thought of all the girls he knew.

(b) Listen to the song and circle the right words in the pair.

**Fortune Teller**

Went to the fortune-teller  
Had my fortune read  
I didn’t know what to  
I had a dizzy feeling in my  
Took a look at my palm  
She said, “You’re in love”  
How could that be so?  
I thought of all the girls I know  
She said “When the next/last one arrives  
You’ll be looking into her  
Oh yeah, oh yeah  
Left there in a hurry  
Looking forward to my big surprise  
The next day/time I discovered  
That the fortune-teller told me a lie/story  
I hurried back down to that woman  
As mad as I could be  
I said I didn’t see nobody  
Why had she made a fool out of me?  
Then something struck me  
As if it came from up above  
While talking to/looking at the fortune-teller  
I fell in love  
Now I’m a rich/happy feller  
cause I’m married/going to the fortune-teller  
And I’m as happy as we can be  
And now I get my fortune told for free.

**GLOSSARY**

dizzy = not able to think/walk  
palm = inside part of your hand  
kind of = a little  
you’ll be looking = you will be looking (future)  
in a hurry = quickly  
looking forward to = happily wait for  
discover = find  
mad = angry  
nobody = anybody  
made a fool out of me = made me look stupid  
something struck me... from up above = I had a new, surprising thought  
feller = man  
for free = without paying

**SONG FACTS**

Fortune Teller was originally written in 1962. Many bands, including The Rolling Stones and The Who, made versions of the song. Most recently, Robert Plant and Alison Krauss included the song on their Raising Sand album in 2007.
11B SONG Don’t Tell Me That It’s Over

Which words have the same vowel sound? Write them in the correct column.

<table>
<thead>
<tr>
<th>away</th>
<th>mess</th>
<th>right</th>
<th>home</th>
<th>best</th>
<th>alone</th>
<th>see</th>
</tr>
</thead>
<tbody>
<tr>
<td>/oa/</td>
<td>/i/</td>
<td>/yu/</td>
<td>/e/</td>
<td>/e/</td>
<td>/u/</td>
<td></td>
</tr>
<tr>
<td>phone</td>
<td>tree</td>
<td>bike</td>
<td>egg</td>
<td>train</td>
<td>boot</td>
<td></td>
</tr>
<tr>
<td>home</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Listen and complete the song with the words from the chart in a.

Don’t Tell Me That It’s Over

Tell me why this world is a *mess*
I thought you always tried your **best**
Tell me, what am I to **alone**?
Maybe you should do it **best**
Tell me why they’re sleeping **alone**
No house, nowhere to call a **home**
Tell me what I’m meant to do **alone**
Won’t you stop preaching at **home**?

Chorus

And I wanna see what it’s all about
And I wanna live, wanna give something back
Don’t tell me that it’s over, it’s only just begun
Don’t tell me that it’s over, or that this song is sung
This song is sung

All the money in the world would never
Set all the wrongs to **right**
All the fire in the world could never
Set my heart alight
I dream of a **home** when it’s all gone
And the sun is shining bright
I dream of a day when it’s all gone away
But dreams are for **night**

Chorus

Don’t tell me that it’s over, please, I’m on my knees
I’m begging you to stop
It’s over, please, I’m on my knees
I’m begging you to stop

Chorus

SONG FACTS

Don’t Tell Me That It’s Over was a hit song for Scottish singer Amy Macdonald in 2010. She says the song is about wanting to do something to make the world a better place.

GLOSSARY

*a mess* = with many things going wrong
*try your best* = work hard
*what am I to do?* = what can I do?
*alone* = without other people
*I’m meant to* = I need to
*preaching* = telling me how to live
*wanna give something back* = help people
*it’s over* = it’s finished
*alight* = on fire
*shining bright* = giving out a lot of light
*I’m on my knees, begging…* = I’m asking
SONG Flashdance

Flashdance

First, when there's nothing but a slow glowing dream
That your fear seems to hide deep inside your mind
All alone I have cried silent tears full of pride
In a world made of steel, made of stone.

Well I hear the music, close my eyes, feel the rhythm
Wrap around, take a hold of my heart.

Chorus
What a feeling, being's believing
I can have it all, now I'm dancing for my life.
Take your passion, and make it happen
Pictures come alive, you can dance right through your life.

Now I hear the music, close my eyes, I am rhythm
In a flash it takes hold of my heart.

Chorus
What a feeling!
What a feeling (I am music now)
Being's believing (I am rhythm now)
Pictures come alive, you can dance right through your life.
What a feeling (I can really have it all)
What a feeling (pictures come alive when I call)
I can have it all (I can really have it all)
Have it all (pictures come alive when I call)
(What a feeling) I can have it all
(Being's believing) Being's believing
(Take your passion) Make it happen
What a feeling

Match words from A and B to make phrases.

A  
1 close  
2 cry  
3 feel  
4 have  
5 hear  
6 made of  
7 make it  
8 what a  

B  
a stone  
b it all  
c the music  
d your eyes  
e happen  
f feeling  
g the rhythm  
h silent tears

b 5:50 Listen to the song and read the lyrics, using the glossary to help you. What do you think the message of the song is? Choose a, b, or c.

a It's very difficult to become a professional dancer.
b If you really want something, you can get it.
c Music can help you if you are feeling alone.

GLOSSARY

- glowing adj = burning
- dream noun = something you want very much, thoughts you have when you are asleep
- fear = noun from afraid
- hide deep inside your mind = not easy to find, in your head
- alone adj = without anybody
- pride = noun from proud = pleased with something you have done
- a world made of steel, made of stone = a modern and unfriendly city
- wrap around = covers me
- take hold of my heart = become the most important thing for me
- pictures come alive = things in my imagination become true
- right through your life = always
- in a flash = suddenly

SONG FACTS

Flashdance – What a Feeling was the title track for the 1983 hit movie Flashdance. Singer and co-writer Irene Cara also had a big hit with the song Fame, from the 1980s TV series of the same name. Both dramas tell the story of young people who want to become famous musical performers.
Answer key

1 GRAMMAR
a 2 are 3 you're 4 is 5 he's 6 she 7 she's 8 is 9 it's 10 are 11 we're 12 are 13 you're 14 they 15 they're b 2 They're 3 You're 4 It's 5 She's 6 They're 7 We're 8 You're
2 VOCABULARY
a 2 Sunday 3 Thursday 4 Monday b 2 twelve. c 2 See you on Friday. d 2 Thirty-three 3 forty 4 forty-eight 5 fifty-six 6 sixty-two 7 seventy-four 8 eighty-five 9 ninety-nine 10 one hundred
3 PRONUNCIATION
a 2 six, in / six / meet, three / three / am, thanks b 2 ten, twelve, very / eight, day c 1 sandwich 2 tennis 3 eighteen 4 thirteen 5 basketball 6 goodbye 7 gmail 8 Internet 9 computer 10 hotel
4 LISTENING
b 2 c 3 a

1 GRAMMAR
a 2 She isn't British. She's 3 He isn't Mexican. He's 4 They aren't in Greece. They're in 5 You aren't in room 219. You're in 6 It isn't from France. It's from 7 I'm not Brazilian. I'm 8 He isn't American. He's b 2 Where's she from? 3 Are they from South America? 4 Are we in room five? 5 Are you on vacation? 6 Is he from Vietnam? c a 6 b 5 c 2 d 4 e 3
2 VOCABULARY
a 3 Japanese 4 Iran 5 Mexican 6 South Korea 7 Spanish 8 Thailand 9 American 10 Brazil

Practical English Arriving in London
1 VOCABULARY
Across: 3 laptop 7 newspaper 9 photo 10 scissors 11 glasses Down: 1 magazine 4 ticket 5 pen 6 headphones 8 coin
2 GRAMMAR
a 3 it's a 4 It's an 5 They're 6 They're 7 It's an 8 It's a b - s: pencils, tickets, windows - es: classes, watches, sandwiches - is: nationalities, countries, dictionaries c 2 This 3 Those 4 That 5 These d Singular: woman, child Plural: men, people e 2 man 3 children, child 4 people 5 women, men
3 PRONUNCIATION
a 2 classes 3 addresses 4 watches 5 sandwiches 6 glasses c 1 thanks 2 these 3 three 4 those d 1 pens 3 receipt 4 tissues 5 keys
4 LISTENING
b 2 c 3 a

1 GRAMMAR
a Subject pronouns: you 4 she 5 it 8 they Possessive adjectives: my 3 his 6 our 7 your b 2 His 3 Our 4 My 5 Is 6 your 7 Their c Where's your teacher from? Is he a student? How old are you? How do you spell your last name?
2 INSTRUCTIONS IN YOUR BOOK
b 2 c 1 d 4 e 10 f 8 g 7 h 6 i 9 j 5
3 VOCABULARY
a 2 Listen 3 Open 4 Work 5 Answer b 2 How do you spell it? I don't understand. Sorry, can you repeat that please? 5 Excuse me, what's "vacaciones" in English? 6 I can't remember.
4 PRONUNCIATION
a your 1 North / North 2 South / South 3 teachers / vocabulary 4 you / do c / G / S / O / A / E / E
5 LISTENING
b 2 Taylor 3 the United States 5 15 6 33156 7 erik.taylor@mail.com 8 305-555-5692 9 305-555-5701
1 GRAMMAR
a 1 blue jeans 2 nice day 3 very tall 4 fast car 5 good photos 6 really cheap
7 big house 8 very old
b 2 That's an expensive watch.
3 My hair is very long.
4 That woman is very rich.
5 Your boots are really dirty.
6 This is a dangerous city.
7 That isn't a good book.
8 His house is very old.

2 VOCABULARY
a 2 gray 3 orange 4 pink 5 brown
b Across: 4 expensive 8 poor 11 good
12 hot 13 strong 14 dirty
Down: 1 safe 3 difficult 5 near 6 empty
7 big 9 old 10 wrong 13 short
c 2 D 3 A 4 C 5 F 6 E
d 3 is very old isn't very young
4 is very tall isn't very short
5 is very short isn't very tall 6 is tall
7 is very fat isn't very thin 8 is fat
9 is very thin isn't very fat

3 PRONUNCIATION
2 clean jeans 3 a stop watch
4 a long song 5 a good book
6 blue shoes

4 READING
1 2 F 3 T 4 F 5 T 6 F

5 LISTENING
A2 B3 C1 D5 E4

1 GRAMMAR
a 2 close 3 don't worry 4 don't speak 5 slow 6 Come 7 don't park
8 Don't drink 9 turn
b 2 E 3 F 4 D 5 C 6 A

2 VOCABULARY
I'm cold. I'm happy. I'm worried.
I'm hungry. I'm bored. I'm hot.
I'm tired. I'm sad. I'm thirsty.
I'm stressed.

3 PRONUNCIATION
c 6 fat, happy, have, matter, sad
b does, hungry, Monday, one, ugly, young

4 READING
a B Is your car ready?
C Make sure everything is in the car.
D Keep awake!
E Have fun!

5 LISTENING
1b 2a 3c 4a 5b

1 VOCABULARY
a Across: 4 architect 6 waiter
8 administrative assistant 10 dentist
Down: 1 flight attendant 3 factory worker
5 chef 7 nurse 9 soldier
b 2 drive 3 earn 4 wear 5 speak
6 travel 7 work 8 have 9 earn 10 work
a journalist 2 a nurse 3 a police officer 1
2 er 3 er 4 er 5 er 6 er
d 2 an 3 for 4 unemployed 5 a
6 retired 7 in
e 2 shirt 3 tie 4 skirt 5 top 6 pants

2 GRAMMAR
a 2 Do 3 Does 4 Do 5 Does 6 Does
7 Does 8 Do 9 Does 10 Do
b 2 do 3 Is 4 do 5 Are 6 does 7 Is 8 does
c 2 g 3 f 4 e 5 d 6 b 7 h 8 a

3 PRONUNCIATION
a 1 architect 2 dentist 3 engineer
4 teacher 5 journalist 6 model
7 musician 8 pilot 9 receptionist
10 soldier
c nurse, journalist, service, thirsty, worker

4 LISTENING
a veterinarian
b 2 Do you have
3 Do you speak
4 Do you wear
5 Do you stay
6 Do you travel
7 Do you earn
8 Do you work

1 GRAMMAR
a 2 What do you do on the weekend?
3 What kind of books do you read?
4 Do you want another drink?
5 Are you a flight attendant?
6 Where do you live in Seattle?
7 Who is your favorite writer?
8 How old are you?
9 Do you have an iPad?
10 Is your salad good?
b 2 Do you live 3 Do you have 4 Is she
5 Where do you 6 Do you like

2 VOCABULARY
2 What 3 Where 4 When 5 Which
6 What kind 7 How many 8 Who 9 Why

3 PRONUNCIATION
a 1 d 2 f 3 a 4 b 5 g 6 e 7 c
c A What do you do?
B I'm a doctor.
A Where do you work?
B I work in a hospital.

4 READING
a no
b 2 D 3 A 4 B

5 LISTENING
a yes
b 2 E 3 F 4 T 5 T 6 F

Practical English: At a coffee shop

1 VOCABULARY
2 It's five after ten.
3 It's five o'clock.
4 It's twenty to three.
5 It's quarter after six.
6 It's twenty to twelve.
7 It's twenty-five after eight.
8 It's ten to one.

2 BUYING A COFFEE
3 A Regular or large?
4 B Large, please.
5 A To have here or to go?
6 B To take away.
7 A Anything else?
8 B No, thanks. How much is that?
9 A That's $3.65, please.
10 B Sorry, how much?
11 A $3.65. Thank you. And your change.
12 B Thanks.

3 SOCIAL ENGLISH
2 first time 3 to drink 4 to you 5 a seat

4 READING
a 1 D 2 B 3 E 4 A 5 C
1 VOCABULARY
a 2 father 3 aunt 4 husband 5 sister
6 son 7 niece 8 cousin
b 2 niece 3 aunt 4 grandmother
5 cousin 6 nephew

2 GRAMMAR
a 2 My husband's car is Japanese.
3 His girlfriend's mom is Argentinian.
4 Do you know Sandra's brother?
5 We live with my wife's parents.
6 Their son's friend earns a lot of money.
7 Is Adam's job dangerous?
8 Rosa's uniform is very ugly.
b 2 That is my parents' car.
3 I think this is that woman's pen.
4 They drink coffee in the teachers' room.
5 Do you know Barbara's sister?
6 My grandparents' house is in Canada.
7 James' wife is Brazilian.
c 3 A 4 B 5 B 6 A 7 A 8 B
d 3 Whose 4 Who's 5 Who's 6 Whose
7 Who's 8 Whose

3 PRONUNCIATION
a 1 b 2 d 3 a 4 c

4 READING
a nephew
b 1 Robert 2 Kourtney 3 Rob 4 Bruce
5 Brody 6 Kendall 7 Kris 8 Penelope

5 LISTENING
She shows four photos.
2 F 3 T 4 F 5 F 6 T 7 F 8 T

1 GRAMMAR
a in: the winter, the afternoon, 1984
on: Monday, Saturday evening, August 21st
at: night, noon, breakfast
b 2 in 3 in 4 at 5 Sat 6 on 7 at 8 on 9 to 10 in
c 1 in 2 at 3 to 4 on 5 in 6 at 7 at 8 in 9 on 10 in

2 VOCABULARY
a 2 take a shower 3 have breakfast
4 go to work 5 go home 6 go shopping
b 2 get 3 have 4 have 5 go 6 go
7 get 8 go 9 go 10 have 11 get 12 go
13 go 14 go 15 have 16 go
c 1 e 2 d 3 b 4 a 5 c

3 PRONUNCIATION
a 1 You get up late.
2 I take a shower.
3 We check emails.
4 He has a coffee.
5 She goes home early.
6 They have lunch at work.
c 1 I wake up at six.
2 I take a bath.
3 I go to work by bus.
4 I do the housework.
5 I have a pizza for dinner.
6 I go to bed at midnight.

4 LISTENING
a 1 He's a taxi driver.
2 Yes.
3 From 7 p.m. to about 6 a.m.
b 2 He has a hamburger or a pizza.
3 He finishes work.
4 He goes home.
5 He goes to bed.
6 He sleeps for eight hours.
7 He gets up.
8 He has breakfast.
9 He goes to the gym.
10 He takes a shower.
11 He watches TV or checks his emails.
12 He has dinner.

1 GRAMMAR
a 2 She can paint. 3 He can't swim.
4 He can cook. 5 She can't take photos.
b 2 Can, paint. 3 Can, swim. 4 Can, cook.
5 Can, take photos
c 2 b 3 d 4 e 5 a 6 f
d 2 can't talk / speak 3 can see
4 can't turn right

2 VOCABULARY
a Across 4 remember 6 wait 8 paint
9 use 12 dance 14 take
Down: 2 meet 3 see 5 swim 7 give
10 sing 11 tell 12 drive 13 draw
b 2 play 3 help 4 buy 5 run 6 hear
7 talk 8 look for

3 PRONUNCIATION
a bad, can, fat, have, stamp
are: card, far, park, start

4 LISTENING
1 b 2 a 3 c 4 b 5 c

1 VOCABULARY
2 barks 3 cries 4 have 5 talk 6 argue
7 play 8 have 9 play

2 GRAMMAR
a 2 Sarah's friends are staying with her
this week.
3 We aren't having a party tonight.
4 I'm drinking a cup of coffee in the kitchen.
5 Why is Marco looking for a job?
6 They aren't jogging because it's too cold today. They aren't jogging today because it's too cold.
7 Are you using the computer?
8 Is Adam playing soccer in the park?
b 2 I'm making 3 Are they arguing
4 they're not shouting 5 they're watching
6 He's not having 7 He's listening
8 I'm looking for

c 2 's arguing 3 are playing soccer
4's listening to music 5's crying
6's barking 7's playing the guitar
8's singing

3 PRONUNCIATION
a 2 is always 3 sometimes plays 4 often eats
5 is never 6 sometimes sleeps 7 is often
8 never plays 9 hardly ever eats 10 is always

4 READING
a She is a 94-year-old accountant.
b 2 F 3 T 4 F 5 T 6 F 7 F 8 T

5 LISTENING
Speaker 1 B, Speaker 2 C, Speaker 3 F, Speaker 4 E
1 GRAMMAR
a 1 I'm having dinner 2 do they usually go 3 He travels 4 does your friend do 5 Are you working 6 it closes 7 is it raining
b 2 are arguing 3 it's learning, 's teaching 4 do, go 5 goes out 6 isn't shining 7 are, using, want 8 loves, doesn't do

2 VOCABULARY
a spring, summer, fall
b 2 windy 3 cloudy 4 raining 5 foggy 6 sunny 7 cold 8 snowing

3 PRONUNCIATION
a 1 Rockefeller Center 2 Yankee Stadium 3 Ellis Island 4 St. Patrick's Cathedral 5 Grand Central Terminal 6 the Brooklyn Bridge 7 the Statue of Liberty 8 Washington Square Park

4 READING
2 F 3 I 4 F 5 T 6 F 7 F 8 T 9 F

5 LISTENING
A B C D E F G H I J

Practical English In a clothing store

1 VOCABULARY
a a shirt 3 a skirt 4 shoes 5 a sweater 6 jeans 7 a T-shirt 8 pants

2 BUYING CLOTHES
1 help 2 size 3 large 4 are 5 fitting 6 thank 7 much

3 SOCIAL ENGLISH
2 f 3 c 4 h 5 g 6 e 7 b 8 a

4 READING
a B C D

6 PRONUNCIATION
b 1 nice 2 his 3 me 4 these 5 it 6 niece

6B
1 GRAMMAR
a verb + -ing drawing, finding, waiting
b 1 loves doing 2 doesn't mind doing, hates doing 3 likes doing, doesn't like doing 4 doesn't mind sitting, likes sitting 5 loves swimming, doesn't like swimming 6 doesn't like watching, loves watching

2 VOCABULARY
a 1 July, August 3 March, April 4 fall, winter 5 third, fourth 6 eighth, ninth 7 twentieth, twenty-first
b Halloween: 10/31, October thirty-first New Year's Day: 1/1, January first US Independence Day: 7/4, July fourth Valentine's Day: 2/14, February fourteenth

3 PRONUNCIATION
a 1 February 2 April 7 July 8 August 9 September 10 October 11 November 12 December

4 READING
2 C 3 B 4 A 5 B 6 C

5 LISTENING
a Speaker 1 winter, Speaker 2 summer, Speaker 3 fall, Speaker 4 spring
b Speaker 1 B, Speaker 2 D, Speaker 3 A, Speaker 4 C

6C
1 GRAMMAR
a 2 do 3 isn't 4 don't 5 you're not / aren't 6 Does 7 is 8 doesn't 9 don't 10 does
b 2 Does Bai sing karaoke?
3 Is she singing in the shower?
4 Is that guitar expensive?
5 Do they go to a lot of musicals?

6 Am I waiting in the right place?
7 Does Kathy like reggae?
8 Do you go dancing on the weekend?
9 Does he listen to classical music when he's stressed?
10 Are they in an orchestra?

2 VOCABULARY
a 2 rock 3 hip hop 4 heavy metal 5 blues 6 classical music 7 Latin 8 reggae 9 jazz
b 2 fan club 3 download 4 music channels 5 online 6 lyrics 7 karaoke 8 concert

3 PRONUNCIATION
a 1 umbrella 2 journalist 3 nurse 4 lunch 5 summer

4 LISTENING
1 b 2 c 3 a 4 a 5 b

7A
1 GRAMMAR
a 2 was 3 Was 4 wasn't 5 was 6 was 7 was 8 was
b 3 Was Jorge Luis Borges a novelist? Yes, he was. 4 Were The Beatles from the US? No, they weren't. 5 Was Robert Frost a political? No, he wasn't. 6 Was I.M. Pei a composer? No, he wasn't. 7 Was Sofia Vergara born in Colombia? Yes, she was. 8 Was Frank Sinatra a singer? Yes, he was. 9 Were J.R.R. Tolkien and C.S. Lewis painters? No, they weren't. 10 Was Michael Jackson born in Britain? No, he wasn't.
c 2 ls, isn't, was, 3 are, were 4 is, was, were 5 was, was

2 VOCABULARY
a & b 2 a writer 3 a dancer 4 a composer 5 a musician 6 a painter 7 a businessman 8 a scientist 9 a sailor 10 a businesswoman
b 3 was an actor 4 was a singer 5 was a musician 6 were inventors 7 was a writer 8 was a businesswoman 9 were artists

4 LISTENING
a Martin Luther King, Jr. 3 George Washington 4 Ben Franklin 5 Abraham Lincoln 2 Ronald Reagan 1
b 2 F 3 F 4 T 5 T 6 F 7 T 8 F
1 GRAMMAR
a 2 listened, didn’t listen
3 studied, didn’t study
4 watched, didn’t watch
5 booked, didn’t book
6 downloaded, didn’t download
7 worked, didn’t work
8 played, didn’t play
b 2 What time did the game end?
3 Did you like your birthday presents?
4 What did your brother study in college?
5 Did your parents arrive late?
6 Where did your friends live in Brazil?
7 Did you cry at the end of the movie?
8 What time did Luisa arrive at work yesterday?
c 2 When did Michael Jackson die? 2009
3 When did Facebook start? 2004
4 When did Princess Diana die? 1997
5 When did the first tourist travel into space? 1992
6 When did iPans first appear? 2007
7 When did Tim Berners-Lee create the World Wide Web? 1990

2 VOCABULARY
1 I chatted with my friends for an hour last night.
2 My girlfriend finished college two years ago.
3 They traveled abroad last month.
4 Did you call me yesterday morning?
5 It stopped raining two hours ago.
6 My brother worked in the city last July.
7 We watched that movie two weeks ago.
8 David booked the tickets yesterday afternoon.
9 Steve was born in 1990.
10 I played golf the day before yesterday.

3 PRONUNCIATION
a I wanted 2 painted 3 waited 4 chatted 5 started 6 decided

4 READING
a 2
b 1 1 2 Carlsbad, California 3 by plane 4 Carlsbad, New Mexico
5 2 30 minutes before her match
6 Roberto Vinci 7 No

5 LISTENING
a 1 by plane 2 by car (and taxi) 3 by train and car 4 by bus and taxi
b 1 C 2 D 3 B 4 A

6 Alex didn’t get up early yesterday morning.
7 My friend felt sick yesterday.
8 Junko didn’t go out during the week last week.
9 I didn’t wear glasses yesterday.
10 Luciana couldn’t come to my party last year.
b 2 Was it 3 did you go 4 did you wear
5 did you get 6 Did you get 7 you have
8 Was

2 VOCABULARY
a 2 for a walk 3 a good time 4 a car
5 18 years 6 shopping
b 2 got 3 had 4 went 5 got 6 had 7 went
8 went 9 had 10 went 11 had

3 PRONUNCIATION
a 2 D 3 D 4 S 5 S 6 D 7 D 8 S

4 LISTENING
a She went to a concert by her favorite band.
b 1 February 14th 2 two friends
3 Miami
4 the night before, February 13th
5 In an interesting coffee shop near the beach.
6 Yes, Drake sang all their favorite songs, and they danced and sang for
about two hours.
7 a hamburger
8 2 o’clock in the morning

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5 18 years 6 shopping
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8 went 9 had 10 went 11 had

3 PRONUNCIATION
a 2 D 3 D 4 S 5 S 6 D 7 D 8 S

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about two hours.
7 a hamburger
8 2 o’clock in the morning
2 VOCABULARY
2 next to 3 across from 4 behind 5 under 6 out of 7 in front of 8 from to 9 over 10 up

3 PRONUNCIATION
a 1 cup board 2 white 3 know 4 hour 5 walk 6 build 7 wrong
b 1 There was a lamp on the table. 2 There wasn't a bathtub in the bathroom. 3 Was there a mirror in the bedroom? 4 There were some books on the shelf. 5 There weren't any cupcakes in the kitchen. 6 Were there any plants in the study?

4 READING
2 T 3 F 4 T 5 F

5 LISTENING
a Costa Rica, Sweden, Germany, Fiji 1 D 2 C 3 B 4 A

1 GRAMMAR
a 1 How much, are there any coffee in the kitchen? 2 How many oranges are there in a carton? 3 How much salt is there in a bowl of cereal? 4 How many eggs are there in a carton? 5 How much jam is there in a jar?
b 1 How many bananas are there in a box? 2 How many apples are there in a bag? 3 How many oranges are there in a carton?

2 VOCABULARY
a 1 sugar 2 salt 3 shopping 4 center
b 1 rice 2 peas 3 eggs 4 cheese 5 biscuits

1 LISTENING
a Roast camel 2 ice cream 3 coconut water 1 T 2 F 3 T 4 T 5 F 6 F

5 LISTENING
a Speaker 1 beef 2 chicken 1 D 2 C 3 A 4 B

3 PRONUNCIATION
a 1 cheaper, easier 2 bigger, thinner 3 drier, worse 4 healthier 5 colder, slower 6 drier, higher
b 1 A pencil is thinner than a pen. 2 China is bigger than Japan. 3 The kitchen is dirtier than the living room.
4 an apple is healthier than a cookie. 5 Canada is colder than Mexico. 6 Everest is higher than Kilimanjaro.

4 READING
a 1 F 2 T 3 F 4 T

5 LISTENING
a 1 Grilled vegetables with low-fat cheese 2 Mushroom risotto with Parmesan cheese 3 yes 4 two 5 no

2 ORDERING A MEAL
a 1 order 2 table 3 way 4 order 5 one 6 like 7 Some 8 Tap

3 SOCIAL ENGLISH
a 1 cheaper, colder, higher 2 sadder, wetter, thinner 3 drier, dirtier, hungrier 4 more beautiful, more difficult, more comfortable 5 further, better 6 are bigger than lions 7 is drier than Brazil 8 is shorter than January 9 is cheaper than a laptop 10 are worse than Fridays 11 is colder than a stove 12 is harder than Spanish

2 VOCABULARY
a 1 hundred and twenty-five 2 eight hundred and ninety-five 3 four thousand, five hundred 4 twelve thousand, four hundred and seventy 5 thirty-three thousand, nine hundred and thirty 6 five hundred and seventy-five thousand, six hundred 7 six million, two hundred and fifty thousand 8 thirty-four million, eight hundred thousand, two hundred and sixty-five

1 GRAMMAR
a 1 cheaper, colder, higher 2 sadder, wetter, thinner 3 drier, dirtier, hungrier 4 more beautiful, more difficult, more comfortable 5 further, better 6 are bigger than lions 7 is drier than Brazil 8 is shorter than January 9 is cheaper than a laptop 10 are worse than Fridays 11 is colder than a stove 12 is harder than Spanish

2 VOCABULARY
1 104 2 506 3 2,660 4 8,905 5 12,750 6 543,830 7 1,315,000 8 35,460,000
106 b 1 one hundred and twenty-five 2 eight hundred and ninety-five 3 four thousand, five hundred 4 twelve thousand, four hundred and seventy 5 thirty-three thousand, nine hundred and thirty 6 five hundred and seventy-five thousand, six hundred 7 six million, two hundred and fifty thousand 8 thirty-four million, eight hundred thousand, two hundred and sixty-five

2 VOCABULARY
a Art gallery 3 train station 4 post office 5 police station 6 department store 7 parking lot 8 town hall
b 1 mosque 2 museum 3 hospital 4 theatre 5 bridge 6 pharmacy 7 square 8 church 9 market 10 temple 11 castle

The hidden words are "supermarket."
1 GRAMMAR
a 2 She's going to change. 3 He's going to buy.
   4 She's going to have. 5 He's going to listen.
   6 She's going to read. 7 She's going to take.
   8 He's going to lose.
b 2 B, 3 A, 4 B, 5 B, 6 B, 7 A, 8 A.

2 VOCABULARY
a 2 meet, 3 travel, 4 get, 5 get, 6 fall, 7 become, 8 get, 9 have, 10 move.

3 PRONUNCIATION
a 3, 4, 5, 6.

4 READING
a A3, B4, C2, D1.
b 1F, 2T, 3T, 4F.

5 LISTENING
a no.
b 1T, 2T, 3F, 4T, 5F, 6F.

1 GRAMMAR
a 2 carefully, 3 politely, 4 well, 5 hard, 6 healthily, 7 beautifully.
b 2 really, 3 easy, 4 quickly, 5 quiet, 6 incredibly, 7 badly, 8 slowly, 9 well, 10 unhealthily, 11 really.

2 VOCABULARY
a 2 hard, 3 healthily, 4 perfectly, 5 easily, 6 quietly, 7 well, 8 incredibly.

3 PRONUNCIATION
a 1 beautifully, 2 carefully, 3 casually, 4 dangerously, 5 fashionably, 6 incredibly, 7 perfectly, 8 politely, 9 unhealthily.

4 READING
a 1C, 2D, 3A, 4B.
b 1 culture, 2 expect, 3 architecture, 4 atmosphere, 5 hospitality, 6 socializing, 7 fascinating.

5 LISTENING
1 Outside of Toronto - there's nothing to do.
2 In suits and business clothes.
3 A lot of TV and movie companies film their shows there.
4 Before work, on the weekend, or sometimes to have business meetings.
5 trees.
6 a) fewer than 250,000.
6 b) 15,000.
7 Music, paintings, drawings, books, and their own clothes.

1 GRAMMAR
a 2 to ride, 3 to spend, 4 to stop, 5 to visit, 6 to download, 7 to cook, 8 to become.
b 2 Would you like to climb a mountain?
3 We'd like to get up earlier.
4 I'd like to learn to fly a plane.
5 She wouldn't like to make a short movie.
6 Would they like to get married?

2 VOCABULARY
a 2g, 3h, 4c, 5a, 6e, 7b, 8d.

3 PRONUNCIATION
a 1 Would, like, drive, sports. Yes, love, why.
   love, cars, love, driving.
2 Would, like, ride, horse. No, wouldn't, not, don't, horses.
3 want, learn, cook. Yes, need, why, want.
4 live, own.

4 READING
a 1 buy a motorcycle, 2 go to Australia, 3 go to a concert.
b 1F, 2F, 3F, 4T, 5F, 6T.

6 READING
a 1Y, 2J, 3G, 4K.

1 GRAMMAR
a 2 I'm an engineer. 3 In the refrigerator.
   4 An ID card. 5 Twice a week.
   6 I like dogs. 7 By train. 8 On the Internet.
b 2, 3, 4, 5, 6, 7, 8, 9 the.
10 - 11 the, 12 an, 13 a, 14 A, 15 -.

2 VOCABULARY
a 2 Skype, 3 online, 4 log in, 5 download.
b attachment, 7 search, 8 google, 9 upload.

3 PRONUNCIATION
a 1 mail, network, website.
   2 address, online, results.
   3 document, internet, username.
   4 attachment, computer, directions.

4 READING
a 1991.
b 2 Americans opened an agency to develop new technology.
   3 The agency developed a network to connect computers.
   4 The network changed its name to the Internet.
   5 Tim Berners-Lee developed a new computer language.
   6 Berners-Lee and a colleague used the new language to write a new program.
   7 They put the new language on the Internet.
   8 The World Wide Web made the Internet available to all computer users.
5 LISTENING
a 4 uses a social network, 1 plays games, 3 does a job, 2 talks to family and friends
b Speaker 1 C, Speaker 2 D, Speaker 3 B, Speaker 4 A

Practical English: Going home
1 VOCABULARY
2 stand 3 trip 4 check 5 departure 6 gate 7 station 8 ticket 9 platform 10 bus 11 driver

2 GETTING TO THE AIRPORT
2 To Union Station.
3 Now, please.
4 How much is it?
5 And could I have a receipt?
6 Could I have a ticket to O'Hare Airport, please?
7 One-way, please.
8 Coach, please.
9 Can I pay by credit card?

3 SOCIAL ENGLISH
2d 3a 4f 5b 6c

4 READING
b 2 bus 3 train 4 car 5 bike

1 GRAMMAR
a 1 have 2 had 3 bought 4 been
b 1 been 2 gone 3 gone 4 been

1 VOCABULARY
a Hab 1 read, Millennium. Trilogy. No, haven't seen, movies? Yes, have, all
b Fans preferred the ending in the book.

c 2 a Simple past: broke, did, did, arc, fell, forgot, c 2
d left 3 eaten 4 forgotten 5 worn 6 broken 7 done

1 GRAMMAR
a 2 His apartment is big.
3 I bought a new shirt.
4 She's Ryan’s sister.
5 We go on vacation in August.
6 She's / She is always late.
7 I can't sing.
8 I'm waiting for him.

3 VOCABULARY
a Simple past: broke, did, ate, fell, forgot, went, self, sang, spoke, took, wore
Past participle: broken, done, eaten, fallen, forgotten, gone, left, sung, spoken, taken, worn
b 2 left 3 eaten 4 forgotten 5 worn 6 broken 7 done

3 VOCABULARY
a Charles Dickens, Michael Ondaatje
b 2T 3 4F 5T 6F 7T 8F 9T 10T

5 LISTENING
a Dawn hasn't cried at a movie.
4 He's interviewed a famous actor.
5 They've gone to the movie theater.
6 She's cried in a lot of movies.

6 S

c I haven't seen this movie before.

b They've seen this movie before.
5 I haven't seen this movie before.
4 She's seen this movie before.

4 VOCABULARY
a C

2d 3a 4f

5 LISTENING
a Charles Dickens, Michael Ondaatje
b 2T 3 4F 5T 6F 7T 8F 9T 10T

5 LISTENING
a Charles Dickens, Michael Ondaatje
b 2T 3 4F 5T 6F 7T 8F 9T 10T

6 S

c I haven't seen this movie before.

b They've seen this movie before.
5 I haven't seen this movie before.
4 She's seen this movie before.

4 VOCABULARY
a C

2d 3a 4f

5 LISTENING
a Charles Dickens, Michael Ondaatje
b 2T 3 4F 5T 6F 7T 8F 9T 10T

5 LISTENING
a Charles Dickens, Michael Ondaatje
b 2T 3 4F 5T 6F 7T 8F 9T 10T

6 S

c I haven't seen this movie before.

b They've seen this movie before.
5 I haven't seen this movie before.
4 She's seen this movie before.
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