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American English File 3

Third Edition

TEACHER'S GUIDE

WITH TEACHER RESOURCE CENTER

Includes photocopiable Grammar, Communicative, and Vocabulary activities



Christina Latham-Koenig
Clive Oxenden
Jerry Lambert

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American English File

Third Edition

gets **you** talking

90% of teachers who took part in an Oxford Impact study found that *American English File* **improves students' speaking skills**.

The Teacher's Guide with Teacher Resource Center gives you everything you need to create flexible lessons that work for your students.

Complete support for every lesson

- Detailed lesson plans
- Extra support, extra challenge, and extra ideas, to make each lesson your own
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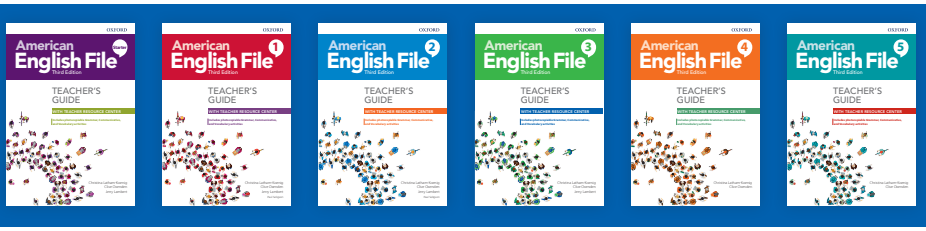
- All your *American English File* resources – video, audio, answer keys, audioscripts, and much more – available in one place online
- A complete Test and a Quick Test for every File, two Progress Tests, and an End-of-course Test
- A Gradebook to track your students' progress

FOR STUDENTS

- Student Book with Online Practice
- Multi-Packs with Online Practice
- Workbook
- English File Say It app for pronunciation practice

FOR TEACHERS

- Teacher's Guide with Teacher Resource Center
- Classroom Presentation Tool
- Class DVD
- Class Audio CDs



English Sounds Pronunciation Chart based on an original idea and design by Paul Seligson and Carmen Dolz.

CEFR
B2
B1
A2

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American English File 3

Third Edition

TEACHER'S GUIDE

Christina Latham-Koenig
Clive Oxenden
Jerry Lambert

Paul Seligson and Clive Oxenden
are the original co-authors of
English File 1 and *English File 2*

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Contents

p.4 **Syllabus checklist**

p.8 **Course overview**

- **Introduction**
- **What do Level 3 students need?**
- **For students**

Student Book
Online Practice
Workbook

- **For teachers**

Teacher's Guide
Teacher Resource Center
Classroom Presentation Tool
Class audio
Video

p.12 **Lesson plans**

p.12	File 1 A–B	Practical English Episode 1
p.28	File 2 A–B	1&2 Review and Check
p.41	File 3 A–B	Practical English Episode 2
p.54	File 4 A–B	3&4 Review and Check
p.66	File 5 A–B	Practical English Episode 3
p.79	File 6 A–B	5&6 Review and Check
p.92	File 7 A–B	Practical English Episode 4
p.106	File 8 A–B	7&8 Review and Check
p.120	File 9 A–B	Practical English Episode 5
p.132	File 10 A–B	9&10 Review and Check

p.143 **Photocopiable activities**

p.143	Introduction
p.144	Grammar activity answers
p.147	Grammar activity masters
p.169	Communicative activity instructions
p.176	Communicative activity masters
p.199	Vocabulary activity instructions
p.203	Vocabulary activity masters

p.281 **Workbook Answer Key**

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Syllabus checklist

		GRAMMAR	VOCABULARY	PRONUNCIATION
1				
6	**A Eating in…and out**	simple present and continuous, action and nonaction verbs	food and cooking	vowel sounds
10	**B Modern families**	future forms: present continuous, *be going to*, *will* / *won't*	family, adjectives of personality	sentence stress, word stress
14	**Practical English Episode 1**	**reacting to what people say**		
2				
16	**A Spending money**	present perfect and simple past	money	*o* and *or*
20	**B Changing lives**	present perfect + *for* / *since*, present perfect continuous	strong adjectives: *exhausted*, *amazed*, etc.	sentence stress
24	**Review and Check 1&2**			
3				
26	**A Survive the drive**	choosing between comparatives and superlatives	transportation	/ʃ/, /dʒ/, and /tʃ/, linking
30	**B Men, women, and children**	articles: *a* / *an*, *the*, no article	collocation: verbs / adjectives + prepositions	/ə/, two pronunciations of *the*
34	**Practical English Episode 2**	**giving opinions**		
4				
36	**A Bad manners?**	obligation and prohibition: *have to*, *must*, *should*	phone language	silent consonants
40	**B Yes, I can!**	ability and possibility: can, could, be able to	*-ed* / *-ing* adjectives	sentence stress
44	**Review and Check 3&4**			
5				
46	**A Sporting superstitions**	past tenses: simple, continuous, perfect	sports	/ɔr/ and /ər/
50	**B #thewaywemet**	past and present habits and states	relationships	the letter *s*, *used to*
54	**Practical English Episode 3**	**permission and requests**		

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SPEAKING	LISTENING	READING
talking about preferences, agreeing and disagreeing	understanding key words in questions, predicting content using visual clues	using your own experience to understand a text
talking about the future, retelling a story	understanding a story	identifying reasons
talking about money and experiences	listening for facts	understanding paragraphing
How long…?, talking about extremes	checking hypotheses, listening for specific information	understanding the order of events
tourist role-play, giving opinions	confirming predictions	confirming predictions
generalizing, talking about childhood	understanding points of view	understanding the main point in a paragraph
talking about annoying habits and manners	understanding problems and advice	assessing a point of view
talking about ability, assessing advice	making inferences, listening for specific information	understanding tips and examples
talking about sports, telling an anecdote	understanding an interview	understanding how examples support main points
talking about present and past habits, presenting an opinion	predicting the end of a story, understanding facts and supporting information	predicting the end of a story

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		GRAMMAR	VOCABULARY	PRONUNCIATION
6				
56	**A Behind the scenes**	passive (all tenses)	movies	regular and irregular past participles
60	**B Every picture tells a story**	modals of deduction: *might*, *can't*, *must*	the body	diphthongs
64	**Review and Check 5&6**			
7				
66	**A Live and learn**	first conditional and future time clauses + *when*, *until*, etc.	education	the letter *u*
70	**B The hotel of Mom and Dad**	second conditional, choosing between conditionals	houses	sentence stress, the letter *c*
74	**Practical English** Episode 4	**making suggestions**		
8				
76	**A The right job for you**	choosing between gerunds and infinitives	work	word stress
80	**B Have a nice day!**	reported speech: sentences and questions	shopping, making nouns from verbs	the letters *ai*
84	**Review and Check 7&8**			
9				
86	**A Lucky encounters**	third conditional	making adjectives and adverbs	sentence rhythm, weak pronunciation of *have*
90	**B Digital detox**	quantifiers	electronic devices	linking, *ough* and *augh*
94	**Practical English** Episode 5	**indirect questions**		
10				
96	**A Idols and icons**	relative clauses: defining and nondefining	compound nouns	word stress
100	**B And the murderer is...**	tag questions	crime	intonation in tag questions
104	**Review and Check 9&10**			

106 **Communication** 115 **Writing** 125 **Listening** 132 **Grammar Bank**

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SPEAKING	LISTENING	READING
talking about movies	listening for content words	understanding the main point in a paragraph
talking about profile pictures, making deductions	checking assumption, understanding the order of events	understanding humor, checking assumptions
talking about school, assessing opinions	listening for numbers	understanding points of view
discussing pros and cons, describing ideal situations	using prediction to understand content	understanding pros and cons
making a presentation	listening and making notes	predicting from evidence
talking about shopping habits	understanding the order of events, understanding attitude and tone	predicting the end of a story
talking about luck	listening to summarize	understanding topic sentences
discussing digital habits	understanding attitude	understanding technical language
talking about people and things that you admire	listening for facts	reading with purpose
police interview role-play	taking notes	understanding referencing

152 **Vocabulary Bank** 165 **Irregular verbs** 166 **Sound Bank**

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Course overview

Introduction

Our aim with *American English File Third Edition* has been to make every lesson better and to make the package more student- and teacher-friendly. As well as the main A and B Student Book lessons, there is a range of material that you can use according to your students' needs and the time and resources you have available. Don't forget:

- videos that can be used in class in every File: Practical English, Video Listening, and Can you understand these people?
- Quick Tests and File tests for every File, as well as Progress Tests, an End-of-course Test, and an Entry Test, which you can use at the beginning of the course
- photocopiable **Grammar** and **Communicative** activities for every A and B lesson, and a **Vocabulary** activity for every **Vocabulary Bank**

Online Practice and the **Workbook** provide review, support, and practice for students outside the class.

The **Teacher's Guide** suggests different ways of exploiting the Student Book depending on the level of your class. We very much hope you enjoy using *American English File Third Edition*.

What do Level 3 students need?

Level 3 is often a milestone for students: at this point, many students really begin to "take off" in terms of their ability to communicate. Some students, however, may see Level 3 as a "plateau" and feel that they are no longer making the progress they were before. Students at this level need fresh challenges to help them to realize how much they know and to make their passive knowledge active, together with a steady input of new language.

Grammar

- Reinforcement and extension of main grammatical structures
- Practice in using different tenses together
- 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** 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. Students can look again at the grammar presented in the lesson on **Online Practice**. The **Workbook** provides a variety of practice exercises and the opportunity for students to use the new grammar to express their own ideas.

Vocabulary

- Systematic expansion of topic-based lexical areas
- Building new words by adding prefixes and suffixes
- Opportunities to put new vocabulary into practice

Every lesson focuses on high-frequency vocabulary and common lexical areas, but keeps the load realistic. All new vocabulary is given with the phonemic script alongside, to help students with the pronunciation of new words.

Many lessons are linked to the **Vocabulary Banks** 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. Students can review the meaning and the pronunciation of new vocabulary on **Online Practice**, and find further practice in the **Workbook**.

Pronunciation

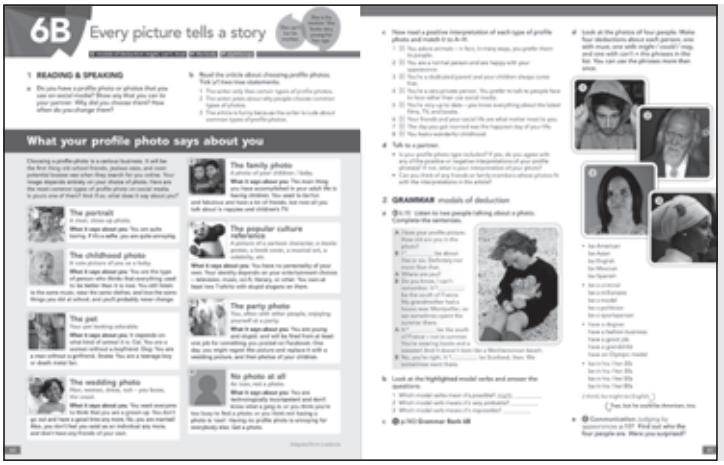
- Practice in pronouncing sounds, words, and connected speech clearly
- Awareness of rules and patterns
- Focus on word and sentence stress

Clear, *intelligible* pronunciation (not perfection) should be the goal of students at this level. There is a pronunciation focus in every lesson, which integrates clear pronunciation into grammar and vocabulary practice. There is an emphasis on the sounds most useful for communication, on word stress, and on sentence rhythm. **Online Practice** contains the Sound Bank videos which show students the mouth positions to make English vowels and consonants. They can also review the pronunciation from the lesson at their own speed. There is more practice of pronunciation in the **Workbook**, with audio, which can be found on **Online Practice**.

Speaking

- Motivating and accessible topics
- The key words and phrases necessary to discuss a topic
- Confidence that their language is clear and intelligible
- Practice in more extended speaking
- Time to organize thoughts before speaking

Lack of self-confidence can be a barrier to successful speaking at this level. Each speaking task is supported by the necessary grammar, vocabulary, and pronunciation and designed to help students to feel a sense of progress and to show that the number of situations in which they can communicate effectively is growing.



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Listening

- Confidence-building, achievable tasks
- Practice in "getting the gist" and listening for detail
- Practice in dealing with authentic spoken language

At Level 3, students need confidence-building tasks that are progressively more challenging in terms of speed, length, and language difficulty, but are always achievable. Longer listenings are broken into separate parts with different tasks, to avoid memory overload. Students are exposed to a wide variety of accents, including some non-native speakers of English. On **Online Practice**, for each File students can find further listening practice related to the topic. They can also access the listening activities from every lesson, to practice on their own time, and to read the script to check anything that they have found difficult.

Reading

- Engaging topics and stimulating material
- Exposure to a wide variety of authentic text types
- Challenging tasks that help them read more skillfully

Many students need to read in English for their work or studies, and reading is also important in helping to build vocabulary and to reinforce grammar. The key to encouraging students to read is to provide material where they feel there is a reason to read and tasks that help them to get the most out of a text. This level contains a variety of readings from real sources (the newspaper, magazines, websites, forums, infographics) and have been chosen for their intrinsic interest and potential to generate a reaction. The opinions expressed in these texts do not necessarily reflect the view of the *American English File* authors or of Oxford University Press.

Writing

- Clear models for a variety of text types
- An awareness of register, structure, and fixed phrases
- A focus on "micro" writing skills

It is often difficult to motivate students to write at this level. In *American English File Level 3*, each guided writing activity flows out of a main lesson to ensure that students have plenty of ideas to start with and focuses on key areas of language, style, and organization to help break the writing process down into a series of achievable tasks.

Students can use **Online Practice** to develop their writing skills further. The Discussion board also provides opportunities for informal written interaction.

Practical English

- Reinforcement and extension of functional language
- Knowing what to say in typical social situations
- Getting used to listening to faster, more colloquial speech

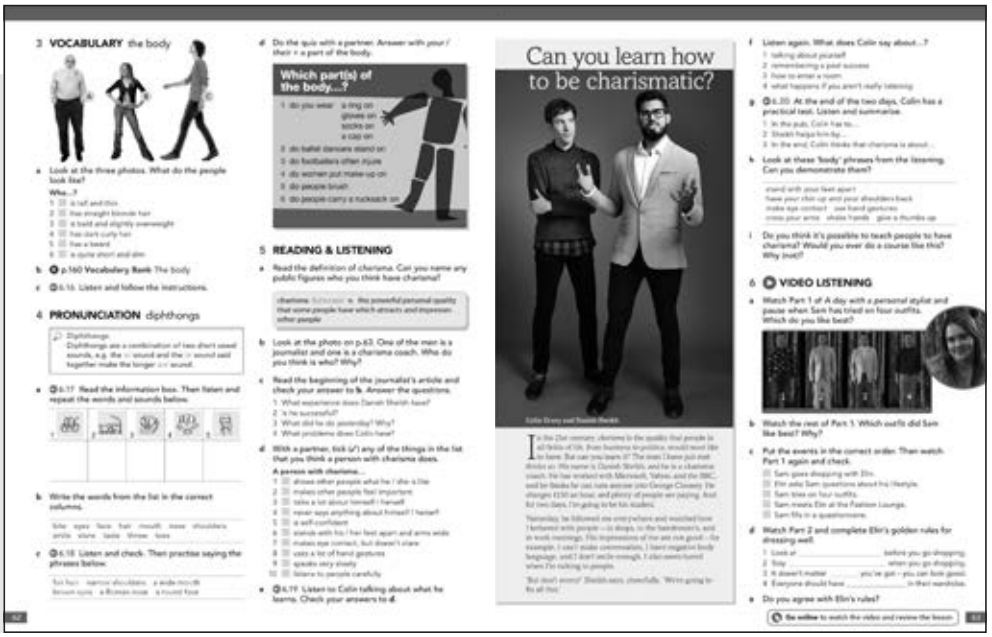
The five *Practical English* lessons review and extend common situations such as introductions or making polite requests, and introduce and practice the language for new situations, like expressing opinions or apologizing. The story line involving the two main characters, Jenny and Rob, continues from where it left off in *American English File Level 2*, but it is self-standing, so it can be used equally with students who did not use the previous level. The lessons also highlight other key "Social English" phrases, for example, *Could you tell me why… ?* and *If you don't mind*. On **Online Practice**, students can use the interactive video to record themselves and hear their own voice in the complete conversation. They can also listen and record the Social English phrases. The **Workbook** provides practice of all the language from the Practical English lessons.

Review

- Regular review
- Motivating reference and practice material
- A sense of progress

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 course. 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 street 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. On **Online Practice**, for each File, there are three **Check your progress** activities. The first is a multiple-choice activity for students to test themselves on the grammar and vocabulary from the File. The second is a dictation related to the topic and the language of the File for students to practice the new language in context. Finally, there is a **Challenge** activity, which involves a mini-research project based on a topic from the File. Every two Files, the **Workbook** contains a *Can you remember...?* page, which provides a cumulative review of language students have covered in the **Student Book**.



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Course overview

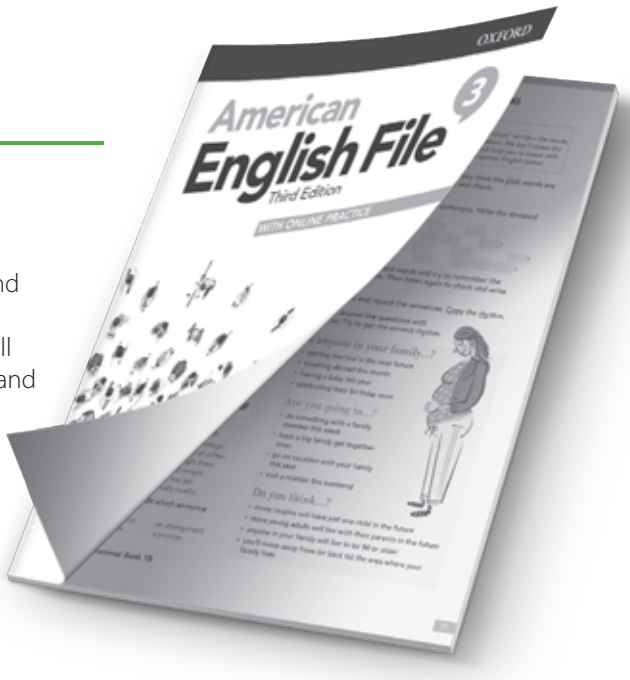
For students

Student Book

The Student Book has 10 Files. Each File is organized like this:

A and B lessons

Each File contains two four-page lessons that present and practice **Grammar**, **Vocabulary**, and **Pronunciation** with a balance of reading and listening activities, and lots of opportunities for speaking. Every two Files (starting from File 2), the B lesson ends with a **Video Listening** section. All lessons have clear references to the **Grammar Bank**, **Vocabulary Bank**, and where relevant, to the **Sound Bank** at the back of the book.



Practical English

Every two Files (starting from File 1) there is a two-page lesson that teaches high-frequency, everyday English (e.g., language for asking for permission and making requests) and social English (useful phrases like *How come you're so late?* and *I think I'll go home if you don't mind*). The video is in the form of a drama, featuring the two main characters, Rob and Jenny. The lessons have a storyline that runs through the level.

Review & Check

Every two Files (starting from File 2) there is a two-page section reviewing the **Grammar**, **Vocabulary**, and **Pronunciation** of each File and providing **Reading**, **Listening**, and **Speaking**. The *"Can you…?"* section challenges students with engaging reading texts and street interview videos, which give students exposure to real-life English.

The back of the Student Book

The lessons contain references to these sections: **Communication, Writing, Listening, Grammar Bank, Vocabulary Bank,** and **Sound Bank.**

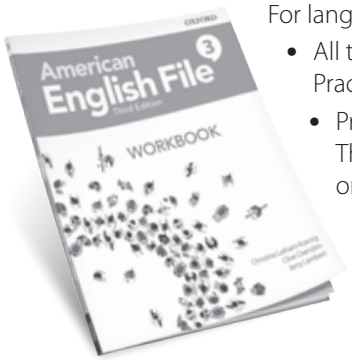
Online Practice

For students to practice and develop their language and skills or catch up on a class they have missed.

- **Look again:** students can review the language from every lesson.
- **Practice:** students can develop their skills with extra Reading, Writing, Listening, and Speaking practice.
- **Check your progress:** students can test themselves on the main language from the lesson and get instant feedback, and try an extra challenge.
- **Interactive video** to practice the language from the Practical English lessons.
- **Sound Bank videos** to learn and practice pronunciation of English sounds.
- **Resources:** All Student Book audio, video, scripts, wordlists, and CEFR mapping documents.



Workbook



For language practice after class.

- All the Grammar, Vocabulary, and Practical English
- Pronunciation exercises with audio. The audio can be accessed on **Online Practice**
  - *Can you remember...?* exercises for students to check their progress

Say It app

For students to learn and practice the sounds of English

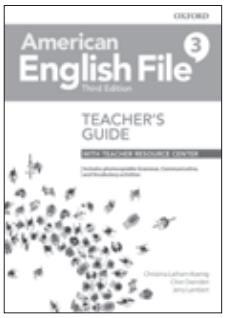
- Individual sounds
- Sounds in key words
- Speak and record functionality



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For teachers

Teacher's Guide



Step-by-step procedural notes for all the lessons including:

- an optional "books-closed" lead-in for every lesson.
- **Extra challenge** suggestions for ways of exploiting the Student Book material in a more challenging way if you have a stronger class.
- **Extra support** suggestions for ways of adapting activities or exercises to make them work with weaker students.
- **Extra ideas** for optional activities.

All lesson plans include answer keys and audio scripts.

Over 50 pages of photocopiable activities.

Grammar

see pp. 144–168

- An activity for every **Grammar Bank,** which can be used in class or for self-study extra practice

Communicative

see pp.169–198

- Extra speaking practice for every A and B lesson

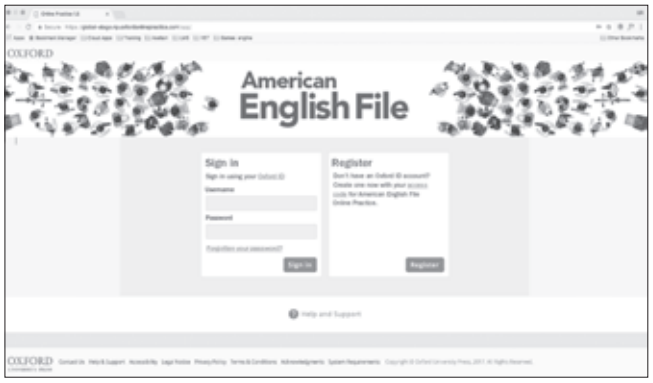
Vocabulary

see pp.199–217

- An activity for every **Vocabulary Bank,** which can be used in class or for self-study extra practice

There is more information on page 143 of this Teacher's Guide about the photocopiable worksheets and tips on how best to use them.

Teacher Resource Center



- All the Student Book audio/video files and scripts
- Detailed lesson plans from the Teacher's Guide
- Answer keys
- All the photocopiable activities from the Teacher's Guide, including customizable versions
- All the Workbook audio files and scripts
- Tests and assessment material, including: an Entry Test; Progress Tests; an End-of-course Test; a Quick Test for every File; and complete test for every File. There are A and B versions of all the main tests and audio files for all the Listening tests
- CEFR documents

Classroom Presentation Tool



- The complete Student Book
- All class audio and video, with interactive scripts
- Answer keys for exercises in the Student Book and photocopiable activities

Class audio

All the listening materials for the Student Book can be found on the **Teacher Resource Center**, **Classroom Presentation Tool**, **Online Practice**, and the **Class Audio CDs**.

Video

Video listening



- Short documentary, drama, or animation for students at the end of even-numbered B lessons (2B, 4B, 6B, etc.)

Practical English

- A unique series of videos that goes with the Practical English lessons in the Student Book

Review & Check video

- Street interviews filmed in London, New York, and Oxford to accompany the Review & Check section

All the video materials for the Student Book can be found on the **Teacher Resource Center**, **Classroom Presentation Tool**, **Online Practice**, and the **Class DVD**.

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1A Eating in…and out

G simple present and continuous, action and nonaction verbs
V food and cooking
P vowel sounds

Lesson plan

The topic of this first lesson is food and cooking. The lesson begins with some quotes about food, which lead into the Vocabulary Bank, where Sts extend their knowledge of words and phrases related to food and cooking. There is then a pronunciation focus on vowel sounds, which is relevant to this lexical area and will be especially useful if your Sts are not familiar with the *American English File* sound–picture system. Sts then do a food questionnaire before listening to six people, each answering one of the questions in the questionnaire. Sts read an article about new research that shows that eating at the right time can make us happier and healthier.

In the second half of the lesson, Sts listen to an interview with Marianna Leivaditaki, the head chef at Morito, a popular restaurant in London. Extracts from the interview lead to the grammar focus, which is on the simple present and present continuous, and Sts are introduced to the concept of action and nonaction verbs. The lesson ends with a speaking activity where Sts discuss statements related to food, cooking, and restaurants.

If you would like to begin the first lesson without the book, there is a Communicative photocopiable *Getting to know you* activity on *pp.176–177* (instructions *p.169*), two photocopiable review Grammar activities on *pp.147–148* (key *p.144*), and one Vocabulary photocopiable *Classroom language* activity on *p.203* (instructions *p.199*).

There is an Entry Test in the *Teacher Resource Center*, which you can give Sts before starting the course.

More materials

For teachers

Photocopiables

Grammar Introduction What do you remember? *p.147*
Introduction Don't make these mistakes! *p.148*
simple present and present continuous, action and nonaction verbs *p.149*
Communicative Getting to know you *pp.176–177* (instructions *p.169*)
Describing a photo *p.178* (instructions *p.169*)
Vocabulary Classroom language *p.203* (instructions *p.199*)
Food and cooking *p.204* (instructions *p.199*)

Teacher Resource Center

Entry Test

For students

Workbook 1A

Online Practice 1A

OPTIONAL LEAD-IN (BOOKS CLOSED)

Put Sts in pairs or small groups. Write this puzzle on the board, or read the categories aloud one by one, and get pairs / small groups to write down their answers:

ONE RED FRUIT, **ONE** YELLOW FRUIT, **ONE** GREEN FRUIT

TWO KINDS OF FOOD THAT SOME PEOPLE ARE ALLERGIC TO

THREE KINDS OF FOOD THAT COME FROM MILK

FOUR VEGETABLES THAT YOU CAN PUT IN A SALAD

FIVE CONTAINERS THAT YOU CAN BUY FOOD IN

SIX THINGS THAT PEOPLE SOMETIMES HAVE FOR BREAKFAST

Elicit answers and write them on the board (eliciting the spelling from Sts if you want to review the alphabet).

1 VOCABULARY food and cooking

a Books open. Focus on the instructions and make sure Sts know what a *quote* is and the website Pinterest.

Give Sts time to fill in the blanks with a word or phrase from the list.

Get Sts to compare with a partner, and then check answers. Model and drill the pronunciation of any words your Sts find difficult to pronounce.

1 pear **2** pasta **3** onions **4** tomato, fruit salad
5 cake **6** cookie

b Give Sts time to decide which quote they like best and why.

Put Sts in pairs and get them to tell each other their favorite quote.

Get some feedback from the class. You could also tell the class which quote is your favorite and why.

c Tell Sts to go to **Vocabulary Bank Food and cooking** on *p.152*.

Vocabulary notes

Food

In this lexical group, as in many others, there are large numbers of useful words, and a selection has been made in order not to overwhelm Sts. However, words that are important in your Sts' country because they are very common or popular foods may have been left out and it is important to teach them and get Sts to add them to the **Vocabulary Bank** page, so that they are equipped with the vocabulary they need to do the speaking activities that follow.

Cooking

Sts may ask what the difference is between *baked* and *roasted* because both mean cooked in the oven: *baked* is used for bread, cakes, and most sweet things, and also fruit. *Roasted* always means cooked with fat, and is used especially for meat, potatoes, and vegetables.

Focus on **1 Food** and get Sts to do **a** individually or in pairs.

1.2 Now do **b**. Play the audio for Sts to listen and check.

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Check answers.

1.2

Food and cooking

1 Food

Fish and seafood	Fruit and vegetables
1 crab	14 avocado
7 lobster	25 beet
5 mussels	13 cabbage
2 salmon	24 cherries
6 shrimp	18 cucumber
3 squid	20 eggplant
4 tuna	23 grapes
	27 green beans
Meat	26 lemon
11 beef	19 mango
12 chicken	15 melon
9 duck	21 peach
10 lamb	16 pear
8 pork	28 raspberries
	17 red pepper
	22 zucchini

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

Focus on **Activation** and put Sts in pairs to discuss the questions.

Get some feedback and write any new words on the board.

Focus on **2 Cooking** and get Sts to do **a** individually or in pairs.

1.3 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

1.3

2 Cooking

6 baked
5 boiled
1 fried
2 grilled
4 roasted
3 steamed

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

Now focus on **Activation** and get Sts to tell a partner how they like the four items to be cooked.

Get some feedback from the class.

Finally, focus on **3 Phrasal verbs** and get Sts to do **a** individually or in pairs.

1.4 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

1.4

3 Phrasal verbs

1 I eat **out** a lot because I don't really have time to cook. Luckily, there are lots of good restaurants close to where I live.
2 I'm trying to cut **down on** coffee right now. I'm only having one cup at breakfast.
3 The doctor told me that I should completely cut **out** all cheese and dairy products from my diet.

EXTRA CHALLENGE Get Sts to make a true sentence about themselves using each phrasal verb.

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 **Vocabulary** photocopiable activity at this point.

d Tell Sts to look at the list of adjectives that are used to describe food. You might want to point out that *hot* here means the same as *spicy*.

Either put Sts in pairs or do this as a whole-class activity.

If Sts worked in pairs, elicit their ideas. Elicit the meaning of each adjective and drill pronunciation.

Possible answers

canned	tomatoes, tuna, etc.
fresh	fish, vegetables, etc.
frozen	peas, fish, pizza etc.
hot / spicy	sauce, chicken, etc.
low-fat	yogurt, cheese, etc.
raw	fish, vegetables, etc.

e **1.5** Focus on the instructions and make sure Sts understand what they have to do. Point out that the first one (*raw salmon*) has been done for them.

Play the audio for Sts to complete the task.

Check answers. You may want to point out to Sts that *yogurt* can also be spelled *yoghurt*. Model and drill pronunciation of any words your Sts find difficult to pronounce.

2 spicy shrimp, hot food 3 fresh tuna 4 low-fat yogurt
5 canned peaches 6 frozen raspberries

1.5

1 A Do you like salmon sushi?
B No. I don't like raw salmon. I prefer to eat it cooked.
2 A What are you going to have as an appetizer?
B I think I'll have the spicy shrimp. I love hot food.
3 A How should I cook this fresh tuna?
B Just grill it for a few minutes on each side.
4 A Are you going to the supermarket? Could you get me some low-fat yogurt?
B Sure. What flavor do you want?
A Just plain.
5 A What else can I put in this fruit salad?
B Well, we've got some canned peaches. How about those?
6 A I never buy frozen raspberries.
B No, they taste OK, but the texture just isn't the same.

2 PRONUNCIATION vowel sounds

Pronunciation notes

Sts work on distinguishing between two similar sounds and they look at the typical spellings for these sounds. Then there are exercises to show Sts how useful it is for them to be able to understand the phonetic transcription of words given in print or online dictionaries.

a Focus on the eight sound pictures. If your Sts are not familiar with them, explain that the sound pictures give a clear example of a word with the target sound, and they help Sts remember the pronunciation of the phonetic symbol (there is one for each of the 45 sounds of English).

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Elicit and drill the first two words and sounds: *fish* /ɪ/ and *tree* /i/.

Now put Sts in pairs and get them to figure out the other six words and sounds.

Check answers.

3 cat /æ/ **4** car /ɑr/ **5** clock /ɑ/ **6** horse /ɔr/
7 bull /ʊ/ **8** boot /u/

b 1.6 Focus on the instructions and point out to Sts that they have to match the letters in pink in the phrases to the sounds in **a**.

Give Sts time, in pairs, to complete the task. Tell them that this kind of exercise is easier if they say the phrases aloud to themselves.

Play the audio for Sts to listen and check.

Check answers.

crab salad 3 **grilled squid** 1 **a large carton of milk** 4
steamed green beans 2 **a good cook** 7 **hot sausages** 5
four forks 6 **tuna with zucchini** 8

1.6
3 cat /æ/ crab salad
1 fish /ɪ/ grilled squid
4 car /ɑr/ a large carton of milk
2 tree /i/ steamed green beans
7 bull /ʊ/ a good cook
5 clock /ɑ/ hot sausages
6 horse /ɔr/ four forks
8 boot /u/ tuna with zucchini

Now play the audio again, pausing after each phrase for Sts to listen and repeat.

EXTRA SUPPORT You could play the audio first for Sts to hear the phrases before they do the matching activity.

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos in the *Teacher Resource Center*.

3 LISTENING & SPEAKING understanding key words in questions

a Focus on the questionnaire and give Sts time, in pairs, to try to guess what the words and phrases in **bold** mean.

Check answers. Model and drill pronunciation.

topping /'tɑpɪŋ/ = a layer of food that you put on top of a dish, to add flavor
filling /'fɪlɪŋ/ = food put inside a sandwich
ready-made /rɛdi 'meɪd/ = prepared in advance so that you can eat it immediately or after heating it
takeout /'teɪkaʊt/ = a meal that you buy in a restaurant that cooks and sells food that you take out and eat somewhere else, usually at home
allergic /ə'lərdʒɪk/ = when you react badly or feel sick when you eat sth
intolerant /ɪn'tɒlərənt/ = not able to eat particular foods without becoming sick
cheer yourself up = to make yourself happier
miss /mɪs/ = feel sad because you can't have sth

b 1.7 Focus on the instructions and give Sts time to quickly read all the questions in *Your food profile* again, and make sure they understand them.

Point out that the first one has been done for Sts.

Play the audio once the whole way through for Sts just to listen.

1.7

Naomi
Definitely tea. I went to Aruba on vacation recently, and I was staying at a hotel and they didn't have any good green tea. I really missed it in the mornings.

Sarah
I absolutely love pasta, and I try and eat it whenever I can, so I would find it really difficult to, to live without pasta. Pasta and pesto is my favorite meal, and I have it at least twice a week, usually when my husband's away because he's always telling me not to eat so much pasta.

Emilio
Yes, uh, pretty often. My wife's from Asia, from Indonesia, so we often, we often eat hot food. Um, I love hot food, uh, curries, any Indonesian food. I also love Thai food, like a good green curry.

Tran
I guess, like a lot of people, I tend to eat chocolate in that situation – chocolate or ice cream, maybe. Definitely something sweet.

Austin
Only caffeine, actually which I didn't use to be, I used to drink a lot of coffee, but a few years ago I started noticing that it was, it was affecting me pretty badly when I drank coffee. I was getting headaches and, uh, I've never been tested for it, but, uh, I've stopped drinking caffeine – caffeine in coffee – and I think, I think I feel better.

Sean
I like spicy ones, and I like them with meat, so maybe pepperoni. That's what I always end up ordering in an Italian restaurant.

Now play the audio again, pausing after each speaker for Sts to match each one to a question. Play again if necessary.

Check answers.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts listen.

Sarah 6 **Emilio** 2c **Tran** 4a **Austin** 3 **Sean** 1b

c Tell Sts that they are going to listen to the six speakers again and that this time they must write down the food or drink the speakers mention.

Play the audio, pausing after each speaker to give Sts time to write.

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

Naomi tea
Sarah pasta
Emilio curries, Indonesian food, Thai food
Tran chocolate, ice cream
Austin caffeine / coffee
Sean meat / pepperoni

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d Put Sts in pairs and get them to ask and answer the questions in *Your food profile*, giving as much information as possible. They should see if they have anything in common.

EXTRA SUPPORT Demonstrate the activity by answering one or two of the questions yourself before putting Sts in pairs.

Monitor and help with any food vocabulary.

EXTRA CHALLENGE Before Sts give feedback, you may want to teach them the phrases *Both of us…* and *Neither of us…*, which they can use to show what they have in common. Highlight that the verb is plural after *Both of us* and singular after *Neither of us*.

Get feedback from different pairs to find out if they have anything in common.

4 READING using your own experience to understand a text

a Put Sts in pairs and get them to tell each other at what time they usually do each activity.

EXTRA SUPPORT Quickly review telling the time by drawing different clocks on the board and eliciting the times.

Get some feedback from various pairs.

b Give Sts time to read the article and answer the question.

Get feedback from various pairs.

EXTRA SUPPORT Before Sts read the article the first time, check whether you need to pre-teach any vocabulary.

c Give Sts time to read the article again.

Then in pairs, get Sts to answer questions 1–6.

Check answers.

1 Because you're less likely to be at risk of heart disease as an adult.
2 It can make us more mentally alert.
3 Having steak and French fries for lunch means we digest it better. Having it for dinner makes our blood glucose levels higher.
4 Because our sense of smell and taste are at their best at this time.
5 **a** yoga or going for a walk **b** running or bike riding
6 Because it helps us to go to sleep.

Help with any other new vocabulary, but not the words in **d**. Model and drill the pronunciation of any tricky words.

d Focus on the instructions and make sure Sts know what they have to do.

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

1 heart **2** stomach **3** brain **4** muscles **5** lung

a We have one heart, stomach, and brain.
b We have two lungs.
c We have more than two muscles.

e Put Sts in pairs and get them to discuss the two questions.

Get some feedback from various pairs. You could tell Sts what you think about the information in the article.

5 LISTENING predicting content using visual clues

a Focus on the introduction and read it as a class. You may want to elicit from Sts that *Cretan* is the adjective used for someone from Crete, a Greek island.

EXTRA SUPPORT Ask Sts some comprehension questions, e.g., *Where is Marianna's mother from?* (Scotland), *Who owned a seafood restaurant?* (Marianna's parents), *Where does Marianna work now?* (Morito / London), etc.

Put Sts in pairs and get them to look at the photos and then tell each other how they think each extract finishes.

Get some ideas from the class, but <u>don't</u> tell Sts if they are correct.

b **1.8** Tell Sts they are going to listen to **Part 1** of an interview with Marianna, and they must check their answers to **a**.

Play the audio once the whole way through.

Get Sts to compare with their partner, and then play again if necessary.

Check answers.

EXTRA SUPPORT Read through the scripts and decide if you need to pre-teach any new vocabulary before Sts listen.

1 my dad caught **2** lemon and olive oil **3** a small blue notebook **4** animals, a garden, olive trees, and grapes
5 Greek sandwich with pita bread

1.8
(script in the Student Book on *p.125*)
I = interviewer, M = Marianna Leivaditaki

Part 1

I With me today I have Marianna Leivaditaki, head chef of the Morito restaurant in London. Marianna, what was your favorite food when you were a child?
M Um, well, at home we ate a funny mixture because of my parents. Um, fresh fish, bacon and eggs for breakfast on Sundays, and traditional apple pies. But my favorite was fish. We ate fish every day, which my dad caught. In fact, my dad still goes fishing every night!
I Wow!
M Yeah, we were really lucky because not all families could do that – could eat fish every day. Even on an island, fish is expensive, unfortunately.
I Did your dad catch fish for the family or for the restaurant?
M For both. Um, except for lobsters. When he caught a lobster, he never sold it; it was always for us. We boiled it and ate it with lemon and olive oil. You don't need anything except lemon and olive oil when fish and seafood is really fresh. That's how I cook lobsters nowadays in the restaurant, in Morito.
I Were you interested in cooking when you were a child?
M Oh yes. I spent every evening in our restaurant, and instead of playing with the other children, I usually helped in the kitchen. I wrote down recipes which I wanted to cook for the family in a small blue notebook.
I So your love of food and cooking came from your parents?
M From my parents and also from my aunt, and from many inspiring ladies who surrounded me when I was growing up. My aunt, Thia Koula, had animals, a garden, olive trees, and grapes. In the summer, I often spent all day with her. She knew everything about wild food in Crete. She only ate what she had grown or found or made herself. Such a beautiful way to eat.
I Did you ever eat out as a child?
M Never in the evening, um, because our restaurant was open for dinner seven days a week, but occasionally my mum used to buy me and my brother *souvlaki* for lunch, a sort of Greek sandwich with pita bread. Inside it has pork, tomato, red onion, and lots of thick yogurt.

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c Now tell Sts to listen again and write down anything else about each photo.

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

See script 1.8

EXTRA SUPPORT Play the audio again, pausing after Marianna mentions each photo to give Sts time to make notes.

d **1.9** Tell Sts they are now going to listen to **Part 2** of the interview. Focus on the questions and quickly go through them.

Play the audio once the whole way through. You could pause after each question is answered to give Sts time to make notes. Play again if necessary.

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

1 She studied psychology at Kent University. She traveled around southern Europe and South America. She went back to Crete and worked in the family restaurant.
2 When she was a student, she used to save money and go and eat there. Because she wanted to work there.
3 She became head chef.
4 It has more Cretan dishes on the menu.
5 Four or five times a year. They share all the food and always order too much.

1.9
(script in the Student Book on *p.125*)
Part 2

I So did you always want to be a chef, to have your own restaurant?
M No, not at all. I wanted to be a psychologist, and when I was 18, I came to the UK to study at Kent University. Then I decided I didn't want to be a psychologist after all, and I went traveling for a bit – I'd saved some money at university because I worked in the evenings. I went all around southern Europe and also to South America, to Ecuador. I tried all sorts of different dishes and fell in love with food again, so I went back to Crete and worked in our family restaurant for two years.
I Why did you come back to the UK?
M Well, I wanted to continue working as a chef, but I needed a bigger challenge. And when I was a student in the UK and I missed good food, I used to save money and go to London to have dinner in a restaurant called Moro. It wasn't Greek food, but it was Mediterranean, Spanish, North African, and I loved it. So when I came back to London, I went to Moro and I said, "I want a job" – and they gave me one.
I And what happened then?
M Well, really slowly, through hard work, and after seven years, I became head chef. It was magic. And then the owners of Moro, Samantha and Samuel Clark, suggested that I help them open Morito.
I How is Morito different from Moro?
M It's the same inspiration, and um, many of the dishes are similar, but because I run the kitchen, I have been able to have more Cretan dishes on the menu – dishes from my childhood. This week, for example, I'm making *ntakos*, a Cretan salad made with fresh goat's cheese, tomato, and bread.
I Do you go back to Crete much?
M Yes, I go to Crete maybe four or five times a year. My family's restaurant is closed now, but I go out for lunch with my friends, the people I miss when I'm in London. Food comes, and we share everything. We always order too much, and by the end of it we feel incredibly full.
I Well, Marianna, it's been great talking with you, and thanks for coming in.
M Thank you very much for having me.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the two scripts on *p.125*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

e Put Sts in pairs and get them to tell each other about the three questions.

Get feedback from various pairs, or simply ask the whole class. You could also tell them about yourself.

6 GRAMMAR simple present and continuous, action and nonaction verbs

a Give Sts time to circle the correct form in each sentence.

Then get them to compare with a partner.

b **1.10** Play the audio for Sts to listen and check.

Give Sts time, in their pairs, to say why they think each form is used.

Check answers, getting Sts to explain why (in their L1 if necessary) the other form is wrong. For 1, they may simply "feel" that *need* is correct without being able to explain why. This would be a good moment to explain about action / nonaction verbs (see **Grammar notes**).

1 don't need (It's a non-action verb, not usually used in the continuous.)
2 I'm making (It's a temporary action which is only happening this week.)
3 I go (It's a habitual action.)

1.10
1 You don't need anything except lemon and olive oil when fish and seafood is really fresh.
2 This week, for example, I'm making *ntakos*, a Cretan salad...
3 I go to Crete maybe four or five times a year.

c Tell Sts to go to **Grammar Bank 1A** on *p.132*. If your Sts haven't used the *American English File* series before, explain that all the grammar rules and exercises are in this part of the book.

Grammar notes

Simple present

At this level, Sts should be clear about the form and use of the simple present.

Remind Sts of the difference in pronunciation of the third person *-s*, i.e., /s/ (verbs ending in an unvoiced consonant, e.g., *cooks*, *eats*), /z/ (verbs ending in a vowel sound or voiced consonant, e.g., *plays*, *has*), and /ɪz/ (verbs where you have added *-es*, e.g., *watches*, *finishes*).

Remind them too of the irregular pronunciation of (*he / she / it*) *says* /sez/ and *does* /dʌz/.

! The simple present is also occasionally used to refer to the future, e.g., *The next train leaves at 7:30*. This use is not dealt with here.

Present continuous

Sts who don't have a continuous form in their language may need to be reminded that this is the form they must use when they are talking about temporary actions in progress now, this week, this month, etc.

Remind Sts of the use of the present continuous for future arrangements. This will be reviewed fully together with the other future forms in **1B**.

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Action and nonaction verbs

These are often called *dynamic / stative* or *progressive / nonprogressive* verbs. We have called them *action / nonaction* because we think this helps to make the difference clearer for Sts.

When Sts look at the list of common nonaction verbs, you may want to point out that *enjoy* isn't there. It describes a state or feeling, so Sts might expect it to be a nonaction verb, but in fact it's an exception, and is an action verb, e.g., *Are you enjoying your dinner?* You could also point out that *look* is usually a nonaction verb (e.g., *That looks delicious*), but *look at* is an action verb (e.g., *We're looking at the menu*).

There are several other verbs that can be both action and nonaction, e.g., *see*, *feel*. The **Grammar Bank** uses *have* and *think* as clear examples.

Focus on the example sentences and play audio **1.11**, **1.12** and **1.13** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the **Verbs that can be both action and nonaction** box and go through it with the class.

Now focus on the exercises and get Sts to do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

a

1 is coming **2** doesn't want **3** isn't working
4 seems **5** aren't speaking **6** thinks **7** Do we need
8 I'm having **9** I love **10** tastes

b

1 I **have** high cholesterol, so I never **eat** fried food.
2 **Are** you **taking** any vitamins right now?
3 Don't eat the spinach if you **don't like** it.
4 **Does** your boyfriend **know** how to cook fish?
5 We **order** take-out pizza once a week.
6 What **is** / **'s** your mother **making**? It **smells** delicious!
7 You look sad. What **are** you **thinking** about?
8 I **think** the diet in my country **is getting** worse.
9 How often **do** you **have** seafood?
10 I **don't** usually **cook** red meat.

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** photocopiable activity at this point.

d Focus on the question prompts and elicit / explain the meaning of *diet* here (= the food that you eat and drink regularly). Model and drill its pronunciation.

Now elicit that the question prompts under **On a typical day** are habitual actions, so should be simple present, and Sts must add *do you*. The ones under **Right now / Nowadays** are things in progress, and if the verbs are action verbs, they should be present continuous; if they are nonaction, they should be simple present.

Elicit the questions from the class to check that they are forming the questions correctly, and that they are using the correct rhythm, i.e., stressing the "information" words.

On a typical day

- What do you usually have for breakfast?
- Do you drink soda, e.g., Coke? How many glasses do you drink a day?
- Where do you usually have lunch?
- What do you usually have for lunch during the week?
- Do you ever cook? What do you make?
- Do you prefer eating at home or eating out?

Right now / Nowadays

- Are you taking vitamins or food supplements right now?
- Are you trying to cut down on anything right now?
- Do you need to buy any food today?
- Do you want anything to eat right now?
- Is the diet in your country getting better or worse?

EXTRA SUPPORT You could write the full questions on the board and underline the stressed words to help Sts get the rhythm correct (see answer key above).

Monitor as Sts work in pairs, making sure they are using the simple present and continuous correctly. The focus here should be on accurate practice of the grammar.

Get some feedback from various pairs.

7 SPEAKING

a Focus on the instructions and go through statements 1–6, making sure Sts understand each one.

Give Sts time to decide whether they agree with each statement and to think of three reasons or examples for each one.

b Focus on the **Agreeing and disagreeing** box and go through it with the class.

Put Sts in pairs or small groups and tell them to spend at least two minutes discussing each topic.

Monitor and encourage Sts to use the phrases for agreeing and disagreeing. Don't over-correct, but make a note of any errors that you may want to focus on when they finish speaking.

Get some feedback from various pairs or groups.

EXTRA CHALLENGE If your Sts are confident, you could give them some more sophisticated language for agreeing and disagreeing, e.g., *I completely / totally (dis)agree*, *I agree up to a point*, *I couldn't agree more*.

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1B Modern families

G future forms: present continuous, *be going to*, *will / won't*
V family, adjectives of personality
P sentence stress, word stress

Lesson plan

The context of this lesson is the family. Sts begin by reviewing family vocabulary and talking about family life in the US and in their country. The grammar focus is on the three most common future forms. Sts will have studied them all separately, but probably haven't had to differentiate them before. There is then a pronunciation focus on sentence stress patterns in future forms.

In the second half of the lesson, the focus shifts to relationships between siblings. Sts extend their knowledge of adjectives to describe personality, and also practice the word stress in these adjectives. Sts then read an article about how birth order affects our personality. The lesson ends with a listening and speaking about a time they or a sibling behaved badly, and a writing focus on describing a person.

More materials

For teachers

Photocopiables

Grammar future forms: present continuous, *be going to*, *will / won't p.150*
Communicative Who is it? *p.179* (instructions *p.169*)
Vocabulary Personality *p.205* (instructions *p.199*)

For students

Workbook 1B

Online Practice 1B

OPTIONAL LEAD-IN (BOOKS CLOSED)

Review family words by drawing a quick family tree of your family (including, if possible, aunts, uncles, nephews, nieces, and cousins) and tell Sts a little about them.

Put Sts in pairs and get them to do the same.

1 VOCABULARY & SPEAKING family

a Books open. In pairs, Sts discuss the difference between the words and phrases in 1–8.

Check answers.

1 A father is the male parent of a child. A parent is the mother or father.
2 A stepmother is married to your father, but she isn't your biological mother.
3 A brother-in-law is the brother of your husband / wife, or your sister's husband.
4 A stepsister is the daughter of your stepmother or stepfather and their previous husband or wife. She isn't biologically related to you. A half-sister shares one parent with you, either your mother or your father.
5 A grandfather is your father or mother's father. A great-grandfather is your father or mother's grandfather.
6 An adopted child is one who has become part of a family which is not the one in which he or she was born. An only child is a child who doesn't have brothers or sisters.
7 "Brothers and sisters" and "siblings" mean the same thing, but *sibling* is a more formal word and is used for both genders.
8 Your immediate family are your parents, children, brothers, and sisters. Your extended family is anyone related to you who is not your immediate family, e.g., your uncles, aunts, cousins, grandparents, etc.

b Focus on the instructions. Then read the introduction together and make sure Sts understand *survey* (= an investigation of the opinions, behavior, etc. of a particular group of people) and *statistics* (= a collection of information shown in numbers).

Now give Sts time, in pairs, to fill in the blanks with the numbers from the list.

c **1.14** Play the audio for Sts to listen and check.

Check answers.

1 4% **2** 21% **3** 41% **4** 27 **5** 29 **6** 10% **7** 5% **8** 6

1.14

The modern family

Family life is changing all over the world, and it's not just the structure of the family, but also its habits. The results of several recent American surveys showed some surprising statistics.

Family structure

69% of families have married parents.
23% are single-parent families. Only 4% of the single parents are men.
21% of families have one child, 41% have two, and 38% have three or more.
40% of families have stepchildren.
On average, women get married at 27 and men at 29.

Family habits

40% of families eat together fewer than three times a week, and 10% never eat at the same time.
They go on vacation together as a family seven days a year.
An estimated 5% of people have brothers or sisters who they never speak to or contact.
60% of parents say chores, discipline, and family activities are shared equally in homes with two full-time working parents. The average family has six arguments each day and the most common cause is children refusing to clean their messy bedrooms or complaining about food.

Remind Sts that this survey was done in the US. Give them time to think which results they think would be very different for their country.

Get some feedback.

d Focus on the questions and make sure Sts know the meaning of *argue* (= to speak angrily to somebody because you disagree with them).

Give Sts time to think about their answers.

Now go through the **Politely refusing to talk about something** box. Point out that in class Sts do a lot of asking and answering questions, and if there are any that they would feel uncomfortable answering, to respond with this phrase.

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Put Sts in pairs or small groups. Tell them to discuss the questions.

Monitor and help when necessary.

Get some feedback from various pairs or groups.

2 GRAMMAR future forms

a 1.15 Focus on the instructions. Play the audio once the whole way through. Play again if necessary.

Check answers.

A 2; They're talking about a party that she's going to.
B 3; They're talking about if he can borrow her car.
C 1; They're talking about what he's going to do next year.

1.15
(script in the Student Book on *p.125*)

1
A So what are you going to do next year, Adam? Are you going to go to college? Adam? Can you hear me?
B Sorry, Grandma. What did you say?
A I said, are you going to go to college next year?
B No, Grandma. I've already told you like 100 times. I'm not going to go to college. I'm going to look for a job. I need to earn some money.
A All right, dear, you don't need to shout. I can hear perfectly well, thank you. What time is it?
B Ten to three. I'll get you some coffee.
A Oh, thank you. That'd be nice.

2
A Bye. See you tomorrow.
B Bye. Hey, what do you mean *tomorrow*? Aren't you coming back tonight?
A No, I told you about it yesterday. I'm going to a party at Katie's. I'm staying overnight there.
B Who else is going?
A Oh, just the usual crowd. You don't know any of them.
B Well, make sure you don't go to bed too late. And don't forget to…
A Bye!
B Where's your coat? You can't go out like that. It's going to be cold tonight!
A Bye!

3
A Can I use your car tonight?
B No, you can't.
A You said you didn't need it. Why can't I borrow it?
B Because you won't take care of it. You'll drive too fast.
A I won't. I promise I'll drive really slowly. I'll be really careful.
B Oh, all right.
A Thanks. See you.

EXTRA IDEA Alternatively, you could pause the audio after each conversation, play it again if necessary, and check the answer.

b Give Sts time to go through sentences a–f and think what the missing words might be.

EXTRA CHALLENGE Get Sts, in pairs, to decide before they listen again how to fill in the blanks.

Play the audio again, pausing after each conversation.

Check answers.

1 a going to go
b I'll get
2 c 'm staying
d 's going to be
3 e 'll drive
f 'll be

c Focus on the instructions and make sure Sts understand the difference between a plan or intention, and an *arrangement* (= a plan for which you have already made preparations, e.g., booking a ticket, a hotel, or a table in a restaurant).

Put Sts in pairs to complete the task.

Check answers.

a plan or intention: a **a prediction:** d, e **an offer:** b
an arrangement: c **a promise:** f

From this, elicit from Sts that, generally speaking, we use *going to* for plans and predictions; *will / won't* for predictions, offers, and promises; and the present continuous for arrangements.

d Tell Sts to go to **Grammar Bank 1B** on *p.133*.

Grammar notes

Sts often have problems using future forms correctly in English, mainly because the future form used depends on what the speaker wants to say, e.g., whether he / she wants to express a plan or pre-arranged event, or make an "instant" decision at that moment. This means that Sts often can't use the same form that they would use in their L1.

The important thing to emphasize is that we use *going to* (or present continuous) for things we have already decided to do, i.e., our plans, intentions, or arrangements, whereas *will* + base form is used for decisions made at the time of speaking, and also for offers, promises, and future facts.

A typical mistake here is to use the simple present for offers: ~~*I carry your bag for you.*~~

! You may want to point out that in song lyrics, *going to* is usually transcribed as *gonna* (because that is how it sounds when sung quickly).

Focus on the example sentences and play audio **1.16**, **1.17**, **1.18**, and **1.19** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises and get Sts to do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

a
1 ✓ **2** 'll make **3** ✓ **4** Are you going to go **5** won't tell
6 're visiting **7** will go down **8** ✓ **9** I'll help

b
1 I promise I **will** / **'ll call** every day.
2 He **is** / **'s going to get** a degree in French.
3 No, I **am** / **'m working** late.
4 Yes, I **will** / **'ll have** the shrimp, please.
5 OK. I **will / 'll get** some take out.
6 No problem, I **will** / **'ll lend** you some.
7 No, the weather forecast says it **is** / **'s going to rain** / **will rain / 'll rain**.
8 **I will / I'll pick** you up from the airport.

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

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

3 PRONUNCIATION & SPEAKING sentence stress

Pronunciation notes

As Sts should already know, in English, words that are stressed more strongly are the ones that carry information, e.g., *I went to the movies on Friday night*. These are typically verbs, nouns, adjectives, and adverbs. The "non-information" words (e.g., personal pronouns, articles, and little words like *to*, *of*, *on*, *as*, etc.) are pronounced less strongly, and these words often get shortened when we speak, e.g., *to* becomes /tə/. It is this mixture of stressed and unstressed words that gives English its rhythm, and Sts need plenty of practice until correct stress and rhythm becomes instinctive.

a **1.20** Focus on the **Sentence stress** box and go through it with the class.

Give Sts time to read the sentence, and then elicit with a show of hands who thinks the pink words are stressed.

Play the audio once the whole way through.

Check the answer.

They are stressed.

1.20
See the sentence in the Student Book on *p.11*

Then play the audio again for Sts to listen and repeat.

b **1.21** Tell Sts they are going to hear four sentences and they should listen for the stressed words and write them in the pink boxes in the sentences.

Play the audio, pausing after each sentence to give Sts time to write.

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

1 sister's, having, baby, April
2 anyone, family, buying, car
3 see, parents, weekend
4 think, live, home, next, year

1.21
1 My sister's having a baby in April.
2 Is anyone in your family buying a car?
3 Are you going to see your parents on the weekend?
4 Do you think you'll live at home next year?

c Now tell Sts to look at the words they have written and try to remember what the complete sentence or question is.

Tell Sts to listen to the audio again and fill in any blanks they have. Play the audio again.

Check answers, eliciting the sentences onto the board.

1 My sister's having a baby in April.
2 Is anyone in your family buying a car?
3 Are you going to see your parents on the weekend?
4 Do you think you'll live at home next year?

d Play the audio again, pausing after each sentence for Sts to listen and repeat, copying the rhythm. Encourage them to pronounce the stressed words (in the pink boxes) more strongly and not to stress the other words.

Then repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT Put Sts in pairs and get them to practice saying the sentences.

e Put Sts in pairs and get them to ask and answer the questions, giving as much information as possible. You could demonstrate the activity by answering a couple of questions first.

Get some feedback from various pairs.

EXTRA SUPPORT Before Sts ask and answer the questions in pairs, get them to underline the content words in the questions. Check answers and drill the questions.

Is anyone in your family…?
- getting married in the near future
- traveling abroad this month
- having a baby this year
- celebrating their birthday soon

Are you going to…?
- do something with a family member this week
- have a big family get-together soon
- go on vacation with your family this year
- visit a relative this weekend

Do you think…?
- more couples will have just one child in the future
- more young adults will live with their parents in the future
- anyone in your family will live to be 90 or older
- you'll move away from (or back to) the area where your family lives

EXTRA SUPPORT Write possible short responses on the board to help Sts to answer the questions, e.g., MAYBE. / PROBABLY., I DON'T THINK SO., I HAVE NO IDEA. Tell them that they should then give a reason for their answer.

4 VOCABULARY adjectives of personality

a Focus on the instructions. Point out the heading, *Opposites attract*, and tell Sts that the adjectives they have to complete are the opposites of the first adjectives. Give Sts time to complete the adjectives in 1–5.

Check answers, eliciting from Sts what the adjectives mean. Model and drill pronunciation. You could ask Sts if they agree that opposites attract and if they can give any examples.

1 shy **2** cheap **3** lazy **4** quiet **5** serious

EXTRA SUPPORT First, elicit the meaning of the adjectives in the first half of sentences 1–5. Then give Sts time, in pairs, to complete the opposites.

b Tell Sts to go to **Vocabulary Bank Personality** on *p.153*.

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Vocabulary notes

This **Vocabulary Bank** gives Sts adjectives to describe personality, and also introduces them to using negative prefixes to make opposite adjectives. A good print or online dictionary will give opposite adjectives, using prefixes. Encourage Sts to learn positive and negative adjectives with prefixes – this will help them to expand their vocabulary more quickly and effectively.

Focus on **1 What are they like?** and elicit / teach that the question *What are they like? = What kind of personality do they have?*

Get Sts to do **a** individually or in pairs. You might want to point out that SYN stands for *synonym*.

EXTRA SUPPORT Let Sts use their dictionaries to help them with this section.

1.22 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

1.22

Personality

1 What are they like?

1 Selfish people think about themselves and not about other people.
2 **Spoiled** children are rude and behave badly because they are given everything they want.
3 **Mature** people behave like adults.
4 **Honest** people always tell the truth and never steal or cheat.
5 **Charming** people have an attractive personality, and people like them.
6 **Sensible** people have common sense and are practical.
7 **Sociable** people are friendly and enjoy being with other people.
8 **Anxious** people are often worried or stressed.
9 **Imaginative** people have a good imagination.
10 **Independent** people like doing things on their own, without help.
11 **Bossy** people like telling other people what to do.
12 **Insecure** people are not confident about themselves.
13 **Sensitive** people can be easily hurt or offended.
14 **Stubborn** people never change their opinion or attitude about something.
15 **Patient** people can wait for a long time or accept difficulties without getting angry.
16 **Ambitious** people want to be successful in life.
17 **Reliable** people are ones who you can trust or depend on.
18 **Self-confident** people are sure of themselves and their abilities.
19 **Rebellious** people don't like obeying rules.
20 **Moody** people have moods that change quickly and often.
21 **Competitive** people always want to win.
22 **Affectionate** people show that they love or like other people very much.

Now either use the audio to drill the pronunciation of the sentences, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

EXTRA IDEA If your Sts' L1 is a Latin-based language, many of these adjectives may be quite similar. Get them to underline the ones that are similar, and highlight or circle the ones that are completely different.

Now focus on **Activation** and tell Sts, in pairs, to decide which are positive.

Get feedback.

Suggested answers

mature honest charming sensible sociable imaginative independent patient reliable self-confident affectionate

EXTRA SUPPORT Tell Sts, in pairs, to cover the adjectives and look at the sentences. They must try to remember the adjectives.

Focus on **2 Negative prefixes** and explain that with some adjectives of personality, the opposite is a completely different word, but for others you simply add a negative prefix.

Focus on the **Negative prefixes** box and go through it with the class.

Get Sts to do **a** individually or in pairs.

1.23 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

1.23

2 Negative prefixes

***un-* / *dis-*: unambitious, unclean, unfriendly, dishonest, unimaginative, unkind, disorganized, unreliable, unselfish, unsociable**

***in-* / *im-* / *ir-*: immature, impatient, irresponsible, insensitive**

Now either use the audio to drill the pronunciation of the adjectives, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

Elicit that *un-* is by far the most common negative prefix. Explain also that *im-* is used before adjectives beginning with *p* or *m*, e.g., *impossible*, *immature*, and *ir-* is used before adjectives beginning with *r*, e.g., *irregular*.

Finally, ask Sts which adjective + prefix has a positive meaning.

Unselfish has a positive meaning.

Focus on **Activation** and get Sts to cover the columns and test themselves.

Finally, focus on the **False friends** 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.

EXTRA IDEA Tell Sts to write down the first three adjectives of personality that come into their heads.
Get Sts to compare their adjectives with a partner.
Then tell them that the activity they have just done is a personality test. The first adjective they wrote down is how they see themselves, the second is how other people see them, and the third is what they are really like.
Ask Sts if they agree with their results.

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5 PRONUNCIATION word stress

Pronunciation note

Adjective prefixes and suffixes

Negative prefixes (e.g., *un-*, *im-*, and *in-* added to adjectives) are never stressed, e.g., *unfriendly* NOT ~~*unfriendly*~~.

The common adjective endings *-ous* (e.g., *jealous*), *-able / -ible* (e.g., *sociable*, *responsible*) and *-ive* (e.g., *talkative*) are also unstressed. The pronunciation of *-ous* and *-able /-ible* is the /ə/ sound, while *-ive* is pronounced /ɪv/.

a Focus on the task and remind Sts that with multi-syllable words, they must always learn which syllable is stressed. You may also want to point out that some of these adjectives may be very similar to ones in their language, but stressed on a different syllable, e.g., *ambitious* = Spanish *ambicioso*.

Now focus on the adjectives, and elicit / explain that 1–4 are grouped according to their endings, and that 5 is adjectives with negative prefixes.

Get Sts, individually or in pairs, to practice saying the adjectives aloud, and then to underline the syllable they think is stressed.

b **1.24** Play the audio for Sts to listen and check.

Check answers by writing the words on the board and underlining the stressed syllable.

1 anxious, ambitious, generous, rebellious
2 sociable, reliable
3 responsible, sensible
4 competitive, talkative, sensitive
5 unfriendly, insecure, impatient, immature

1.24
See words in the Student Book on *p.12*

Play the audio again, pausing after each group of words for Sts to listen and repeat.

Finally, ask Sts if the prefixes and suffixes are stressed.

No, prefixes and suffixes are unstressed.

EXTRA SUPPORT Put Sts in pairs and get them to practice saying the adjectives.

6 READING identifying reasons

a Either put Sts in pairs or do this as a whole-class activity.

If Sts worked in pairs, get some feedback from various pairs. You could also get a show of hands for each "category" to find out which is the most common.

b Focus on the instructions and make sure Sts understand what they have to do.

Elicit some opinions from Sts, but don't tell them if they are correct.

c Give Sts time to read the article to check their answers to **b**. Tell them not to worry about the blanks.

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

EXTRA SUPPORT Before Sts read the article the first time, check whether you need to pre-teach any vocabulary.

1 the youngest child **2** the oldest child
3 the only child **4** the middle child

d Now tell Sts to read the article again and fill in the blanks with sentences A–H. Point out that the first one (*H*) has been done for them.

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

2 C **3** A **4** B **5** E **6** F **7** D **8** G

Help with any other new vocabulary. Model and drill the pronunciation of any tricky words.

e Give Sts time to re-read the paragraph that applies to them.

Put Sts in pairs and get them to tell each other if the description is true for them, and if the other descriptions are true for people they know.

Get feedback from various pairs. You could tell Sts about your own situation and how you feel about it.

EXTRA CHALLENGE If you want to focus on some useful phrases from the article, write these sentences on the board (without the answer in parentheses):

THEY GET IMPATIENT, ESPECIALLY WHEN THINGS GO WRONG. (ONLY CHILD)

THEY'RE GOOD AT FINDING SOLUTIONS FOR ARGUMENTS. (MIDDLE CHILD)

THEY GET ALONG WITH EVERYBODY. (MIDDLE CHILD)

THEY TEND TO BE AMBITIOUS. (OLDEST CHILD)

THEY CAN LACK DIRECTION IN LIFE. (MIDDLE CHILD)

THEY SPEND A LOT OF TIME BY THEMSELVES. (ONLY CHILD)

THEY TRY TO GET THE ATTENTION OF THEIR PARENTS. (YOUNGEST CHILD)

Ask Sts which category of child they describe (see answers in parentheses above), and what they mean.

7 LISTENING & SPEAKING understanding a story

a Focus on the instructions and the words, making sure Sts understand all the vocabulary.

Put Sts in pairs to tell each other what they think the two stories are about.

Elicit some ideas for each story, but don't tell Sts if they are correct.

b **1.25** Play the audio for Sts to listen and check their predictions in **a**.

Elicit each story.

See script 1.25

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts listen.

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1.25
(script in the Student Book on *p.125*)

Dan
Well, I can remember one terrible thing I did to my brother when we were teenagers – I have a twin brother. Um, so we used to fight and argue a lot, as…as kids and teenagers. And one time, when we were about 15, we were fighting, arguing – we shared a bedroom, so we were in our room, um, fighting each other, and I accidentally stabbed him in the hand with a pen that I was holding in my hand. And it was, it was a total accident, and I was holding it and I was kind of threatening him, but I didn't really mean to, to stab him, obviously, um, but I did, and I was absolutely horrified at what I'd done. And of course, he, my brother, he looked down at his hand, with this blood coming out from where I'd stabbed him, and he looked up at me, and he said, "I'm going to tell Mom!", which sort of made me laugh because, you know, we were both 15 at the time, and it was a very childish thing to say. And he ran downstairs to tell our mom, and I was absolutely terrified that she was going to be really angry with me. Which she was, of course. But, um, he was fine, by the way, it was a very small wound. He didn't have to go to the hospital or anything; it was absolutely fine, but, um, he still now, this is, you know, we're in our late forties now, so this is thirty years ago, but he still sometimes tells people, when we meet them, about when I stabbed him. But yeah, it wasn't a very nice thing to do to him!

Marilyn
Well, my sister was four years older than me. She still is, actually.Um, I remember once when I was about ten years old, I had a pet, a bird. Um, it was a small green parrot named Charlie, and I really loved him. He lived in a cage, but I sometimes let him out to fly around the house, you know, so, so he could have some freedom. And one day, I was in my bedroom and I let him out, but then something happened – I can't remember what and I forgot about him for a, for a while, and then suddenly I couldn't see him anymore. And, well, I looked everywhere for him, I looked all over the house and I couldn't find him anywhere. Oh, I cried and I cried because I was sure that he had flown out of the window. And my parents started to help me because they felt awful about it as well. And just when I was completely hysterical, my sister admitted that, in reality, she had hidden him: she had shut him inside a cupboard. Can you believe that? Well, she opened the cupboard and poor Charlie was there; he was so frightened, but we were all really relieved to find him. My sister was so horrible that day. Of course, now we get along really well, but I still remember what she did to poor Charlie, and sometimes when she comes to see me, I hide her car keys or her purse or something just to remind her of it. Is that bad?

c Tell Sts they are going to listen to the two stories again and this time they must answer questions 1–5. Give them time to read the questions.

Play the audio again, pausing after the first story to give Sts time to answer the questions.

Check answers.

Dan
1 15
2 In their bedroom
3 Dan accidentally stabbed his brother in the hand with a pen.
4 Their mother was very angry with Dan, but it was a very small wound.
5 Dan's brother still tells other people about when Dan stabbed him.

Now play the second story.

Check answers.

Marilyn
1 Ten
2 She was in her bedroom.
3 Her sister hid her parrot in a cupboard. Marilyn and her parents looked for it everywhere and she was very upset.
4 Her sister showed them where the parrot was, in the cupboard.
5 Marilyn sometimes hides her sister's things to remind her of the parrot incident.

Finally, ask the class who they think behaved worse, Dan or Marilyn's sister.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.125*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

d Put Sts in pairs, **A** and **B**. Tell Sts **A** that they are Dan's brother and Sts **B** that they are Marilyn's sister. They must retell the story from their point of view.

Monitor and help with vocabulary if necessary.

You could get a couple of Sts **A** and **B** to tell the class their story.

e Focus on the instructions and give Sts time to think of a time when they were young and they or a sibling / friend behaved badly.

Put Sts in pairs or small groups and get them to tell each other their stories. Remind them to use the questions in **c** to help them.

Monitor and help if necessary.

Get some feedback from various pairs or groups. If you have a story, you could tell it to the class.

8 WRITING a description of a person

a Focus on the instructions and make sure Sts know what a *self-portrait* is (= a painting, etc. that you do of yourself).

Read the poem together or give Sts time to read it alone.

Now focus on the instructions for lines 1–7 and give Sts time to write their own poems.

Monitor and help if necessary.

Get Sts to read their poems to each other. You could also display them around the classroom and get Sts to read them.

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b This is the first time Sts are sent to the **Writing** section at the back of the Student 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) for homework.

Tell Sts to go to **Writing A description of a person** on *p.115*.

Before Sts read the two emails, you might want to check they know what an *au pair* is. You could explain that the word is French. Model and drill its English pronunciation /ˌoʊ ˈpɛr/.

Now focus on **a** and give Sts time to read the two emails and answer the questions.

Check answers.

1 Because she is looking for an au pair and Sofia's friend, Marisol, told Angela she might be interested in working in the US as an au pair.
2 Yes, she does.

Now focus on **b** and tell Sts to read Sofia's email again and to correct the five spelling mistakes.

Check answers by getting Sts to spell the correct version and write it on the board.

~~interrested~~ interested
~~responsable~~ responsible
~~forgetfull~~ forgetful
~~fotography~~ photography
~~independant~~ independent

Now focus on **c** and tell Sts to read Sofia's email again and answer questions 1–4.

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

1 intelligent, hard-working, mature, responsible, friendly, independent
2 She likes going to the movies, listening to music, and taking photos.
3 She's really shy, a little forgetful, and her English isn't very good.
4 Yes, she does.

Now focus on **d** and tell Sts to look at all the highlighted expressions in the second email and explain that they are all expressions that modify adjectives. Point out that the sentences in the chart should go from very positive to negative. Show Sts that the first one (*very*) has been done for them.

Give Sts time to complete the other sentences in the chart.

Check answers.

Kasia is	**incredibly** **really** very **a little**	forgetful.

! Highlight that we usually only use *a little* with negative adjectives.

Focus on the **Describing a person** box and go through it with the class.

Now focus on **e** and tell Sts to imagine they received the email from Angela and they need to write back.

Focus on the plan and go through it with the class. Remind them to use the language in the **Describing a person** box as well as the **Vocabulary Bank Personality** on *p.153*.

You may want to get Sts to do the writing in class, or you could assign it as homework. If you do it in class, set a time limit for Sts to write their description, e.g., 15–20 minutes.

Finally, focus on **f** and get Sts to check their work for mistakes before turning it in.

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EPISODE 1

Practical English Meeting the parents

Function introducing yourself and other people, reacting to what people say

Language *What a pity!*, *Never mind.*, *Really?*, etc.

Lesson plan

This is the first in a series of five Practical English lessons (one every other File) in which Sts learn and practice functional language. All the content for these lessons is on video. There is also an audio version if you are unable to show the video in class.

There is a storyline based on two characters, Jenny Zielinski, an American journalist who works in the New York office of a magazine called *NewYork 24seven*, and Rob Walker, a British journalist who works in London for the same magazine, but who is now working in New York. If your Sts did *American English File* Level 1 or Level 2, they will already be familiar with the characters. If they aren't, the first episode begins with a brief summary of the story so far, so they will not be at a disadvantage.

In the first scene, Jenny takes Rob to meet her parents. They arrive late (because of Rob, who has also forgotten the chocolates). Jenny tells her parents about her new promotion, and Sts then practice reacting to what other people say (e.g., to good, bad, interesting, and surprising news). In the second scene, Rob struggles at first to impress Jenny's father, but then they find a shared interest – a jazz musician.

These lessons can be used with *Class DVD*, *Classroom Presentation Tool*, or *Class Audio CDs* (audio only). Sts can find all the video content and activities in the *Online Practice*.

More materials

For teachers

Teacher Resource Center
Video Practical English Episode 1
Quick Test 1
File 1 Test

For students

Workbook Practical English 1
Can you remember? 1

Online Practice Practical English 1
Check your progress

OPTIONAL LEAD-IN (BOOKS CLOSED)

If your Sts did *American English File* Level 2, elicit anything they can remember about Rob and Jenny, and write it on the board in columns under their names. Leave it on the board so that when Sts do **1b**, they can see if any of the points on the board are mentioned.

If your Sts didn't do *American English File* Level 2, introduce this lesson by giving the information in the **Lesson plan**.

1 INTRODUCTION

a Books open. Focus on the two photos and tell Sts that Jenny and Rob are the main characters in these lessons.

Get Sts to describe them.

b 1.26 Focus on the **American and British English** box and go through it with the class.

Then give Sts a few minutes to read the text and think about what the missing words might be.

Now play the video / audio once the whole way through for Sts just to watch or listen.

Give Sts time to fill in the blanks. Then play the audio / video again if necessary.

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

EXTRA SUPPORT Before playing the video / audio, go through the listening scripts and decide if you need to pre-teach / check any vocabulary to help Sts when they listen.

1 magazine **2** British **3** months **4** London **5** New York **6** permanent **7** find **8** family

1.26

J = Jenny, R = Rob

J My name's Jenny Zielinski. And New York is my city. I live here and I work for a magazine, *NewYork 24seven*.

R My name's Rob Walker. I'm a writer on *NewYork 24seven*. You can probably tell from my accent that I'm not actually from New York. I'm British, and I came over to the States a few months ago.

J I met Rob in London, when I was visiting the UK on a work trip. He was writing for the London edition of *24seven*. We got along well right away. I really liked him.

R So why am I in New York? Because of Jenny, of course. When they gave me the opportunity to work here for a month, I took it immediately. It gave us the chance to get to know each other better. When they offered me a permanent job, I couldn't believe it!

J I helped Rob find an apartment. And now here we are. Together in New York. I'm so happy. I just hope Rob's happy here, too.

R I really loved living in London. A lot of my friends and family are there, so of course I still miss it. But New York's a fantastic city. I've got a great job, and Jenny's here, too.

J Things are changing pretty fast in the office. We have a new boss, Don Taylor. And things are changing in my personal life, too. This evening's kind of important. I'm taking Rob to meet my parents for the very first time. I just hope it goes well!

EXTRA IDEA Ask Sts some comprehension questions, e.g., *Where are Rob and Jenny now?* (In New York), *Who is Don Taylor?* (The new boss), etc.

EXTRA SUPPORT If there's time and you are using the video, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

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2 REACTING TO WHAT PEOPLE SAY

a **1.27** Focus on the photos and ask Sts some questions, e.g., *Where are Jenny and Rob?* (In a car), *How does Jenny look?* (Not very happy), *Who are Jenny and Rob saying hello to?* (Her parents), etc.

Now either tell Sts to close their books and write the questions on the board, or get Sts to focus on the two questions and cover the rest of the page.

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

He left the chocolates on his desk at work.
She's gotten a promotion – she's now a manager.

1.27

J = Jenny, R = Rob, H = Harry, S = Sally

J I can't believe we got here so late.
R I'm sorry, Jenny. I had to finish that article for Don.
J Don't forget the chocolates.
R OK…Oh no!
J I don't believe it. Don't tell me you forgot them?
R I think they're still on my desk.
J You're kidding.
R You know what my desk's like.
J Yeah, it's a complete mess. Why don't you ever tidy it?

***

R We could go and buy some more.
J How can we get some more? We're already late!…Hi there!
H You made it!
J Sorry we're late. So, this is my mom and dad, Harry and Sally. And this, of course, is Rob.
R Hello.
S It's so nice to meet you at last.
H Yes, Jenny's finally decided to introduce you to us.
S Come in, come in!

***

J Mom, I'm really sorry – we bought you some chocolates, but we left them at the office.
S What a pity. Never mind.
H Yeah, don't worry about it. We know what a busy young woman you are. And your mom has made way too much food for this evening anyway.
S Oh, Harry.
J But I also have some good news.
S Really? What's that?
J Well, you know we have a new boss? He's still new to the job and needs support, so today he made me the managing editor of the magazine.
S So you've got a promotion? How fantastic!
H That's great news! Hey, does that mean Jenny's going to be your boss, Rob?
R Uh…yes, I guess so.
J Well, not exactly. I'm a manager, but I'm not Rob's manager.
S Let's go and have dinner.
J What a great idea!

Focus on the **American and British English** box and go through it with the class.

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

Now play the video / audio again the whole way through, and get Sts to mark the sentences *T* (true) or *F* (false). Remind them to correct the false ones.

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

1 T
2 F (Rob's desk is **always a complete mess**.)
3 F (Rob is meeting Jenny's parents for the **first** time.)
4 T
5 F (Jenny's new job is managing **editor**.)
6 F (She is a manager, but **not** Rob's manager.)

EXTRA SUPPORT If there's time and you are using the video, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

c **1.28** Give Sts a minute to read through the extracts from the conversation and to think about what the missing words might be.

Now play the video / audio again, and get Sts to fill in the blanks.

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

1 no, believe, You're **2** pity, Never **3** Really
4 How, news **5** great

1.28

1
J Don't forget the chocolates.
R OK. Oh no!
J I don't believe it. Don't tell me you forgot them?
R I think they're still on my desk.
J You're kidding.

2
J Mom, I'm really sorry – we bought you some chocolates, but we left them at the office.
S What a pity. Never mind.

3
J But I also have some good news.
S Really? What's that?

4
S So you've got a promotion? How fantastic!
H That's great news!

5
S Let's go and have dinner.
J What a great idea!

d **1.29** Focus on the **Reacting to what people say** chart and go through it with the class. You may want to point out that *What a pity* and *Never mind* are used to react to bad news, e.g., *I've lost my book / My bus is stuck in traffic*, but not to seriously bad news, e.g., NOT **A** *My grandmother died last week.* **B** *Never mind.*

Now focus on the ***How* + adjective, *What* + noun** box and go through it with the class.

Play the video / audio once the whole way through for Sts just to watch or listen.

1.29

See chart in the Student Book on *p.15*

Now play it again, pausing after each phrase for Sts to watch or listen and repeat with the correct intonation.

Then repeat the activity, eliciting responses from individual Sts.

e Put Sts in pairs and tell them to practice the conversations in **c**.

Monitor and help, encouraging Sts to pay attention to rhythm and intonation.

Make sure Sts switch roles.

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f Put Sts in pairs, **A** and **B**, and tell them to go to **Communication How awful! How fantastic!**, **A** on *p.106*, **B** on *p.111*.

Go through the instructions with them carefully.

Monitor and help, encouraging Sts to use appropriate intonation.

When they have finished, get some Sts to tell the class a piece of news (real or invented) and get Sts to react to it.

Tell Sts to go back to the main lesson **Practical English 1**.

3 HARRY FINDS OUT MORE ABOUT ROB

a **1.30** Focus on the photos and ask Sts what they think they are talking about.

Now either tell Sts to close their books and write the question on the board, or get Sts to focus on the question and cover the rest of the page.

Play the video / audio once the whole way through, and then check the answer.

The evening ends well.

1.30

H = Harry, J = Jenny, R = Rob, S = Sally

H You know, our Jenny has done incredibly well, Rob. She's the first member of our family to study at Harvard. She's a very capable and ambitious young woman.
J Oh, Dad.
R No, it's true, Jenny.
H And what about you, Rob? How do you see your career? Do you see yourself going into management?
R Me? No. Not really. I'm more of a…a writer.
H Really? What kind of things do you write?
R Oh, you know, interviews, reviews…things like that…and I'm doing a lot of work for the online magazine.
J Rob's a very talented writer, Dad. He's very creative.
H That's great, but being creative doesn't always pay the bills.
J You know, my dad's a very keen photographer. He took all of these photos.
H Oh, Rob won't be interested in them.
R But I am interested. I mean, I like photography. And I think I recognize some of these people.
H That's because most of them are of Jenny.
R But there are some great jazz musicians, too.…That's Miles Davis…and isn't that John Coltrane? And that's Wynton Marsalis.
H You know about Wynton Marsalis?
R Know about him? I've interviewed him!
H How incredible! I love that guy. He's a hero of mine.
R Well, he's a really nice guy. I spent a whole day with him, chatting and watching him rehearse.
H Really? I want to hear all about it.
S Have a cookie, Rob.
H Go ahead, son! Sally makes the best cookies in New York!

b Focus on the instructions and give Sts time to read questions 1–6. Elicit / Explain the meaning of *impressed by*.

Play the video / audio again, pausing if necessary to give Sts time to answer the questions.

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

1 Harvard
2 No, he isn't, because he thinks creative people, like writers, sometimes don't earn enough to pay the bills.
3 He likes taking photographs.
4 Jenny
5 Famous jazz musicians
6 That he knows about Wynton Marsalis (Harry's idol) and has interviewed him and spent the day with him.

EXTRA SUPPORT If there's time and you are using the video, you could get Sts to watch again with subtitles, 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. In pairs, get Sts to see if they can remember any of the missing words.

EXTRA CHALLENGE In pairs, get Sts to complete the phrases before they listen.

d **1.31** Play the video / audio for Sts to watch or listen and complete the phrases.

Check answers. If you know your Sts' L1, you could get them to translate the phrases.

1 see **2** really **3** things **4** mean **5** because
6 incredible **7** guy **8** ahead

1.31

1 How do you see your career?
2 Not really. I'm more of a writer.
3 Oh, you know, interviews, reviews, things like that…
4 I mean, I like photography.
5 That's because most of them are of Jenny.
6 How incredible!
7 Well, he's a really nice guy.
8 Go ahead, son!

Now play the video / audio again, pausing after each phrase for Sts to watch or listen and repeat.

e Focus on the instructions and make sure Sts understand what they have to do.

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

A 8 **B** 5 **C** 2 **D** 3 **E** 1 **F** 6 **G** 4, 7

Now put Sts in pairs and get them to practice the conversations.

Finally, focus on the **CAN YOU…?** questions and ask Sts if they feel confident they can now do these things. If they feel that they need more practice, tell them to go to *Online Practice* to watch the episode again and practice the language.

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2A Spending money

G present perfect and simple past
V money
P *o* and *or*

Lesson plan

In this lesson, Sts review some important uses of the present perfect and how it contrasts with the simple past. They also learn common words and phrases to talk about money.

The lesson begins with a money quiz. This provides a lead-in to the vocabulary focus, which is followed by pronunciation practice highlighting different pronunciations of the letters *o* and *or*. The new vocabulary is reinforced through a reading activity that focuses on an article about a woman who tried to spend as little money as possible for an entire year.

In the second half of the lesson, a conversation where two people are arguing about money provides the context for the grammar focus. This leads into a money questionnaire with Sts asking and answering questions in the present perfect and simple past. Finally, Sts read and listen to true stories about three people who lost money in different scams.

More materials

For teachers

Photocopiables

Grammar present perfect and simple past *p.151*
Communicative Are you a saver or a spender? *p.180* (instructions *p.170*)
Vocabulary Money *p.206* (instructions *p.199*)

For students

Workbook 2A

Online Practice 2A

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write the verb SPEND on the board and elicit the two nouns most commonly used after *spend* (*time* and *money*).

Then elicit the form of a verb following *spend time* (the gerund), and the preposition after *spend money* (*on*).

Put Sts in pairs and get them to answer these questions:

What do you often spend a lot of time doing during vacations?
What do you usually spend money on weekends?

Get some feedback from various pairs.

1 VOCABULARY money

a Books open. Put Sts in small groups and get them to do *The money quiz*.

Check answers, and with a show of hands, find out if any groups got all the answers correct.

1
1 Russia, rouble **2** China, lei **3** Japan, yen **4** Poland, zloty **5** Brazil, real **6** Mexico, peso **7** Switzerland, franc **8** Hungary, forint
France uses the euro and Turkey uses the lira.

2
a False (They were made around 600 BC by the Lydians of Asia Minor, present-day Turkey.)
b True
c False (For example, in Canada most banknotes are made of polymer, a flexible plastic material.)
d True
e False (The British pound is the world's oldest currency still in use, at over 1,200 years old.)

b Tell Sts to go to **Vocabulary Bank Money** on *p.154*.

Vocabulary notes

Verbs

Remind Sts of the difference between *lend* and *borrow* with these examples: *Can I borrow your book? / Can you lend me your book?*

Nouns

Make sure Sts are clear that *loan* is the general word for money lent by an individual or bank to another person, and *mortgage* is specifically money lent by a bank to buy a house or apartment.

Phrasal verbs

Highlight that *take out* and *pay back* are separable, i.e., you can also put the particles (*out* and *back*) after the noun, e.g., *When can you **pay** me the money **back**?*

Also highlight the difference between *live on* (= have enough money for your basic needs, e.g., *I can live on $250 a week*) and *live off* (= receive the money you need to live from somebody / something because you don't have any yourself, e.g., *I have to live off my parents while I'm looking for a job.*)

Focus on **1 Verbs** and get Sts to do **a** individually or in pairs.

2.1 Now do **b**. Play the audio for Sts to listen and check.

Check answers. Make sure Sts are clear about the meaning of all the verbs.

2.1
Money
1 Verbs
1 I'm going to inherit $5,000.
2 I **save** money every week.
3 He promised to **lend** me $50.
4 I need to **borrow** $20 from my mom.
5 I often **waste** money.
6 I **can't afford** to buy that car.
7 The mechanic **charges** me $400.
8 They **cost** $200.
9 I **owe** Jim $100.
10 I want to **invest** some money.
11 I **earn** $1,800 a month.
12 My house **is worth** about $350,000.
13 We want to **raise** money for the new hospital.

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Now either use the audio to drill the pronunciation of the sentences, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

EXTRA SUPPORT Tell Sts to cover the sentences on the right and see if they can remember them.

Focus on **2 Prepositions** and emphasize that Sts must write the preposition in the **Preposition** column, not in the shaded blank in the sentence (this is so they can test themselves later).

2.2 Now do **b**. Play the audio for Sts to listen and check.

Check answers. Point out the silent *b* in *debt* /det/.

2.2
2 Prepositions
1 Would you like to pay cash or by credit card?
2 I paid **for** the dinner last night.
3 I spent $100 **on** books yesterday.
4 My uncle invested all his money **in** real estate.
5 I don't like lending money **to** friends.
6 I borrowed a lot of money **from** the bank.
7 They charged me $120 for a haircut!
8 I never get **into** debt. I hate owing people money.

Now either use the audio to drill the pronunciation of the sentences, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

Focus on **Activation** and tell Sts to cover the **Preposition** column and see if they can remember the prepositions.

Next, focus on **3 Nouns** and get Sts to do **a** individually or in pairs.

2.3 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

2.3
3 Nouns
1 bill
2 salary
3 tax
4 loan
5 budget
6 mortgage
7 contactless payment
8 insurance

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce, e.g., *mortgage* /ˈmɔrgɪdʒ/ (pointing out the silent *t*).

EXTRA SUPPORT Tell Sts to cover the words and see if they can remember what the definitions mean.

Finally, focus on **4 Phrasal verbs** and get Sts to do **a** individually or in pairs.

2.4 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

2.4
4 Phrasal verbs
1 I took **out** $200 from an ATM.
2 When can you pay me back the money I lent you?
3 I have to live **off** my parents while I'm in college.
4 It's difficult for me and my wife to live **on** only one salary.

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 PRONUNCIATION & SPEAKING *o* and *or*

Pronunciation notes

The letter *o* is quite tricky for Sts, as it has several different possible pronunciations. There are some spelling–pronunciation rules you might want to point out / elicit after you have done the exercises. You can also help Sts by highlighting the exceptions.

- *o* between two or several consonants is often /ɑ/, e.g., *sorry*, *f**o**llow*. There are some exceptions, e.g., *worry*.
- *o* + one consonant + *e* is usually /oʊ/, e.g., *hope*, *alone*, but there are several common words that have the /ʌ/ sound, e.g., *some*, *money*.
- The letters *ol* and *oa* between consonants are usually /oʊ/, e.g., *told*, *road*.
- The letters *or* between consonants are usually /ɔr/, e.g., *airport*, but common exceptions are *work* and *world*, which are /ər/.

Encourage Sts to use a dictionary to check pronunciation when they are not sure.

a Focus on the question and the three sentences, making sure Sts understand the word *rhyme*. Elicit the answers from the class.

1 sunny **2** funny **3** honey

b Focus on the activity and elicit the three words and sounds, i.e., *up* /ʌ/, *clock* /ɑ/, and *phone* /oʊ/. Point out that the first one (*borrow*) has been done for them.

Give Sts two minutes to put the words in the correct column. Remind them that it is easier to do this kind of exercise if they say the words aloud to themselves.

Get Sts to compare with a partner.

c **2.5** Play the audio for Sts to listen and check.

Check answers.

2.5
up /ʌ/ done, from, money, nothing, some, won
clock /ɑ/ borrow, contactless, dollar, honest, promise, shopping
phone /oʊ/ clothes, go, loan, owe, sold

Play the audio again, pausing after each group of words for Sts to listen and repeat. Give more practice if these sounds are a problem for your Sts.

Then repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on the *Teacher Resource Center*.

d Now tell Sts to focus on the words with the letters *or*. In pairs, get Sts to answer the two questions.

EXTRA CHALLENGE Elicit the answers to **d** before playing the audio.

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e **2.6** Play the audio for Sts to listen and check.

Check answers.

The letters *or* are normally pronounced /ɔr/ when they're stressed.
Work and *worth* are pronounced /ər/ (this applies to most words beginning *wor-* + consonant).

2.6
See words in the Student Book on *p.16*

Play the audio again for Sts to listen and repeat.

Elicit more words beginning *wor-* where the pronunciation is /wər/, e.g., *word*, *worse*, *world*.

f **2.7** Tell Sts they must listen and write the six sentences they hear.

Play the audio, pausing after each sentence to give Sts time to write.

Get Sts to compare with a partner, and then play the audio again if necessary.

Check answers, eliciting the sentences onto the board.

2.7
1 Let's go shopping for clothes.
2 Can I borrow some money?
3 He won a million dollars.
4 I've done nothing wrong.
5 They can't afford to pay the mortgage.
6 I work in a store.

Put Sts in pairs and get them to practice saying the sentences.

EXTRA SUPPORT Model and drill each sentence before putting Sts in pairs.

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on the *Teacher Resource Center*.

g Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Money Q&A**, **A** on *p.106*, **B** on *p.111*.

Go through the instructions with them carefully.

Sts **A** start with their first question. Sts **B** answer, giving as much information as possible, and then ask their first question to Sts **A**.

While Sts are doing the activity, monitor and help with any vocabulary problems, e.g., *charity*, *bargain*, etc.

Get some feedback from the class.

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

3 READING understanding paragraphing

a Do this as a whole-class activity.

b Focus on the instructions and then give Sts time to read the article and match the paragraphs to topics 1–7.

Check answers.

EXTRA SUPPORT Before Sts read the article the first time, check whether you need to pre-teach any vocabulary.

A 2 **B** 6 **C** 3 **D** 1 **E** 4 **F** 7 **G** 5

c Tell Sts to read the article again and then mark sentences 1–7 *T* (true) or *F* (false). Remind them to correct the false ones. You could point out that there is one sentence for each paragraph of the article.

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

1 F (She couldn't use buses or flights, etc.)
2 F (She had plenty of cheap food, but it was boring.)
3 T
4 F (She had French fries on a biking vacation.)
5 F (She is much slimmer and in better shape.)
6 T
7 T

Finally, help with any other new vocabulary. Model and drill the pronunciation of any tricky words.

d Do this as a whole-class activity.

e Focus on the **Compound nouns** box and go through it with the class. You might also want to tell Sts that occasionally compound nouns are hyphenated, e.g., *carry-on*, or one word, e.g., *sunglasses*.

Now tell Sts to look at the words in the circle and underline six more compound nouns in the article that start with a word in the circle.

Check answers.

olive oil electricity bills cleaning products bike trip
beauty treatments tap water

f Focus on the ***would* for imaginary situations** box and go through it with the class.

Put Sts in pairs and get them to answer the questions.

Get some feedback from various pairs. You could also tell Sts if you could do what Michelle did.

4 GRAMMAR present perfect and simple past

a Focus on the picture and elicit what the relationship is between the two people (husband / wife or boyfriend / girlfriend).

Focus on the task and tell Sts to read the conversation quickly and answer the question.

Check the answer.

They are arguing about money.

b **2.8** Tell Sts to complete the conversation with the verbs in either the present perfect or the simple past. Point out that the first one (*haven't seen*) has been done for them.

Play the audio for Sts to listen and check.

Check answers.

2 bought **3** did…cost **4** were **5** Have…seen
6 came **7** haven't paid **8** bought **9** didn't need
10 worked **11** needed **12** needed

2.8
D = Daniel, K = Keisha
K I haven't seen those sneakers before. Are they new?
D Yes. I bought them today. Do you like them?
K They're OK. How much did they cost?
D Oh, not much. They were a bargain. Under $100.
K You mean $99.99. That isn't cheap for a pair of sneakers. Anyway, we can't afford to buy new clothes right now.

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D Why not?
K Have you seen this?
D No. What is it?
K The electricity bill. It came this morning. And we haven't paid the house insurance yet.
D Well, what about the iPad you bought last week?
K What about it?
D You didn't need a new one. The old one worked just fine.
K But I needed the new model.
D Well, I needed some new sneakers.

c Now tell Sts to answer questions 1 and 2 in pairs. Tell them to look at the conversation to help them.

Check answers using the examples in the conversation in **a** to exemplify the rules.

1 SP (e.g., *How much did they cost?*)
2 PP (e.g., *Have you seen this?*)

d Tell Sts to go to **Grammar Bank 2A** on *p.134*.

Grammar notes

In **Grammar Bank 2A** the main uses of the present perfect are pulled together and contrasted with the simple past. This is all review from *American English File* Level 2, but it is the first time Sts have compared the two forms in such detail. If you know your Sts' L1, some careful use of L1 / L2 contrast could help here.

Present perfect

The most important point to emphasize is that we use the present perfect for a past action or actions where no specific time is mentioned or understood, e.g., *I've been to Paris twice. I've already seen that movie. Have you ever met Jack's wife?*

It is also used for very recent past actions. In this context, it is often used to give a piece of news or information, e.g., *Did you hear? Lina has broken her leg. Guess what! I've found a new job! I'm sleepy. I've just gotten up.* (No past time expression is used).

Typical mistakes: ~~*I've been to Paris last year. I already saw that movie. Lina has broken her leg this morning.*~~

Simple past

The most important point to emphasize is that when we use the simple past, a specific time in the past is mentioned, e.g., *Did you see the game last night?*, or understood between the speakers, e.g., *Did you see the game?* (We both know it was last night). So, for example, a question beginning *What time…?* or *When…?* will usually be in the simple past.

Typical mistakes: ~~*Have you see the game last night? When have they arrived? What time have you gotten up today?*~~

Refer Sts to the **Irregular Verbs** list on *p.165* and explain that this is their reference list. Get Sts to go through the list quickly in pairs, checking that they know what the verbs mean. Encourage them to highlight verbs they don't know or for which they have forgotten the past form. Test them periodically on the past and participle forms.

Focus on the example sentences and play audio **2.9**, **2.10** and **2.11** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises and get Sts to do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

a
1 **Have** you **ever booked** a flight online?
2 Soon. I **have** / **'ve already saved** $1,000.
3 **Have** you **paid** the phone bill **yet**?
4 **Have** your parents **ever lent** you money?
5 I don't know. I **have** / **'ve never used** it.
6 **Have** you **ever been** to Thailand?
7 I **have** / **'ve already spent** my salary.
8 Yes, I **have** / **'ve already seen** his new movie twice!

b
1 ✓
2 ✗ **Has** your sister **paid** you back yet?
3 ✓
4 ✗ When **did** you **buy** that leather jacket?
5 ✗ **They finished** paying back the loan last month.
6 ✓
7 ✓
8 ✗ I'm sure I **didn't borrow** any money from you last week.
9 ✓
10 ✗ **Did** you **see** the *Black Panther* movie on TV yesterday?

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.

5 SPEAKING

a This questionnaire practices the contrast between the simple past and present perfect and also provides an opportunity for free speaking.

Focus on the instructions and point out the two examples in the speech bubbles. Point out that the *Have you ever…?* questions in the questionnaire are in the present perfect because they are asking about your whole life until now.

Point out that the first circle has been completed (*saved*). Give Sts time to fill in the blanks in the questions in the other circles.

Check answers, checking that Sts are pronouncing the past correctly, especially the regular verbs (/seɪvd/, /ˈweɪstɪd/, /ɪnˈherɪtɪd/).

2 lent 3 wasted 4 bought 5 inherited 6 lost 7 won
8 forgotten 9 lost 10 taken out 11 bought, sold

b Focus again on the example speech bubbles. Remind Sts that the first question is in the present perfect, but if the answer is *Yes*, then the follow-up questions, asking for more information, should be in the simple past because you are now referring to a specific time in the past, e.g., *How much was the deposit?*

Put Sts in pairs. You could either get one student to ask all the questions and then Sts switch roles, or Sts can take turns asking each other a question, and the same question can be returned using *What about you?*

Get some whole-class feedback by finding out, e.g., how many people in the class have sold something on the internet and asking individual Sts to talk about their experience.

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EXTRA SUPPORT You could model the activity first by getting Sts to choose a couple of questions to ask you and eliciting follow-up questions.

6 LISTENING listening for facts

a Do this as a whole-class activity and elicit different scams from Sts. If you know of one, you could also tell the class about it.

b Give Sts time to read the email and think about what they would do if they received one like that. Tell them not to worry about the mistakes in the email.

Put Sts in pairs to discuss what they would do.

Elicit some opinions from the class.

EXTRA SUPPORT You could pre-teach some vocabulary to make sure Sts understand the email, or ask some comprehension questions after Sts have read the email, e.g., *Where does Naomi Cooper live?* (In Nigeria), *Who died last month?* (Her parents), *Why does she need your help?* (She wants to take her parents' money out of Nigeria and needs an account in the US.), etc.

c Focus on the instructions and then give Sts time to read the email again and correct the ten mistakes.

Check answers, by eliciting the answers onto the board.

~~Businness~~ Business ~~have died~~ died ~~there~~ their
~~I am needing~~ I need ~~can to transfer~~ can transfer
~~dolars~~ dollars ~~acount~~ account ~~him~~ it
~~I want organize~~ I want to organize ~~you~~ your

d 2.12 Tell Sts they are going to listen to three people calling a radio show to talk about how they lost money in a scam. Tell Sts the first time they listen, they must write down how much money each person lost. They must also listen for the most important advice the presenter gives.

Play the audio once the whole way through.

Get Sts to compare answers, and then play again if necessary.

Check answers.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts listen.

Tara lost over $3,000. Max lost about $300. Zeke didn't lose any money.
Never give your bank account or credit card details to anybody, either in an email or on the phone.

2.12
(script in the Student Book on *pp.125–126*)
H = Host, T = Tara, M = Max, Z = Zeke

H Hello, and welcome to *Five-Minute Money*. Today we're talking about scams and scammers. Millions of people a year are victims of scams in the US. In 2017, Americans lost $905 million because of scams, so we all need to know what to look out for. We're going to hear three listeners' stories, and for each scam, we'll explain how to stay safe.
Our first story is from Tara in Knoxville.

T A few months ago, I got an email from my cousin who was studying abroad in South Africa. He said he'd lost his backpack with his ID and credit cards and needed money to get home. He asked for my credit card number, and I was like, well, it's my cousin, I have to help him! So, I sent him a reply with my credit card number and everything. But there was no reply. So, I got suspicious, and I checked my credit card balance, and somebody had stolen over $3,000. Of course, I never got it back.

H Ah, the friend (or family member) abroad who needs help. But it isn't really a friend: it's a scammer who is using this friend's email account. Often this scam is obvious, either because you know your friend isn't abroad, or because the email has grammar and spelling mistakes. So always be suspicious of any strange emails from friends. The next story is from Max in Madison.

M I got an email saying that I'd won a lot of money in the Mega Millions lottery. It looked official, and it was from "The Mega Millions Corporation," so I thought it was real. I did buy a Mega Millions lottery ticket last fall when the jackpot was close to $1 billion dollars, so I believed it. I emailed back and they replied and said the easiest thing was for me to send them my bank details, and they'd pay the money directly into my account. So, like an idiot, I did, and the next day my bank account was completely empty. Thank goodness my account only had three hundred dollars in it. I feel so stupid, but I definitely learned my lesson.

H Yes, so again, never believe an email or message saying you've won a lottery, especially if you've never bought a ticket.
Our last story is from Zeke in Hartford.

Z It was a Saturday morning and I'd just gotten back from the gym. The phone rang and a woman said she was from Citibank's security division. She said the bank was conducting its regular account verification process and that I needed to verify my credit card number and some other information. I thought it was weird that the bank was calling on a Saturday morning, but she was so nice and polite, so I gave her all my credit card information. A few days later, I tried to use my credit card and it was declined. I called the Citibank customer hotline and the bank representative said that my credit card was deactivated because of suspicious charges. The representative told me that Citibank never calls its customers to verify credit card information. Thank goodness I wasn't responsible for any of the suspicious charges, so I didn't lose any money.

H It's natural to cooperate if you think your bank is calling you, but your bank will never ask you on the phone to verify your account details. If you get suspicious, just hang up, wait ten minutes, then call your bank to check if it really was them. So, what's the most important thing to remember if you don't want to be the victim of a scam? Be very suspicious of strange emails from friends or from someone saying that you've won a prize, and the same for phone calls from your bank. And above all, never, never give your bank account or credit card numbers to anybody, either in an email or on the phone, unless you are 100% sure who they really are.

e Tell Sts they are going to listen again, and this time they need to fill in the blanks in the summaries with one or two words.

Give Sts time to read the summaries.

Play the audio again, pausing after each story to give Sts time to write.

Check answers.

1 email **2** backpack **3** credit card **4** money **5** believed
6 bank **7** phone call **8** bank **9** number
10 information

EXTRA CHALLENGE Get Sts to try to fill in the blanks before playing the audio again. Then play the audio for Sts to listen and check.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *pp.125–126*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

f Do this as a whole-class activity.

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2B Changing lives

G present perfect + *for* / *since*, present perfect continuous
V strong adjectives: *exhausted*, *amazed*, etc.
P sentence stress

Lesson plan

In this lesson, Sts review the present perfect (with *for* and *since*) and they are introduced to the present perfect continuous. The context is provided by the story of a group of Spanish and British tourists whose vacation to Uganda changed their lives and led them to set up a charity, originally to help build a new school for orphan children, but that has now expanded into many different projects.

The lesson begins with a short radio show about the charity Adelante Africa, followed by an interview with Jane Cadwallader, one of the founding members. Then sentences from the listening are used to contextualize the grammar presentation. This is followed by a pronunciation focus on sentence stress in present perfect continuous sentences and a speaking activity where Sts put the grammar into practice. The first half of the lesson ends with a writing activity where Sts write an informal email.

In the second half of the lesson, Sts read a blog by a TV host who took part in a 500-mile challenge to the South Pole to raise money for charity. The lexical focus in this part of the lesson is on using strong adjectives, like *furious* and *exhausted*. The lesson ends with a video documentary about a charity bake sale at Oxford University Press.

More materials

For teachers

Photocopiables
Grammar present perfect + *for* / *since*, present perfect continuous *p.152*
Communicative How long have you been…? *p.181* (instructions *p.170*)

Teacher Resource Center
Video The Great OUP Bake Sale

For students
Workbook 2B
Online Practice 2B

OPTIONAL LEAD-IN (BOOKS CLOSED)

Review the present perfect with *for* and *since* by writing these prompts on the board:

1 HOW LONG / BE A TEACHER?
2 HOW LONG / WORK AT THIS SCHOOL?
3 HOW LONG / LIVE IN THIS TOWN?
4 HOW LONG / KNOW YOUR BEST FRIEND?

Put Sts in pairs and give them two minutes to decide how to make the questions.

Check answers and then get Sts to ask you. Make sure they use the present perfect tense and not the simple present (NOT ~~*How long are you a teacher?*~~).

1 How long have you been a teacher?
2 How long have you worked at this school?
3 How long have you lived in this town?
4 How long have you known your best friend?

Answer Sts' questions using *for* and *since* and elicit from the class when you use these words (*for* = period of time, *since* = a point in time).

Finally, you could get Sts to ask each other questions 3 and 4.

! If a student (who already knows the tense) uses the present perfect continuous to ask question 3, point out to the class that this is another form of the present perfect that they are going to study in this lesson.

1 LISTENING checking hypotheses

a **2.13** Books open. Focus on the instructions and make sure Sts can remember what a *charity* is (= an organization for helping people in need).

Give Sts time to read questions 1–9 and make sure they understand all the vocabulary, e.g., *truck*, *take shelter*, *principal*, etc. You may want to pre-teach *orphan* (= a child without a mother or father), as this comes up in the listening.

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

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

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts listen.

1 In 2008
2 They were on safari to see the mountain gorillas.
3 It broke down.
4 A school for orphans
5 It was in a terrible shape. The walls were falling down, the blackboards were broken, and there weren't many desks.
6 She started teaching them English songs.
7 A new school
8 To set up a charity to raise money to rebuild the school
9 On March 14, 2010

2.13
(script in the Student Book on *p.126*)

Part 1

The charity Adelante Africa was started in 2008. That summer, a group of Spanish and British tourists had traveled to Uganda on safari to see the mountain gorillas. Halfway through the trip, in a small rural village called Igayaza, the truck they were traveling in broke down. While a mechanic repaired the truck, the group took shelter in a nearby building. It was a school for orphans, children without parents, but it was in a terrible shape. The walls were falling down, the blackboards were broken, and there weren't many desks. But the children were wonderful, very bright and friendly. One of the tourists was a school teacher, and she started teaching them English songs. She was amazed at how quickly they learned. When they left, they asked the principal how they could help, and he said, "What we need is a new school." When the tourists arrived home from their vacation, they decided to set up a charity to raise money to rebuild the school. Two years later, on March 14, 2010, the new school opened with 75 children – and since then, Adelante Africa hasn't stopped.

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EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.126*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

b **2.14** Tell Sts they are now going to listen to **Part 2**, which is an interview with Jane Cadwallader, the secretary of Adelante Africa. Focus on the **Glossary** and go through it with the class.

Explain that Sts need to number the photos in the order in which Jane mentions them. Point out that the first one (*B*) has been done for them. You may want to explain that photo E shows a tank collecting water.

Play the audio once the whole way through.

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

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts listen.

2 A **3** E **4** D **5** H **6** F **7** C **8** G

2.14
(script in the Student Book on *p.126*)
Part 2
I = interviewer, J = Jane

I I'm with Jane Cadwallader, the secretary of Adelante Africa.
J Hello.
I Hi Jane, how long have you been working with Adelante Africa?
J Well, for over ten years now. Since the beginning. I was the teacher who sang songs with the children back in 2008, when the lorry broke down.
I Jane, tell us what Adelante Africa has been doing since 2010, since the school was finished.
J Well, we've done a lot. Our next major project was to build a children's home for the orphans who don't have anybody in their extended family who can look after them. The children's home has been running since 2012, and now we have 57 children there. But we also realized that if we wanted to help the local children, we really needed to help their parents, too. Our primary school was beautiful, but many of the children were sick, they had malaria or malnutrition. So we started several small community projects, for example we tried to help people to improve their diet by giving them seeds to plant a variety of vegetables. Most people in rural Uganda, you see, erm, don't eat fruit and vegetables, except what they can find growing wild. We've also been building water tanks to collect rainwater, so that they have cleaner water to drink, and they don't have to walk the long distances to the nearest river. And we've started a small factory to make sunflower oil, which has helped local farmers, and also given some jobs to local people. Sunflower oil is much healthier than the palm oil that most people were using before, so really we've helped the whole community with this.
I And are any of your new projects related to education?
J Absolutely. In 2011 we started a FAL group in Igayaza – FAL stands for *Functional Adult Literacy*, so these are classes to teach adults – mainly women – to read and write, and to speak English, which is the official language in Uganda. Since then, we've started eleven more FAL groups in other nearby villages. And our other big project is that we've just built a secondary school so that children from our primary school and the other local children can get a good secondary education. We're very proud of it – it's not quite finished yet, though. We need to raise more money in order to finish all the buildings.
I And are all the volunteers, the people who work with you, from Britain and Spain?
J No, not at all. There are a few of us from Europe who visit regularly, but the people who make it all possible are the Ugandan volunteers. Without them, we couldn't do anything! In the future, we hope that all the projects will be run by them.
I And can you tell me about some of the children, some individual cases?
J Hmm, let me think. I know a good example. John Muzzei. He's a boy, an orphan, who was at the primary school when the lorry broke down. He was very bright, and when he finished primary in the new school he got very good grades and we sponsored him to go to secondary school. He worked very hard there as well and did very well, and now he's in the last year of nursing at a good nursing college. And I also have to tell you about Baby Rose. She was brought to our children's home with her brother. They were living alone in a hut with their mother, who was dying of AIDS. When they arrived, Rose was a year old. She was suffering from malnutrition and weighed only five kilos. Her little legs were so thin that we thought she'd never walk. And she never, ever smiled. Now, one year later, she's running around, laughing and smiling. Since she came here, she's changed completely into a healthy, happy child.
I So Adelante Africa has really changed their lives?
J Yes, it's changed their lives, but it's also changed the lives of the people who work for Adelante Africa. Most of us feel it's the most satisfying thing we've ever done. Have a look at the photos and videos on our website – it's www.adelanteafrica.org. Maybe it will change your life, too.

c Tell Sts they are going to listen to the interview again, and this time they need to correct any mistakes in sentences 1–9.

Give Sts time to read sentences 1–9.

Play the audio again the whole way through.

Check answers.

1 There are **57** children living in the children's home.
2 People in Uganda **don't** eat (a lot of) vegetables / eat **very few** vegetables.
3 They are building tanks to **collect rainwater**.
4 In the factory, they make **sunflower** oil.
5 In the FAL groups, **adults** learn to read and write.
6 They need to raise money to **finish the (school) buildings**.
7 Most of the volunteers are from **Uganda**.
8 John Muzzei is now studying to be a **nurse**.
9 When Rose first arrived at the children's home, she never **smiled**.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.126*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

d Do this as a whole-class activity.

2 GRAMMAR present perfect + *for* / *since*, present perfect continuous

a Focus on the task and get Sts to complete 2–6 with a verb from the list. Point out that the first one (*working*) has been done for them.

b **2.15** Play the audio for Sts to listen and check.

Check answers.

2 doing **3** running **4** building **5** started **6** changed

2.15
1 Jane, how long have you been working with Adelante Africa?
2 Tell us what Adelante Africa has been doing since 2010.
3 The children's home has been running since 2012.
4 We've also been building water tanks to collect rainwater.
5 Since then, we've started 11 more FAL groups.
6 Since she came here, she's changed completely.

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Now put Sts in pairs and get them to answer questions 1 and 2 by referring to the highlighted phrases in **a**.

Check answers.

1 b
2 1–4 are present perfect continuous (*have / has* + *been* + *-ing* form).
5 and 6 are present perfect simple (*have / has* + past participle).

EXTRA SUPPORT Do questions 1 and 2 as a whole-class activity.

c Tell Sts to go to **Grammar Bank 2B** on *p.135*.

Grammar notes

Present perfect (*How long…?* and *for / since*)

This use of the present perfect was presented in *American English File* Level 2 and should be review for most Sts. Sts may need to be reminded that the simple present tense cannot be used here (NOT ~~*How long do you live in this town?).*~~

Remind them how *for* and *since* are used and the different words or phrases that can be used after them, e.g., ***for*** *two months*, *three years*, *a long time*, *ages*; ***since*** *October*, *I was born*, *last summer*, *I was a child*, etc.

Present perfect continuous (with *How long…?* and *for / since*)

For many Sts, including those who used *American English File* Level 2, this will be the first time they have seen the present perfect continuous.

Point out to Sts that in the same way that there is a "simple" and "continuous" form of the present and the past, there are also two forms of the present perfect (simple and continuous).

The most important difference between the two forms for Sts at this point is that with *How long…?* and *for / since*, we usually use the continuous form with action verbs (e.g., *learn*, *go*, *play*, *do*, *wait*, etc.), and the simple form is used with nonaction verbs (e.g., *be*, *have*, *know*).

Some typical mistakes include:

- getting the form wrong, e.g., (forgetting to include *been*) ~~*How long have you learning English?*~~
- depending on their L1, using the present continuous instead of the present perfect continuous, e.g., ~~*I am learning English for a long time.*~~
- using the continuous form of the present perfect with nonaction verbs, e.g., ~~*I've been knowing my best friend for 15 years.*~~
- confusing *for* and *since*

Present perfect continuous (for continuous or repeated recent actions)

We also use the present perfect continuous to talk about recent continuous actions that have either just stopped or are still continuing, e.g., **A** *You look tired.* **B** *Yes, I've been cleaning the house all afternoon* (= I've just finished).
A *You look tired.* **B** *Yes, I haven't been sleeping well recently* (= I still have problems sleeping at night).

Focus on the example sentences and play audio **2.16** and **2.17** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the ***live* and *work*** box and go through it with the class.

Now focus on the exercises and get Sts to do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

a
1 She's been studying English for three years.
2 How long have they been watching TV?
3 It's been raining since lunchtime.
4 I haven't been living here for very long.
5 How long have you been learning to drive?

b
1 for **2** haven't seen **3** have you known **4** ✓
5 I've been cleaning

c
1 We've known each other since we were children.
2 The children have been playing computer games for two hours.
3 Has your sister had that hairstyle for a long time?
4 I've loved her since the first day we met.
5 My internet connection hasn't been working since yesterday.
6 How long have you been waiting?
7 I've been a teacher for three years.
8 It's been snowing since 5:00 this morning.
9 Sam hasn't been studying enough recently.
10 Have you been living in Chicago for a long time?

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.

3 PRONUNCIATION sentence stress

Pronunciation notes

Remind Sts that the words that are stressed more strongly in a sentence are the ones that carry the important information, e.g., *I've <u>lived</u> in the <u>suburbs</u> for <u>ten</u> <u>years</u>*. These are the words that you hear more clearly when somebody speaks to you and are typically verbs, nouns, adjectives, and adverbs.

The other "non-information" words are pronounced less strongly, and these words often get shortened when we speak, e.g., *for* becomes /fər/. Sts need plenty of practice with sentence rhythm, especially with longer structures, e.g., present perfect continuous sentences and questions, conditional sentences, etc.

a **2.18** Tell Sts that they are going to hear two present perfect continuous questions and answers. The first time they listen, they should try to write down the stressed words in the pink boxes.

Play the audio, pausing after each line to give Sts time to write.

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

1 learning, French
2 learning, French, three, years
3 How, long, raining
4 raining, lunchtime

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2.18
1 How long have you been learning French?
2 I've been learning French for three years.
3 How long has it been raining?
4 It's been raining since lunchtime.

b Now tell Sts to look at the words they have written and try to remember what the complete question or sentence is.

Tell Sts to listen to the audio again and fill in any blanks they have. Play the audio again.

Check answers, eliciting the sentences onto the board.

1 How long have you been learning French?
2 I've been learning French for three years.
3 How long has it been raining?
4 It's been raining since lunchtime.

c Play the audio again, pausing after each question and sentence for Sts to listen and repeat, copying the rhythm. Encourage them to pronounce the stressed words (in the pink boxes) more strongly and not to stress the other words. Remind Sts that unstressed words are often contracted, e.g., *to* becomes /tə/ and *for* becomes /fər/.

Then repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT Put Sts in pairs and get them to practice saying the sentences.

d **2.19** Focus on the instructions and example.

Play the audio, pausing after each sentence for Sts to listen and form the question.

2.19
1 It's snowing. (*pause*) How long has it been snowing?
2 I'm learning Chinese. (*pause*) How long have you been learning Chinese?
3 Jessie is working in Argentina. (*pause*) How long has Jessie been working in Argentina?
4 John is looking for a job. (*pause*) How long has John been looking for a job?
5 They're living with Maria's parents. (*pause*) How long have they been living with Maria's parents?
6 I'm going to salsa classes. (*pause*) How long have you been going to salsa classes?
7 It's raining. (*pause*) How long has it been raining?
8 Kenji is going out with Emily. (*pause*) How long has Kenji been going out with Emily?

EXTRA SUPPORT To help Sts make the questions, write the following on the board:

HOW LONG HAS _____ BEEN + -*ING*…?

HOW LONG HAVE _____ BEEN + -*ING*…?

Then repeat the activity, eliciting the questions from individual Sts.

4 SPEAKING

In this speaking activity, Sts practice using both the present perfect and the present perfect continuous.

a Focus on the instructions and give Sts time to write true information in as many of the squares as they can (e.g., *WWF* in the first square). Go around the class, making sure they have completed at least six of the squares.

b Focus on the instructions. Highlight that with an action verb, e.g., *use*, *play*, etc., Sts should ask the questions in the present perfect continuous. With nonaction verbs, e.g., *be*, *know*, etc., you can't use the continuous form, and the present perfect must be used, e.g., *How long have you known your best friend?* NOT ~~*How long have you been knowing…?*~~

Remind Sts that with the verb *live*, you can use either of the forms.

EXTRA SUPPORT Go through the squares before you start, and elicit whether the verbs are action or nonaction and the question that Sts should ask in each case. You could demonstrate the activity yourself by copying a couple of squares on the board (one with an action verb, the other with a nonaction verb) and writing something true in them. Then the class could ask you three questions about each one.

Put Sts in pairs. Focus on the speech bubbles. Sts now compare their information and take turns choosing one of their partner's squares and asking him / her about the information in it. Remind them that the first question must be *How long…?*

Monitor and help.

If there's time, get feedback from various pairs about an interesting piece of information about their partner.

5 WRITING an informal email

Tell Sts to go to **Writing An informal email** on *p.116*.

a Focus on the photo and see if Sts can guess who they are (they are the people from **Writing 1** – Marisol with Angela's children).

Now focus on the instructions and give Sts time to match the sentences to paragraphs A–F in the email. Tell them not to worry about the blanks in the email.

Check answers.

A She apologizes for not writing before.
B She thanks Angela for her stay.
C She talks about the nice things they did together when she was with them.
D She talks about what she's been doing recently.
E She thanks them again and invites them to stay.
F She sends greetings to another member of the family.

b Focus on the **Informal emails** box and go through it with the class.

Now tell Sts to read the email again and fill in blanks 2–8. Point out that the first one (*Hi*) has been done for them.

Check answers.

2 Thanks 3 time 4 miss 5 spending 6 hope 7 wishes 8 attached

c Tell Sts to imagine that they have some American friends in the US, and that they stayed with them for a week last month. Now they need to write an email to say thank you. Tell Sts to use the sentences in **a** in the correct order as their plan, and to use expressions from the **Informal emails** box.

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You may want to get Sts to do the writing in class, or you could assign it as homework. Get them to write the email according to the model. If you do it in class, set a time limit for Sts to write their email, e.g., 15–20 minutes.

d Sts should check their email for mistakes before handing it in.

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

6 READING understanding the order of events

a Focus on the questions and make sure Sts understand the phrases *to raise money for a good cause* and *to take part in a charity event*.

Sts could discuss the questions in pairs or you could do it as a whole-class activity.

If Sts worked in pairs, get some feedback from various pairs.

b Focus on the instructions, making sure Sts know what a *blog* is (= a website where a person writes regularly about recent events or topics that interest them, usually with photos and links to other websites that they find interesting). Give Sts time to read the introduction and to answer the two questions.

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

EXTRA SUPPORT Before Sts read the blog the first time, check whether you need to pre-teach any vocabulary.

1 She's run an ultra marathon in Namibia and she's kayaked down the Amazon.
2 A polar challenge – a 500-mile journey to the South Pole. It's different because the cold, rather than the heat, might be a problem.

EXTRA SUPPORT Before Sts read the blog, ask them some comprehension questions, e.g., *Where is Helen going on this challenge?* (To the South Pole), *How is Helen going to get there?* (By skiing, kite-skiing, and cycling), etc.

c Focus on the instructions and make sure Sts understand what they have to do. Point out that the first one (*B*) has been done for them.

Now give Sts time to number the entries 2–9.

Check answers.

2 D **3** I **4** C **5** E **6** H **7** F **8** A **9** G

d Now tell Sts to read all the blog entries again and decide in which one Helen mentions the items in the list.

Give Sts time to complete the task.

Check answers.

feeling very emotional G (I cried)
how beautiful Antarctica is B (the scenery was incredible)
looking forward to a wash H (lots of hot water so I can have a good wash)
looking like a science fiction character A (I may look like Darth Vader)
not being able to go outside D (we've had to stay in the tent)
stopping bike riding because she was very tired C (we had to stop because I was completely exhausted)
stopping using one method of transportation F (we've only been using bikes and cross-country skis, not kite-skis)
having to wear the same clothes every day I (I'm not going to get clean clothes again for three weeks!)
traveling quickly for the first time E (we set off…and straight away we were traveling fast.)

Help with any other new vocabulary. Model and drill the pronunciation of any tricky words.

e Put Sts in pairs and get them to tell each other about an adventure sport they've done or an exciting experience they've had.

Get some feedback from various pairs. You could also tell the class if you have done any adventure sports.

7 VOCABULARY & SPEAKING strong adjectives

Vocabulary notes

Many strong adjectives are used in a non-literal sense, e.g., *starving* and *boiling* are often used to mean very hungry or very hot, although people are not dying of hunger and the temperature is not 212 degrees Fahrenheit.

Some of them can also be used as *-ed* or *-ing* adjectives, e.g., *fascinating / fascinated*. Sts should be aware of this, but there is also a focus on *-ed / -ing* adjectives later.

You may want to point out that *amazed* = very surprised, but *amazing* can mean either very surprising or very good, e.g., *It was an amazing movie*.

a Give Sts time to read sentences 1–3 and complete each with an adjective.

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

1 exhausted (= very tired) **2** freezing (= very cold)
3 filthy (= very dirty)

Elicit / Explain that these are strong adjectives, i.e., that they mean *very tired*, *very cold*, etc.

Then focus on the **Strong adjectives** box and go through it with the class.

b Give Sts time to read sentences 1–12, which all contain a strong adjective. From the context or their previous knowledge, Sts should be able to write synonyms for each one by writing the regular adjective. Sts could work in pairs or individually and then compare answers when they finish. Point out that the first one (*angry*) has been done for them.

c **2.20** Play the audio for Sts to listen and check.

Check answers, making sure Sts are clear what all the adjectives mean.

2 small **3** afraid **4** interesting **5** hungry **6** big **7** hot
8 dirty **9** happy **10** funny **11** sure **12** surprised

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2.20

1 A Was Lisa's father angry about the car accident?
B Yes, he was furious!
2 A Is Omar's apartment small?
B Yes, it's really tiny – just a bedroom and a living room.
3 A Are you afraid of flying?
B Yes, I'm terrified! I never fly anywhere.
4 A There was an interesting documentary about whales on TV last night.
B Yes, I thought it was fascinating.
5 A Are you very hungry?
B I'm starving! I haven't eaten all day.
6 A Is your parents' house big?
B It's huge. It has seven bedrooms.
7 A Was it hot in Dubai?
B It was boiling! 110 degrees.
8 A Was Jack's kitchen dirty?
B It was filthy. It took us three hours to clean it.
9 A Are your parents happy about the wedding?
B They're delighted. In fact, they want to pay for everything!
10 A Was the movie funny?
B It was hilarious. We laughed all the way through.
11 A Are you sure you locked the door?
B I'm positive. I remember turning the key.
12 A Were you surprised to hear that Tyler and Kimiko have broken up?
B I was absolutely amazed! I never thought it would happen.

Now play the audio again, pausing after each exchange for Sts to listen and repeat the questions and responses. Model and drill pronunciation of the adjectives where necessary. Encourage Sts to copy the strong stress on the strong adjectives.

Put Sts in pairs and get them to practice the conversations.

Get some pairs to perform in front of the class.

EXTRA SUPPORT If you want to give more practice, you could ask the class more questions using a regular adjective and get them to respond with a strong one, e.g., *Is the water cold? Is an elephant big? Was the book good? Was the weather bad? Are you frightened of snakes?*, etc.

d Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Are you hungry?**, **A** on *p.106*, **B** on *p.111*.

Go through the instructions with them carefully, and then demonstrate the activity with a **B** student (you take the part of student **A**).

Point out that when a pair has finished the activity, they should repeat it, this time trying to respond as quickly as possible and trying to stress the strong adjective strongly.

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

e Put Sts in pairs and get them to interview each other. Tell them to give as much information as possible and to use strong adjectives.

Monitor and help with vocabulary.

Get some feedback from various pairs.

EXTRA SUPPORT Choose one of the questions and tell Sts what you think, giving as much information as possible.

8 VIDEO LISTENING

This is the first of five **Video Listenings**, which are incorporated into the Student Book. If you are unable to show the video in class, remind Sts that they can find the video on *Online Practice* and ask them to watch the video and do the activities for homework.

a Focus on the poster and the photos of the five cakes. Tell Sts that they are going to watch a video about an event at Oxford University Press – a sale of home-made cakes and cookies to raise money for charity.

Play the video once the whole way through for Sts to listen and answer the question.

EXTRA IDEA Pause the video before the winner is announced (after the narrator says *And then to choose the winner at 05:27*) and get Sts to predict which one it is.

Get Sts to compare with a partner, and then check the answer. Ask Sts if they think that the winning cake looks the best.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts watch the video. You could teach the group of baking-related words, e.g., *buttercream* (a mixture of butter and sugar), *a sponge cake*, *blueberries*, *cookies*, *a loaf cake* (= a cake that has the same shape as a loaf of bread), and *icing*. You may also want to point out the British English use of the word *speciality*, which is *specialty* in American English.

The winning cake is number 2, the Neapolitan cake.

The Great OUP Bake Sale

N = narrator, E = Emma, J = James, D = Daisy, L = Laura

N People do many different things to raise money for charity. These runners are doing the New York Marathon. Every year, the race raises about forty million dollars.
And these people are doing a sponsored skydive. There are also ways to raise money without exercising or jumping out of an airplane.
These people are bringing cakes to a charity bake sale. The popularity of bake sales has increased dramatically over the last decade, thanks in part at least to the popularity of *The Great British Baking Show*. This show, which began in 2010, has encouraged people of all abilities to bake, especially when it's for charity.
Today's sale – at Oxford University Press – will raise money for two charities: Macmillan Cancer Support and Adelante Africa, a charity that supports education and other projects in a rural area of Uganda. But this bake sale is different – it's also a competition and will be judged by Daisy Watt and Emma Collen, who are chefs and professional bakers. And from the minute the posters appeared, people have tried to persuade their colleagues to join in. Emma is going to make Viennese Whirls – cookies with buttercream and jam.
E I bake quite often, probably once or twice a month. It's one of my main hobbies that I enjoy – um, kind of a stress-reliever for me, just being in the kitchen by myself, with some music on, just enjoying baking. Um, and it's just an added bonus to do it for charity as well, combining one of my hobbies with raising some money for some really great causes. It's not the first time I've taken part in a bake sale. I've done several different kinds of bake sales for work and other things.
N James is going to make a sponge cake with blueberries.
J I bake not that often, maybe about, I don't know, once a month or something I might bake. Um, when I, when I do, it's usually baking with my kids, I suppose, so, um, you know, we make something really easy like cookies or something like that. The cake that I've baked today – I have baked that one in the past before. And so I'm quite confident, that it's going to be OK at

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least, but, you know, I couldn't say that it's actually a speciality. I don't bake often enough to have a speciality to be honest. I mean I'm baking now, because it's for a charity, right, so, so I wouldn't say I have a speciality.

N The finalists in this competition bake sale are a Baklava Cake, a Neapolitan Cake, Emma's Viennese Whirls, a loaf cake and a chocolate cake. Although this isn't *The Great British Baking Show*, Daisy is looking for certain criteria in the cakes.

D There are a few things I was looking for – refinement. It sounds harsh, but there were good cakes out there, so it was really important to choose the cakes that looked like someone had put real effort into the decoration and you can see the ones that put the effort in.

N And it's now time to judge the five finalists.

D That's fantastic! Very clever and you've even done the different-colored icing in between – a labor of love. Really good sponge. The chocolate sponge is delicious. It's not over chocolatey, it's just…

N And then to choose the winner.

D So I've conferred enough, because it is really close, but there is one winner, who has obviously put so much effort, not just in the decoration, but also her sponge is technically brilliant. So, are you going to come up here?

N And now the only thing left to do is to eat the cake – and give money to the two charities.

L Obviously really happy that my cake was chosen and it's really nice to bake for such a great cause as well.

E They were really complimentary about my bake, which was great. But a biscuit, I don't think, is going to stand up to those beautifully-iced cakes that we had, so the standard was really high.

J I mean I'm not the best baker in the world. I know that, but you know, as I say, it came out really well and it raised loads of money for the charities, so no, I'm really pleased I did it, yeah.

N The cake sale raised over two hundred and seventy pounds for Macmillan Cancer Support and Adelante Africa.

b Give Sts time to read 1–10, which are mentioned in the video and make sure that they understand them, e.g., Viennese Whirls (= a kind of cookie).

Play the video again, pausing for Sts to decide why the items are mentioned.

EXTRA SUPPORT Pause the video after each thing to give Sts time to write.

EXTRA CHALLENGE First, put Sts in pairs and tell them to try to remember why 1–10 are mentioned. Then play the video again.

Check answers.

1 The New York Marathon is an example of one of the ways that people raise money for charity. It raises about $40 million every year.
2 *The Great British Baking Show* is a television show that has made baking and bake sales very popular.
3 Macmillan Cancer Support and Adelante Africa are the two charities that the OUP bake sale is raising money for.
4 Daisy Watt is a chef and is one of the judges of the baking competition.
5 Viennese Whirls are the cookies that Emma is making.
6 Emma says that baking is a stress-reliever for her – she enjoys baking and listening to music in the kitchen.
7 James is making a sponge cake with blueberries.
8 James says that when he bakes, it's usually with his kids, and they make something easy.
9 The decoration is one of the things that Daisy is looking for – she wants to see that the bakers have made a real effort with the decoration of their cakes..
10 The OUP bake sale raised over £270 for the two charities.

Finally, ask Sts some questions, e.g., *Is there a similar show to* "The Great British Baking Show" *in your country? Do you like baking? What kind of things do you make? Do people do bake sales for charity in your country?*, etc.

EXTRA SUPPORT If there's time and you are using the video, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

EXTRA IDEA You could get the class to do a bake sale to raise money for a local charity.

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1&2 Review and Check

There are two pages of review and reinforcement after every two Files. These exercises can be done individually or in pairs, in class or at home, depending on the needs of your Sts and the class time available.

The first page reviews the **grammar**, **vocabulary**, and **pronunciation** of the two Files. The exercises add up to 50 (grammar = 15, vocabulary = 25, pronunciation = 10), so you can use the first page as a mini-test on Files 1 and 2. The pronunciation section sends Sts to the Sound Bank on *pp.166–167*. Explain that this is a reference section of the book, where they can check the symbols and see common sound–spelling patterns for each of the sounds. Highlight the video showing the mouth position for each sound. If you don't want to use this in class, tell Sts to look at it at home and to practice making the sounds and saying the words.

The second page presents Sts with a series of skills-based challenges. First, there is a **reading** text which is of a slightly higher level than those in the File, but which reviews grammar and vocabulary Sts have already learned. The **listening** is some unscripted street interviews, where people are asked questions related to the topics in the Files. Sts can either watch the interviews on video or listen to them on audio. You can find these on the *Teacher Resource Center*, *Classroom Presentation Tool*, *Class DVD*, and *Class Audio CDs* (audio only). Alternatively, you could assign this section / activity as homework. Sts can find the video on *Online Practice*. Finally, there is a **speaking** challenge which assesses Sts' ability to use the language of the Files orally. You could get Sts to do these activities in pairs, or Sts can check the boxes if they feel confident that they can do them.

More materials

For teachers

Teacher Resource Center

Video Can you understand these people? 1&2
Quick Test 2
File 2 Test

For students

Online Practice Check your progress

GRAMMAR

1 a **2** c **3** a **4** b **5** c **6** c **7** a **8** c **9** a **10** b
11 a **12** b **13** a **14** c **15** b

VOCABULARY

a
1 duck (the others are seafood)
2 crab (the others are meat)
3 beet (the others are fruits)
4 raspberry (the others are vegetables)
5 chicken (the others are ways of cooking)

b **1** dishonest **2** unfriendly **3** irresponsible **4** immature **5** insensitive

c **1** waste **2** inherit **3** earn **4** borrow **5** save

d **1** exhausted **2** starving **3** freezing **4** filthy **5** furious

e **1** out **2** out **3** on **4** back **5** out

PRONUNCIATION

c **1** ch**i**cken /ɪ/ **2** ch**ar**ge /ɑr/ **3** in**h**erit /h/ **4** s**a**lary /æ/ **5** st**ea**med /i/

d **1** sensible **2** terrified **3** unselfish **4** mortgage **5** exhausted

CAN YOU understand this text?

a has been doing

b **1** giving **2** end up **3** suffer **4** wasted **5** could **6** continue **7** right

CAN YOU understand these people?

1 a **2** b **3** b **4** b **5** b

2.21

1
I = interviewer, P = Philomena
I What do you eat to cheer yourself up when you're feeling sad?
P I love roast potatoes, baked potatoes. They're warm, buttery, nice olive oil. They make me feel good.
I Does it make you feel better?
P Yeah, usually it does. I think they're quite refreshing, warm. When you're feeling down, I think they're the perfect remedy.

2
I = interviewer, M = Mark
I How often do you eat out?
M Well, my wife would probably like me to eat out a little bit less, but probably about two to three times a week.
I What kind of places do you go to?
M You know, it always kind of depends. I think people like to eat in three or four different restaurants in their town no matter what, and it's usually one of those three or four, usually pizza, Mexican, or Asian.
I Why do you like these kinds of restaurants?
M I guess part of it is it's the type of food that you can't normally prepare at home, so it's something a little bit different. Otherwise it's just tasty.

3
I = interviewer, R = Ross
I Do you have brothers and sisters?
R I have step brothers and sisters – two stepsisters and one stepbrother.
I Do you get along with them well?
R Yes, we didn't grow up together, but we're now all adults and we get on really well.

4
I = interviewer, T = Tyler
I Have you ever won any money, for example, in a lottery?
T No, I haven't...ah well ...actually I've won like five dollars just from a scratch off lottery thing.
I What did you do with it?
T I'm pretty sure I went to McDonald's and treated myself.

5
I = interviewer, R = Richard
I Have you ever taken part in a charity event?
R I have, yes. I ran the London Marathon, I think about eight years ago now. For Cancer Research.
I How much money did you raise?
S About six and a half thousand pounds.

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3A Survive the drive

G choosing between comparatives and superlatives
V transportation
P /ʃ/, /dʒ/, and /tʃ/, linking

Lesson plan

The context for this lesson is an episode of the well-known TV series about cars and driving, *Top Gear*, in which one of the show's hosts, Rutledge Wood, and his colleagues organize a race across southern Florida using several different modes of transportation.

The lesson begins with vocabulary, and Sts learn words and phrases connected to transportation, focusing particularly on road travel. This is followed by a pronunciation focus where the consonant sounds /ʃ/, /dʒ/, and /tʃ/ are contrasted. Sts then read about three of the participants in the race, who traveled by seaplane, scooter, car, and boat. The first half ends with Sts discussing what the result of the race would be if it were held in their nearest big city.

In the second half of the lesson, Sts begin by reviewing what they know about comparatives and superlatives, before going to the Grammar Bank, where this knowledge is extended. This leads into a listening activity about the causes of car accidents, based on detailed research from the US. There is another pronunciation focus on linking in fast speech, which will help Sts to understand the listening. Sts then discuss some statements to do with road transportation. The lesson ends with a writing focus where Sts write an article about transportation in their town or city.

More materials

For teachers

Photocopiables

Grammar choosing between comparatives and superlatives *p.153*
Communicative Questionnaire *p.182* (instructions *p.170*)
Vocabulary Transportation *p.207* (instructions *p.200*)

For students

Workbook 3A

Online Practice 3A

OPTIONAL LEAD-IN (BOOKS CLOSED)

Play *Hangman* (see Level 1 Teacher Book *p.24*) with the phrase PUBLIC TRANSPORTATION.

Drill the pronunciation. Then get a show of hands to find out how many of the class regularly use public transportation to get to work / school.

1 VOCABULARY & SPEAKING transportation

a 3.1 Books open. Tell Sts they are going to hear eight forms of transportation and they must number them in order.

Play the audio once the whole way through.

Check answers, making sure Sts know each form of transportation. Model and drill pronunciation.

3.1
(Sound effects for the following forms of transportation)
1 *train Tickets please!*
2 *car Does everyone have their seat belts on?*
3 *bike*
4 *motorcycle*
5 *truck*
6 *subway Stand clear of the closing doors please.*
7 *scooter*
8 *bus Does this stop at Broadway and 125th?*

b Tell Sts to go to **Vocabulary Bank Transportation** on *p.155*.

Vocabulary notes

Public transportation and vehicles

You may want to point out that *the underground* is London's subway system, the London Underground. It's also called *the Tube*.

On the road

Sts may need to be reminded that compound nouns are two nouns together, where the first one describes the second.

Focus on **1 Public transportation and vehicles** and make sure Sts know the meaning of *vehicle* (= something that is used for transporting people or things from one place to another). Model and drill its pronunciation /ˈviəkl/. Then get Sts to do **a** individually or in pairs.

3.2 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

3.2
Transportation
1 **Public transportation and vehicles**
2 bus
6 freeway
9 motorcycle
8 platform
4 scooter
7 subway
5 train
3 truck
1 van

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

EXTRA SUPPORT Tell Sts to cover the words and look at the photos to see if they can remember them.

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Now look at **2 On the road** and get Sts to do **a** individually or in pairs.

3.3 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

3.3
2 On the road
1 bicycle lane
2 car crash
3 crosswalk
4 gas station
5 parking ticket
6 pedestrian zone
7 road work
8 rush hour
9 seat belt
10 speed camera
11 speed limit
12 taxi stand
13 traffic jam
14 traffic light

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Remind Sts that the strong stress falls on the first word in compound nouns, e.g., *seat belt*. Give further practice of any words your Sts find difficult to pronounce.

Focus on **Activation** and tell Sts to cover the compound nouns and look at the photos. Can they remember the compound nouns?

Now focus on **3 How long does it take?** and go through the information box with the class. If you have a monolingual class, you could ask Sts what verb they use in their L1 to talk about how long things take.

Put Sts in pairs and get them to ask and answer the two questions.

Then get some feedback.

EXTRA IDEA With a show of hands, you could see who has the shortest / longest trip to work / school.

Finally, focus on **4 Phrasal verbs** and get Sts to do **a** individually or in pairs.

3.4 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

3.4
4 Phrasal verbs
1 We **set** off at 7:00 in the morning to try to avoid the traffic.
2 I arrive at 8:15. Do you think you could **pick** me up at the train station?
3 Always check the address you put in your GPS or you may **end** up in the wrong place.
4 We're going to **run** out of gas soon. Let's stop at the next gas station.
5 **Look** out! You're going to crash!

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

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

c Put Sts in pairs, **A** and **B**, and tell them to go to **Communication I'm a tourist – can you help me?**, **A** on *p.106*, **B** on *p.111*.

Focus on the instructions and set the scene. Sts **A**, who are foreign tourists wanting to use public transportation in the town, should ask Sts **B**, who live in the town, their five questions.

Monitor and help.

Make sure Sts switch roles. Now Sts **B**, who are foreign tourists wanting to use a rented car in the town, should ask Sts **A**, who live in the town, their five questions.

Monitor and help.

Get some feedback from the class on some of the information given by Sts **B** and then by Sts **A**.

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

2 PRONUNCIATION /ʃ/, /dʒ/, and /tʃ/

Pronunciation notes

These three consonant sounds are often confused by Sts.

- *sh* is always pronounced /ʃ/ (e.g., *shower*, *ship*), as is *-tion* (e.g., *station*, *pronunciation*).
- *j* is always pronounced /dʒ/.
- *ch* is usually pronounced /tʃ/, but can also be pronounced /ʃ/ in some words, mainly of French origin, e.g., *chef*, *machine*. It is also sometimes pronounced /k/ in words like *chorus*, *technology*, etc.

a **3.5** Focus on the sound pictures and elicit the words and sounds: *shower* /ʃ/, *jazz* /dʒ/, and *chess* /tʃ/.

Play the audio once for Sts just to listen.

3.5
See words and sounds in the Student Book on *p.26*

Then play the audio again, pausing after each word and sound for Sts to listen and repeat.

b Get Sts to look at the list of words and put them in the correct column in **a**. Remind them that this kind of exercise is easier if they say the words aloud to themselves.

Get Sts to compare with a partner.

c **3.6** Play the audio for Sts to listen and check.

Check answers.

3.6
shower /ʃ/ crash, rush, station
jazz /dʒ/ bridge, journey, traffic jam
chess /tʃ/ adventure, catch, each

Now play the audio again, pausing after each group of words for Sts to listen and repeat.

Put Sts in pairs and get them to practice saying the words.

d **3.7** Focus on the pairs of words, and make sure Sts know what they mean.

Now play the audio once the whole way through for Sts just to listen. Ask if they can hear the difference.

3.7
See words in the Student Book on *p.26*

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Play the audio again, pausing after each pair for Sts to listen and repeat.

e 3.8 Now tell Sts that this time they will only hear one of the words in each pair and they must circle the one they hear.

Play the audio once the whole way through for Sts to complete the task.

Check answers.

1 b jeep **2** a chain **3** b joke **4** b chip **5** a shoes **6** b watch

3.8
1 jeep
2 chain
3 joke
4 chip
5 shoes
6 watch

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on the *Teacher Resource Center*.

f 3.9 Tell Sts they are going to hear five short sentences or questions and they need to write them down.

Play the audio once the whole way through for Sts just to listen.

3.9
1 Do you like potato chips?
2 I'm going to wash it.
3 You choose.
4 Don't joke about it.
5 Is it cheap?

Now play the audio again, pausing after each sentence or question to give Sts time to write.

Check answers by eliciting the sentences onto the board.

See script 3.9

3 READING & LISTENING confirming predictions

a Focus on the photos and ask Sts if they know the TV show *Top Gear*. If they do, ask them what they think of it. If they don't, tell them that it is a TV show about cars and that the hosts do funny, adventurous, and sometimes dangerous things.

Now focus on the instructions and make sure Sts understand *race* (= a competition between people, etc. to see which one is faster or the fastest). Point out the **Glossary** and go through it with the class.

Get Sts to read the introduction and answer the four questions.

Check answers.

! When you check the answer to where they are going from and to, focus on the map so that Sts can see the places mentioned. Point out that it is a map of the south of Florida, and that the distances are approximate.

1 They go from Jones Boat Yard on the Miami River to the southern-most point in the US, Key West.
2 A motorboat, a car, and a combination of transportation including a taxi, an airplane, and a scooter

Now put Sts in pairs and get them to discuss question 4.

Elicit Sts' opinions. You could write their predictions on the board.

b Now give Sts time to read the three paragraphs and to see if they want to change their predictions in **a**.

When they have finished reading, they should tell another student what they think.

Find out if anyone has changed their prediction.

EXTRA SUPPORT Before Sts read the article the first time, check whether you need to pre-teach any vocabulary, but not the highlighted verb phrases in **d**.

c Focus on the instructions and get Sts to read about the two trips again and to answer questions 1–6.

Set the three-minute time limit, and when the time is up, get Sts to compare with a partner.

Check answers.

1 R **2** A **3** A **4** R **5** A **6** R

d Focus on the task and get Sts to work with a partner to say what the words and phrases mean. Encourage them to go back and look at the words in context if they can't remember their meaning.

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

entered open water /entərd oʊpən wɔtər/ = traveled from protected water (a harbor or bay) to the ocean
was ahead of /wəz ə'hed əv/ = was in front of someone
reach /ritʃ/ to arrive
getting worse /getɪŋ wɜrs/ = becoming more and more busy
getting stuck /getɪŋ stʌk/ = being unable to move

Help with any other new vocabulary. Model and drill the pronunciation of any tricky words.

e 3.10 Focus on the instructions and the map, and ask Sts how Tanner is going to travel (*By seaplane*). Give them time to look at the map carefully.

Play the audio once the whole way through for Sts to listen and mark Tanner's route on the map and answer the question. Play again if necessary.

Check answers, eliciting what transportation he took (*seaplane, taxi, and scooter*).

EXTRA SUPPORT Read through the scripts and decide if you need to pre-teach any new vocabulary before Sts listen.

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Tanner took a taxi from the boat yard to the airport where the seaplane was leaving from. After landing at the airport in Key West, he rented a scooter for the last three miles of the race to arrive at the southern-most point of the US.

3.10

N = narrator

N Tanner took a taxi from the boat yard to the airport where the seaplane was leaving from. It took 45 minutes to get from the boat yard to the airport. Once he got on the seaplane, Tanner quickly made up the time he spent riding in the taxi. With the plane flying close to 100 miles an hour, Tanner caught up to Rutledge and Adam near Seven Mile Bridge. After landing at the airport in Key West, Tanner rented a scooter for the last three miles of the race. Just a few more minutes until he arrived at the southern-most point of the US.

f **3.11** Write the three hosts' names and modes of transportation on the board: RUTLEDGE – MOTORBOAT, ADAM – CAR, TANNER - SEAPLANE.

Now tell Sts to number them in the order in which they think they arrive at the final destination (you may still have Sts' predictions from earlier in the lesson).

Get Sts to compare with a partner.

Play the audio once the whole way through.

3.11

Rutledge Wood, who had traveled in the boat, ran from the Key West boat yard to the streets of Key West. After running for a few minutes in the heat, he hailed a taxi which brought him to the southern-most marker in Key West and the US. Unfortunately, Adam and Tanner were already standing next to the marker. Rutledge couldn't believe it! He looked at the other men who were standing nearby laughing. It turns out that Adam, traveling in the Lotus Evora had reached the Key West marker just seconds before Tanner arrived on his rented scooter.

Adam's car had won—which is a good thing because Top Gear, is after all, a program about cars! Tanner's combination of taxi, seaplane, and scooter arrived second, several minutes before Rutledge, who ended his boat trip with a ride in a taxi.

First, elicit the order in which everyone arrived.

1 Adam (car)
2 Tanner (taxi, airplane, scooter)
3 Rutledge (motorboat)

With a show of hands, find out how many Sts had guessed correctly.

g If Sts all come from the same city / town, elicit the modes of transportation available in their city / town and ask them which one would win in a similar competition.

If Sts come from different cities / towns, put them in pairs or small groups, and get them to do the activity.

Get some feedback.

4 GRAMMAR choosing between comparatives and superlatives

a Focus on the task and get Sts to do this in pairs or individually.

Get Sts to compare with a partner if they worked individually, and then check answers. Make sure Sts explain why the ✗ phrases are wrong.

1 ✗ the **quickest** way
2 ✓
3 ✗ as fast **as**
4 ✓
5 ✗ as **many** trains as
6 ✗ the **most** exciting trip
7 ✓
8 ✗ more **carefully** than

b Tell Sts to go to **Grammar Bank 3A** on *p.136*.

Grammar notes

Sts will almost certainly have been taught the basic rules regarding comparative and superlative forms of adjectives and adverbs, so this grammar focus should be mainly review and reinforcement. Sts may still mix up comparative and superlative forms (~~*This is the older building in the town*~~) and make mistakes with the rules for forming comparatives and superlatives.

Some other typical mistakes include:

- confusing *as* and *than*, e.g., ~~*The train isn't as cheap than the bus.*~~
- omitting the definite article, e.g., ~~*He's best player in the team.*~~
- confusing adjectives and adverbs, e.g., ~~*You drive more quick than me.*~~

Focus on the example sentences and play audio **3.12**, **3.13** and **3.14** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the two information boxes and go through them with the class.

Now focus on the exercises and get Sts to do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

a

1 I think skiing is **easier than** horseback riding.
2 This is **the hottest** train I've ever been on.
3 A motorcycle is **more powerful than** a scooter.
4 I drive **more slowly than** my partner.
5 **The worst** time to travel is on holiday weekends.
6 **The farthest** / **The furthest** I've ever driven is from Washington DC to Chicago.
7 The London Underground is **older than** the subway in New York.
8 I think that traveling by train is **the most relaxing** form of transportation.
9 Of all my family, my mom is **the best** driver.

b

1 as 2 the 3 than 4 ever 5 him 6 most 7 as 8 more 9 as 10 in

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

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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 task. Point out the example, explaining that first, Sts have to make a superlative sentence using the given adjective, i.e., *Bike riding is the most dangerous*. Then they must compare the other two remaining, i.e., *Riding a motorcycle is more dangerous than driving*.

Put Sts in pairs and get them to complete the task.

EXTRA CHALLENGE Get pairs to compare with another pair, to see if they agree. Get them to defend their choices.

Get some feedback from various pairs, asking them to give reasons where possible.

5 LISTENING & PRONUNCIATION linking

a Tell Sts they are going to read a text about some research looking at the causes of road accidents. You might want to pre-teach / elicit the meaning of *distracting* (= taking your attention away from what you are trying to do).

Give Sts time to read the text.

EXTRA SUPPORT Ask Sts some comprehension questions, e.g., *How did the scientists do their research?* (They put video cameras and other gadgets into more than 3,500 cars.), *How old were the drivers?* (Between 16 and 98), *How long did the research take?* (Three years), etc.

Now put Sts in pairs and get them to discuss questions 1–3, making sure they understand the vocabulary, e.g., *reliable*. You might also want to check Sts understand the meaning of the eight things in the list (they may not know *adjust* and *reach*).

Elicit some opinions from various pairs, but don't tell them if they are correct.

Tell Sts they will find out the answers later in the lesson.

Pronunciation notes

The focus here is on understanding English rather than on production. One of the things that can make fast spoken English difficult for Sts to understand is linking. This makes words sound as if they're running into each other, and Sts can find it hard to identify individual words – and they may get lost altogether and not understand overall meaning. Here we focus on identifying and understanding linking, without trying to push Sts into producing it themselves. This is an important first step that will improve Sts' comprehension. There are many different kinds of linking in English, and here the focus is on three common types, examples of which frequently occur in superlative sentences.

b **3.15** Focus on the **Linking** box and go through it with the class.

Now tell Sts they're going to listen to some extracts from an interview with a traffic safety expert and they must complete the seven sentences with words that are linked.

Give Sts time to read 1–7.

Play the audio once the whole way through, pausing after each sentence to give Sts time to write.

Check answers.

1 most dangerous 2 bad decisions
3 look at an accident 4 cause of accidents on
5 twice as, have an accident 6 What did, most interesting
7 keep your eyes on

3.15

1 What's the most dangerous thing you can do while you're driving?
2 …you'll probably make bad decisions…
3 …people slow down to look at an accident…
4 …this is a really common cause of accidents on freeways…
5 This makes you twice as likely to have an accident.
6 What did you find most interesting?
7 …always keep your eyes on the road!

Now play the audio again for Sts to listen and repeat.

You could then get individual Sts to say the sentences.

c **3.16** Focus on the ***likely*** box and go through it with the class.

Now tell Sts they're going to listen to the full interview with the traffic safety expert. They must listen and number the eight actions or feelings listed in the text in **a** from 1 (= the most dangerous) to 8 (= the least dangerous).

Play the audio once the whole way through.

Get Sts to compare with a partner, and then play the audio again if necessary.

Check answers.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts listen.

1 feeling emotional
2 reaching for something in the car
3 looking at something by the road
4 adjusting the GPS
5 feeling tired
6 adjusting the radio or music system
7 eating or drinking
8 talking to a passenger

3.16

(script in the Student Book on *p.126*)

H = TV host, T = Tom

H Hello and welcome. On today's show, we're talking about how to drive safely. A new book called *Survive the Drive* has just been published, and we asked Tom, our transportation and travel correspondent, to take a look. Welcome, Tom.
T Thank you.
H So, tell us – what's the most dangerous thing you can do while you're driving? Obviously, we're not talking about drinking alcohol, taking drugs, or using a handheld phone to make calls or text, which everyone knows you must never do.
T Well, this is really surprising: at the top of the list is driving when you're feeling emotional. The researchers found that you're nearly ten times more likely to have an accident if you're feeling very sad or angry or stressed. If you're emotional, then you can't concentrate on the road, and you'll probably make bad decisions if you find yourself in a dangerous situation. In fact, if you're feeling very emotional, it'd be better not to drive at all!
H Wow, OK. I'll try to remember that next time I have a bad day at work! What's the second most dangerous thing?
T This one's less surprising – it's reaching for something in your car. It might be your phone, or a map, or some candy. If you're reaching down, or trying to get something from the back seat, then you aren't looking at the road, and you're nine times more likely to have an accident.

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H And number three?
T Number three is looking at something interesting or something that's happening by the road. A really common example of this is when people slow down to look at an accident – they don't realize that by looking at the accident and not at the road, the chance of having an accident themselves goes up over seven times. In fact, this is a really common cause of accidents on freeways.
H So the message is: don't be distracted.
T Yes, exactly. If you're driving fast, you can travel over 300 feet in less than three seconds. And a lot can happen in three seconds.
H So that's the top three – what about other things to avoid?
T Well, at number four is adjusting your GPS, which can be very distracting, and makes you nearly five times more likely to have an accident. At number five is driving when you're tired. Sixty percent of drivers say they've driven when tired in the last year, so it's a big problem – and you can lose control of your car completely. At number six is adjusting your radio or music system. This makes you twice as likely to have an accident. Again, it's the distraction from the road that's the problem, and only having one hand on the wheel.
H And the last two?
T The seventh is eating or drinking, because again, you usually take one hand off the wheel, and the eighth is talking to a passenger, which can be distracting because the driver often turns to look at the passenger.
H So how would you summarize the research? What did you find most interesting?
T I think for me, the most interesting thing is that some of these things don't seem very dangerous, and good drivers often do them – but the research shows that they are. So next time you get in your car to drive somewhere, think about what you're doing, and always, always keep your eyes on the road!

Find out, with a show of hands, if anyone guessed the top three correctly; then find out if the class agrees with the expert's top three.

d Tell Sts they are going to listen to the interview again and this time they must write down any numbers or facts related to the eight actions or feelings. Point out that the first one has been done for them.

Play the audio again the whole way through.

Get Sts to compare with a partner, and then play the audio again if necessary.

Check answers.

2 **reaching for something in the car** – nine times more likely to have an accident
3 **looking at something by the road** – seven times more likely to have an accident
4 **adjusting the GPS** – five times more likely to have an accident
5 **feeling tired** – 60 percent of drivers have driven when tired in the last year
6 **adjusting the radio or music system** – twice as likely to have an accident
7 **eating or drinking** – you usually take one hand off the wheel
8 **talking to a passenger** – the driver often turns to look at the passenger

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.126*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

e Do this as a whole-class activity.

6 SPEAKING

a Focus on the statements and go through them with Sts.

Give Sts time to decide if they agree or disagree with them and to think of their reasons.

b Focus on the **Giving your opinion** box and go through it with the class.

Put Sts in small groups of three or four. Sts should take turns reading the statements aloud, giving their own opinion and reasons, and then inviting opinions and reasons from the other Sts in the group.

Monitor and help, encouraging Sts to use the expressions in the box.

Get feedback to find out if there was a general consensus of agreement or disagreement on each statement.

7 WRITING an article for a website

Tell Sts to go to **Writing An article for a website** on *p.117*.

a Focus on the instructions and questions.

Put Sts in pairs or small groups and get them to discuss the questions.

Get some feedback from the class.

b Tell Sts to read the article to check their answers to **a** and then answer 1–3. Tell them not to worry about the blanks in the article.

Check answers.

the most expensive: taxi
the healthiest: bike
the best if you want to see New York City: (double-decker) bus
the safest late at night: taxi

1 For the subway and buses
2 Cash (but no pennies and no paper money)
3 Ride sharing is a privately-owned car that works for a company, and which you have to use an app. Ride sharing is usually more expensive than a taxi.

c Now tell Sts to read the article again and to fill in the blanks with prepositions from the list.

Check answers.

2 on 3 next to 4 on 5 on the top of 6 with 7 in 8 at

d Focus on the **Transportation in your town** box and go through it with the class.

Now tell Sts they are going to write a similar article about public transportation in their (nearest) town / city. Tell them to use headings as in the article, language from the information box, and the **Vocabulary Bank Transportation**.

You may want to get Sts to do the writing in class, or you could assign it as homework. If you do it in class, set a time limit for Sts to write their article, e.g., 15–20 minutes.

e Sts should check their work for mistakes before handing it in.

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3B Men, women, and children

G articles: *a / an*, *the*, no article
V collocation: verbs / adjectives + prepositions
P /ə/, two pronunciations of *the*

Lesson plan

This lesson examines common stereotypes about men and women, based on recent research. It begins with a speaking activity on stereotypes, with a special focus on generalizing. This leads to an article about whether certain common stereotypes are true or not. Next is the grammar focus on articles: when (and when not) to use an article, and which article to use. This is followed by a pronunciation focus on the schwa in unstressed syllables and words, and on the two pronunciations of *the*.

In the second half of the lesson, Sts listen to two people talking about children and stereotypes. This is followed by a speaking activity on toys Sts played with as a child and clothes they wore. The lesson ends with a vocabulary focus on verbs and adjectives with dependent prepositions.

More materials

For teachers

Photocopiables

Grammar articles: *a / an, the,* no article *p.154*
Communicative Generally speaking *p.183* (instructions *p.171*)
Vocabulary Dependent prepositions *p.208* (instructions *p.200*)

For students

Workbook 3B

Online Practice 3B

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write the following definition on the board:

A FIXED IDEA OR IMAGE THAT MANY PEOPLE HAVE OF A PARTICULAR TYPE OF PERSON OR THING, WHICH IS OFTEN NOT TRUE IN REALITY

Then ask Sts if they know what word is being defined. Elicit ideas, but if they don't get it, write:

ST _ _ _ _ _ _ _ _ to help them to get *stereotype*.

Drill the pronunciation, and then ask Sts what kind of things can be stereotypes, e.g., fixed ideas about certain nationalities or about men and women.

1 SPEAKING & READING understanding the main point in a paragraph

a 3.17 Books open. Focus on the instructions and give Sts time to read the **Generalizing** box. Encourage them to guess what the missing words might be. You might want to check Sts know what a *hypochondriac* /ˌhaɪpəkɑndriæk/ is (= somebody who worries about their health and believes that they are sick when there is nothing wrong with them). Model and drill pronunciation.

Now play the audio, pausing after each speaker to give Sts time to fill in the blanks.

Get Sts to compare with a partner, and then either check answers or play the audio again.

Check answers. Point out that the highlighted expressions are useful for when you are talking in general.

1 speaking **2** on, tend **3** general, usually

3.17

1 **Generally speaking, I think it's true that women worry more about their appearance than men. They spend longer choosing what to wear, doing their hair, and things like that.**
2 **I don't think it's true that men are more interested in sports than women. However, on the whole, I think women tend to have fewer opportunities to actively participate in sports.**
3 **I think that in general, men worry about their health more than women. Hypochondriacs are usually men, not women.**

Now give Sts a few minutes to read the comments again and decide if they agree or disagree with what the people said.

Elicit some opinions.

b Focus on the instructions and the ten statements under *Do you think it's true?*, making sure Sts understand them.

Then put Sts in groups of three or four and get them to discuss each statement.

Monitor and check, correcting any misuse of articles and encouraging Sts to use the expressions for generalizing.

Get quick feedback from a different group for each topic. Tell Sts if you agree or not, and why.

c Focus on the task and, if you didn't do the **Optional lead-in**, make sure Sts know what a *stereotype* /ˈsteriətaɪp/ is (= a fixed idea or image that many people have of a particular type of person or thing, which is often not true in reality).

Give Sts time to read the article and complete it with five headings from the statements in **b**.

Check answers.

EXTRA SUPPORT Before Sts read the article the first time, check whether you need to pre-teach any vocabulary, but not the highlighted verbs, which are focused on in **e**.

1 Men are better at navigating than women.
2 Women talk more than men.
3 Women are more caring than men.
4 Women can multitask better than men.
5 Men are better at telling jokes than women.

d Focus on the question and the three options.

Tell Sts to now read the article again and match the stereotypes to the research.

Check answers.

a 2 **b** 3 **c** 1, 4, 5

e Focus on the instructions and give Sts time to complete the task.

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

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1 show **2** discover **3** argue **4** turn out

Help with any other new vocabulary. Model and drill the pronunciation of any tricky words.

f Focus on the task and make sure Sts understand the first sentence. Do this question as a whole-class activity.

Now put Sts in pairs and get them to think of more stereotypes about men and women and discuss whether they think they are true or not.

Get some feedback from various pairs.

2 GRAMMAR articles: *a / an*, *the*, no article

a Focus on the four jokes, and tell Sts to fill in the blanks with *a*, *an*, *the*, or no article at all.

Get them to compare with a partner.

b **3.18** Play the audio for Sts to listen and check.

Check answers. Don't give any grammar explanations at the moment, as this will come later.

1 – **2** – **3** A **4** a **5** a **6** an **7** the **8** the
9 – **10** a **11** –

3.18

1
Girl Daddy, did you know that girls are smarter than boys?
Father No, I didn't know that.
Girl Ha! See!

2
A man goes to see a lawyer:
Man Excuse me. What do you charge?
Lawyer One thousand dollars for three questions.
Man Wow! Isn't that a little expensive?
Lawyer Yes. What's your third question?

3
Doctor Hello, did you come to see me with an eye problem?
Patient Yes! How did you know?
Doctor Because you came in through the window instead of the door.

4
Mother What did you do at school today, Patrick?
Boy It was a great day! We made explosives!
Mother And what are you going to do at school tomorrow?
Boy What school?

Now ask the class if they think any of the jokes are funny.

c Tell Sts to go to **Grammar Bank 3B** on *p.137*.

Grammar notes

Sts have learned rules for using articles before, but here the main ones are brought together. Most nationalities will have some problems using articles correctly, but especially those who don't have articles in their language.

In this lesson the basic rules are covered. Other more specific uses, e.g., with geographical names, are introduced in *American English File* Level 5.

Some typical mistakes include:

- omitting the article, e.g., ~~*I saw old man with dog.*~~
- the incorrect use of the definite article when generalizing, e.g., ~~*The men usually love the football.*~~

Focus on the example sentences and play audio **3.19**, **3.20** and **3.21** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises and get Sts to do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

a
1 a nurse, The hospital **2** a horrible day, the car
3 love stories, war movies **4** the theater, once a month
5 dinner, next Friday **6** a chef, the best cook
7 the windows, home **8** dogs, the dogs **9** school, last week
10 happiness, money

b
1 **A** How often do you go to **the** gym?
B About three times **a** week. But I never go on **–** Fridays.
2 **A** What time does **the** train leave?
B In 40 minutes. Can you drop me off at **the** train station on your way to **–** work?
3 **A** What **an** amazing dress!
B Thanks. I bought it on – sale **–** last month.
4 **A** What's **the** most interesting place to visit in your town?
B Probably **the** museum. It's **the** oldest building.
5 **A** What should we do **–** next weekend?
B Let's invite Toni for **–** lunch. We could eat next to **the** pool.
6 **A** Do you like **–** cats?
B Not really. I prefer **–** dogs. I think they're **the** best pets.
7 **A** Is your mom **an** engineer?
B No, she's **a** doctor. She's always tired when she gets home from **–** work.
8 **A** Have you ever had **a** problem in your relationship?
B Yes, but we got over **the** problem and we got married.
9 **A** When is **the** meeting?
B They've changed **the** date. It's on **–** Tuesday now.

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.

3 PRONUNCIATION /ə/, two pronunciations of *the*

Pronunciation notes

/ə/ is the most common sound in English.

/ə/ can be spelled by any vowel. It always occurs in unstressed syllables, or unstressed words, e.g., articles and prepositions.

a **3.22** Elicit the sound and picture word: /ə/ *computer*, and highlight that both the *o* and the *e* are pronounced /ə/.

Play the audio once for Sts just to listen.

3.22
See sound and words in the Student Book on *p.31*

Now play the audio again for Sts to listen and repeat.

b **3.23** Focus on the instructions and the phrases in the list. Demonstrate clearly the two different pronunciations of *the*, /ðiː/ and /ðə/.

Play the audio once for Sts to listen and underline the five phrases where *the* is pronounced /ðiː/.

Check answers.

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1 the office **2** the umbrella **3** the internet **4** the accident **5** the evening

3.23
See phrases in the Student Book on *p.31*

Now ask Sts why *the* is pronounced differently in those five phrases.

Because the noun starts with a vowel (*a*, *e*, *i*, *o*, *u*).

Now ask Sts which phrase in the list is an exception.

The universe is the exception because it starts with the /yu/ sound (not /ʌ/).

Play the audio again for Sts to listen and repeat the phrases.

c Put Sts in pairs and get them to practice saying the phrases. You may want to point out that *It's not the end of the world* is used idiomatically to mean that something isn't a complete disaster.

EXTRA SUPPORT Model and drill each phrase first.

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on the *Teacher Resource Center*.

4 LISTENING & SPEAKING understanding points of view

a Focus on the list of toys and make sure Sts know what they all are. Model and drill pronunciation.

Put Sts in pairs and get them to discuss which toys fall into which of the three categories in the instructions.

Get some feedback from various pairs.

b Focus on the two photos and ask Sts what they think the artist is saying. Elicit as many opinions as possible. There are many more "pink and blue" photographs on her website.

c **3.24** Tell Sts they are going to listen to an interview about children and stereotypes. They must listen and answer the questions. You may want to point out that in British English, *math* is called "maths," as Sts will hear in this interview.

Check answers.

In the past, boys were dressed in pink and girls in blue.
No, they don't.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts listen.

3.24
(script in the Student Book on *p.127*)
H = host, A = Alison Carr, N = Natasha Crookes

H "Pink is for girls; blue is for boys." How many times have we heard that? And if you walk down the aisles of children's clothes stores, you'll see rows and rows of clothes in these two colors. But where does this rule come from, exactly? Are little girls genetically attracted to pink, and little boys to blue?
It seems not. You may be surprised to hear that 100 years ago, it was the exact opposite. In a popular magazine of the time, an article said, "The generally accepted rule is pink for boys and blue for girls. The reason is that pink, being a stronger color, is more suitable for a boy, while blue, which is more delicate, is prettier for a girl." The change to pink for girls and blue for boys happened only after World War II. The idea of women being equal to men emerged and, as a result, people started dressing little girls in pink. Soon, advertisers got a hold of the idea, and made blue the color for boys. Since then, the pink and blue stereotype has never gone away. And it's not only clothes, but all sorts of other things as well. Girls' rooms and furniture are painted pink, girls' accessories are made in pink, girls' toys are packaged in pink. South Korean photographer JeongMee Yoon was so struck by this that she created a series of photographs called *The Pink and Blue Project*, where children were photographed in their rooms with all the things they possessed in either pink or blue.
But is this something we really need to worry about? Alison Carr, from the Institute of Engineering and Technology, says yes.

A When we're choosing between one toy or another to buy as a present for a child, we're influenced by stereotypes, and if the child is a girl, we'll probably choose something pink. And this is a problem, because not only are 89% of girls' toys pink, but also only a very few of them are connected with science or math. Most girls' toys are still based on dolls and dressing up, while boys' toys are more likely to be related to building and cars. And the problem is that the toys we play with influence our interests, and even the jobs that we end up getting. If girls don't have access to as many construction toys, or mechanical and scientific toys as boys, they'll think that science and technology is "not for them," so they'll be less likely to choose to study it at school and later in college. I think that if they were allowed to choose for themselves, girls and boys would choose the same sort of toys, and that parents need to forget about the stereotypes, about pink and blue. Toys should be the same colors for all children – red, yellow, green, whatever.

P However, Natasha Crookes, from the British Toy & Hobby Association doesn't agree.

N I think that instead of abandoning the pink and blue thing, we should use it. If we want girls to get interested in maths and science, we should package science and engineering toys in a pink box. Then maybe girls – or their parents – will start buying them.

P Thank you, Natasha. And now we're moving on to...

d Now tell Sts they are going to listen again and this time they must choose the correct options to complete 1–5.

Give Sts time to read the sentences and options.

Play the audio again the whole way through.

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

1 c **2** a **3** b **4** a **5** c

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.127*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

e Put Sts in pairs and get them to discuss questions 1–3.

Get feedback from various pairs. You could also tell Sts your answers to one or two of the questions.

EXTRA IDEA If any of your Sts have young children, you could ask them what kind of toys they play with and what kind of clothes they wear.

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5 VOCABULARY collocation: verbs / adjectives + prepositions

a Focus on the instructions and remind Sts that they have to remember which prepositions to use after certain verbs and adjectives, e.g., *you talk to somebody about something*.

Get Sts to complete 1–3, and then check answers.

1 about **2** between **3** in

b Tell Sts to go to **Vocabulary Bank Dependent prepositions** on *p.156*.

Vocabulary notes

You may want to point out that some adjectives can be used with more than one preposition, depending on the meaning, e.g., we use *good at* for something you are an expert at, but *good for* when something is beneficial.

Focus on **1 After verbs** and get Sts to do **a** individually or in pairs. Remind them to write the prepositions in the column on the right, not in the sentence.

3.25 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

3.25

Dependent prepositions

1 After verbs

1 He apologized to the police officer **for** driving fast.
2 I never argue **with** my husband **about** money.
3 We're arriving **in** Miami on Sunday.
4 We're arriving **at** O'Hare Airport at 3:45.
5 Could you ask the waiter **for** the check?
6 Do you believe **in** stereotypes?
7 Who does this book belong **to**?
8 I can't choose **between** these two bags.
9 We might go out. It depends **on** the weather.
10 I dreamed **about** my childhood last night.
11 Don't laugh **at** me! I'm doing my best!
12 I'm really looking forward **to** the party.
13 If I pay **for** the meal, can you get the tip?
14 This music reminds me **of** our honeymoon in Italy.
15 I don't spend a lot of money **on** clothes.
16 We need to talk **to** Anita **about** her report card.

EXTRA SUPPORT You could play the audio again, pausing after each sentence for Sts to listen and repeat, to give them extra practice with sentence rhythm.

Focus on **Activation** and tell Sts to cover the **Preposition** column on the right and say the sentences with the correct preposition.

Now focus on **2 After adjectives** and get Sts to do **a** individually or in pairs.

3.26 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

3.26

2 After adjectives

1 My brother is afraid **of** bats.
2 She's really angry **with** her boyfriend **about** last night.
3 I'm very close **to** my older sister.
4 This exercise isn't very different **from** the last one.
5 We're really excited **about** going to Brazil.
6 Krakow is famous **for** its main square.
7 I'm fed up **with** sitting in this traffic jam.
8 I'm very fond **of** my little nephew. He's adorable.
9 I've never been good **at** sports.
10 Eat your vegetables. They're good **for** you.
11 My sister is very interested **in** astrology.
12 She's very passionate about riding her bike. She does about 30 miles every weekend.
13 I don't like people who aren't kind **to** animals.
14 She used to be married **to** a pop star.
15 I'm really happy **with** my new motorcycle.
16 My dad was very proud **of** learning to ski.
17 Why are you always rude **to** waiters and salespeople?
18 Rachel is worried **about** losing her job.
19 I'm tired **of** walking. Let's stop and rest.

EXTRA SUPPORT You could play the audio again, pausing after each sentence for Sts to listen and repeat, to give them extra practice with sentence rhythm.

Focus on the **Gerunds after prepositions** box and go through it with the class.

Finally, focus on **Activation** and tell Sts to cover the **Preposition** column on the right and say the sentences with the correct preposition.

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 Tell Sts to complete questions 1–12 with a preposition.

d **3.27** Play the audio for Sts to listen and check.

Check answers, making sure Sts understand the questions.

1 about **2** at **3** to **4** to **5** about **6** of **7** for **8** in **9** of **10** with, about **11** with **12** on

3.27

1 When you're with friends of the same sex, what do you usually talk about?
2 Are there any sports or games that you're good at?
3 Is there anything you're really looking forward to?
4 Who in your family are you closest to?
5 What kind of movies are you excited about?
6 Are there any animals or insects that you're afraid of?
7 What's your town or region famous for?
8 Are there any superstitions that you believe in?
9 Is there a story in the news right now that you're really tired of?
10 Who's the last person you were really angry with? What about?
11 Have you bought anything recently that you're very happy with?
12 What do you think success on an exam depends on?

Tell Sts that the preposition is usually unstressed, but that at the end of a question, both parts of the phrase are stressed (e.g., …*tired of* – here *of* isn't weak /əv/).

EXTRA SUPPORT Play the audio again for Sts to listen and repeat the questions, making sure they stress the final preposition.

Now put Sts in pairs and get them to ask and answer the questions, giving as much information as possible.

Get some feedback from various pairs.

EXTRA SUPPORT Get Sts to choose a few questions to ask you first.

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EPISODE 2

Practical English A difficult celebrity

Function giving opinions, agreeing / disagreeing / responses

Language *To be honest…*, *I don't think that's right.*, etc.

Lesson plan

In this lesson, the functional focus is on learning more ways of expressing opinions and agreeing and disagreeing with other people's opinions.

In the first scene, Rob interviews Kerri, a British singer who is visiting New York. Then in the second scene, Don, the new boss, Jenny, and Rob take Kerri out to lunch. During the lunch, Kerri is critical of what she considers the "fake friendliness" of people in New York, and compares New York unfavorably to London. Don strongly disagrees; however, Rob sides with Kerri. In the final scene, Kerri has to eat her words, as a genuinely friendly taxi driver comes to the restaurant to bring her her phone, which she had left in the cab.

More materials

For teachers

Teacher Resource Center
Video Practical English Episode 2
Quick Test 3
File 3 Test

For students

Workbook Practical English 2
Can you remember? 1–3

Online Practice Practical English 2
Check your progress

OPTIONAL LEAD-IN (BOOKS CLOSED)

Before starting Episode 2, elicit what Sts can remember about Episode 1. Ask *Who's Harry? What does he think of Rob? Where did Rob and Jenny go in the last episode?*, etc.

Alternatively, you could play the last scene of Episode 1.

1 ROB'S INTERVIEW

a **3.28** Books open. Focus on the photo and ask Sts to guess who the woman is.

Now either tell Sts to close their books, and write the question on the board, or get Sts to focus on the question and cover the rest of the page.

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

EXTRA SUPPORT Before playing the video / audio, go through the listening scripts and decide if you need to pre-teach / check any vocabulary to help Sts when they listen.

She is happy to talk about her new album and what she's been doing recently, but not about what happened with the band or her private life.

3.28

K = Kerri, R = Rob, J = Jenny, D = Don

K (*singing*) You work hard, but your money's all spent.
Haven't got enough to pay the rent.
You know it's not right and it makes no sense
To go chasing, chasing those dollars and cents,
Chasing, chasing those dollars and cents.
R That was great, Kerri.
K Thanks.
R Kerri, you used to be in a band; now you play solo. Why did you change?
K What happened with the band is private. I've already said I don't want to talk about it in interviews. All I'll say is that I have a lot more freedom this way. I can play – and say – what I want.
R Did your relationship with the band's lead guitarist affect the break-up?
K No comment. I never talk about my private life.
R Your dad was in a famous punk band and your mum's a classical pianist. Have they influenced your music?
K Of course they have – what do you think? Isn't everyone influenced by their parents?
R When did you start playing?
K I started playing the guitar when I was about four.
R Four? That's pretty young.
K Yeah, the guitar was nearly as big as me!
R I think that your new album is your best yet. It's a lot quieter and more experimental than your earlier albums.
K Thank you! I think it's my best work.
R So what have you been doing recently?
K Well, I've been writing and recording some new songs. And I've played at some of the summer festivals in the UK.
K And what are you doing while you're in the States?
K I'm going to play at some clubs here in New York, then I'm doing some small gigs in other places. I just want to get to know the country and the people. It's all very new to me.
***
J Good job, Rob. She isn't the easiest person to interview.
R She's OK. And this video clip will work great online.
***
D Well, thank you for coming in today, Kerri. Now I suggest we have some lunch. Rob, could you call a taxi?
R Uh, sure.

b Now focus on sentences 1–8. Go through them with Sts and make sure they understand them.

Play the video / audio again the whole way through, and get Sts to mark the sentences *T* (true) or *F* (false). Remind them to correct the false ones.

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

1 F (The song is about **money**.)
2 F (She **used to play** in a band, but she now plays **solo**.)
3 T
4 F (Her father was in a band and her mother is a pianist.)
5 F (She started playing the guitar when she was about **four**.)
6 T
7 T
8 F (She is going to play **at some clubs** in New York.)

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EXTRA SUPPORT If there's time and you are using the video, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

2 GIVING OPINIONS

a 3.29 Focus on the photos and ask Sts *Who are the people?* (Don and Kerri), *Where are they?* (At a restaurant).

Now either tell Sts to close their books, and write the question on the board, or get Sts to focus on the question and cover the next page.

Play the video / audio once the whole way through, and then check the answer.

They disagree about which city is better, New York or London.

3.29

D = Don, K = Kerri, W = waitress, R = Rob, J = Jenny

D So when will you be coming back to New York, Kerri?
K Oh, I don't know…
W Hi guys, is everything OK?
D Yes, it's delicious, thank you.
W That's great!
K New York waiters never leave you alone! I really don't like all this "Hi guys! Is everything OK?" stuff.
D What? You mean waiters aren't friendly in London?
R Oh, they're very friendly!
K Yes, they're friendly, but not *too* friendly. They don't bother you all the time.
W Can I get you anything else? More drinks, maybe?
D No, thanks. We're fine.
W Fantastic.
K See what I mean? Personally, I think people in London are a lot more easygoing. London's just not as hectic as New York.
D Sure, we all like peace and quiet. But in my opinion, New York is possibly…well, no, is definitely the greatest city in the world. Don't you agree?
K To be honest, I definitely prefer London.
D Come on, Rob. You've lived in both. What do you think?
R Oh, well, I have to say London's very special. It's more relaxed, it's got great parks, and you can cycle everywhere. It's dangerous to cycle in New York!
D Why would you cycle when you can drive a car?
K You can't be serious.
D OK, I agree, London has its own peculiar charm. But if you ask me, nothing compares with a city like New York. The whole world is here!
K But that's the problem. It's too big. There are too many people. Everybody's so stressed out. And nobody has any time for you.
J I don't think that's right, Kerri. New Yorkers are very friendly…
K Oh sure, they can sound friendly with all that "Have a nice day" stuff. But I always think it's a little bit…fake.
D You've got to be kidding me!
R I'm sorry. I'll just have to take this…Hello?…Yes…You're who?…The taxi driver?…What did she leave?…Her cell phone…right. OK. Yes, we're still at the restaurant. See you in about five minutes.

b Focus on the instructions and give Sts time to read questions 1–3.

Play the video / audio again, pausing if necessary to give Sts time to answer the questions.

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

1 a The waiters in New York never leave the customer alone. London waiters are friendly, but not too friendly. They don't bother you.
b The people in New York are less easygoing.
2 Rob agrees. Don and Jenny disagree. Don thinks New York is the greatest city in the world, and Jenny thinks New Yorkers are very friendly.
3 The taxi driver calls Rob about a (cell) phone left in his taxi.

EXTRA SUPPORT If there's time and you are using the video, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

c 3.30 Give Sts a minute to read through the extracts from the conversation and to think about what the missing words might be.

Now play the video / audio again, and get Sts to fill in the blanks.

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

1 Personally, opinion, agree, honest, think
2 agree, ask, right, sure

3.30

1
K Personally, I think people in London are a lot more easy-going. London's just not as hectic as New York.
D Sure, we all like peace and quiet. But in my opinion, New York is possibly…well, no, is definitely the greatest city in the world. Don't you agree?
K To be honest, I definitely prefer London.
D Come on, Rob. You've lived in both. What do you think?

2
D OK, I agree. London has its own peculiar charm. But if you ask me, nothing compares with a city like New York. The whole world is here!
K But that's the problem. It's too big. There are too many people. Everybody's so stressed out. And nobody has any time for you.
J I don't think that's right, Kerri. New Yorkers are very friendly.
K Oh sure, they can sound friendly with all that "Have a nice day" stuff.

d 3.31 Tell Sts to focus on the highlighted phrases in the extracts. They should listen and repeat the phrases, copying the rhythm and intonation.

Play the video / audio, pausing for Sts to watch or listen and repeat.

3.31

See highlighted phrases in the Student Book on *p.35*

Then repeat the activity, eliciting responses from individual Sts.

e Put Sts in pairs and tell them to practice the conversations in **c**.

Monitor and help, encouraging Sts to pay attention to rhythm and intonation.

Make sure Sts switch roles.

f Focus on the instructions and the four statements. Give Sts a few minutes to think about ideas for each statement.

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Now put Sts in small groups of four and ask them to discuss each statement in turn.

Get some feedback from various groups.

3 A SURPRISE FOR KERRI

a **3.32** Focus on the photo and the question.

Before playing the video / audio, focus on the **American and British English** box and go through it with the class.

Play the video / audio once the whole way through, and then check the answer.

Kerri is surprised because the taxi driver returned to the restaurant to give her back her phone, which she had left in the taxi.

3.32

K = Kerri, D = Don, W = waitress, J = Jenny, R = Rob, T = taxi driver

K Thank you for a nice lunch, Don.
D You're welcome.
W Thanks for coming, guys! Have a nice day.
D See? Nice, friendly service.
K Maybe. But I think she saw the big tip you left on the table!
***
J Did you mean what you said in the restaurant, Rob?
R Did I mean what?
J About missing London.
R Sure, I miss it, Jenny.
J Really?
R But hey, not that much! It's just that moving to a new place is always difficult.
J But you don't regret coming here, do you?
R No…no…not at all.
J It's just that…you seemed so homesick in there. For the parks, the cycling…
R Well, there are some things I miss, but – Oh, hang on a minute. Look over there. Our taxi's come back.
***
T Excuse me, Ma'am.
K Who, me? What is it?
T I believe this is your cell phone. You left it in my cab.
K What?…Oh, wow…thank you!
T Have a nice day!
K That was so kind of him!
D See? New Yorkers are really friendly people.

b Focus on sentences 1–3 and give Sts time to read them.

Now play the video / audio again, so Sts can listen a second time and complete the sentences.

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

1 left a big tip. **2** misses London. **3** kind.

EXTRA SUPPORT If there's time and you are using the video, you could get Sts to watch again with subtitles, 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. In pairs, get Sts to see if they can remember any of the missing words.

EXTRA CHALLENGE In pairs, get Sts to complete the phrases before they listen.

d **3.33** Play the video / audio for Sts to watch or listen and complete the phrases.

Check answers. If you know your Sts' L1, you could get them to translate the phrases.

1 mean **2** just **3** hang **4** back **5** kind

3.33

1 Did you mean what you said in the restaurant, Rob?
2 It's just that you seemed so homesick in there.
3 Oh, hang on a minute.
4 Our taxi's come back.
5 That was so kind of him!

Now play the video / audio again, pausing after each phrase for Sts to watch or listen and repeat.

e Focus on the instructions and make sure Sts understand what they have to do.

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

A 3 **B** 2 **C** 5 **D** 4 **E** 1

Now put Sts in pairs and get them to practice the conversations.

Finally, focus on the **CAN YOU…?** questions and ask Sts if they feel confident they can now do these things. If they feel that they need more practice, tell them to go to *Online Practice* to watch the episode again and practice the language.

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4A Bad manners?

G obligation and prohibition: *have to*, *must*, *should*
V phone language
P silent consonants

Lesson plan

The main topic of this lesson is manners in today's world – how people should behave in a variety of common situations.

In the first half of the lesson, the focus is on phone etiquette. The lesson begins with a vocabulary focus on words and phrases related to phones. A short article about a conductor asking a member of the audience to leave after their phone rings during a concert provides the context for Sts to practice common ways of expressing obligation using *must*, *have to*, and *should*. Sts will have seen these verbs separately, but will probably not have contrasted them before.
In Pronunciation, Sts work on silent letters in, for example, *should* and *wrong*. Then they put the new grammar into practice in a speaking activity about annoying things people do with their phones.

In the second half of the lesson, Sts read an article extracted from *Debrett's Handbook* about modern manners. In Listening, the focus is on people's problems with rude relatives. This leads into an extended speaking activity where Sts discuss "modern manners" and their relative importance in different situations.

More materials

For teachers

Photocopiables
Grammar obligation and prohibition: *have to, must, should p.155*
Communicative Me and my opinions *p.184* (instructions *p.171*)

For students

Workbook 4A

Online Practice 4A

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write these questions on the board and get Sts to talk about them in small groups:

WHAT MAKE IS YOUR PHONE?

HOW LONG HAVE YOU HAD IT?

WOULD YOU LIKE TO GET A NEW ONE? WHY (NOT)?

WHAT RINGTONE DO YOU HAVE?

WHAT DO YOU USE YOUR PHONE FOR (APART FROM TALKING)?

WHERE AND WHEN DO YOU USUALLY TURN OFF YOUR PHONE?

Get some feedback from various groups.

1 VOCABULARY phone language

Vocabulary notes

As with all technology-related vocabulary, things change rapidly and you may find that there are more verbs / expressions that have come into use recently and that you would like to teach.

You may want to point out that although people no longer physically "hang up" their phones at the end of a conversation, the expression continues to be used for ending a phone conversation.

a **4.1** Books open. Focus on the instructions and sentences A–K. Give Sts time to go through them in pairs and say what they think the **bold** words and phrases mean. Clarify the meaning of any words or phrases they don't know.

Now play the audio, pausing after the first one, and elicit that what Sts heard was someone saying goodbye and ending the call, so the answer is *C*.

Continue playing the audio to the end, pausing after each item to give Sts time to number the correct one.

EXTRA SUPPORT Alternatively, you could pause the audio after each item and let Sts, in pairs, choose the correct sentence.

Give Sts time to compare answers, and then play again if necessary.

1 C **2** I **3** G **4** J **5** F **6** D **7** A **8** K **9** E **10** B **11** H

4.1

1 "Thanks very much. OK. Goodbye." *Hangs up.*
2 That's all good but the financial figures for the last quarter do give us some cause for concern. I mean it h– [*phone rings*]. Oh, who's that?
[*People groan*]
Sorry… Sorry about that guys!
3 *busy signal, sigh*
4 *Recorded voice saying,* "All our representatives are busy right now. Please hold for the next available representative."
5 **Jack** Please leave a message after the tone.
Sandra Hi, Jack, it's Sandra. I was just calling...
6 *several different ringtones*
7 *Dial tone followed by sounds/tones of number being dialed*
8 **Man** Hi, honey. I'm on the 6:25, so I should get in at 8:22.
Woman Great. Do you want me to…?
Man Hello Jane? Jane, can you hear me?
9 **Man** Hello?
James Oh, hi. It's Eric. I called half an hour ago, but Ann wasn't in. Is she there now?
10 *someone texting*
11 **Woman 1** Here, take a look…Yeah, the next one…
Woman 2 Oh, you look so pretty. Where's this one taken?

b **4.2** Tell Sts they are now going to hear the answers with the audio from **a**.

Play the audio for Sts to listen and check.

Check answers. You might want to tell Sts that *She's texting a friend* is the same as *She's sending a text to a friend*.

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4.2

7 A (*audio from 4.1*) He's dialing a number.
10 B (*audio from 4.1*) She's texting a friend.
1 C (*audio from 4.1*) He just hung up.
6 D (*audio from 4.1*) She's choosing a new ringtone.
9 E (*audio from 4.1*) He's calling back.
5 F (*audio from 4.1*) She left a message on his voicemail.
3 G (*audio from 4.1*) The line's busy.
11 H (*audio from 4.1*) She's swiping through photos.
2 I (*audio from 4.1*) His phone went off in the middle of a meeting.
4 J (*audio from 4.1*) She needs to talk to a helpline, but they put her on hold.
8 K (*audio from 4.1*) He was cut off in the middle of a conversation.

Get Sts to close their books and play the audio again. Pause after each item and get the class (or individual Sts) to say the sentence.

c Focus on questions 1–7 and go through them with Sts. Make sure they understand all the phrases in **bold**.

Now put Sts in pairs and get them to ask and answer the questions, giving as much information as possible.

Get some feedback from various pairs.

EXTRA IDEA Get Sts to ask you some of the questions first.

2 GRAMMAR obligation and prohibition

a **4.3** Focus on the task. Point to the picture of the viola and explain that it is larger than a violin. Model and drill its pronunciation /viˈoʊlə/.

Play the audio for Sts to listen and answer the questions.

Check answers.

A phone went off while he was playing. He stopped playing, and then played the ringtone on his viola.

4.3

(Audio to illustrate the following)

Lukáš Kmit is playing the viola at a recital in Prešov, Slovakia. A phone rings in the audience, and Kmit stops playing and then improvises around the Nokia ringtone instead.

b Tell Sts they are going to read an article about another incident during a concert. Elicit / Explain the meaning of *a conductor* /kənˈdʌktər/ (= a person who stands in front of an orchestra and directs their performance).

Give Sts time to complete the task.

EXTRA SUPPORT Read the introduction together and ask Sts some comprehension questions, e.g., *What happened during a performance of* Messiah *at the National Music Auditorium in Madrid?* (A phone rang / went off.), *Where was the person with the phone sitting?* (Near the stage / the front), *What did the conductor do?* (He pointed and shouted at the owner of the phone.), etc.
Tell Sts to then read the comments and decide which they agree with.

Get Sts to compare with a partner, and then elicit opinions.

c Tell Sts to read the comments again and match the six highlighted phrases to their meaning. You could point out that two phrases have the same meaning.

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

A 6 **B** 4 **C** 2, 3 **D** 5 **E** 1

d Tell Sts to go to **Grammar Bank 4A** on *p.138*.

Grammar notes

Obligation and necessity: *have to* and *must*

Have to / must and *should / shouldn't* were taught separately in *American English File* Level 2.

In this lesson, they are reviewed and contrasted in more detail.

Some typical mistakes include:

- saying *must to*, e.g., ~~*I must to be on time tomorrow.*~~
- confusing *must not* (prohibition) and *don't have to* (not necessary / not obligatory)
- using *must* (not *had to*) in the past tense, e.g., ~~*I must study last night.*~~

Advice or opinions: *should / shouldn't*

The important point to emphasize here is that *should* isn't as strong as *have to / must*, and it is usually used to express a personal opinion or give advice.

Compare:

- *You should talk to your teacher about the problem.* (= I think it's a good idea.)
- *You must talk to your teacher about the problem.* (= I think it's very important you do this.)

Focus on the example sentences and play audio **4.4**, **4.5**, **4.6** and **4.7** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

EXTRA IDEA In a monolingual class, if you know your Sts' L1, you could get Sts to translate the example sentences and compare the forms / verbs they would use in their L1.

Now focus on the exercises and get Sts to do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

a

1 ✓ 2 must not 3 ✓ (*has to* would be more common because it's an external obligation) 4 ✓ 5 ✓ 6 don't have to 7 had to 8 shouldn't

b

1 **Did you have to** do a lot of homework when you were in school?
2 **Do I have to** take my tablet out of my bag at security?
3 My sister is a nurse, so some weeks **she has to** work nights.
4 **Have you** ever **had to** have an operation?
5 I love **not having to** get up early.
6 I don't think **we should** wear boots inside their house.
7 The exhibition was free, so I **didn't have to** pay.

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.

e Do this as a whole-class activity.

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3 PRONUNCIATION silent consonants

Pronunciation notes

Silent consonants are a feature of English. Sts will be aware of some of these, but probably not all of them. Sometimes Sts may have been pronouncing, for example, the *l* in *calm*, since they learned the word without realizing that it is a silent consonant (even though they don't perhaps pronounce the *l* in *half* or *walk*).

a In pairs, Sts look at the words in the list and decide which consonant (or consonants) is silent in each one.

b **4.8** Play the audio for Sts to listen and check.

Check answers by writing the words on the board and crossing out the silent consonants (they are marked in green in the key).

calm design dishonest doubt foreign half
hour island knowledge listen rhythm should
talk walk whole wrong

4.8
See words in the Student Book on *p.37*

EXTRA CHALLENGE You could elicit the silent consonants in other words (in **bold** here), e.g., *thum**b**, cas**t**le, s**c**ience, **k**nee, ans**w**er, si**g**n, clim**b**, s**c**issors, ex**h**austed*, etc.

c Focus on the sentences and put Sts in pairs to practice saying them.

EXTRA SUPPORT Model and drill the sentences before putting Sts in pairs.

Then get individual Sts to say the sentences.

4 SPEAKING

Focus on the instructions and make sure Sts can remember the meaning of *annoy*.

Now go through the *13 annoying things people do with their phones* and make sure Sts understand all the vocabulary, e.g., *selfie*, *tweet*, *swipe*, etc.

Put Sts in small groups of three or four and get them to discuss each item in the list by answering questions 1–3.

Get some feedback from various groups.

5 READING assessing a point of view

a Focus on questions 1–5 and make sure Sts understand them.

Put Sts in pairs and get them to discuss the questions.

Get some feedback from various pairs. If your Sts come from different countries, you could find out if there are any cultural differences.

EXTRA SUPPORT Before Sts read the whole article to check their answers to **a**, read the introduction together and then elicit / explain the meaning of some of the vocabulary (e.g., *manners*, *etiquette*, etc.), or ask Sts some comprehension questions, e.g., *What information does the Debrett's book give?* (Information on modern manners), *Who is the book for?* (The public), *Is the book popular? How do you know?* (Yes, because they receive more than 10,000 requests for information every year.), etc.

b First, focus on the title, telling Sts they will find out what Debrett's is, and make sure Sts know the meaning of a *dilemma* /dɪˈlemə/ (= a situation in which you have to make a difficult choice). Model and drill its pronunciation.

Then focus on the instructions and give Sts time to read the article to see if their ideas from **a** are there.

Check answers.

EXTRA SUPPORT Before Sts read the article the first time, check whether you need to pre-teach any vocabulary, but not the highlighted phrases in **c**.

1 At work or when meeting someone socially for the first time
2 You shouldn't eat smelly food or put on makeup.
3 Not on short flights
4 When you see that a person is pregnant, old, or in need.
5 Only if you have permission

c Focus on the task and get Sts to work with a partner to say what the highlighted phrases mean. Encourage them to go back and look at the words in context if they can't figure out the meaning.

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

Possible answers

kissing is not appropriate in many professional situations = You shouldn't kiss people if you meet them at work.

It's inconsiderate to eat smelly food in a closed environment = It isn't very nice for other people if you eat smelly food in places like offices, trains, etc.

don't monopolize the armrest = Share the armrest – don't use it all yourself.

it is also rude to aggressively decline the offer of a seat = If somebody offers you a seat and you don't want it, say no politely.

unless the host or hostess (or in a restaurant, the other diners) gives their permission for people to start = Only start eating if the people who invited you, or the other people with you in a restaurant, tell you that it's OK.

Help with any other new vocabulary. Model and drill the pronunciation of any tricky words.

d Do this as a whole-class activity.

e Focus on questions 1–6 and give Sts time, in pairs, to discuss them.

Get some feedback from various pairs. You could discuss question 6 as a class.

EXTRA IDEA Get Sts, in pairs, to write a question about manners like the questions in **a**. Then they pass their question to another pair, who write a Debrett's-style reply giving advice on how to behave. Get pairs to read their questions and advice aloud, and discuss which advice Sts think is the best.

6 LISTENING understanding problems and advice

a **4.9** Tell Sts they are going to listen to a radio show in which people call in to talk about a problem with a relative. Make sure Sts understand the phrase *rude relatives*.

Now play the audio once the whole way through, pausing after each story to give Sts time to make notes. Play again if necessary.

Check answers.

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EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts listen.

1 Belinda's mother-in-law criticizes Belinda's cooking.
2 Damien's brother brings his dog when he comes to stay, but Damien and his girlfriend don't like dogs.
3 Miranda's young nephew behaves very badly when he comes to visit Miranda with his parents.

4.9

1 **Belinda** She's a nice woman, don't get me wrong, and on the whole, we get along well, but one thing she does that I think is really rude is that whenever she comes over for a meal, she criticizes my cooking. I'm not a professional, obviously, but I think I'm a pretty good cook, and it really annoys me, especially after I've spent hours making something really good.
2 **Damien** Well, he lives in New York City and he likes to come and stay with us from time to time, which is great. But he just called me saying he's coming next month and he's bringing his new dog. I know he just got this dog and he takes really good care of it, and doesn't like leaving it alone, but it's still a puppy, and my girlfriend and I aren't very into dogs. Also, we just redecorated our house, and we did a lot of work on the yard, and I'm pretty sure the dog's going to destroy them both.
3 **Miranda** He's eight years old and his parents don't set any rules for him. So he's really wild, and whenever they come to our house, he just shouts all the time, jumps on the furniture, makes a mess in the kitchen. He even writes on the walls! It's really exhausting, but my sister's very sensitive about me criticizing her son, so generally I don't say anything. But I've reached the point where I'd almost prefer it if they didn't come over.

b Put Sts in pairs and get them to think of some advice for each caller.

Elicit some ideas for each caller.

c **4.10** Tell Sts they are going to hear some extracts from an etiquette expert, Sarah, giving advice for each caller. They must listen and complete the missing words.

Play the audio, pausing after each piece of advice to give Sts time to write.

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

1 who behaves well 2 argue with her 3 say how you feel
4 give a reason 5 speak to his parents 6 calm down
7 write on the walls

4.10

Belinda
1 I think you should be the one who behaves well.
2 You shouldn't argue with her because she won't change her opinion.

Damien
3 I think you should politely but directly say how you feel.
4 To be honest, you don't really have to give a reason.

Miranda
5 You have to speak to his parents before their next visit.
6 Explain that he has to calm down a little when he's visiting.
7 "You must not write on the walls."

d **4.11** Tell Sts they are now going to listen to the whole show, so they will hear the presenter, the caller, and Sarah giving advice.

Play the audio once the whole way through.

Elicit from the class what each piece of advice is and whether they agree with it or not. If not, ask why.

4.11

(script in the Student Book on *p.127*)

H = host, B = Belinda, S = Sarah, D = Damien, M = Miranda

H Good afternoon, everyone. In today's *Modern Manners* show, the subject is family, and what to do with rude relatives. Our etiquette expert Sarah is here to take your calls, so if you have a family member who behaves badly and you don't know what to do about it, just call us here at 1-800-555-4545.
And our first caller is Belinda from Walnut Creek. Hi, Belinda. Tell us about your rude relatives.
B Well, I hate to say it because it's such a cliché, but it's my mother-in-law. She's a nice woman, don't get me wrong, and on the whole, we get along well, but one thing she does which I think is really rude is that whenever she comes over for a meal, she criticizes my cooking. I'm not a professional, obviously, but I think I'm a pretty good cook, and it really annoys me, especially after I've spent hours making something really good.
H OK, so Sarah, over to you. How should Belinda deal with her mother-in-law?
S Hi, Belinda. I know this won't be easy, but when she does this, I think you should be the one who behaves well. Stay calm, thank her as politely as possible for her advice, and change the subject. You shouldn't argue with her because she won't change her opinion – and it won't make you feel better, either. Instead, encourage your husband or another relative to say how great your cooking is in front of your mother-in-law. When she sees that her criticisms aren't having any effect, and that everybody else loves your food, she'll either stop criticizing or she'll start paying compliments herself.
H Thanks very much, Sarah. Great advice! And our next caller is Damien, from Hudson. Hi, Damien. I think you're going to tell us about a problem with your brother – is that right?
D Yes, that's right.
H So what's the issue?
D Well, he lives in New York City and he likes to come and stay with us from time to time, which is great. But he's just called me saying he's coming next month and he's bringing his new dog. I know he just got this dog and he takes really good care of it, and doesn't like leaving it alone, but it's still a puppy, and my girlfriend and I aren't very into dogs. Also, we just redecorated our house, and we did a lot of work on the yard, and I'm pretty sure the dog's going to destroy them both.
H Sarah, what do you think Damien should do with his brother and his dog? Do you think it's rude to arrive at someone's house with a dog?
S Yes, I have to say I do. It's bad manners for a guest to bring an uninvited pet, even to a relative's home. This is true even if you have one of your own and your house is already animal-friendly. I think you should politely but directly say how you feel. You can add a reason like, as you say, you just redecorated, but to be honest, you don't really have to give a reason.
H Well, that's very clear advice, thanks Sarah. And finally, Miranda from San Pedro. Hi, Miranda. Tell us about your problem.
M Hi there. My problem's with my nephew, my sister's son. He's eight years old and his parents don't set any rules for him. So he's really wild, and whenever they come to our house, he just shouts all the time, jumps on the furniture, makes a mess in the kitchen. He even writes on the walls! It's really exhausting, but my sister's very sensitive about me criticizing her son, so generally I don't say anything. But I've reached the point where I'd almost prefer it if they didn't come over.
H Sarah, what should Miranda do with her nightmare nephew?
S You have to speak to his parents before their next visit, or at least to your sister. But instead of being critical, say how great it is that their son has so much energy, and how much you love him, but then explain that he has to calm down a little when he's visiting. And at the beginning of his next visit, welcome him, but give him some rules for your house. Say, "Hi. It's great to see you again! But just a couple of house rules: no jumping on the furniture, and if you want to draw, please use a piece of paper – you must not write on the walls." He won't mind, and in the long run, your sister will be grateful.

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EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.127*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

7 SPEAKING

a Focus on the questionnaire and make sure Sts understand all the statements.

Give Sts time to mark each statement *GM* (good manners), *BM* (bad manners), or *NI* (not important) according to their opinion.

b Divide Sts into small groups of three or four.

Then focus on the **Saying what you think is right** box and go through it with the class.

Give Sts time to talk about each item in the questionnaire.

EXTRA SUPPORT Read the first situation in the questionnaire and elicit opinions from the whole class, encouraging Sts to use *I think people should…*, *I don't think people should…*, *I don't think it's…*, etc.

If there's time, get some feedback from various groups to see if Sts agree with each other.

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4B Yes, I can!

G ability and possibility: *can*, *could*, *be able to*
V *-ed* / *-ing* adjectives
P sentence stress

Lesson plan

The grammatical focus of this lesson is how to use *be able to* in the tenses / forms where *can* / *can't* cannot be used. The main context is how to learn a new skill, and the new grammar is presented through two conversations about people's abilities. This is followed by a pronunciation focus on sentence stress in sentences with *can* / *could* / *be able to*. Sts then listen to a journalist who tried to learn to play the trumpet in 20 hours. Then the new language is put into practice in Speaking, where Sts talk about how well they think they would be able to do certain things after 20 hours.

In the second half of the lesson, there is a vocabulary focus on adjectives that have both *-ed* and *-ing* forms, e.g., *disappointed* / *disappointing*. Sts then read a forum with some tips on how to practice your English outside the classroom. This leads into a short grammar activity on the use of reflexive pronouns and a speaking activity where Sts talk about learning English. Finally, Sts watch a video about Alex Rawlings, a British language teacher with a talent for learning foreign languages (he can speak 11).

More materials

For teachers

Photocopiables
Grammar ability and possibility: *can, could, be able to* *p.156*
Communicative Tell us about… *p.185* (instructions *p.171*)

Teacher Resource Center
Video An interview with Alex Rawlings

For students

Workbook 4B

Online Practice 4B

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write on the board:

YES, WE CAN!

Ask the class which politician had this as his slogan, and when (Barack Obama during his US presidential campaign in 2007).

Ask Sts why they think he chose it (because it was a very positive message that showed that the people had power).

1 GRAMMAR ability and possibility

a Books open. Focus on the instructions, and elicit / explain the meaning of *skill* (= the ability to do something well). Now focus on the list of skills, making sure Sts know what they mean.

Get Sts, in pairs, to name two of the activities for each of the four categories.

Get some feedback from various pairs.

EXTRA SUPPORT Demonstrate the activity by telling Sts about yourself first.

b 4.12 Tell Sts to look at the photos, and elicit what they can see.

Now play the audio once the whole way through and tell Sts to fill in the blanks in the conversations.

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

1 can, be able to **2** could, been able to

4.12
1 A I can speak Italian well.
B Lucky you! I'd love to be able to speak Italian.
2 C When I was a child, I could draw really well.
D Really? I've never been able to draw!

c Do this as a whole-class activity.

1 *can* **2** *can*

d Tell Sts to go to **Grammar Bank 4B** on *p.139*.

Grammar notes

Sts should all be perfectly familiar with the verb *can* for ability and possibility (or permission). *Can* / *can't* is a modal verb, which has a past and conditional structure (*could* / *couldn't*), but has no present perfect or past perfect forms, nor does it have an infinitive or *-ing* form. In these situations, *be able to* must be used.

! For the future, you can often use *can* or *will be able to*, e.g., *I can't go to the meeting tomorrow* / *I won't be able to go to the meeting tomorrow.*

Some typical mistakes include:

- trying to use *can* where they should use *be able to*, e.g., ~~*I want to can speak English well.*~~ / ~~*I won't can come to your party on Saturday.*~~
- leaving out *to*, e.g., ~~*I won't be able help you*~~, or using it after *can*, e.g., ~~*I could to play the piano well.*~~

! There is a very small difference between *could* and *was able to*. In a + simple past sentence, if we want to refer to something that someone succeeded in doing – something difficult on a specific occasion – we use *be able to* (or *managed to*), e.g., *Although the space was very small, he was able to* (or *managed to*) *park there.* In this context, it is not possible to use *could*. With a strong class you may want to point this out.

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Focus on the example sentences and play audio **4.13** and **4.14** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

EXTRA IDEA In a monolingual class, you could get Sts to translate the example sentences and compare the forms / verbs they would use in their L1.

Focus on the exercises and get Sts to do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

a

1 ✓ 2 be able to 3 been able to 4 being able to
5 be able to 6 ✓ 7 ✓ 8 be able to 9 been able to
10 ✓

b

1 Her cell phone has been turned off all morning, so I **haven't been able to** talk to her yet.
2 I like **being able to** / **to be able to** have a conversation without shouting.
3 I **will** / **'ll be able to** leave home when I get a job.
4 **Will** you **be able to** come?
5 You need **to be able to** swim before you can go in a canoe.
6 I hate **not being able to** communicate with people in their own language.
7 Fortunately, firefighters **were able to** rescue everybody from the burning house.
8 I'm very sorry, but we **won't be able to** come to your wedding next month.
9 **Have** you **been able to** contact the doctor yet?
10 The manager **isn't able to** see you right now because she's in a meeting.

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** photocopiable activity at this point.

e Focus on the instructions and on the things that Sts have to talk about, making sure they understand them all. You could demonstrate by choosing one of the topics and telling Sts about your experience.

Give Sts time to think about what they are going to say for two or three of the topics.

f Put Sts in pairs and give them time to tell each other about each of the things they chose in **e**. Encourage them to ask each other for more information and to give as much detail as possible. If there is an odd number of Sts in the class, you can take part yourself, or have one group of three. Monitor and correct any misuse of *can* / *could* / *be able to*.

Get some feedback to find out how many people, for example, have learned to do something after a lot of effort, etc., or if anyone had the same or a similar answer to their partner.

2 PRONUNCIATION sentence stress

Pronunciation notes

If necessary, remind Sts about sentence stress in English (see **Pronunciation notes** in **Lesson 2B** on *p.35*).

a **4.15** Tell Sts that they are going to hear four sentences using a form of *be able to*. The first time they listen, they should try to write in the pink boxes the stressed words they hear.

Play the audio, pausing after each line to give Sts time to write.

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

1 never, able, dance
2 won't, able, come
3 love, able, ski
4 hates, able, drive

4.15
1 **He's never been able to dance.**
2 **We won't be able to come.**
3 **I'd love to be able to ski.**
4 **She hates not being able to drive.**

b Now tell Sts to look at the words they have written and try to remember what the complete sentence is.

Tell Sts to listen to the audio again and try to fill in any blanks they have. Play the audio again.

Check answers, eliciting the sentences onto the board.

1 He's never been able to dance.
2 We won't be able to come.
3 I'd love to be able to ski.
4 She hates not being able to drive.

c Play the audio again, pausing after each sentence for Sts to listen and repeat, copying the rhythm. Encourage them to pronounce the stressed words (in the pink boxes) more strongly and not to stress the other words.

Then repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT Put Sts in pairs and get them to practice saying the sentences.

d **4.16** Go through the instructions. Focus on the two examples and explain that Sts will first hear an example sentence, e.g., *I'd love to be able to ski*. Then they will hear a verb or verb phrase (e.g., *ride a horse*). Sts then have to make a new sentence using that verb / verb phrase, i.e., *I'd love to be able to ride a horse*. At the same time, they should try to copy the rhythm of the original sentence.

When Sts are clear what they have to do, play the audio and get the whole class to respond.

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4.16

1 I'd love to be able to ski. Ride a horse (*pause*) I'd love to be able to ride a horse.
2 We won't be able to come. Park (*pause*) We won't be able to park.
3 I've never been able to dance. Speak French (*pause*) I've never been able to speak French.
4 She hates not being able to drive. Cook (*pause*) She hates not being able to cook.
5 Will you be able to find it? Afford it (*pause*) Will you be able to afford it?
6 He'd love to be able to snowboard. Windsurf (*pause*) He'd love to be able to windsurf.
7 I love being able to understand everyone. Speak to everyone (*pause*) I love being able to speak to everyone.
8 They haven't been able to finish. Come (*pause*) They haven't been able to come.

Then repeat the activity, eliciting responses from individual Sts.

3 LISTENING making inferences

a Focus on the instructions and the title. Remind Sts of / Elicit the meaning of *skill* (= the ability to do something well).

Then give Sts time to read the text and answer the question.

First, elicit what both Malcolm Gladwell and Josh Kaufman stated (*Malcolm Gladwell: it takes 10,000 hours to master a new skill*; *Josh Kaufman: it takes 20 hours*) and then elicit who Sts believe. You could find out with a show of hands how many Sts believe each person.

b Give Sts time to read the paragraph about Matt Rudd's experience of learning to play the trumpet, and then elicit answers to the question.

c **4.17** Focus on the instructions and give Sts time to read the music words and phrases in **bold**.

Play the audio once the whole way through for Sts to listen and match the sounds to the words and phrases.

Get Sts to compare with a partner, and then check answers. Make sure Sts understand all the words, explaining, for example, that *an octave* is the difference between the first and last notes in a series of eight notes. Model and drill pronunciation.

1 octave 2 a street performer 3 high note, low note
4 musical instruments 5 notes 6 tune

4.17

(Sound effects of the following)

1 *an octave*
2 *a street performer*
3 *a high note and a low note*
4 *a string trio playing (violin, viola, cello)*
5 *five notes, from C to G*
6 *a traditional English folk tune*

d **4.18** Tell Sts they are now going to listen to Matt talking about learning to play the trumpet. They must listen and choose the best summary.

Play the audio once the whole way through.

Check the answer.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts listen.

2 He learned something, but not enough.

4.18

(script in the Student Book on *p.127*)

I haven't played a musical instrument for years. Five years ago, I got a trumpet for my birthday, and I tried to learn it, but I gave up after seven minutes, and it ended up in the garage. So here I am, a beginner again.

ONE HOUR

I have everything I need: YouTube trumpet lessons, and a book called *Trumpet for Beginners*. I plan to practice for 20 minutes a day, three times a week. I want to be able to play the trumpet, and I want to do it fast!

TWO HOURS

Well, that was optimistic. Playing the trumpet is more difficult than it looks! I can only play for ten minutes before I start seeing stars and my mouth hurts. I can get from C to G, but I can't get any higher. It's depressing.

FIVE HOURS

I'm now practicing for ten minutes at a time. I can play a whole octave, from C to C. I've watched a lot of trumpet lessons on YouTube. The teacher has a beard and wears very colorful shirts. He's beginning to annoy me, so I'm going to stop watching videos and use books instead.

NINE HOURS

I still can't play high notes. I can play some very simple tunes, but nothing I actually want to play. It isn't Rimsky-Korsakov.

FOURTEEN HOURS

I've been practicing three times a week, but I'm not getting any better. I've put the trumpet in the closet.

FIFTEEN HOURS

One evening, I'm at a school concert and I meet Matilda Lloyd, one of the best trumpet players around – she was a winner in the BBC Young Musician competition in 2014. I ask her for help, and the following week she gives me a trumpet lesson. I'm doing everything wrong. I need to forget everything I learned from the man with the beard and the colorful shirts. I need to start again.

SEVENTEEN HOURS

I'm getting better! My trumpet is starting to sound more like a musical instrument. I'm practicing for half an hour every day. I'm enjoying myself. And the neighbor's dogs have stopped barking.

TWENTY HOURS

I was planning to finish my 20 hours of practice by performing in the subway for an afternoon, but I can't do it. Twenty hours is too little. But give me 100 hours, and you'll see me playing the trumpet on a street near you…

e Focus on the instructions and give Sts time to read all the stages.

Play the audio again, pausing after each stage to give Sts time to circle the correct word or phrase.

EXTRA CHALLENGE For each stage, get Sts to also make a note of Matt's reasons (See the answers in parentheses in the answer key below).

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

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1 hour optimistic (Because he has everything he needs, and he has a plan.)
2 hours unhappy (Because playing the trumpet is difficult – he can't play for very long before getting tired, and he can't play the high notes.)
5 hours annoying (Because the online teacher wears colorful shirts.)
9 hours He's frustrated by how little he can play (Because he still can't play high notes, and he can't play any tunes he likes.)
14 hours He's depressed and wants to give up (Because he isn't improving.)
15 hours badly (Because he's doing everything wrong.)
17 hours optimistic again (Because he's improving and enjoying himself.)
20 hours He thinks he'll be able to improve (Because he says he'll keep practicing.)

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.127*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

f Do this as a whole-class activity.

4 SPEAKING

Focus on the instructions and on the skills that Sts have to talk about, making sure they understand them all.

Put Sts in small groups of three or four and give them time to tell each other how well they think they would be able to do each skill after learning it for 20 hours.

Monitor and correct any misuse of *be able to*.

Get some feedback from various groups. You could find out if Sts thought they would all be able to do a certain skill after 20 hours, or if they all thought that 20 hours definitely wasn't enough for a particular skill in the list.

5 VOCABULARY *-ed / -ing* adjectives

Vocabulary notes

Many adjectives related to feelings have two forms, ending in *-ed* for the person who experiences the feeling or ending in *-ing* for the thing or person that produces the feeling.

Sts should be familiar with some of these adjectives, e.g., *interested / interesting*, and here they expand their knowledge.

You may want to point out that not all adjectives for feelings exist in both forms, e.g., *stressed – stressful* NOT ~~*stressing*~~, *scared – scary* NOT ~~*scaring*~~.

a Do this as a whole-class activity. Elicit / Explain / Translate the meaning of the two adjectives in each case.

1 annoying **2** annoyed

b Focus on the ***-ed* and *-ing* adjectives** box and go through it with the class.

Give Sts a couple of minutes to choose the correct adjective endings for 1–10.

c **4.19** Play the audio for Sts to listen and check.

Check answers, making sure Sts know what the correct adjective means.

1 depressed **2** exciting **3** amazing **4** disappointed
5 tiring **6** embarrassing **7** frightened **8** tired **9** boring
10 frustrated

4.19
1 What music do you listen to if you feel depressed?
2 What do you think is the most exciting sport to watch?
3 What's the most amazing scenery you've ever seen?
4 Have you ever been disappointed by a birthday present?
5 Which do you find more tiring, clothes shopping or grocery shopping?
6 What's the most embarrassing thing that's ever happened to you?
7 Are you frightened of heights?
8 Do you usually feel very tired in the morning?
9 What's the most boring movie you've ever seen?
10 Do you ever get frustrated by technology?

Remind Sts that *amazing / amazed* are strong adjectives (see the Student Book **Lesson 2B**, **Vocabulary** *p.23*). This means that you cannot use *very* with these words. *Amazing* can mean either *very surprising* or *very good*.

Now play the audio again and get Sts to underline the stressed syllable in the adjectives.

Check answers.

1 depressed **2** exciting **3** amazing **4** disappointed
5 tiring **6** embarrassing **7** frightened **8** tired **9** boring
10 frustrated

Give Sts practice in pronouncing the adjectives, making sure they stress them on the correct syllable. You could play the audio again, pausing after each question and getting Sts to repeat just the adjective.

d Focus on the questions in **b** and get Sts to ask you a couple first. Make sure they ask for more information.

Put Sts in pairs and get them to ask and answer the questions. Monitor and correct any mistakes with word stress.

Get some feedback from various pairs for each question.

6 READING & SPEAKING understanding tips and examples

a Do this as a whole-class activity or put Sts in pairs.

If Sts worked in pairs, get some feedback. Write any useful tips on the board.

b Focus on the instructions and give Sts time to read the tips on the forum.

Elicit whether Sts do any of the tips already, and if so, what they think of them.

EXTRA SUPPORT Before Sts read the forum the first time, check whether you need to pre-teach any vocabulary.

c Now tell Sts to read the forum again and match each item to one of the tips.

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

5 All you need is love, love. Love is all you need.
1 Are you sure you want to shut down your computer now?
3 Why don't we stay in and watch a movie tonight, honey?
6 I work for Samsung. I'm a computer programmer. I've been working there for three years.
4 outgoing – shy generous – cheap friendly – unfriendly
2 Jazz musician Esperanza Spaulding will give a concert in her hometown of Portland, Oregon next month.

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d Focus on the instructions and give Sts time to translate the two reflexive pronouns. If you know your Sts' L1, you could do this as a whole-class activity.

Focus on the **Reflexive pronouns** box and go through it with the class. Highlight that reflexive pronouns are made by adding *-self* (or *-selves* in the plural) to the possessive adjective (*my*, *your*, etc.). The exceptions are *himself* and *themselves*, where *self / selves* are added to the object pronouns *him* and *them*.

! You may want to teach Sts the expression *by* + reflexive pronoun = *alone*, e.g., *I like traveling by myself.*

Help with any other new vocabulary. Model and drill the pronunciation of any tricky words.

e Do this as a whole-class activity or put Sts in pairs.

If Sts worked in pairs, check answers.

they she we you he it

f 4.20 Go through the instructions. Focus on the example and explain that Sts will first hear an example sentence, e.g., *She's cut herself*. Then they will hear a new subject, e.g., *You*. Sts then have to make a new sentence using that subject and a reflexive pronoun, i.e., *You've cut yourself*. At the same time, they should try to copy the rhythm of the original sentence.

When Sts are clear what they have to do, play the audio and get the whole class to respond.

4.20

1 She's cut herself. You (*pause*) You've cut yourself.
2 I'm teaching myself Spanish. He (*pause*) He's teaching himself Spanish.
3 We introduced ourselves. They (*pause*) They introduced themselves.
4 He taught himself to play the guitar. She (*pause*) She taught herself to play the guitar.
5 He often talks to himself. I (*pause*) I often talk to myself.
6 I really enjoyed myself last night. We (*pause*) We really enjoyed ourselves last night.

Then repeat the activity, eliciting responses from individual Sts.

g Focus on the three bullet points and make sure Sts understand them.

Put Sts in pairs and get them to discuss the questions.

Get some feedback from various pairs. Elicit other things Sts do to improve their English outside class.

7 VIDEO LISTENING

a Do this as a whole-class activity. If you know someone yourself, tell Sts about him / her.

b Tell Sts that they are going to watch a video about Alex Rawlings, a young man who studies languages in college and who speaks 11 languages fluently. Before they watch, ask Sts to try to match the 11 greetings in the speech bubbles to the 11 languages. Point out that the first one (*Afrikaans*) has been done for them.

Get Sts to compare with a partner. Then play **Part 1** of the video once the whole way through for Sts to watch and check answers. Tell Sts they will hear a short introduction before Alex does the greetings.

Check answers.

2 French 3 Hebrew 4 Italian 5 Dutch 6 Greek
7 Spanish 8 Russian 9 German 10 English 11 Catalan

An interview with Alex Rawlings

Part 1
H = host, A = Alex

H Alex Rawlings became "Britain's most multilingual student" in 2012, when he won a national competition that tested his fluency in 11 different languages. At the time, he was studying German and Russian at Oxford University. Originally from London, Alex has lived in Germany, Russia, Hungary, and Spain, and he has gone on to learn more languages since he graduated.

c Give Sts time to read items 1–6 that Alex mentions in the video.

Play **Part 2** of the video once the whole way through and tell Sts just to watch and try to follow as much as possible of what he says.

Then play the video again, pausing after Alex answers each question to give Sts time to write.

Check answers.

EXTRA SUPPORT Read through the scripts and decide if you need to pre-teach any new vocabulary before Sts watch the video.

1 Alex says that every new language that he learns is a completely new adventure for him.
2 Greek and German are the two languages that he enjoys speaking the most.
3 Chinese and Slovene are two languages that he would like to learn at the moment.
4 Alex feels guilty that he's never learned other British and Irish languages – Welsh, Irish, or Scottish Gaelic. On a recent trip to Wales, he loved that everything was in two languages, Welsh and English.
5 Russian was the most difficult language for him to learn, because he had to learn a new alphabet.
6 YouTube has helped Alex to watch videos in other languages and immerse himself in other cultures. He says that there's a lot of technology to help with learning vocabulary and grammar.

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Part 2

I've learned so many languages because I'm hooked basically on learning languages. I think every new language to me is like a new world, it's a completely new adventure and you meet totally different people, you have totally different experiences. I often say when, when you visit a country when you speak the language, you really get to know that country, you really get to explore it for yourself. But when you visit a country and you don't speak the local language, you're relying on other people to explain what's happening to you. They're kind of, they're showing you their version of the country, but you can't really see it for yourself.

All of the languages that I speak are fun. I think that's why I've stuck with them and enjoy speaking them. I think I have the, the deepest emotional connection with Greek because my grandmother was from Greece and so we use Greek in my family as well and I've heard it ever since I was a child. But, uhm, I also really like speaking German.

Uhm, there are so many languages that I would love to learn in the future. As I said, I'm hooked so… I'm, I'm very interested in Chinese at the moment. I work with someone from China, who's teaching me little bits. And I think it's really cool when I hear her speaking to her family or friends on the phone in Chinese and think, "Wow! Wouldn't it be really awesome to speak that?" I also, I organize an international conference for polyglots every year, which moves country, so last year it was in Iceland and this year it's going to be in Slovenia. So I'd like to learn some Slovene as well before we go there for the weekend.

I always feel a little bit guilty that I'm from the UK, but I've never really learned any of our local languages here. So I've never learned Welsh, I've never learned Irish, I've never learned Scottish Gaelic. And I went to Wales recently and loved that we had everything in two languages. You walk into the supermarket and you see all these languages everywhere. And I thought, "I think it would be really cool to learn a language which is very close to where I live and that I could use." So I'd love to learn Welsh one day, too.

The biggest challenge for me with learning a new language was with Russian. There were a number of things that I wasn't expecting to be hard that were. For example, there's a whole new alphabet, which, it's not too different to English – you get used to it – but when you're trying to learn a word, it's just an extra barrier to memorizing that word. First, having to read it and understand what all of the letters mean and then having to actually memorize it. So there's that extra layer there.

Technology has been an amazing resource for me, especially when I was growing up actually, with YouTube and things like that, I was able to sort of come home from school and immediately immerse myself in this world of another language. I could just watch videos in different languages all evening and it was like I was there, it was like I was living in the country. So the internet has brought all of those cultures much closer to me and made them much more accessible.

And since then I think there's now a lot of technology out there to help you learn vocabulary or to teach you grammar.

EXTRA SUPPORT If there's time and you are using the video, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

d Give Sts time to read the four questions.

Now play **Part 3** of the video once the whole way through for Sts just to watch.

Then play it again, pausing after Alex answers each question to give Sts time to write.

Check answers.

1 Because they don't have enough time, they're not doing it for the right reasons, or they expect it to be easier than it actually is.
2 Because the grammar is very simple (there are almost no irregular verbs, and there are only three real tenses) and a lot of the vocabulary in Afrikaans is very similar to vocabulary in English.
3 Because they don't have much confidence and they never get a chance to practice other languages..
4 You never **finish** learning a language.
Try to spend **10–15 minutes** a day on the language you are learning.

Part 3

H As well as learning languages himself, Alex has also taught intensive language courses, too. He appears in the media around the world and regularly posts about language on Twitter and The Memrise Blog. He has also written a book, *How to Speak Any Language Fluently*.

A Yeah, it's a good question. So, put it, put it this way. I've never met anyone who couldn't learn a language, you know, I mean, if they had the right motivation, the right time allocation, the right resources, and the right expectations, I've never met anyone who's had all of those things in place and still failed. But many of us fail to learn languages because one of those things is not there. We don't have enough time, we're not doing it for the right reasons, or we expect it to be a lot easier than it actually is.
Well, the easiest language for me to learn was definitely Afrikaans, because the grammar's very, very simple, so there are almost no irregular verbs, there's only three real tenses you have to worry about and a lot of the vocabulary in Afrikaans is very similar to vocabulary in English. So for example, there's this sentence which is "My pen is in my hand and my hand is in warm water," which in Afrikaans is "My pen is en my hand and my hand is in warm water," which, you know is very, very easy for English-speakers to learn. So the easiest languages to learn are the languages which are most similar to the one you speak natively because you don't have to learn so many new concepts and maybe you can already understand a lot of the vocabulary because it's similar to what you already know.
I think British and American people think that they're not very good at languages. I think we don't have much confidence. Because when we go abroad to other countries, we, we expect people to speak English, people expect us to speak English, so we never get a chance to practice the little bits of other languages that we might know…
I think the most important thing for someone who wants to learn a new language to remember is that nothing happens overnight. Learning languages is a lifelong activity. And you basically, you never finish, you never get to that finishing line where you think, "Right, what should I do next?" When you learn a new language you need to accept the fact that there will always be more to learn, no matter how much you learn. And so the best approach is to just start doing it in little steps, just doing say 10–15 minutes a day, whenever you can find time around your routine. And then building that up over a year or two years before you really start to feel very confident using that language.

EXTRA SUPPORT If there's time and you are using the video, you could get Sts to watch Parts 2 and 3 again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

Finally, ask Sts if they think that anything Alex said could help them with learning English or other languages.

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3&4 Review and Check

For instructions on how to use these pages, see *p.40*.

More materials

For teachers

Teacher Resource Center

Video Can you understand these people? 3&4
Quick Test 4
File 4 Test

For students

Online Practice Check your progress

GRAMMAR

1 c **2** a **3** c **4** b **5** a **6** a **7** b **8** b **9** a **10** c
11 b **12** b **13** c **14** b **15** a

VOCABULARY

a
1 limit **2** belts **3** lanes **4** rush **5** stand

b
1 in **2** for **3** on **4** at **5** of

c
1 traffic **2** van **3** platform **4** set **5** take

d
1 boring **2** frightening **3** excited
4 disappointed **5** depressing

e
1 leave **2** busy **3** hung **4** swiped **5** ringtones

PRONUNCIATION

c
1 arr**i**ve /aɪ/ **2** **g**o off /g/ **3** messa**ge** /dʒ/
4 acc**i**dent /ə/ **5** ma**th** /ð/

d
1 freeway **2** disappointed **3** pedestrian **4** voicemail
5 embarrassing

CAN YOU understand this text?

a
A 5 **B** 3 **C** 6 **D** 4 **E** 1 **F** 2

CAN YOU understand these people?

1 c **2** c **3** c **4** b **5** b

4.21

1
I = interviewer, L = Lewis
I How do you get to work?
L Um, I usually get to work by taking the bus or the subway.
I How long does it take?
L Usually about an hour.
I What do you think is the best way to get around New York?
L I definitely think the best way to get around New York is the subway.

2
I = interviewer, B = Butterfly
I Do you think women are better than men with young children, or do you think that's just a stereotype?
B I think that, um, it is definitely a stereotype that women are just better with children than men are. I believe that both sexes provide children with valuable, equally valuable, experiences, um, so I definitely trust either sex to raise children and love children, you know, with the same styles and the same quality and, you know, respect and love.

3
I = interviewer, C = Coleen
I Are there any stereotypes about men and women that you think are true?
C I think women do think differently to men, um, and I think conversations tend to be different as well. Women are much more into, um, "what did you say and what did he say, and what did you feel" and all the rest of it, and men are far more pragmatic and, you know, just want to know the score, as it were.

4
I = interviewer, J = Jenny
I How many languages do you speak?
J I speak English and I also speak Afrikaans.
I Is there a language you'd like to be able to speak?
J I would very much like to be able to speak Spanish.
I Why Spanish?
J Because Spanish is spoken all over the world and I feel it's, it would be, it's important to be able to communicate with more people.

5
I = interviewer, T = Tyler
I Is there anything that people do with phones that really annoys you?
T It annoys me when people...like you're trying to have a conversation and they're just sitting there texting somebody else or having a conversation with people that aren't, you know, in front of them.

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5A Sporting superstitions

G past tenses: simple, continuous, perfect
V sports
P /ɔr/ and /ər/

Lesson plan

The topic of this lesson is sports. The lesson begins with a vocabulary focus on words and phrases connected with sports, and then a pronunciation focus on two vowel sounds that Sts often have problems with, /ɔr/ and /ər/. Sts then have a speaking activity about sports, which caters to both Sts who like and play sports, and those that do not. This is followed by a reading about the superstitions that many athletes have.

The angle in the second half of the lesson is sportsmanship. Sts listen to an interview with a soccer referee, and then the grammar, narrative tenses (simple past, past continuous, and past perfect), is presented through stories about people helping others in sports. Sts then practice telling anecdotes, and the lesson ends with a writing focus on stories.

More materials

For teachers

Photocopiables

Grammar past tenses: simple, continuous, perfect *p.157*
Communicative Marathon cheats *p.186* (instructions *p.172*)
Vocabulary Sports *p.209* (instructions *p.200*)

For students

Workbook 5A
Online Practice 5A

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write on the board the names of the three most popular sports in your Sts' country, and drill the pronunciation.

Then get a show of hands to find out a) how many people in the class like watching these sports, and b) how many play these sports.

Then ask Sts if they think the class statistics are typical of their country as a whole.

1 VOCABULARY sports

a Books open. Focus on the quiz *In which sport…?*

Put Sts in small teams of three or four and tell them to answer the questions as fast as they can.

Stop when the first team "crosses the finish line."

b **5.1** Play the audio for Sts to listen and check.

Check answers, getting Sts to spell the names of the sports, and checking pronunciation. Find out if the first team to cross the finish line got the most questions correct. If not, the team with the most correct answers is the winner.

1 swimming **2** basketball **3** baseball **4** rugby
5 table tennis / ping pong **6** golf **7** ice hockey **8** tennis
9 track and field **10** soccer

5.1

1 You can do the butterfly in swimming.
2 There's a shot called a *slam dunk* in basketball.
3 The person who throws the ball in baseball is called the *pitcher*.
4 There are two teams of 15 people and a ball that isn't round in rugby.
5 You hit the ball over a net on a table in table tennis (or ping pong).
6 Players walk about five miles and never run during a game of golf.
7 There are two teams of six who play on ice in ice hockey.
8 There are four main tennis tournaments in the world: in Melbourne, Paris, London, and New York.
9 You can do different activities, for example running, high jump or javelin, in track and field.
10 Brazil has won more World Cups than any other country in soccer.

c Tell Sts to go to **Vocabulary Bank Sports** on *p.157*.

Vocabulary notes

People and places

Highlight that the *coach* is the non-playing person in charge of a sports team. He / She is in charge of training, strategy, and team selection. In baseball, this person is called *the manager*.

Point out that you usually use both words (= a compound noun) to describe the place where you play sports, e.g., *tennis court*, *baseball field*.

Verbs

You may want to highlight that we often say *nothing* for a zero score in most sports (e.g., *The Red Sox beat the Yankees three–nothing*), but we say *love* in tennis (e.g., *fifteen–love*).

Focus on **1 People and places** and get Sts to do **a** individually or in pairs.

5.2 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

5.2

Sports

1 People and places, b
3 captain
7 coach
1 fans
5 players
2 referee / umpire
9 spectators / the crowd
6 sports arena
8 stadium
4 team

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

EXTRA SUPPORT Tell Sts to cover the words and look at the photos to see if they can remember the vocabulary.

Get Sts to do **c** individually or in pairs.

5.3 Now do **d**. Play the audio for Sts to listen and check.

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Check answers.

5.3
d
1 tennis court / basketball court
2 soccer **field** / baseball **field**
3 swimming **pool** / diving **pool**
4 running **track** / horse racing **track**
5 golf **course**
6 ski **slope**

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

Focus on **Activation**. Put Sts in pairs and get them to test each other. Make sure they switch roles.

Focus on **2 Verbs** and go through the ***win* and *beat*** box with the class.

Make sure Sts know the meaning of the verbs, and then get them to do **a** and **b** individually or in pairs. Highlight that in **b**, Sts should write the verbs in the **Verb** column, not in the shaded blanks in the sentences. By doing this, they can use the sentences to test their memory later.

5.4 Now do **c**. Play the audio for Sts to listen and check answers to **a** and **b**.

Check answers.

5.4
2 Verbs, a
a
beat, beat, **beaten**
win, **won**, **won**
lose, **lost**, **lost**
tie, **tied**, **tied**
b
1 Spain **tied** with Brazil 2–2.
2 Costa Rica **beat** the US 3–0.
3 Costa Rica **won** the game 3–0.
4 The Chicago Bulls **lost** 78 to 91 to the Boston Celtics.

Now either use the audio to drill the pronunciation of the verbs in **a**, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

Sts do **d** individually or in pairs. Remind them to write in the **Verb** column.

5.5 Now do **e**. Play the audio for Sts to listen and check.

Check answers.

5.5
e
1 Professional sportspeople have to train every day.
2 Don't play tennis on a wet court. You might **get injured**.
3 A soccer player has to try to **kick** the ball into the goal.
4 I've started going to the gym because I want to **get in shape**.
5 Our new striker is going to **score** a lot of goals.
6 Would you like to **go** swimming this afternoon?
7 My brothers **do** yoga and t'ai chi.
8 In basketball, players **throw** the ball to each other.

EXTRA SUPPORT Get Sts to cover the **Verb** columns in **b** and **d** to test themselves.

Finally, focus on **3 Phrasal verbs** and get Sts to do **a** individually or in pairs.

5.6 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

1 D **2** B **3** C **4** A

5.6
3 Phrasal verbs
1 **d** *"Warm up"* means "do gentle exercise to get ready for a game, for example."
2 **B** *"Work out"* means "exercise, usually at a gym."
3 **C** *"Was sent off"* means "was told to leave the field, court, etc."
4 **A** *"Was knocked out"* means "was eliminated."

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 **Vocabulary** photocopiable activity at this point.

2 PRONUNCIATION /ɔr/ and /ər/

Pronunciation notes

Here the focus is on two long sounds that are often mispronounced because of the sometimes irregular relationship between sound and spelling. The biggest problem is *-or*, which is usually /ɔr/, but sometimes /ər/ after *w*.

a Focus on the sound pictures and elicit the words and sounds: *horse* /ɔr/ and *bird* /ər/.

Give Sts a few minutes to put the words in the correct row. Warn them to be careful with the *-or* words.

b **5.7** Play the audio for Sts to listen and check.

Check answers.

5.7
horse /ɔr/ course, court, four, score, shorts, sport, warm up
bird /ər/ girl, hurt, serve, shirt, work out, world, worse

Play the audio again, pausing after each group of words for Sts to listen and repeat.

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on the *Teacher Resource Center*.

c **5.8** Tell Sts they are going to hear six sentences and they must write them down.

Play the audio the whole way through for Sts just to listen.

5.8
1 I hurt myself when I worked out yesterday.
2 Her serve's worse than the other girl's.
3 It was a tie – the score was four to four.
4 It's the worst sport in the world.
5 We warmed up on the court.
6 They wore red shirts and white shorts.

Then play it again, pausing after each sentence to give Sts time to write it down. Repeat if necessary.

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Check answers by eliciting the sentences onto the board.

See script 5.8

Put Sts in pairs and get them to practice saying the sentences.

EXTRA SUPPORT Play the audio again, pausing after each sentence for Sts to listen and repeat.

3 SPEAKING

This topic-based speaking activity takes into account the fact that not all Sts are interested in sports!

Focus on the instructions and the flow chart, and point out the two alternative "routes" and the last three questions for all Sts to discuss, whichever route they took.

EXTRA SUPPORT Get Sts to interview you with the first few questions from whichever group you belong to. Elicit extra questions to show possible follow-up questions.

Monitor while Sts interview each other. Correct any pronunciation errors with the vocabulary they have just learned, and help them with any new vocabulary they need. Make a note of any common mistakes, and give corrections at the end of the activity.

Get some feedback from a few individual Sts.

EXTRA SUPPORT You could do the last three questions as a whole-class activity.

4 READING understanding how examples support main points

a Do this as a whole-class activity, making sure Sts understand all the expressions. If Sts come from different countries, they could tell the class the equivalent things they say in their country, e.g., Italians say *touch iron*, not *knock on wood*.

b Focus on the instructions and elicit / explain the meaning of *superstition* /ˈsuːpəˌstɪʃn/ (= the belief that particular events happen in a way that cannot be explained by reason or science). Model and drill its pronunciation.

Read the title of the article and explain / elicit the meaning of *work* here (= to have the result or effect that you want).

Now tell Sts to read the article and find the answer to the title.

Check the answer.

EXTRA SUPPORT Before Sts read the article the first time, check whether you need to pre-teach any vocabulary.

Yes, because they increase confidence and control.

c Now focus on the instructions and phrases A–D. Make sure Sts understand the words *physical* and *psychological*.

Tell Sts to read the article again quickly and match each topic to a paragraph.

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

1 B **2** D **3** A **4** C

d Put Sts in pairs. Tell them to read the article again and then discuss with their partner why the examples for paragraphs 1–4 are given.

Check answers.

1 They're examples of famous sportspeople's superstitions.
2 They were used in a study at the University of Cologne to show that people perform better when they have "lucky" things.
3 Adrenaline and other chemicals are produced as a result of sports rituals, helping athletes to focus better.
4 This is an example of how superstitions can cause problems – both players wanted to be the last person to leave the locker room.

Help with any other new vocabulary. Model and drill the pronunciation of any tricky words.

e Put Sts in pairs and get them to discuss the questions.

Get some feedback from various pairs. If you have any superstitions, you could tell the class.

5 LISTENING understanding an interview

a Do this a whole-class activity, and elicit some opinions on referees in general.

EXTRA SUPPORT If Sts can't give any reasons, you could ask them if referees are a) well paid, b) respected, or c) unpopular.

b 5.9 Focus on the photo and the instructions. Give Sts a few minutes to read questions 1–5 and their three options, and make sure they understand them.

Then play the audio (**Part 1** of the interview) once the whole way through.

Get Sts to compare with a partner, and then play the audio again if necessary.

Check answers.

EXTRA SUPPORT Read through the scripts and decide if you need to pre-teach any new vocabulary before Sts listen.

1 c **2** b **3** b **4** a **5** a

5.9
(script in the Student Book on *pp.127–128*)
I = interviewer, JA = Juan Antonio
Part 1
I What made you want to become a referee?
JA My father was a referee, but that didn't influence me – in fact, the opposite because I saw all the problems that he had as a referee. But as a child, I was always attracted by the idea and at school I used to referee all kinds of sports – basketball, handball, volleyball, and of course football. I was invited to join the Referees' Federation when I was only 14 years old.
I Were you good at sports yourself?
JA Yes. I was a very good handball player. People often think that referees become referees because they're frustrated sportsmen, but this is just not true in most cases in my experience.
I What was the most exciting match you ever refereed?
JA It's difficult to choose *one* match as the most exciting. I remember some of the Real Madrid–Barcelona matches, for example, the first one I ever refereed. The atmosphere was incredible in the stadium. But really, it's impossible to pick just one – there have been so many.
I What was the worst experience you ever had as a referee?
JA The worst? Well, that was something that happened very early in my career. I was only 16, and I was refereeing a match in a town in Spain and the home team lost. After the match, I was attacked and injured by the players of the home team and by the spectators. After all these years, I can still remember a mother who had a little baby in her arms, who was trying to hit me. She was so angry with me that she nearly dropped her baby. That was my worst moment, and it nearly made me stop being a referee.

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I Do you think that there's more cheating in soccer than in the past?
JA Yes, I think so.
I Why?
JA I think it's because there's so much money in football today that it's become much more important to win. Also, football is much faster than it used to be, so it's much more difficult for referees to detect cheating.
I How do soccer players cheat?
JA Oh, there are many ways, but for me, the worst thing in football today is what we call *simulation*. Simulation is when a player pretends to have been fouled when in fact he hasn't. For example, sometimes a player falls over in the penalty area when, in fact, nobody has touched him, and this can result in the referee giving a penalty when it wasn't a penalty. In my opinion, when a player does this, he's cheating not only the referee, not only the players of the other team, but also the spectators, because spectators pay money to see a fair contest.

EXTRA SUPPORT You could pause the audio after the referee has answered each question to give Sts time to answer the questions.

c Tell Sts they are going to hear **Part 2** of the interview, but before they listen, they must look at sentences 1–6 and see if they can predict what the referee is going to say.

Get Sts to compare with a partner.

d **5.10** Tell Sts to listen to **Part 2** of the interview and check their answers.

Play the audio once the whole way through. Then play it again, pausing after each answer is given.

Check answers.

1 right decisions **2** fast **3** rules **4** exceptions
5 with the ball **6** typical superstar

5.10
(script in the Student Book on *p.128*)
Part 2
I What's the most difficult thing about being a referee?
JA The most difficult thing is to make the right decisions during a match. It's difficult because you have to make decisions when everything's happening so quickly – football today is *very* fast. You must remember that everything is happening at 100 kilometres an hour. Also, important decisions often depend on the referee's *interpretation* of the rules. Things aren't black and white. And, of course, making decisions would be much easier if players didn't cheat.
I Do you think that the idea of fair play doesn't exist anymore?
JA Not at all. On the contrary, I think fair play *does* exist – the players who cheat are the exceptions.
I Finally, who was the best player you ever saw in your career as a referee?
JA I have to say Leo Messi.
I Why do you think he's so good?
JA Well, a study was done on him which showed that Messi could run faster *with* the ball than many footballers can do *without* the ball. But apart from his great ability, what I've always admired about him is that he isn't a typical superstar footballer. In public and in his personal life, his behavior has always been very normal. That's unusual for such a famous player.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the two scripts on *pp.127–128*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

e Put Sts in small groups to discuss questions 1–4. Before they start, elicit / explain the meaning of *fair play* (= the fact of playing a game or acting honestly, fairly, and according to the rules).

Encourage Sts to give reasons to justify what they say.

Get some feedback from various groups and find out if any Sts disagreed with each other on any of the topics.

6 GRAMMAR past tenses

a Focus on the title of the article and the photo, and ask Sts what they think the article is about.

Now give Sts time to read the article about Alistair Brownlee and answer the question.

Check the answer.

He helped his brother, and as a result, he didn't win the race.

b Focus on the instructions. Give Sts time to read paragraph 2 again and find the verbs.

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

Past continuous: he was winning; His brother, Alistair, was running
Past perfect: he'd gone very fast; he hadn't drunk enough; Jonny had stopped; who had been behind them

Now ask Sts why the different tenses are used.

The past continuous verbs show that these actions were in progress when the main events happened.
The past perfect verbs show that these things happened before the main events in the story.

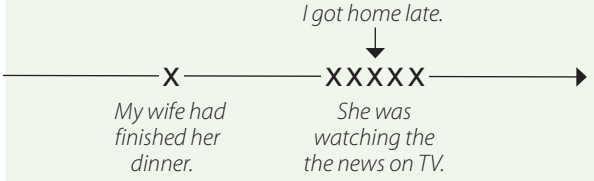
c Tell Sts to go to **Grammar Bank 5A** on *p.140*.

Grammar notes

In *American English File* Level 2, Sts learned the simple past, the past continuous, and the past perfect in separate lessons, so this will be the first time Sts have seen the three tenses together.

Highlight that these three tenses are the ones that we usually use to tell a story / anecdote in the past. Most verbs tend to be in the simple past when we are describing consecutive actions (*First,…, then…*, etc.), but we often use the simple past in conjunction with either or both the past continuous and past perfect, e.g., *I got home late and my wife had already finished her dinner and was watching the news on TV.*

You may want to draw a timeline on the board to show Sts how the three tenses work together:



Focus on the example sentences and play audio **5.11**, **5.12**, **5.13** and **5.14** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises and get Sts to do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

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a

1 had trained 2 was driving 3 wanted
4 had already started 5 hadn't scored 6 was playing
7 stopped 8 hadn't lost 9 was raining

b

1 The accident **happened** when they **were driving** home.
2 The crowd **cheered** when the referee **blew** the final whistle.
3 I **didn't recognize** Jane at first because she **had changed** so much.
4 The police **stopped** my sister on the freeway because she **wasn't wearing** a seat belt.
5 Some of the players **weren't listening** while the coach **was talking** to them.
6 We **couldn't** use the ski slope because it **hadn't snowed** enough.
7 They **weren't able to** play tennis because they **hadn't booked** a court.
8 The player **got** a yellow card because he **had taken off** / **took off** his shirt after scoring a goal.

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.

d Tell Sts they are going to read an article about a skier, Anton Gafarov. Tell Sts they must fill in the blanks with the verbs in the correct form. Point out that the first one (*was competing*) has been done for them.

Give Sts time to read the article and fill in the blanks.

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

2 was doing 3 fell 4 damaged 5 fell 6 had broken
7 tried / was trying 8 ran 9 replaced 10 had brought
11 finished

e Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Good sportsmanship**, **A** on *p.107*, **B** on *p.112*.

Tell Sts **A** to read about Kenyan runner Abel Mutai, and Sts **B** to read about Canadian sailor Lawrence Lemieux.

When they have finished reading, Sts should underline all the verbs in the past continuous or past perfect.

Sts **A** then cover the story and tell it to their partner, using the prompts in the list.

Sts then switch roles.

Tell Sts to go back to the main lesson **5A**.

f Do this as a whole-class activity, making sure Sts know the meaning of *heroic* (= very brave). You could also tell Sts what you think.

7 SPEAKING

a Focus on the instructions and make sure Sts understand what an *anecdote* is (= an informal true story about something that happened to you). Model and drill its pronunciation.

Give Sts time to choose which two topics they are going to talk about, and to plan the stories. Encourage them to think about the vocabulary they are going to need, especially verbs.

Monitor and help Sts with their planning and with any specific vocabulary.

EXTRA IDEA Tell Sts that one anecdote should be true and the other invented. Sts **A** then tell both their anecdotes, one after the other, and Sts **B** must decide which one is true. They then switch roles. You could model the activity first by telling them two anecdotes of your own. Pause from time to time and encourage Sts to ask you questions. Then get Sts to guess which one is true.

b Focus on the **Telling an anecdote** box and go through it with the class.

Put Sts in pairs, **A** and **B**. Sts **A** should start by telling their first anecdote, giving as much information as possible, and Sts **B** should ask questions. Sts **B** then tell their first anecdote.

Monitor while Sts are telling their anecdotes, but don't correct too much since the goal here is to encourage fluency, and Sts are unlikely to use all the tenses perfectly.

EXTRA IDEA Tell Sts to look back at the language for reacting to what people say in **Practical English** Episode 1 on *p.15*. Encourage them to use this language when they listen to the anecdotes.

If Sts are enjoying the activity (and you have time), you could get them to change partners and tell their stories again.

8 WRITING telling a story

Tell Sts to go to **Writing Telling a story** on *p.118*.

a Focus on the instructions and give Sts time to read the story and answer the questions. Tell them not to worry about the blanks in the story.

Check answers.

They got lost because her husband followed the instructions given by the GPS, which sent them in the wrong direction. They also left their dog under the table in the café.

b Focus on the instructions and the connecting words or phrases in the list.

Give Sts time to read the story again and fill in the blanks.

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

2 when 3 However 4 instead of 5 but 6 So
7 because 8 as soon as 9 although

c Focus on the **A bad trip** box and go through it with the class.

Now tell Sts they are going to write about a trip when they had a problem. If Sts can't think of a trip, they can invent one.

Focus on the plan and go through it with Sts.

Sts should write three paragraphs, as in the model, and use the **A bad trip** box to help them.

You may want to get Sts to do the writing in class, or you could assign it as homework. If you do it in class, set a time limit for Sts to write their story, e.g., 15–20 minutes.

d Sts should check their work for mistakes before handing it in.

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5B #thewaywemet

G past and present habits and states
V relationships
P the letter *s*, *used to*

Lesson plan

Different kinds of relationships provide the main theme for this lesson. It begins with two stories from Instagram #thewaywemet about two couples who met their partner in unusual circumstances. Sts then listen to another person talking about where he met his partner, and extracts from the listening provide a lead-in to the grammar, which reviews and reinforces the use of *used to* for past habits and states, and contrasts it with the way we express present habits.

The pronunciation focus is on the different ways the letter *s* can be pronounced, and the pronunciation of *used to*. This is followed by a controlled oral grammar practice stage.

The topic of the second half of the lesson is friendships. It begins with a vocabulary focus on words and phrases related to relationships. Sts then listen to a radio show about friendships, and the lesson ends with a speaking activity where Sts present their opinion on a particular aspect of friendship.

More materials

For teachers

Photocopiables

Grammar past and present habits and states *p.158*
Communicative Past and present *p.187* (instructions *p.172*)
Vocabulary Relationships *p.210* (instructions *p.200*)

For students

Workbook 5B

Online Practice 5B

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write the following on the board:

1 I MET MY BEST FRIEND IN ELEMENTARY SCHOOL.
2 WHERE SHOULD WE MEET? HOW ABOUT IN THE CAFÉ BY THE TRAIN STATION?
3 WHEN I WAS OUT SHOPPING LAST WEEK, I MET AN OLD SCHOOL FRIEND WHO I HADN'T SEEN FOR YEARS.

Now elicit from Sts the meanings of the verb *meet* in each sentence.

1 To see somebody for the first time
2 To go to a place and wait there for somebody to arrive
3 To be in the same place as somebody by chance and talk to them

1 READING & LISTENING predicting the end of a story

a Books open. Focus on the task and make sure Sts know what a *partner* is (= a husband / boyfriend, or wife / girlfriend).

Get Sts to number phrases A–E in order according to how likely they think people are to meet friends and partners that way.

Get Sts to compare with a partner, and then elicit opinions.

b Tell Sts they are going to read the beginning of two stories from an Instagram site called #thewaywemet and they must find out where the two women met their partners.

Give Sts time to read the stories and answer the question.

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

EXTRA SUPPORT Before Sts read the stories the first time, check whether you need to pre-teach any vocabulary.

Tiffany met her partner in a supermarket parking lot.
Kristina met her partner in an acupuncture clinic.

c Now tell Sts to read the stories again and decide who each statement refers to.

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

1 T 2 T 3 K 4 K 5 K 6 T

Help with any new vocabulary. Model and drill the pronunciation of any tricky words.

d Focus on the question and elicit ideas for both stories.

Now put Sts in pairs, **A** and **B**, and tell them to go to **Communication The way we met**, **A** on *p.107*, **B** on *p.112*.

Tell Sts **A** to read about Tiffany, and Sts **B** to read about Kristina.

When they have finished reading, Sts should close their books and tell their partner their story.

EXTRA IDEA Before Sts tell their partner how the story ends, they should first elicit from their partner what they think happened.

In their pairs, Sts decide what coincidence there is in each story.

Check answers.

Tiffany and her partner own exactly the same car.
Kristina was studying creative writing and her partner's last name is Tolstoy (like the great Russian novelist).

Tell Sts to go back to the main lesson **5B**.

e Focus on the instructions and give Sts time to think about how a couple they know met.

Put Sts in pairs and get them to share their stories.

Get some feedback, and if you know a couple who met in unusual circumstances, tell the class.

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2 GRAMMAR past and present habits and states

a **5.15** Tell Sts they are going to listen to another story and they must answer the two questions. You could write the questions on the board and get Sts to close their books.

Play the audio once the whole way through.

Check answers.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts listen.

They met in a school hall, and it wasn't romantic.

5.15

Well, I used to be a teacher, and I taught English to adults in Indonesia for a few years, and I met my wife there, um, in the school that I was working in. She was a student at the school – not in my class, I should point out – just a student at the school, and one day in the hall I was walking to class, and she was running through the hall because she was late for her class – she didn't use to be very punctual in those days. And she crashed into me, and I was on my way to class, so I was carrying a whole load of things and I dropped all my books, all my papers, all my pens…they went all over the floor. And did she help me pick them up? Nope! She just ran off, laughing; she thought it was very funny. So…you could say it wasn't love at first sight. But we became friends after that, and we sometimes used to have tea together. And after being friends for, I think, three years, we got together – became boyfriend and girlfriend – and then a few years later, we got engaged, and then we got married – and now we've been married for 12 years.

b Now focus on the instructions and on sentences 1–8. Go through them with Sts and make sure they understand them.

Play the audio again the whole way through, and get Sts to mark the sentences *T* (true) or *F* (false). Remind them to correct the false ones.

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

1 T
2 F (She was a student at the school, but not in his classes.)
3 F (She wasn't usually very punctual.)
4 T
5 T
6 F (She ran off, laughing.)
7 T
8 F (They've been married for 12 years.)

c Put Sts in pairs. Tell them to look at the three extracts from the listening and to answer questions 1 and 2.

Check answers.

1 We use *used to* to talk about things that were true over a period of time in the past.
We make questions with *Did* + person + *use to* + base form.
2 No

EXTRA SUPPORT Do this as a whole-class activity.

d Tell Sts to go to **Grammar Bank 5B** on *p.141*.

Grammar notes

Used to is a grammar point that was presented in *American English File* Level 2 and is reviewed and reinforced here. This is a "late assimilation" structure, as Sts can express more or less the same idea by using the past tense + a time expression. Compare *I used to go to that elementary school* and *I went to that elementary school* (*when I was a child*). In that sense, *used to* is a sophisticated structure and its correct use shows that Sts have a higher level of English. In this lesson, *used to* is contrasted with the use of the simple present with *usually* to talk about present habits.

Sts may have problems with this structure because their language may either use a tense that doesn't exist in English for past habits, or may have a verb that can be used both for present and past habits – unlike *used to*, which can only be used in the past.

Emphasize the way we often don't repeat the main verb, but just use the auxiliary verb with *any more / any longer* when we contrast the past and present habits, e.g., *I used to like cartoons, but I don't any more*.

Some typical mistakes include:

- using *use to* instead of *usually* for present habits and states, e.g., ~~*I use to go to bed about 11:00*~~.
- making mistakes of spelling such as *We didn't used to wear a uniform at my school*.

Focus on the example sentences and play audio **5.16** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the information box and go through it with Sts.

Now focus on the exercises and get Sts to do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

a
1 ✗ didn't use to like 2 ✓ 3 ✗ never used to want
4 ✗ did you use to keep in touch 5 ✗ usually go 6 ✓
7 ✗ Did your parents meet 8 ✗ used to work 9 ✗ usually go

b
1 We **used to have** a lot in common, but now we're completely different.
2 We **usually go** to bed early during the week because we have to get up at 6:00 a.m.
3 I **didn't use to watch** TV on my phone, but now I often do.
4 **Do** you **usually play** soccer on Sunday mornings?
5 They love sushi, so they **usually eat out** in Japanese restaurants.
6 Where **did** your husband **use to work** before he got the job in the bank?
7 My sister has lost a lot of weight. She never **used to be** so slim.
8 **Did** you **use to argue** a lot with your parents when you were a teenager?
9 Laura **usually gets along** really well with her roommates, but they occasionally argue about housework.
10 My ex-boyfriend **didn't use to speak** to me, but now he calls me all the time.

Tell Sts to go back to the main lesson **5B**.

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

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3 PRONUNCIATION & SPEAKING the letter *s*, *used to*

Pronunciation notes

Many learners of English tend to always pronounce the letter *s* as the unvoiced sound /s/, as in *bus*. In fact, *s* in the middle or at the end of a word is often pronounced /z/, e.g., *music*, *jobs*, and *-se* is very often pronounced /z/, e.g., *lose*, *choose*, etc. At the beginning of a word, *s* is almost always /s/, with the exceptions of *sure* and *sugar*, where the *s* is pronounced /ʃ/. Double *s* is always pronounced /s/.

Used can be pronounced both ways, with a /s/ or a /z/. When it is a main verb (e.g., *I used Google maps to find the right way*), it is pronounced /yuzd/, but when it is *used to* (e.g., *I used to live in Los Angeles*), it is pronounced /yust/.

a **5.17** Focus on the task and elicit the four picture words (*snake*, *zebra*, *shower*, and *television*).

Now play the audio once the whole way through for Sts just to listen.

5.17
See sounds and words in the Student Book on *p.51*

Then get Sts to write the words in the correct column.

Get them to compare with a partner.

EXTRA SUPPORT Play the audio, pausing after each word for Sts to listen and write the words in the columns.

b **5.18** Play the audio for Sts to listen and check.

Check answers.

5.18
snake /s/ used to, parents, promise, singer, sport, summer, supermarket
zebra /z/ use, busy, friends, lose, music, raise
shower /ʃ/ sugar, sure
television /ʒ/ usually, decision, occasion, unusual

EXTRA SUPPORT Play the audio again, pausing after each group of words for Sts to listen and repeat.

c Put Sts in pairs and get them to answer 1–3.

Check answers.

1 At the beginning of a word, the letter *s* is usually pronounced /s/. The two exceptions are *sure* and *sugar* /ʃ/.
2 At the end of a word, *s* can be pronounced /s/ or /z/.
3 In vowel + *-sion*, the letter *s* is pronounced /ʒ/.

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on the *Teacher Resource Center*.

d **5.19** Focus on the ***used to*** box and go through it with the class.

Tell Sts they are going to hear five short sentences or questions and they need to write them down.

Play the audio once the whole way through for Sts just to listen.

5.19
1 I'm sure you used to put sugar in your tea.
2 She didn't use to like classical music, but now she loves it.
3 We used to stay with my parents' friends during summer vacation.
4 Did you use to use your car more?
5 The singer usually practices for six hours a day.

Now play the audio again, pausing after each sentence to give Sts time to write.

Check answers by eliciting the sentences onto the board.

See script 5.19

Then play the audio again, pausing after each sentence for Sts to listen and repeat.

Finally, repeat the activity, eliciting the sentences from individual Sts.

EXTRA SUPPORT You could get Sts to listen and repeat after the audio, and then practice in pairs.

e Focus on the task and give Sts a few minutes to choose their two topics and plan what they are going to say.

Put Sts in pairs, **A** and **B**. Tell Sts **A** to start talking about their first topic, giving as much information as they can. Sts **B** can ask for more information, too.

Then Sts **B** tell Sts **A** about their first topic, etc.

EXTRA SUPPORT Choose one of the topics yourself and tell Sts a little about it. This way, you demonstrate what you want them to do and give Sts extra listening practice.

As Sts are talking, move around, monitoring and helping, and correcting any mistakes with *used to*.

Get some feedback.

4 VOCABULARY relationships

a Give Sts time to match the words or phrases to the photos.

Check answers, eliciting what each word or phrase means.

3 colleagues (= people that you work with)
4 friends (= people you know well and like)
6 argue with somebody (= to speak angrily to somebody because you disagree with them)
5 discuss something with somebody (= to talk about something with somebody, especially in order to decide something)
1 meet somebody (= to see somebody for the first time)
2 know somebody (= you have met before)

b Tell Sts to go to **Vocabulary Bank Relationships** on *p.158*.

Vocabulary notes

People

Highlight that *mate* can be added to other words, e.g., *housemate* (= someone you share a house with), *schoolmate* (= someone you are / were at school with), *workmate* (= somebody you work with).

Tell Sts that *fiancé(e)* is a word "borrowed" from French, which explains the pronunciation, and why it has an accent. With one *e*, it refers to a man, and with two to a woman.

You might also want to point out that sometimes *co-worker* is used instead of *colleague*.

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Focus on **1 People** and get Sts to do **a** individually or in pairs.

5.20 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

5.20

Relationships

1 People

1 couple – two people who are married or in a romantic relationship
2 **partner** – your husband, wife, boyfriend, or girlfriend
3 **fiancé(e)** – the person that you are engaged to be married to
4 **roommate** – a person that you share an apartment with
5 **colleague** – a person that you work with
6 **ex** – a person that you used to have a relationship with
7 **close friend** – a very good friend that you can talk to about anything
8 **classmate** – a person who is in the same class as you at school or college

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words and phrases your Sts find difficult to pronounce.

Now do **Activation** and tell Sts to cover the definitions, look at the words, and see if they can remember what they mean.

Now focus on **2 Verb phrases** and get Sts to do **a** individually or in pairs. Remind Sts to change the verb to the simple past.

EXTRA SUPPORT Elicit the past tense of all the verbs first.

5.21 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

5.21

2 Verb phrases

1 I met Mark when I was studying at Boston University.
2 We **got to know** each other quickly because we went to the same classes.
3 We soon **became friends**, and we discovered that we **had** a lot **in common**. For example, we both liked art and music.
4 We **went out together** in our second semester and we fell in love.
5 We **were together** for two years, but we argued a lot, and in our last semester of school we **broke up**.
6 After we graduated, we **lost touch** because I moved to Chicago and he stayed in Boston.
7 Five years later, we **got in touch** again on Facebook. We were both still single and Mark had moved to Chicago, too.
8 This time we **got along** better than before, maybe because we were older.
9 After two months, Mark **proposed** and I accepted.
10 We **got married** last summer. A lot of our old college friends came to the wedding!

Now either use the audio to drill the pronunciation of the verb phrases, or model and drill them yourself. Give further practice of any words and phrases your Sts find difficult to pronounce.

Finally, focus on **Activation** and tell Sts to look at the pictures and see if they can remember the story.

Tell Sts to go back to the main lesson **5B**.

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

c Focus on the task and give Sts a couple of minutes to think about a close friend and how they will answer the questions.

Put Sts in pairs; they take turns interviewing each other about their close friend. While they are doing this, go around monitoring and helping if necessary.

Get some feedback from individual Sts.

d Either put Sts in pairs to think of the four letters that can be added after the words in the list to make an abstract noun, or do it as a whole-class activity.

If Sts worked in pairs, check the answer. Make sure Sts know the meaning of all the words in the list with *-ship* added to them.

-ship

e Give Sts time to complete sentences 1–5 with an abstract noun from **d**.

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

1 relationship **2** membership **3** leadership **4** partnership **5** friendship

5 LISTENING understanding facts and supporting information

a Focus on the instructions and put Sts in pairs to guess the missing words in facts 1–5.

Elicit answers, but don't tell Sts if they are correct.

b **5.22** Tell Sts to listen to the radio show about friendship and check their answers to **a**.

Play the audio once the whole way through.

Check answers. Find out, with a show of hands, if any Sts got all the answers correct.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts listen.

1 Animals **2** social media **3** productive **4** Love **5** health

5.22

(script in the Student Book on *p.128*)

R = Rickie, J = Joanna, C = caller

R You're listening to *The Morning Show* and I'm Rickie Hammond.
J And I'm Joanna Keys.
R Now, I wonder how many of you know what today is. Well, it's Friendship Day! All over the world today, people are celebrating those wonderful people called friends. We've been doing some research this morning about friends, and we've discovered five fascinating facts about friends for you. Just listen to these. Joanna?
J Friends fact number one:
Animals have friends, too! Yes, apparently, we humans aren't the only ones who have friends. There's strong evidence that animals, like chimpanzees, horses, elephants, dolphins, and even bats can form friendships for life. And they even make friends with animals that aren't from their species!
R Friends fact number two:
We have more real friends thanks to social media! You may find this hard to believe, but since the invention of the internet, and especially since social media came on the scene, we actually have more real-world friends than before. People always say we're so busy with all our online friends that we don't have time for our real friends. But in fact the opposite is true. A doctor in Psychology at Sheffield Hallam University has done some research that shows that the internet actually helps us to keep up

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friendships. And why is that? Because with social media, it's easier to stay in touch. In the past we used to lose touch with friends because of distance or lack of time. So now you know…

J Friends fact number three:
Having friends at work makes you more productive. Now, you probably think that if you have lots of friends at work, you waste a lot of time gossiping with them. Well, listen to this. According to various studies, having friends at work makes you more productive and more creative. And I can believe that, because you know, if you have friends at work, you're going to be happier, which in turn probably makes you work better. Just one thing, though – don't be friends with your boss! That might make your colleagues trust you less, and they might think you got your job because of your friendship.

R Friends fact number four:
Love can make you lose two friends. Yes, it's a sad fact that you can lose two friends when you fall in love. According to the anthropologist Robin Dunbar, who's studied the effect that love has on friendship, when a new person comes into your life, he – or she, of course – displaces two other people in your circle of friends. He says that when you're in love, you spend less time with your friends, and this means that friendships deteriorate. And you know something, from my experience that's true.

J Friends fact number five:
So this is the last one, and it's good news! Friendship is good for your health. It doesn't matter if you're a man or a woman. People who have a lot of friends are less stressed and live longer. Research shows that you are 50% more likely to have a long life if you have a good social network.
So now we're asking you to choose a song for a special friend. Call us or text us at 800-555-9176. The lines are open now, and our first caller is Mandy from Portland.

C Hi, Joanna! Can you play *I'll Be There for You* for my best friend? Her name's Annie and I love her to pieces…

c Tell Sts they are going to listen to the show again, and this time they must make notes on examples and reasons for the five facts.

Play the audio again, pausing after each fact to give Sts time to write. Play again if necessary.

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

1 Chimpanzees, horses, elephants, dolphins, and bats can form friendships.
2 Because with Facebook, it's easier to stay in touch with friends.
3 Because if you have friends at work, you're happier, and that makes you work better; the exception is your boss (it's better not to be friends with him / her).
4 Because when you're in love, you have less time to see your friends.
5 Because you're less stressed, and so you live longer; you are 50% more likely to have a long life.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.128*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

d Do this as a whole-class activity.

6 SPEAKING

a Focus on the task and go through sentences A–G.

Give Sts time to check or cross each sentence according to their own opinions. Tell them to think about their reasons. They can write notes if they want to.

b Put Sts in small groups of three or four. Tell them to each choose one topic (A–G) in **a** that they want to talk about.

Now focus on the plan and go through it with the class.

Tell Sts to prepare what they are going to say for their chosen topic, using the plan.

c Focus on the **Presenting an opinion** box and go through it with the class.

In their groups, Sts now discuss their topics in turn, giving their opinion.

Get some feedback from the whole class.

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EPISODE 3

Practical English Old friends

Function asking for permission, making requests, greeting someone you haven't seen for a long time

Language *Is it OK if I…?, Would you mind…?*

Lesson plan

In this third Practical English lesson, Sts learn some key phrases for asking for permission to do something, and asking other people to do something for you.

In the first scene, Jenny meets Monica, an old friend, in the street, and they have a coffee together. Monica tells Jenny she is going to get married, and Jenny tells Monica about Rob. In the next scene, Rob arrives and joins them, but Monica has to leave. Rob then tells Jenny that an old friend of his, Paul, is coming to stay, and asks Jenny if she could pick him up at the airport because he has to work late. Jenny agrees. In the third scene, Jenny brings Paul to Rob's apartment. She is tired because she had to wait a long time, and the traffic was terrible, and she leaves Rob and Paul to have a night out together.

More materials

For teachers

Teacher Resource Center

Video Practical English Episode 3
Quick Test 5
File 5 Test
Progress Test Files 1–5

For students

Workbook Practical English 3
Can you remember? 1–5

Online Practice Practical English 3
Check your progress

OPTIONAL LEAD-IN (BOOKS CLOSED)

Before starting Episode 3, elicit what Sts can remember about Episode 2. Ask them *Who are Kerri and Don? What did they disagree about? What did Jenny and Rob think? What happened in the end?*, etc.

Alternatively, you could play the last scene of Episode 2.

1 JENNY HAS COFFEE WITH A FRIEND

a 5.23 Books open. Focus on the photos and elicit what is happening.

Now either tell Sts to close their books, and write the question on the board, or get Sts to focus on the question and cover the rest of the page.

Play the video / audio once the whole way through, and then check the answer.

EXTRA SUPPORT Before playing the video / audio, go through the listening scripts and decide if you need to pre-teach / check any vocabulary to help Sts when they listen.

She has gotten engaged. / She and her boyfriend are getting married.

5.23

J = Jenny, M = Monica

J Monica!
M Jenny!
J Wow! How are you? You look great!
M Thanks, Jenny! You look really good, too.
J Hey, why don't we get some coffee?
M I'd love to, but I'm on the way to meet…oh, come on. Five minutes!

***

J So, how is everything?
M Oh, great. Things couldn't be better, actually. Scott and I…we're getting married!
J You're what? Congratulations!
M Thank you!
J When did you get engaged?
M Only a few days ago. I'm glad I saw you, actually. I was going to call you. We've only told family so far.
J I can't believe it. Monica the wife! And to think you used to go clubbing every night!
M Well, that was a few years ago! All I want to do now is stay in and read wedding magazines.
J And how are the plans coming along?
M I haven't done anything yet. My mom and Scott's mom want to organize the whole thing themselves!
J That's what mothers are for!
M True. But what about you? You look fantastic.
J Well, I guess I'm kind of happy, too.
M Uh-huh. What's his name?
J Rob.
M You've been keeping him very quiet! Is it serious?
J It's kind of, you know…
M So it is!
J It's still early. We haven't been together for long. He only moved here a few months ago from London.
M What? He's British? And you think you can persuade him to stay in New York? That won't be easy!
J I think he likes it here. You know how guys are – you never know what they're thinking.
M When can I meet him?
J Uh…that's him now.

b Focus on the instructions and give Sts time to read questions 1–7.

Play the video / audio again, pausing if necessary to give Sts time to answer the questions.

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

1 Monica's fiancé / Monica's future husband
2 A few days ago
3 Only family
4 She used to go clubbing; now she stays in and reads wedding magazines.
5 The two mothers want to organize the wedding.
6 That they haven't been together long.
7 She thinks it will be hard for Jenny to persuade him to stay in New York.

EXTRA SUPPORT If there's time and you are using the video, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

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2 PERMISSION AND REQUESTS

a **5.24** Focus on the photos and ask Sts some questions, e.g., *Where is Rob? Who is he talking to?*, etc.

Now either tell Sts to close their books, and write the question on the board, or get Sts to focus on the question and cover the rest of the page.

Play the video / audio once the whole way through, and then check the answer.

He asks Jenny to meet his friend, Paul, at the airport and to take him back to his apartment.

5.24

R = Rob, M = Monica, W = waiter, J = Jenny

R Do you mind if I join you?
M Of course not. Come on, sit down.
R Thank you.
M I have to leave in a minute, anyway.
R Could I have a large latte, please?
W Of course.
J Rob, this is Monica.
M Nice to meet you, Rob.
R You too, Monica. You know, Jenny talks about you a lot. And I've seen college photos of you two together, at Jenny's parents' house.
J Of course you have – my dad's photos.
R You've hardly changed at all.
M What a nice man! I can see why you like him, Jenny. The perfect English gentleman.
W Your latte.
R Oh, thanks. Can you pass the sugar?
J Sure.
M Sorry, guys, but I have to go.
R You're sure I haven't interrupted anything?
M Not at all. It's just that I have to meet someone. But let's get together very soon.
J We will!
M Bye, Rob. Nice meeting you.
R Bye.
J Bye. Talk soon!
R She seems like a happy person.
J She is, especially right now – she's getting married.
R That's fantastic news!
J Yeah, it is. I guess we're at that age now when most of our friends are settling down and getting married.
R Yeah…Oh, speaking of friends, I want to ask you a favor. Is it OK if we change our plans a bit this week?
J Uh…sure. What's up?
R I've just had a call from an old friend of mine, Paul. I haven't seen him since we were at university, and he's traveling around the States at the moment. Anyway, he's arriving in New York this evening and…I've invited him to stay for the week.
J Cool! It'll be fun to meet one of your old friends! What's he like?
R Oh, Paul's a laugh. He used to be a bit wild, but that was a long time ago. He's probably changed completely.
J Well, I'm looking forward to meeting him.
R Just one other thing. Could you do me a big favor? I have to work late this evening, so…would you mind meeting him at the airport?
J Not at all. I'd like to meet him.
R And do you think you could take him to my flat? I'll give you the keys.
J No problem, Rob.
R Thanks so much, Jenny. You're a real star.

b Focus on sentences 1–8. Go through them with Sts and make sure they understand them.

Now play the video / audio again the whole way through, and get Sts to mark the sentences *T* (true) or *F* (false). Remind them to correct the false ones.

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

1 F (He orders a **large latte**.)
2 F (He says she **hasn't changed**.)
3 T
4 F (She needs **to meet someone**.)
5 F (She says most of their friends are **getting married**.)
6 F (He is going to stay for a **week**.)
7 F (He used to be **a bit wild**.)
8 T

EXTRA SUPPORT If there's time and you are using the video, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

c **5.25** Give Sts a minute to read through the extracts from the conversation and to think about what the missing words might be.

Now play the video / audio again, and get Sts to fill in the blanks.

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

1 mind, course 2 OK 3 Can, Sure 4 favor, meeting, Not 5 could, problem

5.25

Asking permission

1 **R** Do you mind if I join you?
M Of course not. Come on, sit down.
2 **R** Is it OK if we change our plans a bit this week?
J Uh…sure.

Requests: asking someone to do something

3 **R** Can you pass the sugar?
J Sure.
4 **R** Could you do me a big favor? I have to work late this evening, so…would you mind meeting him at the airport?
J Not at all. I'd like to meet him.
5 **R** And do you think you could take him to my flat? I'll give you the keys.
J No problem, Rob.

d Tell Sts to focus on the highlighted phrases in **c** and answer questions 1 and 2.

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

1 Of course not. / Not at all.
2 *Could you…? / Would you mind…?*

e **5.26** Tell Sts to focus on the highlighted phrases in the extracts. They should listen and repeat the phrases, copying the rhythm and intonation.

Play the video / audio, pausing for Sts to watch or listen and repeat.

5.26

See highlighted phrases in the Student Book on *p.54*

Then repeat the activity, eliciting responses from individual Sts.

f Put Sts in pairs and tell them to practice the conversations in **c**.

Monitor and help, encouraging Sts to pay attention to rhythm and intonation.

Make sure they switch roles.

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g Tell Sts to go to **Communication Could you do me a favor?** on *p.107*.

Go through the instructions with them carefully.

Monitor and help.

When they have finished, get feedback. Who got the most people to help them?

Tell Sts to go back to the main lesson **Practical English 3**.

3 PAUL ARRIVES

a **5.27** Focus on the photos and elicit what is happening.

Now either tell Sts to close their books, and write the question on the board, or get Sts to focus on the question and cover the rest of the page.

Play the video / audio once the whole way through for Sts to watch or listen, and then check answers.

Rob is delighted to see him. Jenny seems tired and not very enthusiastic.

5.27

P = Paul, R = Rob, J = Jenny

P Hey, man!
R Paul!
P It's great to see you, mate.
R You too, Paul. It's been years. You haven't changed at all.
P Just got better looking!
R How come you're so late?
J Paul's flight from LA was delayed. And then the traffic coming back was just awful.
P But that gave us time to get to know each other.
J Yeah. Paul told me all about his travels. Every detail.
P And look at this. Your own New York flat. How cool is that?
R It's good. Really good. But – do you want something to eat? I got some things on my way home.
P Stay in? It's my first night in the Big Apple! Let's go out and have a pizza or something.
R I thought you'd be tired after the flight.
P No way, man! I'm ready for action.
R Great! I'll get my jacket.
J Rob, I think I'll go home if you don't mind. I, uh, I'm exhausted.
R Oh, OK, then.
P So it's a boys' night out!
R Just like the old days!
P And after the pizza, we can go on somewhere else. Rob, we've got a lot to talk about!

b Focus on the instructions and on sentences 1–6. Give Sts time to read them.

Now play the video / audio again the whole way through and get Sts to circle the correct answer.

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

1 hasn't changed much **2** late **3** talked a lot about himself
4 eating in **5** full of energy **6** doesn't feel like

EXTRA SUPPORT If there's time and you are using the video, you could get Sts to watch again with subtitles, 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. In pairs, get Sts to see if they can remember any of the missing words.

EXTRA CHALLENGE In pairs, get Sts to complete the phrases before they listen.

d **5.28** Play the video / audio for Sts to watch or listen and complete the phrases.

Check answers. If you know your Sts' L1, you could get them to translate the phrases.

1 great **2** come **3** way **4** mind **5** days **6** about

5.28

1 It's great to see you, mate.
2 How come you're so late?
3 No way, man!
4 Rob, I think I'll go home if you don't mind.
5 Just like the old days!
6 Rob, we've got a lot to talk about!

Now play the video / audio again, pausing after each phrase for Sts to watch or listen and repeat.

e Focus on the instructions and make sure Sts understand what they have to do.

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

A 4 **B** 2 **C** 6 **D** 1 **E** 5 **F** 3

Now put Sts in pairs and get them to practice the conversations.

Finally, focus on the **CAN YOU…?** questions and ask Sts if they feel confident they can now do these things. If they feel that they need more practice, tell them to go to *Online Practice* to watch the episode again and practice the language.

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6A Behind the scenes

G passive (all tenses)
V movies
P regular and irregular past participles

Lesson plan

The topic of this lesson is the movies. The lesson begins with a reading text about working as an extra in a movie. This provides the context for review and extension of the passive forms, and past participles are then focused on in Pronunciation.

In the second half of the lesson, movie vocabulary is presented, and then Sts listen to the true story of a young Polish student who, by chance (and because of her excellent English), got to work for a world-famous movie director. Movie language is then put into practice in a questionnaire where Sts talk about their own movie preferences and experiences. Finally, in Writing, Sts write a description of a movie they would recommend.

More materials

For teachers

Photocopiables

Grammar passive (all tenses) *p.159*
Communicative Movie quiz *p.188* (instructions *p.172*)
Vocabulary Movies *p.211* (instructions *p.200*)

For students

Workbook 6A

Online Practice 6A

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write the following questions on the board:

WHEN WAS THE LAST TIME YOU WENT TO THE MOVIES?

WHAT DO YOU THINK ARE THE ADVANTAGES OF SEEING A MOVIE IN THE THEATER RATHER THAN ON A DEVICE OR A TV?

DO YOU THINK MOVIE THEATERS WILL STILL EXIST TEN YEARS FROM NOW?

Get Sts to ask and answer the questions in pairs.
Get some feedback from various pairs.

1 READING understanding the main point in a paragraph

a Books open. Focus on the definition and photos as a class, making sure Sts understand what an *extra* is.

Now put Sts in pairs and get them to think of three negative things about being an extra.

Elicit some ideas and write them on the board.

b Tell Sts to read the article and find out if their ideas from **a** are mentioned.

Check answers.

EXTRA SUPPORT Before Sts read the article the first time, check whether you need to pre-teach any vocabulary.

Days can be very long, and extras spend a lot of time waiting.
They have to repeat scenes many times.
They have to work in all kinds of weather, often in unsuitable clothes.
They can't use phones on set.
They aren't well paid.

c Tell Sts to read the article again and complete the headings with words from the list. Make sure they understand all the vocabulary in the list before they start.

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

1 patient **2** miming **3** weather **4** secrets **5** expensive **6** real **7** ordinary

d Tell Sts to cover the article. Go through questions 1–7, making sure they understand all the vocabulary.

Now put Sts in pairs and tell them to answer the questions together from memory.

When they have finished, they should check their answers in the article.

Check answers.

1 They read or play cards.
2 They had to pretend to clap and cheer, but in silence.
3 The snow is real if you can see the breath coming out of people's mouths.
4 She took a photo of the set and posted it online. She's never been employed as an extra again.
5 Because extras are paid less there.
6 Because they look more real than digital extras, and can be stored and reused.
7 They look at the extras to see who's doing things right or wrong.

Help with any other new vocabulary. Model and drill the pronunciation of any tricky words.

e Do this as a whole-class activity.

Then, with a show of hands, find out how many Sts would like to be an extra. Ask a few Sts why, and then find out from others why they wouldn't want to be an extra.

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2 GRAMMAR passive (all tenses)

a Either put Sts in pairs or do this as a whole-class activity.

If Sts worked in pairs, check answers.

1 simple present **2** past continuous **3** simple past
4 present continuous **5** infinitive **6** present perfect

b Tell Sts to go to **Grammar Bank 6A** on *p.142*.

Grammar notes

If your Sts previously used *American English File* Level 2, they will already have had an introduction to the passive, although only in the present and past tenses.

The form of the passive (*be* + participle) is very straightforward, and the easiest way to approach this grammar point is to emphasize that there are two ways of saying the same thing (active and passive), but with a different emphasis or focus.

Depending on your Sts' L1, it may be worth pointing out that we often use the passive in sentences like *These cars are made in Korea*, *Rice is grown in this area*, where some languages use an impersonal subject. Some contrasting with their L1 may help Sts to see when to use the passive.

Some typical mistakes include:

- using the active instead of the passive, e.g., ~~*The tickets sell at a ticket booth.*~~
- problems of form, e.g., leaving out the verb *be* or not using the participle correctly.
- thinking they always have to use *by* (*somebody*) when they make a passive sentence.

Focus on the example sentences and play audio **6.1** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises and get Sts to do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

a
1 are being made **2** inspired **3** hasn't been inhabited
4 is set **5** will be shot **6** aren't recording **7** wasn't being used **8** has transformed **9** hadn't owned **10** was taken

b
1 A lot of foreign movies **are subtitled**.
2 *Love in the Time of Cholera* **was written by García Márquez** in 1985.
3 My laptop **is being repaired**.
4 The DVD of the movie **hasn't been released yet**.
5 The movie **won't be finished** until the spring.
6 The tickets **have to be collected** from the box office.
7 The actor **hadn't been told** about the changes in the script.
8 *La La Land* **was directed by Damien Chazelle**.
9 The soundtrack **has already been recorded**.
10 The director **was being interviewed** about the movie.

Tell Sts to go back to the main lesson **6A**.

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

3 PRONUNCIATION regular and irregular past participles

Pronunciation notes

Regular participles

You could remind Sts that the pronunciation of regular past participles is the same as the regular simple past. There are three pronunciations of *-ed*:

1 *-ed* is pronounced /t/ after verbs ending in unvoiced sounds, e.g., /k/ *looked*, /p/ *hoped*, /f/ *laughed*
2 *-ed* is pronounced /d/ after verbs ending in voiced sounds, e.g., /v/ *arrived*, /dʒ/ *changed*, /l/ *failed*
3 *-ed* is pronounced /ɪd/ after verbs ending in /t/ *hated* or /d/ *decided*

The most important of these three sounds for Sts to get correct is the third. If Sts mix up the first two sounds, it's unlikely to cause problems with understanding, but you may want to focus on accurate pronunciation with your Sts. If you do, it will be helpful to explain the difference between voiced and unvoiced sounds. Voiced sounds are made in the throat by vibrating the vocal chords. You can demonstrate this by getting Sts to hold their hand against their throat – they should feel a vibration when making a voiced sound. Unvoiced sounds have no vibration.

Irregular participles

The pronunciation of irregular past participles can be difficult for Sts because they show many of the irregularities associated with sound–spelling relationships in English. Encourage Sts to be sure they know how to pronounce irregular participles when they learn them – this is especially important, as many of the most common verbs in English are irregular.

a Focus on the instructions and elicit all nine words and sounds: *dog* /d/, *tie* /t/, *saw* /ɔ/, etc.

Point out to Sts that all the words in the nine groups are past participles. They must find the groups in which all the pink letters are the same sound and circle the words with different sounds. Remind Sts that this kind of exercise is easier if they say the words aloud to themselves.

EXTRA SUPPORT Get Sts to work in pairs.

b **6.2** Play the audio, pausing after each group of words, for Sts to listen and check.

Check answers by asking Sts if all the sounds in a group are the same, and if not, which word they circled.

1 recorded **2** directed **3** worn **4** done **5** forgotten
6 ✓ **7** fallen **8** put **9** ✓

6.2
See sounds and words in the Student Book on *p.57*

Now ask Sts what the sounds are in the past participles that they circled.

1 record**ed** = /ɪd/ **2** direct**ed** = /ɪd/ **3** w**or**n = /ɔr/
4 d**o**ne = /ʌ/ **5** forg**o**tten = /ɑ/ **7** f**a**llen = /ɔ/ **8** p**u**t = /ʊ/

EXTRA SUPPORT Play the audio again, pausing after each group of words, and elicit the sound of the circled past participle.

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Finally, play the audio again, pausing after each group of words for Sts to listen and repeat.

c 6.3 Focus on the instructions and the example. Make sure Sts understand that they must keep the same tense, but change the sentence to the passive tense.

Play the audio, pausing after each sentence for Sts to listen and form the passive.

6.3

1 They shot the movie in Canada. The movie (*pause*) The movie was shot in Canada.
2 They speak English here. English (*pause*) English is spoken here.
3 They didn't employ me. I (*pause*) I wasn't employed.
4 He wrote his first book when he was 20. His first book (*pause*) His first book was written when he was 20.
5 They do the work by hand. The work (*pause*) The work is done by hand.
6 He drew this picture in the 18th century. This picture (*pause*) This picture was drawn in the 18th century.
7 They record the music in a studio. The music (*pause*) The music is recorded in a studio.
8 They don't use this office any more. This office (*pause*) This office isn't used any more.

Then repeat the activity, eliciting the passives from individual Sts.

4 VOCABULARY movies

a Focus on the task and answer the question as a whole class.

1 a scene = part of a movie in which the action happens in one place
2 on set = in the place where a movie is being made / filmed
3 shot = filmed
4 epic = a long movie that contains a lot of action, usually with a historical setting

b Tell Sts to go to **Vocabulary Bank Movies** on *p.159*.

Vocabulary notes

You could tell Sts that *movie* and *film* mean the same thing, but *film* is more common in British English.

Kinds of movies

You might want to tell Sts that these days, a lot of people simply say *a sci-fi movie* instead of *science fiction movie*.

Remind Sts also of *an epic* (just taught in **a**).

People and things

You may also want to teach *a prequel* (a movie set before another movie, e.g., *The Force Awakens* is a prequel to the main Star Wars movies).

Verbs and verb phrases

Elicit / Explain the meaning of the phrase *be on* (= being shown on TV), e.g., *What's on TV tonight?*

Focus on **1 Kinds of movies** and get Sts to do **a** individually, in pairs, or in small groups.

6.4 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

6.4

Movies

1 Kinds of movies

5 an action movie
3 an animated movie
12 a comedy
1 a drama
11 a historical movie
6 a horror movie
2 a musical
10 a rom com
9 a science fiction movie
7 a thriller
4 a war movie
8 a western

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

Now focus on **Activation** and get Sts, in pairs, to name a movie for each kind of movie in **a**.

Elicit answers from the class, making sure Sts pronounce the movie types correctly.

Now ask a few Sts what kinds of movies they like and dislike, and why.

EXTRA IDEA Write these adjectives on the board:

EXCITING FUNNY MOVING SCARY VIOLENT

First, check Sts know the meaning of the adjectives. Then model and drill their pronunciation.

Put Sts in pairs and get them to match the kinds of movies in **a** to the adjectives.

Elicit some answers.

exciting: a science fiction movie, an action movie, a horror movie, a thriller, a war movie, a western
funny: an animated movie, a comedy, a musical
moving: a drama, a historical movie, a war movie
scary: an action movie, a horror movie, a thriller
violent: an action movie, a historical movie, a horror movie, a thriller, a war movie, a western

Now focus on **2 People and things** and get Sts to do **a** individually or in pairs.

6.5 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

6.5

2 People and things

1 **cast** – all the people who act in a movie
2 **star** – the most important actor in a movie
3 **soundtrack** – the music of a movie
4 **plot** – the story of a movie
5 **scene** – a part of a movie that happens in one place
6 **audience** – the people who watch a movie in a movie theater
7 **sequel** – a movie that continues the story of an earlier movie
8 **special effects** – images often created by a computer
9 **trailer** – a series of short scenes from a movie, shown in advance to advertise it
10 **script** – the words of a movie
11 **extra** – a person who is employed to play a very small part in a movie, usually as a member of a crowd
12 **subtitles** – the translation of the dialogue of a movie on screen
13 **review** – an article that gives an opinion about a new movie
14 **set** – the place where a movie is being shot; the scenery used for a movie or play
15 **critic** – a person who writes movie reviews for the press

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Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

EXTRA SUPPORT Tell Sts to cover the definitions and look at the words to see if they can remember the meanings.

Finally, focus on **3 Verbs and verb phrases** and get Sts to do **a** individually or in pairs.

6.6 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

6.6

3 Verbs and verb phrases

1 **E** *is based on* means "an adaptation of a true story."
2 **A** *is set in* means "is situated in that place, at that time."
3 **B** *is directed by* means "he is the director."
4 **C** *plays the part of* means "this is his role in the movie."
5 **F** *was shot on location* means "was filmed outside the studio."
6 **D** *is dubbed* means "the words are spoken in a different language by foreign actors."

Now, in **Activation**, tell Sts to cover sentences 1–6 and look at A–F to see if they can remember the verbs and verb phrases. They should try to think of another movie for each sentence.

Tell Sts to go back to the main lesson **6A**.

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

c Put Sts in pairs and get them to discuss the difference between the pairs of words in 1–7.

Check answers.

1 a plot = the story of a movie
a script = the words of a movie
2 a horror movie = a movie that is designed to frighten people
a thriller = a movie with an exciting story, especially one about crime
3 a musical = a movie in which part or all of the story is told using songs and often dancing
a soundtrack = the music from a movie that people can buy
4 the cast = all the people who act in a movie
the stars = the most important actors in a movie
5 a dubbed movie = a movie where the actors' voices have been replaced by foreign actors' voices
a movie with subtitles = a movie where the actors' words are translated into a different language and appear on the screen (the voices stay the same)
6 the set of a movie = the place where a movie is being shot
the movie was set in… = the story of the movie was situated in that place and at that time
7 a critic = a person who writes about movies, books, restaurants, etc. (for the press)
a review = an article that gives an opinion about a movie, a book, a restaurant, etc.

5 LISTENING listening for content words

a Focus on the instructions. You could do this as a whole-class activity, or get Sts to read about the movie and then, in pairs, Sts answer the questions.

Find out, with a show of hands, how many Sts have seen *Schindler's List*. Then ask individual Sts if they liked it. Now ask some of the Sts who haven't seen the movie if they would like to see it.

Finally, ask the class if they have seen any other Spielberg movies and what they thought of them.

Possible answers
E.T. the Extra-Terrestrial, *Jurassic Park*, *Saving Private Ryan*, *Minority Report*, *Indiana Jones and the Kingdom of the Crystal Skull*, *War Horse*, *Lincoln*, *Bridge of Spies*, *The BFG*, *The Post*, *Ready Player One*

b **6.7** Focus Sts' attention on the photos and the task. Get Sts to quickly discuss the questions in pairs.

Elicit some ideas, but don't tell Sts if they are correct at this stage.

This interview is with a Polish woman, Dagmara, who became Steven Spielberg's interpreter when he was making the movie *Schindler's List*.

Play **Part 1** of the interview for Sts to listen and check.

Check answers. You could tell Sts that the music they heard at the beginning of the audio is from the soundtrack of the movie *Schindler's List*.

EXTRA SUPPORT Read through the scripts and decide if you need to pre-teach any new vocabulary before Sts listen.

They were on the set of *Schindler's List*. Dagmara was interpreting for Spielberg.

6.7
(script in the Student Book on *p.128*)
I = interviewer, D = Dagmara
Part 1

I So tell me, how did you get involved in the movie, Dagmara?
D Well, as you probably know, *Schindler's List* was shot in Krakow, in Poland, which is where I live. I was a university student at the time, studying English. And the film company set up their production office here three months before they started shooting the film, and I got a job there as a production assistant, preparing and translating documents and the script.
I But how did you get the job as Steven Spielberg's interpreter?
D Well, it was a complete coincidence. Just before the shooting started, um, was a big party in one of the hotels in Krakow for all the actors and the film crew, and I was invited, too. When I arrived at the party, the Polish producer of the film came up to me and said, "The woman who was going to interpret for Steven Spielberg can't come, so we need you to interpret his opening speech."
I How did you feel about that?
D I couldn't believe it! I was just a student – I had no experience of interpreting – and now I was going to speak in front of hundreds of people. I was so nervous that I drank a couple glasses of champagne to give myself courage. Um, I must have done a pretty good job, though, because soon afterwards Spielberg came up to me to say thank you, and then he said, "I'd like you to be my interpreter for the whole film." I was so stunned I had to pinch myself to believe that this was happening to me.

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c Tell Sts they are now going to listen to the first part of the interview again and they must mark the sentences *T* (true) or *F* (false). Give them time to read 1–6. Remind them to correct the false ones.

Play the audio once the whole way through.

Get Sts to compare with a partner, and then play the audio again if necessary.

Check answers.

1 F (She was a **student**.)
2 T
3 F (It was a party for **all the actors and the crew**.)
4 F (The interpreter **couldn't** come.)
5 T

EXTRA SUPPORT You could get Sts to listen again with the script on *p.128*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

d 6.8 Focus on the **Making notes** box and go through it with the class.

Now tell Sts they are going to listen to three extracts from **Part 2** of the interview and they must fill in the blanks.

Give Sts time to read 1–3.

Play the audio, pausing after each extract to give Sts time to write.

Get Sts to compare with a partner, and then play the audio again if necessary.

Check answers.

6.8

1 I had to go to the **film set every day** and **translate** Spielberg's **instructions** to the Polish **actors**, and also to the **extras**.
2 It was **really exciting**, and I often felt as if I was a **director myself**.
3 The **worst thing** was when we had to **shoot** a **scene again** and **again** because Spielberg thought it **wasn't** exactly **right**.

e 6.9 Tell Sts they are now going to listen to all of **Part 2** of the interview. They need to listen and make notes for questions 1–6.

Give Sts time to read the six questions, and make sure they understand them. Remind them that they need to write key words and not full sentences.

Play the audio once the whole way through.

6.9

(script in the Student Book on *p.128*)

Part 2

I So what exactly did you have to do?
D I had to go to the film set every day and translate Spielberg's instructions to the Polish actors, and also to the extras. I had to make them understand what he wanted them to do. It was really exciting, and I often felt as if I was a director myself.
I So, was it a difficult job?
D Sometimes it was really hard. The worst thing was when we had to shoot a scene again and again because Spielberg thought it wasn't exactly right. Some scenes were repeated as many as 16 times – and then sometimes I would think that maybe it was my fault – that I hadn't translated properly what he wanted, so I'd get really nervous. I remember one scene with lots of actors in it which we just couldn't get right, and Spielberg started shouting at me because he was stressed. Eventually we got it right, and then he apologized and I cried a little, because I was also very stressed – and after that, it was all right again.
I So, was Spielberg difficult to work with?
D Not at all. I mean, he was very demanding – I had to do my best every day – but he was really nice to me. I felt he treated me like a daughter. For instance, he was always making sure that I wasn't cold – it was freezing on the set most of the time – and he would make sure that I had a warm coat and gloves and things.
I Did you ever get to be an extra?
D Yes, twice! I was going to be in two party scenes, and I got to wear beautiful long dresses and high heels. Unfortunately, one scene didn't make it to the final cut of the film, and before we started shooting the other one, I tripped walking down some stairs and twisted my ankle really badly. I was in so much pain that I couldn't take part in the filming. And that was the end of my "acting career." I still have the photos of me looking like a girl from the 40s, though!
I Have you ever worked with Spielberg again?
D Yes. A year later he invited me to interpret for him again, this time during the premiere of *Schindler's List* in Poland, which was broadcast live on national television! Before that, he had also asked me to come to work as a production assistant on his next movie in Hollywood. I was very tempted and thought really hard about it, but I hadn't finished my studies yet, and all my family and friends were in Poland – so in the end, I decided not to go.
I Do you regret it?
D Not at all. I had my moment, and it was unforgettable, but that was it!

f Get Sts to compare with a partner, and then play the audio again.

EXTRA SUPPORT Elicit the key words before Sts answer the questions in full in **g**.

Possible key words

1 16 times; think, my fault, nervous
2 stressed; apologized; cried a little; all right again
3 demanding; really nice, like a daughter; freezing on set; warm coat, gloves
4 party scenes; one scene, didn't make final cut; other scene, tripped, twisted ankle, in pain
5 interpret, premiere, *Schindler's List*, Poland
6 work, production assistant, next movie, Hollywood; not at all

g Now put Sts in pairs and get them to answer questions 1–6 in **e** with full sentences, using their notes.

Check answers.

1 Some scenes were repeated 16 times. It made Dagmara think it was her fault and it made her nervous.
2 He was stressed. He apologized; she cried a little; all was right again.
3 He was demanding; he was really nice, he treated her like a daughter; it was freezing on set; he made sure she had a warm coat and gloves.
4 Two party scenes; one scene didn't make the final cut, and before the other scene, she tripped, twisted her ankle, and was in pain.
5 Yes, she interpreted at the premiere of *Schindler's List* in Poland.
6 He offered her work as his production assistant for his next movie in Hollywood. No, not at all

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on *p.128*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

h Finally, do the questions as a whole-class activity.

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6 SPEAKING

a Focus on the movie interview and quickly go through the questions.

Give Sts time to think about what they are going to say.

b Put Sts in pairs and tell them to take turns interviewing each other to find out if they have similar tastes. Emphasize that they should give and ask for as much information as they can.

Get some feedback.

EXTRA IDEA If there's time, you could get the class to interview you.

7 WRITING a movie review

Tell Sts to go to **Writing A movie review** on *p.119*.

a Focus on the movie title and, with a show of hands, find out how many Sts have seen it. Don't ask any questions about the movie or Sts' opinions because they will be doing this later.

Then elicit / explain the meaning of *classic* in the title (= something that is accepted as being of very high quality and one of the best of its kind).

Now tell Sts to read the movie description and fill in the blanks with the words in the list.

Check answers.

1 directed **2** stars **3** nominated **4** set **5** filmed
6 recommend **7** action **8** soundtrack **9** special effects

b Tell Sts to read the description again, paying particular attention to layout. They must number the paragraphs 1–4 in the order in which they appear.

Check answers.

Paragraph **1** the name of the movie, the director, the stars, and any prizes it won
Paragraph **2** where and when it is set, where it was filmed
Paragraph **3** the plot
Paragraph **4** why you recommend the movie

c Do this as a whole-class activity.

The simple present

d In pairs, get Sts to answer the questions.

Get some feedback. If possible, ask at least one student who has seen the movie and another who hasn't.

e Focus on the **Describing a movie** box and go through it with the class.

Now tell Sts they are going to write a similar movie description for a movie they would recommend. They should write four paragraphs, as in the model, and use the language in the **Describing a movie** box and the **Vocabulary Bank Movies** to help them.

You may want to get Sts to do the writing in class, or you could assign it as homework. If you do it in class, set a time limit for Sts to write their description, e.g., 15–20 minutes.

f Sts should check their work for mistakes before handing it in.

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6B Every picture tells a story

G modals of deduction: *might*, *can't*, *must*
V the body
P diphthongs

Lesson plan

The overall topic of this lesson is the image that people give of themselves to the world, both on social media and in person, and how we tend to judge people at first sight, according to their appearance.

The lesson begins with a light-hearted article about what people's profile photos on social networking sites say about them. This is followed by a short speaking activity with Sts interpreting their own profile photo and those of friends and family. This leads to the grammar of modals of deduction, which is presented through a conversation about a photo.

In the second half of the lesson, Vocabulary focuses on the body and verbs related to parts of the body, like *touch* and *point*. Pronunciation looks at diphthongs (combinations of two vowel sounds). In Reading and Listening, Sts read an article about a journalist who met a charisma coach, and then they listen to what happened when the coach followed the journalist for a couple of days, and the tips he gave him. The lesson finishes with a video about a personal stylist.

More materials

For teachers

Photocopiables

Grammar modals of deduction: *might / may*, *can't*, *must* *p.160*
Communicative Who do you think they might be? *p.189* (instructions *pp.172–173*)
Vocabulary The body *p.212* (instructions *p.201*)

Teacher Resource Center

Video A day with a personal stylist

For students

Workbook 6B

Online Practice 6B

OPTIONAL LEAD-IN (BOOKS CLOSED)

Review the difference between *look* and *look like* by asking Sts to complete these sentences with the correct form of either verb:

1 DO YOU _____ YOUR MOTHER OR YOUR FATHER?
2 YOU _____ VERY TIRED. ARE YOU OK?
3 YOUR GRANDMOTHER _____ VERY YOUNG FOR HER AGE. SHE DOESN'T _____ 70!
4 JACK _____ A RUGBY PLAYER – HE'S ENORMOUS.
5 "WHAT _____ MARK'S WIFE _____?" "SHE'S VERY TALL, WITH LONG, DARK HAIR."

1 look like 2 look 3 looks, look 4 looks like 5 does…look like

Ask Sts if they can remember the grammatical difference between *look* and *look like* (*look* is followed by an adjective, and *look like* by a noun).

1 READING & SPEAKING understanding humor

a Books open. Focus on the questions and make sure Sts understand them, especially *profile photo*. Put Sts in pairs and get them to answer the three questions.

Get some feedback.

b Focus on the instructions and the photos, and elicit Sts' opinions as to why the people have chosen these photos.

Focus on statements 1–3 and make sure Sts can remember the meaning of *rude*.

Now give Sts time to read the article and find out which two statements are true.

Check answers.

EXTRA SUPPORT Before Sts read the article the first time, check whether you need to pre-teach any vocabulary.

2 and 3

c Tell Sts they are now going to read some positive reasons for choosing each type of profile photo. They must match reasons 1–8 to the photo types.

Give Sts time to read the headings again and complete the task.

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

1 C 2 A 3 E 4 H 5 F 6 G 7 D 8 B

Help with any other new vocabulary. Model and drill the pronunciation of any tricky words.

d Put Sts in pairs and get them to discuss the questions.

Get some feedback from various pairs. If you have a profile photo, you could tell Sts which type you are and whether you agree with either of the interpretations.

EXTRA IDEA Get Sts to use their phones to look at the profile photos of family members or friends. This will help them to discuss the last question.

2 GRAMMAR modals of deduction

a 6.10 Focus on the instructions, and give Sts time to read the conversation and look at the photo.

Play the audio for Sts to listen and fill in the blanks.

Check answers.

1 must 2 might 3 can't 4 could

6.10

A I love your profile picture. How old are you in the photo?
B I must be about five or six. Definitely not more than that.
A Where are you?
B Do you know, I can't remember. It might be the Outer Banks in North Carolina. My grandparents had a house on Hatteras Island, so we sometimes spent the summer there.
A It can't be the Outer Banks – not in summer. You're wearing boots and a sweater! And it doesn't look like a North Carolina beach.
B No, you're right. It could be Maine, then. We sometimes went there.

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EXTRA SUPPORT Write the missing words in random order on the board, e.g., CAN'T, COULD, MIGHT, MUST.

b Focus on the task and point out that the first one (*might*) has been done for Sts. Get them to answer the questions either individually or in pairs.

Check answers.

1 could **2** must **3** can't

c Tell Sts to go to **Grammar Bank 6B** on *p.143*.

Grammar notes

Sts are already familiar with these modal verbs in other contexts, e.g., *may / might* to express a possibility (e.g., *I might go*), *must* for obligation (e.g., *You must wear a seat belt*), and *can't* for permission (e.g., *You can't take photos in the museum*). Here the same modal verbs are used in a different way to speculate and make deductions.

Although these verbs are used with *be* in the presentation, they can be used with any verb, e.g., *She must have a lot of money since she wears very expensive clothes*.

The most typical mistakes include:

- using *must not* instead of *can't* for something that's impossible, e.g., ~~*It must not be true.*~~
- using *can* instead of *might / may* for a possibility, e.g., *I think he's speaking Spanish, so* ~~*he can be Spanish or South American.*~~

Focus on the example sentences and play audio **6.11**, **6.12** and **6.13** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises and get Sts to do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

a
1 I **2** J **3** A **4** C **5** H **6** B **7** F **8** E **9** G

b
1 Yes, my nephew. I don't know his salary, but he **must** earn a fortune!
2 I'm not sure. She **might not** like it. It's a little short for her.
3 She **must** speak a lot of languages to work there.
4 Poor Andy. He **can't** be very happy about that.
5 I'm not sure. I suppose they **might** be on vacation.
6 She **must** be sick. She called to say that she was going to the doctor's.
7 Yes. I've grown a beard since I saw her last, so she **might not** recognize me.
8 She **can't** be working very hard if she gets such bad grades.
9 I'm not sure, but she **might** have a new partner.
10 I don't know, but he **can't** live near the office because he commutes every day by train.

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.

d Focus on the instructions and the photos, and make sure Sts understand what they have to do. Point out that they don't have to use all the phrases in the list – they should just choose the ones they want, and they can use them more than once.

Give Sts time to make deductions orally or to write them.

Elicit some deductions about each photo, but don't tell Sts if they are correct.

EXTRA SUPPORT Focus on the first photo and make the deductions as a whole-class activity.

e Tell Sts to go to **Communication Judging by appearances** on *p.107* to check their guesses.

Sts read the information and then, in pairs, tell each other what they think, e.g., whether they are surprised.

Get some feedback from the class.

Tell Sts to go back to the main lesson **6B**.

3 VOCABULARY the body

a This exercise reviews the basic language of physical appearance, which Sts learned in *American English File* Level 2.

Tell Sts to focus on the three photos and answer the questions.

Check answers. You could remind Sts that *thin* and *slim* are both the opposite of *fat*, but *slim* means *thin* in an attractive way.

1 C **2** B **3** A **4** C **5** A **6** B

b Tell Sts to go to **Vocabulary Bank The body** on *p.160*.

Vocabulary notes

Parts of the body

Highlight the difference between *fingers* and *toes* – in some languages, the same word is used for both.

Verbs related to the body

All the verbs are regular except for *bite* (*bite* /baɪt/, bit /bɪt/, *bitten* /'bɪtən/).

Focus on **1 Parts of the body** and get Sts to do **a** individually or in pairs.

6.14 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

6.14
The body
1 Parts of the body
6 arms
8 back
21 chin
16 ears
13 eyes
9 face
7 feet
14 fingers
5 hands
2 head
19 knees
17 legs
20 lips
1 mouth
4 neck
18 nose
12 shoulders
10 stomach
11 teeth
22 thumb
3 toes
15 tongue

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Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Highlight the irregular pronunciations of *stomach* /ˈstʌmək/ and *tongue* /tʌŋ/, and the silent *k* in *knees*.

EXTRA SUPPORT Get Sts to cover the words, look at the photos, and test themselves or a partner.

Focus on **Activation** and put Sts in pairs, **A** and **B**. Sts **A** point to a part of their body for Sts **B** to name. Make sure they switch roles.

Finally, focus on the **Possessive pronouns with parts of the body** box and go through it with the class.

Now focus on **2 Verbs related to the body** and get Sts to do **a** individually or in pairs. Remind them to put the verb in the correct form.

6.15 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

6.15

2 Verbs related to the body

1 Don't be frightened of the dog. He won't bite.
2 Jason **kicked** the ball too hard and it went over the wall into the next yard.
3 Mmm! Something **smells** delicious! Are you making a cake?
4 The stranger **stared** at me for a long time, but he didn't say anything.
5 Can you **taste** the sauce? I'm not sure if it needs more salt.
6 My dog always comes back when I **whistle**.
7 Don't **touch** the oven door! It's really hot.
8 The audience **clapped** when I finished singing.
9 The teacher suddenly **pointed** at me and said, "What's the answer?" I hadn't even heard the question!
10 He's a very serious person – he never **smiles**.
11 Everybody **nodded** in agreement when I explained my idea.

Now either use the audio to drill the pronunciation of the sentences, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Point out the silent *t* in *whistle*.

Now elicit which parts of the body you use for each verb.

bite: teeth **clap:** hands **kick:** feet **nod:** head
point: finger **smell:** nose **smile:** mouth / lips **stare:** eyes
taste: mouth / tongue **touch:** hands **whistle:** lips

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 **6.16** Tell Sts they are going to hear some instructions and they must act out what they are told to do.

Play the audio for Sts to listen and follow the instructions.

6.16

Clap your hands.
Stare at the person next to you.
Point at the board.
Nod your head.
Whistle a tune.
Touch your chair.
Smile.

4 PRONUNCIATION diphthongs

Pronunciation notes

Diphthongs consist of two short vowel sounds that are combined to make one longer sound. The most common problem for Sts is that they may not make the sound long enough, or may pronounce it as just one sound.

a **6.17** Focus on the **Diphthongs** box and go through it with the class.

Now play the audio for Sts to listen and repeat the five words and sounds.

6.17

1 bike /aɪ/
2 train /eɪ/
3 phone /əʊ/
4 owl /aʊ/
5 boy /ɔɪ/

EXTRA SUPPORT First, play the audio for Sts just to listen to the five words and sounds. Then play it again, pausing for them to listen and repeat.

Then repeat the activity, eliciting responses from individual Sts.

b In pairs or individually, Sts put the words in the list in the correct columns in **a**. This exercise recycles words from **Vocabulary Bank The body** that have diphthongs.

c **6.18** Play the audio for Sts to listen and check.

Check answers.

6.18

1 bike /aɪ/ bite, eyes, smile
2 train /eɪ/ face, taste
3 phone /əʊ/ nose, shoulders, throw, toes
4 owl /aʊ/ mouth, outgoing
5 boy /ɔɪ/ pointy, voice

Then play the audio again, pausing after each group of words for Sts to listen and repeat.

Now focus on the six phrases and elicit / explain what a *Roman nose* is (= a nose with a bump at the top).

In pairs, Sts now practice saying the phrases.

Get individual Sts to say them.

EXTRA SUPPORT Read each phrase first and get Sts to repeat after you. Then put Sts in pairs and get them to practice saying the phrases.

d Put Sts in pairs and get them to do the quiz.

Then put two pairs together and get them to compare answers.

Check answers.

1 You wear a ring on your fingers / thumb; you wear gloves on your hands; you wear socks on your feet; you wear a cap on your head.
2 Ballet dancers stand on their toes.
3 Soccer players often injure their legs / feet / knees.
4 Women put makeup on their face, neck, lips, and eyes.
5 People brush their hair and teeth.
6 People carry a backpack on their back / shoulders.

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5 READING & LISTENING checking assumptions

a Read the definition of *charisma* as a class and make sure Sts understand it. Model and drill the pronunciation /kə'rɪzmə/.

Find out if Sts know any public figures who they think have charisma.

b Focus on the instructions and make sure Sts know what the two jobs are.

Elicit from the class who they think is who and why. Point out to Sts that *Danish* is an Indian name and is pronounced /dɑnɪʃ/.

c Before Sts read the article, you could focus on the title, *Can you learn how to be charismatic?*, and point out that *charismatic* is the adjective and is pronounced /kærɪz'mætɪk/. Model and drill its pronunciation.

Tell Sts to read the article to find the answer to **b** and then to answer questions 1–4.

Check answers.

EXTRA SUPPORT Before Sts read the article, check whether you need to pre-teach any vocabulary.

The charisma coach is Danish Sheikh.
1 He's worked with Microsoft, Yahoo, and the BBC.
2 Yes – he charges $200 an hour, and plenty of people are paying.
3 He followed Colin everywhere and watched how he behaved because Colin is going to be his student.
4 He can't make conversation, he has negative body language, he doesn't smile enough, and he seems bored when he's talking to people.

Help with any other new vocabulary. Model and drill the pronunciation of any tricky words.

d Focus on the instructions and tell Sts, in pairs, to check the things they think a charismatic person does.

Elicit from various pairs what they have checked.

e **6.19** Tell Sts they are going to listen to Colin talking about what he learns and they must check their answers to **d**.

Now play the audio once the whole way through.

Get Sts to compare answers with a partner.

Play the audio again if necessary, and then check answers.

EXTRA SUPPORT Read through the scripts and decide if you need to pre-teach any new vocabulary before Sts listen.

A person with charisma does 1, 2, 5, 6, 7, and 10.

6.19
(script in the Student Book on *pp.128–129*)
Danish Sheikh tells me that people with charisma do two basic things. They project their own personality, but at the same time they also make other people feel important. Sheikh's lessons are designed to help me to do both of these things, and in the next 48 hours I learn a lot.
Projecting your own personality is difficult to learn. Nobody likes people who talk about how fantastic they are, but nobody remembers people who don't say anything about themselves. Sheikh says the solution is to talk about yourself enough, but not too much.
People with charisma also feel confident. Sheikh gives me advice to help me feel more confident, for example, when I walk into a meeting or a party. He tells me to remember a time in the past when I was successful. This positive memory will stop me from feeling afraid or anxious.
Body language is also important. We practice it together, including how to stand like a gorilla, with your feet apart and your arms wide – this shows that you're an important person. Sheikh also tells me how to enter a room. You have to have your chin up and your shoulders back. He tells me to make eye contact with the people I'm talking to, but not for too long – maximum four seconds – it's important not to stare. We also study hand gestures – you shouldn't use them too much.
Finally, conversation. I learn that it's important not to speak too fast or too slowly. You need to vary your speed to keep your listener's attention. But the most important thing of all is listening carefully. If you show interest in people, it makes them feel special. But if you're not really listening, the person you're talking to notices very quickly, so you need to make sure you really concentrate on what they're saying.
At the end of the two days, I have a test…

f Tell Sts they are going to listen to Colin again, and this time, they must answer questions 1–4.

Play the audio again the whole way through.

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

1 Talk about yourself enough, but not too much.
2 Remembering a past success will help you to feel more confident.
3 You have to have your chin up and your shoulders back.
4 The person you're talking to notices very quickly.

g **6.20** Focus on the task and tell Sts to listen and complete 1–3.

Now play the audio once the whole way through.

Get Sts to compare with a partner.

Play the audio again if necessary, and then check answers.

1 talk to strangers.
2 giving him advice, e.g., make eye contact, don't cross your arms, etc.
3 understanding who you really are.

6.20
(script in the Student Book on *p.129*)
At the end of the two days, I have a test. I go to a club with Sheikh, and I have to talk to strangers. I start talking to people and it goes OK. I don't think people really like it when a stranger starts speaking to them, but we laugh and I have some interesting conversations. Occasionally, Sheikh gives me advice. He reminds me to make eye contact with everyone I'm talking to, and tells me not to cross my arms, that kind of thing.
As we leave the club, we shake hands. He says that the course has been good for me, and he gives me a thumbs up. So have I changed? Am I more charismatic? Not exactly – I'm never going to stand like a gorilla again, for example. But perhaps charisma is simpler than that, anyway; it's about understanding who you are better, and showing the best version of yourself.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on *pp.128–129*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

h Do this as a whole-class activity, getting all the Sts to demonstrate the phrases.

You could repeat the activity, getting individual Sts to act out some of the phrases.

i Do this as a whole-class activity. You could also tell Sts what you think and if you would take a charisma course.

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6 VIDEO LISTENING

a Focus on the instructions and tell Sts that they are going to watch a video about Sam, an actor who has a session with Elin Mai, a personal stylist. Elicit / Explain the meaning of a *personal stylist* (= someone who advises people on what kind of clothes to wear for them to look good and feel more confident) and *outfit* (= a set of clothes that you wear together, e.g., pants and a shirt).

Now focus on the four photos of Sam and elicit what he's wearing in each photo, including items of clothing and colors.

Play **Part 1** of the video up to the point where Sam's four outfits are on-screen (where *** is in the script). Pause the video and ask Sts which outfit they like best and why.

EXTRA SUPPORT Read through the scripts and decide if you need to pre-teach any new vocabulary before Sts watch the video. You may want to point out that *trainers* is the British English word for the American English word *sneakers*.

A day with a personal stylist

Part 1

N = narrator, S = Sam, E = Elin

N Sam Alexander is an actor. He lives in London. Today he's going to visit a personal stylist, Elin Mai, at the Westfield Shopping Mall in Shepherd's Bush.

S I thought my wardrobe was getting quite boring and I dress up a lot for my job as an actor. Sometimes I don't give any thought to my own wardrobe, so I was keen to sort of refresh things a bit and get a new opinion.
Hi, Elin.

E Hello, Sam! Welcome!

S Thank you very much. Nice to meet you.

E Nice to meet you too. Welcome to the Fashion Lounge.

E I think having your unique personal style is something that's incredibly important to each and every individual. And everyone should ideally try and find their own personal style as well.

N Before this session Sam has filled out a questionnaire with everything from his sizes to his dress sense.

E OK, tell me how today came about… With every session, we sit down at the beginning and we have a chat about their questionnaire, so we go into a bit more depth. And then we would ask them more questions about their lifestyle as well. When you're actually working, how many days a week work are you actually at work?

S Well, the thing about being an actor is that you don't have any routine, so sometimes I'm in a play, in which case I work six days a week and I'd have a routine. But then that stops suddenly and then I might be between jobs, in which case I'm at home a lot or I might be doing filming, which means fewer days but very long hours.

E Now the consultation usually lasts, you know, fifteen to twenty minutes, but the consultation actually continues throughout the session as well. So those little questions about their lifestyle – and I find out things about what they like and what they dislike and about the shops that they've gone to in the past and about their relationship with clothes.

N After Sam and Elin have visited a few stores, they return to the Fashion Lounge and Elin divides the clothes into four outfits.

E Ready, Sam? Wow!

S Here we are. Number one.

E OK! This looks fantastic. How do you feel?

S I really like it. It is quite bold – the shirt – but yeah.

E How do the jeans fit?

S Great. Jeans that stretch. They feel very comfy.

E What I wanted to show you now as well is actually how useful this outfit's going to be, so I want you to put this smart blazer on just to show you that you can elevate this outfit and make it look smart by putting a blue blazer on top. Yeah, really, really nice. Have a look at yourself here then as well. What do you think?

S That's very nice. Yeah, I really like it – very smart.

N Sam likes the second outfit, too.

E Let's see this next one. Wow! Oh my goodness! Give me a twirl in this one as well. Fabulous. How do you feel?

S Yeah really good. This is not something I would dare to go for normally, but I really, I really like it. I love it.

E OK, fantastic, so what I really like about it as well is the fact that none of the colours are actually matching, but they all work in harmony with each other really nicely.

N Sam then tries on outfit three.

E Oh wow, another completely different outfit.

S I really like this one.

E You like this one?

S Absolutely. It's a very good idea, putting trainers with smarter trousers. I wouldn't think to do that.

N And finally, he tries on outfit four.

E Wow! What another entrance!

S So this is a staple – everyone should have one of these.

E Everyone should have a denim shirt.

S See, I haven't. Brilliant.

N But which outfit does Sam like best? Outfit one…Outfit two…Outfit three…Outfit four…

***

S I think outfit two really, because it was quite bold. I felt very smart in it and I wouldn't have worn those kind of things.

b Now play the rest of **Part 1** and elicit from the class which outfit Sam liked best and why.

Sam liked outfit 2 best because it was very bold, he felt very good, and he wouldn't usually wear clothes like that.

c Put Sts in pairs and get them to number the events in order 1–5.

Now play **Part 1** of the video again for Sts to watch and check.

Check answers.

1 Sam fills out a questionnaire.
2 Sam meets Elin at the Fashion Lounge.
3 Elin asks Sam questions about his lifestyle.
4 Sam goes shopping with Elin.
5 Sam tries on four outfits.

d Focus on the instructions and give Sts time to read Elin's four golden rules for dressing well. Get Sts to predict what they think the missing words might be, but don't tell them if they are right at this stage.

Play **Part 2** of the video the whole way through. Then play it again, pausing if necessary for Sts to compete the rules.

Check answers. You may want to explain that we can use *wardrobe* to refer not just to the piece of furniture, but also to the clothes in it.

1 Look at **your own wardrobe** before you go shopping.
2 Stay **true to yourself** when you go shopping.
3 It doesn't matter **how much money** you have – you can look good.
4 Everyone should have **a good pair of jeans** in their wardrobe.

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Part 2

N So what are Elin's golden rules?

E I would say my golden rules would be to look at your own wardrobe to begin with before even going shopping, because without knowing what you've got, you can't go out and buy the right things.
OK, fantastic!
I think a lot of the mistakes that people make are, they're not staying true to themselves when they actually go out shopping. So perhaps they've seen kind of a lot of different things in magazines and online. And sometimes that can be really confusing. I truly believe that it doesn't matter how much money you've got you can look good. It's about where you shop and how you put things together.

N Is there one item that Elin thinks everyone should have?

E I do think that everyone should have a good pair of jeans in their wardrobe that fits them perfectly, that makes them feel good about themselves.
Did you enjoy today?

S I did. It was absolutely brilliant. It exceeded my expectations. It was really great fun.

N Although not everyone needs Elin's help, for Sam the day with a personal stylist has clearly changed his wardrobe and his attitude to it.

E No problem.

S Bye.

E Bye!

EXTRA SUPPORT If there's time, you could get Sts to watch Parts 1 and 2 of the video again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

e Discuss Elin's rules together as a class and ask Sts if they would like to have a session with her, or with another personal stylist.

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5&6 Review and Check

For instructions on how to use these pages, see *p.40*.

More materials

For teachers

Teacher Resource Center
Video Can you understand these people? 5&6
Quick Test 6
File 6 Test

For students

Online Practice Check your progress

GRAMMAR

1 a **2** b **3** c **4** b **5** b **6** c **7** a **8** b **9** c **10** a
11 a **12** b **13** a **14** c **15** b

VOCABULARY

a
1 lips / mouth **2** eyes **3** nose **4** hands **5** teeth
b
1 beat **2** court **3** get injured **4** scored **5** go
c
1 close **2** common **3** touch **4** got **5** fiancé
d
1 soundtrack **2** subtitles **3** special effects **4** star **5** scene
e
1 out **2** off **3** up **4** out **5** on

PRONUNCIATION

c
1 book**ed** /t/ **2** cr**ow**d /aʊ/ **3** eye**s** /z/ **4** sh**ou**lders /oʊ/
5 w**or**ld /ər/
d
1 referee **2** review **3** spectators **4** director **5** colleague

CAN YOU understand this text?

a The best exercise is the exercise that you will do.
b
1 B **2** E **3** C **4** A **5** F **6** G **7** D

CAN YOU understand these people?

1 c **2** c **3** a **4** b **5** a

6.21
1
I = interviewer, P = Philomena
I Do you prefer doing sports or watching them?
P Probably doing it. I find watching it really boring.
I What sport do you play?
P Uh, I don't do a lot. I'd say I don't mind tennis, swimming in variation, depends on the weather.
I What sports do you like watching the most?
P If I had to watch one, I like the rhythmic gymnastics or the diving, like for example at the Games, when they're on TV.
I Why do you like them?
P I think because they're kind of like a dance, it's like a routine, it's very graceful. It's not as rough a sport.
2
I = interviewer, R = Rachel
I Do you know anyone who has gone out with someone they met online?
R I know lots of people who've gone out with people they've met online.
I How did it work out?
R A couple of people are married, for some of them they're still with the other person, and for a lot of them it didn't work out.
3
I = interviewer, G = Gina
I Have you ever cheated on an exam?
G I have definitely cheated on an exam.
I How did you cheat?
G I had friends with me or I would write it on a piece of paper or on my hand.
I Were you caught?
G I have never gotten caught cheating on an exam.
4
I = interviewer, T = Tyler
I What's your favorite movie of all time?
T My favorite movie of all time is *John Wick*.
I How many times have you seen it?
T I have seen it at least ten times.
I Why do you like it so much?
T A lot of action. A lot of blood. Just good fights.
5
I = interviewer, M = Miranda
I Do you have a profile photo?
M Yes, I have a profile photo on my Facebook, and Instagram, and Twitters.
I What is it?
M The photo, the profile photo on my Facebook page is of me and my husband in Las Vegas on our anniversary.
I Why did you choose it?
M Um, my makeup looked good.

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7A Live and learn

G first conditional and future time clauses + *when, until,* etc.
V education
P the letter *u*

Lesson plan

This lesson is about education and provides two different angles on the topic. The lesson begins with a vocabulary focus that reviews and extends Sts' knowledge of vocabulary related to education. This is followed by a pronunciation focus on the letter *u*, and a speaking activity where Sts talk about their own education. Sts then read and listen to the account of an educational experiment, which was televised, where five teachers from China go to a British school for four weeks and teach three subjects to half of the Year 9 Sts. Sts then have a discussion on the Chinese education system, the British, and their own.

In the second half of the lesson, the grammar – first conditional sentences and the use of the present tense in future time clauses – is presented through the context of exams. Sts then read an online forum where people discuss whether or not it's worth going to college, and also read about two people's contrasting experiences. Finally, Sts have a debate on various topics related to education.

More materials

For teachers

Photocopiables

Grammar first conditional and future time clauses + *when*, *until*, etc *p.161*
Communicative Three in a row *p.190* (instructions *p.173*)
Vocabulary Education *p.213* (instructions *p.201*)

For students

Workbook 7A

Online Practice 7A

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write the following on the board:

_____ SCHOOL

Ask Sts how many words they can think of to describe a kind of school, e.g., *elementary*.

Possible answers
elementary secondary public private language faith / religious boarding middle

1 VOCABULARY education

a Books open. Focus on the eight questions and give Sts two minutes to answer them individually or in pairs. You may want to explain that $\sqrt{36}$ = "the square root of 36."

Check answers.

1 1939 **2** South Korea's **3** six **4** universal serial bus
5 Isaac Newton **6** three **7** leg **8** hydrogen

Find out which Sts or pairs got the most answers correct.

b Tell Sts to complete each school subject.

Check answers by eliciting the words onto the board.

biology chemistry geography history
information technology literature math physics

c **7.1** Now give Sts time to match questions 1–8 in **a** to the school subjects in **b** by writing the number from **a** in each box.

Play the audio for Sts to listen and check.

Check answers. Model and drill pronunciation, especially *geography* /dʒi'ɑgrəfi/ and *literature* /'lɪtʃərətʃər/.

7.1
1 history
2 geography
3 math
4 information technology
5 physics
6 literature
7 biology
8 chemistry

Now get Sts to underline the stressed syllable in each school subject.

Play the audio again for Sts to listen and check.

Check answers.

See underlining in script 7.1

EXTRA CHALLENGE Get Sts to underline the stressed syllables as they do the matching exercise. Then check both at the same time.

d Tell Sts to go to **Vocabulary Bank Education** on *p.161*.

Vocabulary notes

Highlight that in the American system, *grades* refer both to the marks you get on exams and classes, e.g., *He got an excellent grade in chemistry*, and to the year you are in, e.g., first grade. In the British system, *grades* are only the marks you get on exams when they are letters, not numbers.

College also has different meanings in the two systems. In the American system, *college* is synonymous with *university*. In British English, however, a college is a place where people can study or receive vocational training after school, e.g., a secretarial college or a teacher training college.

There are several words that can be used as synonyms of *principal*, e.g., *headmaster* (for a man), *headmistress* (for a woman), or *head of school*.

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Focus on **1 The school system in the US and the UK** and get Sts to do **a** individually or in pairs.

7.2 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

2 elementary **3** high **4** grades **5** kindergarten
6 twelfth **7** semesters **8** public **9** private **10** religious
11 college **12** graduate

7.2
Education
1 The school system in the US and the UK
In the US
Many children start their education between the ages of two and four in preschool. Once a child turns five, he or she enters the US school system, which is divided into three levels, elementary school, middle school (sometimes called junior high school), and high school. In almost all schools at these levels, children are divided by age groups into grades. The youngest children begin in kindergarten (followed by first grade) and continue until twelfth grade, the final year of high school. The school year is divided into two semesters. Most US schools (about 75%) are public schools, which means they are supported by US tax dollars and education is free. The other 25% are private schools, where parents have to pay. Many of these schools are religious schools, where the teachers may be priests or nuns.
If you want to go to college, you have to apply. Admission depends on high school grades, college aptitude test scores, and extracurricular activities. A person who has completed college and has earned a degree is called a college graduate.

Sts now do **c** individually or in pairs.

7.3 Now do **d**. Play the audio for Sts to listen and check.

Check answers.

1 primary **2** nursery **3** secondary **4** boarding
5 pupils **6** head **7** terms **8** university

7.3
In the UK
Children start primary school when they are five. Before that, many children go to nursery school. From 11–18, children go to secondary school. Some children go to boarding schools, where they study, eat, and sleep. School children are usually called pupils (not "students" which only refers to people who are at university), and the person who is in charge of a school is called the head teacher. The school year is divided into three terms. Higher education is often called university.

For **Activation**, put Sts in pairs and tell them to cover the two texts. Sts then tell each other about the school system in both countries.

EXTRA IDEA Get the class to tell you about the school system in their country.

Now focus on **2 Discipline and exams**. You could elicit / explain the meaning of *discipline* /ˈdɪsəplɪn/ (= training people to obey rules, and punishing them if they do not), and model and drill its pronunciation. Then get Sts to do **a** individually or in pairs. Remind them to put the verb in the correct form.

7.4 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

A
2 let **3** misbehave **4** be punished **5** make
6 cheat **7** be suspended
B
1 take **2** pass **3** study **4** fail **5** grade

7.4
2 Discipline and exams
A Discipline is very strict in our school. We aren't allowed to take our phones to school, and they don't let us bring junk food for lunch, like potato chips or soda. Most students behave well, but if you misbehave, for example, talk too much in class, you'll be punished, and the teacher will probably make you stay behind after class. If you do something more serious, like cheat on an exam, you might even be suspended.
B Marc has to take an important English exam next week. He hopes he'll pass, but he hasn't had much time to study, so he's worried that he might fail. He won't get his grade until July.

For **Activation**, get Sts to cover the texts and look at the verbs, and try to remember as much information as possible from them.

Finally, focus on the ***make, let,* and *allow*** box and go through it with the class.

Tell Sts to go back to the main lesson **7A**.

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

2 PRONUNCIATION the letter *u*

Pronunciation notes

The letter *u* has several different pronunciations, but between consonants it is usually (but not always) /ʌ/, e.g., *sun*, *luck*, *summer*, or /yu/, e.g., *music*, *usually*.

Sts often don't realize that there is a kind of "hidden sound" – /y/ – in words like *music*, and tend to pronounce them /ˈmuzɪk/.

You might want to remind Sts about the rule governing the use of the indefinite article *a* or *an* before words beginning with *u*. If the *u* is pronounced /ʌ/ (i.e., a vowel sound), then *an* is used, e.g., *an umbrella*, *an uncle*, but if *u* is pronounced /yu/ (i.e., a consonant sound), then *a* is used, e.g., *a uniform*, *a university*, *a useful book*.

a Focus on the box **The letter *u*** and go through it with the class.

Elicit the three words and four sounds: /yu/, *up* /ʌ/, *boot* /u/, and *bull* /ʊ/.

Give Sts time to put the words in the correct column.

b **7.5** Play the audio for Sts to listen and check.

Check answers. You may want to point out here that the /ʊ/ pronunciation is the least common.

7.5
boot /u/ rude, rules, student, true
up /ʌ/ lunch, nun, study, subject
bull /ʊ/ full, put
/yu/ future, music, uniform, university

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Then play the audio again, pausing after each group of words for Sts to listen and repeat.

Give Sts time to practice saying the words.

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on the *Teacher Resource Center*.

c **7.6** Focus on the task and tell Sts that they are going to hear four sentences that they need to write down.

Play the audio once the whole way through for Sts just to listen.

7.6

1 What subjects did you study in high school?
2 Do students at your school wear uniforms?
3 Most students have lunch in the cafeteria.
4 I usually get good grades on my music exams.

Then play it again, pausing after each sentence to give Sts time to write.

Play the audio again for Sts to listen and check.

Check answers by eliciting the sentences onto the board.

See script 7.6

EXTRA SUPPORT Play the audio again, pausing for Sts to repeat and copy the rhythm. Put Sts in pairs and get them to practice saying the sentences.

3 SPEAKING

Education vocabulary is now put into practice in a free-speaking activity. Sts interview their partner, asking the questions in the questionnaire.

Focus on the question prompts, making sure Sts understand them all. Explain / Elicit that *PE* stands for *physical education* (= sports and exercise that are taught in schools). Remind Sts that if they are currently in high school, they should use the present tense (i.e., add *do* or *is / are* to the prompts). If they are no longer in school, they should use the past tense (i.e., add *did* or *was / were* to the prompts).

EXTRA SUPPORT Elicit the questions in the questionnaire before you start the activity, by getting Sts to ask you the questions.

Sts take turns interviewing each other. Remind the student who is interviewing to react to the interviewee's answers and ask for more information where possible (*Really? / That's interesting. / Why didn't you like it?*, etc.).

Get some whole-class feedback at the end, by finding out, e.g., how many people liked / didn't like their school and what their best / worst subjects were.

4 LISTENING listening for numbers

a Focus on the photos and elicit from Sts what they can see.

Tell Sts to read the description of a TV show and answer questions 1–3.

Check answers for questions 1 and 2 and elicit opinions for question 3. You could find out, with a show of hands, how many Sts think the Chinese system will prove to be better.

1 Because in some subjects, Asian students are three years ahead of Western students of the same age.
2 Five Chinese teachers are going to teach a group of British students for four weeks. They will then take tests to see who does better, the students taught by the British teachers or the students taught by the Chinese teachers.

b **7.7** Tell Sts they are going to listen to **Week 1** of the show about the experiment. Make sure they understand the question. Tell Sts to listen and make notes for each time and number.

Play the audio once the whole way through.

Get Sts to compare with a partner.

Now play the audio again, and then check answers.

EXTRA SUPPORT Read through the scripts and decide if you need to pre-teach any new vocabulary before Sts listen.

7:00 a.m. They start the day at 7:00 a.m., much earlier than usual.
30 minutes a day They do 30 minutes of physical exercises every day instead of two hours a week.
50 There are 50 students in one class instead of 30.
11:30 a.m. They have lunch, and it's early for them.
5:00 p.m. Lessons end at 5:00, but they can't go home.
7:00 p.m. They clean the classroom before they go home.
12 hours The school day is 12 hours long, which is very tiring for British students.

7.7
(script in the Student Book on *p.129*)
Week 1
On the first day of week one, students change their usual clothes for Chinese-style tracksuits. They start the day much earlier than usual, at 7:00 in the morning, with 30 minutes of physical exercise. In the UK, PE is usually fun, and students only have two hours a week, but in the Chinese system, students have PE every day. Then lessons begin, and students get another shock – all 50 of them are together in one class. In Western countries like the US and the UK, the maximum is usually 30. In China, it's common to have 50 kids in one room. They stop for lunch early, at 11:30. Classes end at 5:00, but they're not allowed to go home. They have dinner at school, and after dinner they still have a lot of homework and self-study. When they finish, at 7:00, they have to clean the classroom. The school day is 12 hours long. Western students find this exhausting!

c **7.8** Sts now listen to **Weeks 2 and 3** of the show and check the sentences that are true about the Chinese teachers in the experiment. Give Sts time to read 1–10, making sure they understand all the vocabulary.

Play the audio once the whole way through.

Get Sts to compare with a partner, and then play the audio again if necessary.

Check answers.

Sts should check: 1, 2, 5, 6, 8, 10

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7.8
(script in the Student Book on *p.129*)
Weeks 2 and 3
There are big differences between Chinese and Western teaching styles. The Chinese teachers teach very fast. Everything is done in books and on paper, and there is a lot of copying from the board. In the UK and the US, for example, in science, the approach is to let students do experiments and discover things by themselves, with less help from the teacher.
Discipline is also very different in Western and Chinese schools. In China, the teachers have complete authority, but in the UK, the same teachers are having problems. They're surprised that the students don't take school seriously. When her students don't pay attention, Miss Yang, the science teacher, makes them stand and look at the wall, but it doesn't seem to work very well. As Rosie, one of the students, says, "It probably works in China, because everybody does what their teacher says. But here we don't care. We think it's funny."
By week three there is a serious problem with discipline. Some students like the Chinese system, but a lot of others are behaving badly in class, and some students stop coming to class completely. The Chinese teachers are losing control, and realize they need to change the way they are teaching or their students will fail the tests in week four. They start to teach the students about Chinese culture and food, and they add Chinese face-massage to their daily lessons. They also try to teach patience and concentration using traditional Chinese games.
During a meeting with the parents, the Chinese teachers try to get them to help and to encourage their children to work hard. The parents are impressed, and the Chinese teachers are filled with new energy and confidence.

d **7.9** Sts now listen to **Week 4** of the show, complete the numbers in the chart, and answer the question. First, check that Sts know what *Mandarin* is.

Now play the audio once the whole way through.

Get Sts to compare with a partner, and then play the audio again if necessary.

Check answers.

Test results	Students with Western teachers	Students with Chinese teachers
math	54%	68%
science	50%	58%
Mandarin	37%	46%

The Western teachers learned that the Chinese method got good results, but that their discipline was too strict for some Western students.

The Chinese teachers learned that their method didn't help to develop personality or creativity.

7.9
(script in the Student Book on *p.129*)
Week 4
During the last week of the experiment, the students in the Chinese class are behaving better. At the end of the week, all the students from the classes with Chinese teachers and the classes with British ones take tests in math, science, and Mandarin. These tests will decide which style of teaching has worked better. So what do the results show?
On the math test, the students taught by British teachers get an average of 54%, and the class taught by Chinese teachers gets…68%. In science, British-taught students get 50% and Chinese-taught students get…58%. And in Mandarin, British-taught students get 37%, and Chinese-taught students get…46%. The Chinese teachers are delighted, and their students are really grateful and happy.
So the Chinese teachers get better results, but does that mean their teaching methods are better? Neil Strowger, the principal of the school, says, "It clearly gets good results, but the discipline is too strict for some students." The Chinese teachers agree that their method doesn't help to develop personality or creativity. Perhaps the last word should go to Miss Li, the Mandarin teacher. As she says, "It's very hard to say which system is better…but I think we both learned from each other."

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on *p.129*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

e Put Sts in small groups of three or four and get them to discuss the questions.

Get some feedback from various groups. You could also tell Sts where you would prefer to teach and why.

5 GRAMMAR first conditional and future time clauses + *when*, *until*, etc.

a Focus on the questions and make sure Sts understand them. Then get Sts, in pairs, to answer them.

Get some feedback from various pairs, and tell Sts how you feel or felt about exams.

b **7.10** Tell Sts they are going to listen to interviews with two students who took some important exams – the first interview is before they get their grades, and the second after. In the interviews, the speakers use several examples of time clauses with *if*, *when*, *as soon as*, etc.

First, focus on the **Exams** box and go through it with the class.

Now give Sts time to read questions 1–5.

Play the audio, pausing if necessary after each answer is given.

Get them to compare with a partner, and then play the audio again if necessary.

Check answers.

Olivia
1 She's sure she did OK, but she's worried about what scores she'll get.
2 She gets her scores online next week.
3 She doesn't want to plan any celebrations until she knows the results.
4 She wants to study medicine at the University of California.
5 She will apply to some schools that don't require such high scores.

Woo-sung
1 He is optimistic and thinks he did pretty well.
2 Online in about ten days.
3 He will go out for dinner with his girlfriend.
4 He wants to go to college with a good air traffic controller program.
5 He will take the test again in June.

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7.10

J = journalist, O = Olivia

J What test did you take?
O I just took the main parts of the SAT–the Scholastic Aptitude Test–um, the evidence-based reading and writing, and the math parts.
J When will you get your results?
O They'll go online next week. Believe me, as soon as they're online, I'll look up my scores.
J And how will you celebrate if you get high scores?
O I don't want to plan any celebrations until I get the results.
J Why?
O Because I want to be a doctor, and I want to get into a pre-med program at one of the big universities, like maybe the University of California. They probably won't admit me unless I get a 1450 or higher.
J Do you think you'll get the scores you want?
O I don't know. I think I did OK, but I'm a little worried about math.
J What will you do if you don't get the scores you need?
O I don't want to think about it. If I don't get into a good college, my parents will kill me. No, I'm joking. I suppose I could apply to some schools that don't require such high scores.
J Well, good luck!
O Thanks.

7.11

J = Journalist, W = Woo-sung

J What exam did you take?
W The TOEFL iBT®. That's the Test of English as a Foreign Language internet-Based Test.
J Was it difficult?
W Well, not really, but I need at least 65 to get into a college. One of the schools I've applied to requires 79!
J Do you think you'll get it?
W I think so. I'm optimistic. I think I did pretty well.
J When will you get the results?
W When they score the tests, they'll post the results online. It takes about ten days.
J How will you celebrate if you get a high score?
W I'll go out for dinner with my girlfriend.
J What do you want to do if you get a good score?
W I want to go to a college with a good air traffic controller program. That's what I want to be—an air traffic controller.
J And what will you do if you don't get a high enough score? Will you continue studying English?
W Yes, of course, I need it. I'll continue studying, and I'll take the test again in June.
J Good luck.

c **7.12** Tell Sts they will now find out what results Olivia and Woo-sung got. They must listen for the results and find out what they are going to do.

Play the audio once the whole way through.

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

Olivia got a 700 on evidence-based reading and writing and 580 on math. She is going to wait and see if one of the universities she wants will still accept her. If not, she'll try to find other schools that will take her.

Woo-sung got an 85, which was better than he expected. His girlfriend has booked the restaurant, and they're going to his favorite place.

7.12

J Olivia, I can see from your face that the results, uh, weren't exactly what you wanted–am I right?
O Yeah. I got a 700 on evidence-based reading and writing, but only 580 on math.
J So what are you going to do now?
O Well, my reading score was pretty good, so I'm going to wait and see if one of the universities I want will still accept me. If not, I'll try to find other schools that will take me.
J Were your parents angry?
O No, they've been really nice about it. They know how disappointed I am. Besides, it's not like my scores were really bad.

***

J Well Woo-sung, how did you do?
W I got an 85. I'm really, really happy. It's even better than I expected.
J So have you booked the restaurant?
W Yes–well, my girlfriend has! We're going to my favorite place, and I'm really looking forward to it.

d **7.13** Focus on the five sentences from the interviews and give Sts time to fill in the blanks.

Then play the audio, pausing after each sentence to give Sts time to listen and check.

Check answers. Elicit / Explain the meaning of *unless* (= if not) and *as soon as* (= the moment when).

1 I get a 1450 **2** they're online **3** I get
4 my parents will kill me **5** they score the tests

7.13

1 They probably won't admit me unless I get a 1450.
2 As soon as they're online, I'll look up my scores.
3 I don't want to plan any celebrations until I get the results.
4 If I don't get into a good college, my parents will kill me.
5 When they score the tests, they'll post the results online.

e Tell Sts to go to **Grammar Bank 7A** on *p.144*.

Grammar notes

Sts should be familiar with basic first conditional sentences (*if* + present, future (*will*)) from their Level 2 class. Here they also learn to use *unless* (instead of *if…not*) in conditional sentences, and that other future time clauses (i.e., beginning with *when*, *as soon as*, *unless*, etc.) work in the same way as *if*-clauses, i.e., they are followed by the present tense although they actually refer to the future. This may be new for your Sts.

Emphasize that in the other (main) clause, the verb form is usually *will* + base form, but it can also be an imperative or *going to*.

A typical mistake includes using a future form after *when*, *unless*, etc., e.g., ~~*I'll call you when I'll arrive.*~~

Focus on the example sentences and play audio **7.14** and **7.15** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises and get Sts to do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

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a

1 That girl **will get** into trouble if she doesn't wear her uniform.
2 If you hand in your homework late, the teacher **won't grade** it.
3 Don't write anything unless you **are** / **'re** sure of the answer.
4 Gary will be suspended if his behavior **doesn't improve**.
5 They'll be late for school unless they **hurry**.
6 Ask me if you **don't know** what to do.
7 Johnny will be punished if he **shouts** at the teacher again.
8 My sister **will graduate** from college this year if she passes all her exams.
9 I **won't go out** tonight unless I finish my homework quickly.
10 Call me if you **need** some help with your project.

b

1 until 2 before 3 when 4 after 5 unless
6 as soon as 7 until 8 when 9 unless 10 before

Tell Sts to go back to the main lesson **7A**.

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

f Put Sts in pairs and focus on the questions. Tell Sts that they should make true sentences beginning with the phrases in the question, e.g., *As soon as I get home I'll…*, *If I don't get a good grade on my next test, I'll…*, etc.

Give Sts a few minutes to think about their sentences. Then they ask each other the questions, and answer with full sentences.

Get some feedback.

6 READING & SPEAKING understanding points of view

a Focus on the instructions and make sure Sts can identify which of the three categories they belong to.

Now put Sts in pairs and get them to tell their partner the answers to the questions that match their situation.

Get some feedback from various pairs.

EXTRA SUPPORT You could demonstrate the activity by answering the questions about yourself first.

b Do this as a whole-class activity.

Is it really a good idea / a good use of your time, effort, and money?

c Focus on the instructions and make sure Sts understand the difference between the three symbols.

Give Sts time to read the comments and complete the task.

Check answers.

EXTRA SUPPORT Before Sts read the comments the first time, check whether you need to pre-teach any vocabulary.

1 S 2 ✓ 3 ✗ 4 ✗ 5 ✓

d Give Sts time to read the comments again and then think about college education in their country.

Get some feedback.

e Do this as a whole-class activity.

f Put Sts in pairs, **A** and **B**, and tell them to go to **Communication College or not?**, **A** on *p.108*, **B** on *p.112*.

Go through the instructions. Sts **A** read about Darius while Sts **B** read about Emily-Fleur. As they are reading, walk around monitoring and helping with any questions.

When they have finished reading, Sts **A** should start by asking their questions about Emily-Fleur. Sts **B** can have their books open, but should try to answer from memory. Then they switch roles and Sts **B** ask their questions about Darius.

Tell Sts to go back to the main lesson **7A**.

EXTRA SUPPORT When Sts have finished, elicit as much information as possible from the class about Darius and Emily-Fleur.

g Do this as a whole-class activity.

7 SPEAKING

a Put Sts in small groups of three or four. Go through the instructions and the discussion topics in the list, making sure Sts understand them.

Give Sts time in their groups to each choose a different topic from the list.

Focus on the **Organizing and presenting your opinions** box and go through it with the class.

Then give Sts time (e.g., five minutes) to think of at least three reasons why they agree or disagree with the topic they have chosen and to prepare what they are going to say. Help Sts with any vocabulary they may need.

b Sts in each group now take turns saying whether they agree or disagree with the sentence they have chosen in **a** and why. The other Sts should listen, and at the end say if they agree or disagree with the student who introduced the topic, and why. Finally, each group votes on whether they agree or disagree.

If there's time, get feedback to find out who argued which topic in each group, and if they managed to convince the others in their group.

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7B The hotel of Mom and Dad

G second conditional, choosing between conditionals
V houses
P sentence stress, the letter *c*

Lesson plan

The topic of this lesson is people's homes. In the first half of the lesson, Sts start by reading an article about the advantages and disadvantages in the US of living with your parents as an adult. This leads to Sts discussing the situation in their own country. The grammar, second conditionals, is presented through online comments where young people respond to the article and say whether they would like to leave home and live independently or not. This is followed by a pronunciation focus on sentence stress and rhythm, and oral practice of the second conditional.

In the second half of the lesson, there is a vocabulary focus on words related to houses and where people live. This leads to a pronunciation section on the letter *c* and its three possible pronunciations, /s/, /ʃ/, and /k/. Sts then listen to an audio guide about a London building (now a museum) where both the composer George Handel and the musician Jimi Hendrix once lived. Sts then describe their own dream houses. The lesson ends with writing, where Sts write a description of their house / apartment for a home rental website.

More materials

For teachers

Photocopiables

Grammar second conditionals, choosing between conditionals *p.162*
Communicative If you had to choose… *p.191* (instructions *p.173*)
Vocabulary Houses *p.214* (instructions *p.201*)

For students

Workbook 7B

Online Practice 7B

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write the following on the board:

PLACES TO LIVE WHEN YOU'RE A COLLEGE STUDENT

Elicit the three most common places, e.g., *at home, in a shared apartment with friends, in a residence hall / dormitory.*

If any of your Sts are in, or have been to, college, ask them where they live(d).

1 READING & SPEAKING understanding pros and cons

a Books open. Give Sts time to look at the photos and answer the questions in pairs.

Check the answer to the first question and get some feedback for the others.

Photo 1 at home
Photo 2 with roommates
Photo 3 in a college dorm

b Focus on the title of the article, *Things you know if you still live with your parents*, and get Sts, in pairs, to think of one advantage and one disadvantage of living with your parents as an adult.

Elicit some advantages and disadvantages onto the board.

c Now tell Sts to read the article and see if the advantages and disadvantages they mentioned are included. Tell them not to worry about the blanks.

Check answers.

EXTRA SUPPORT Before Sts read the article the first time, check whether you need to pre-teach any vocabulary.

d Now tell Sts to read the article again and this time fill in each blank with the correct words from 1–10.

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

1 matter **2** embarrassing **3** let **4** awake **5** hear
6 wrong **7** afford **8** realized **9** remove **10** bills

e Focus on the task and make sure Sts understand *pros* and *cons*. Get them to close their books.

Put Sts in pairs and get them to tell each other all the pros and cons they just read about living with parents as an adult.

Elicit all the pros and cons from the class.

Help with any other new vocabulary. Model and drill the pronunciation of any tricky words.

f Put Sts in pairs and get them to discuss the four questions.

Get some feedback from various pairs.

2 GRAMMAR second conditional, choosing between conditionals

a Tell Sts that some people have written online comments after reading the article *Things you know if you still live with your parents* in **1**. Tell them to read the comments and find out whether they want to leave home and why (not).

Check answers.

Vivienne Yes, she wants to have her own things, and not be told what to do.
Mauro No, because somebody else cooks and cleans and he has a nice room.
Andrea Yes, she doesn't feel independent.
Carlos Yes, his mom drives him crazy and he'd like a dog.

EXTRA IDEA Depending on the age of your class, you could ask Sts how many of them live with their parents and whether they agree with any of the writers.

b Tell Sts to look at the highlighted phrases in the comments. In pairs, Sts answer questions 1–3.

Check answers.

1 The simple past
2 The conditional form (*would* + base form)
3 b (a situation they are imagining)

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c Tell Sts to go to **Grammar Bank 7B** on *p.145*.

Grammar notes

Sts who previously used *American English File* Level 2 or a similar-level course will have already been introduced to second conditional sentences: *if* + past, conditional (*would / wouldn't*). Here they both review the second conditional and contrast it with the first conditional.

What is also introduced here is the use of the conditional form without *if* in sentences like *I would never buy an apartment next to a club or restaurant*. This use should not be too problematic, as Sts may well have a conditional form of the verb in their L1. They have also already met this use of the conditional in the phrase *I would like…*

Focus on the example sentences and play audio **7.16** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the information box and go through it with the class.

Now focus on the exercises and get Sts to do them individually or in pairs.

Check answers, getting Sts to read the full sentences. In **b**, ask Sts after each sentence if it is a first or second conditional.

a

1 Nick **wouldn't have to** commute every day if he **worked** from home.
2 If they **didn't have** such a noisy dog, they**'d get along** better with their neighbors.
3 I **wouldn't buy** that bike if I **were** you – it's too expensive.
4 **Would** we **sell** our house if somebody **offered** us enough money?
5 If my mother-in-law **lived** with us, we**'d get** divorced.
6 **Would** you **share** an apartment with me if I **paid** half the rent?
7 If my sister *cleaned* her room more often, it **wouldn't be** such a mess.
8 You **wouldn't treat** me like this if you really **loved** me.
9 If we **painted** the kitchen white, **would** it **look** bigger?
10 I **wouldn't buy** a house with a yard if I **didn't enjoy** yard work so much.

b

1 My kids **would get up** earlier if they didn't go to bed so late. (2nd)
2 Where **will** you **live** if you go to college? (1st)
3 If you **don't pass** your exams, what will you do? (1st)
4 I'd buy a bigger house if I **was** sure we could afford it. (2nd)
5 We couldn't have a dog if we **didn't have** a yard. (2nd)
6 How will you get to work if you **sell** your car? (1st)
7 If we sit in the shade, we **won't get** sunburned. (1st)
8 If you could change one thing in your life, what **would** it **be**? (2nd)
9 He won't be able to pay next month's rent if he **doesn't find** a job soon. (1st)
10 If she made less noise, her neighbors **wouldn't complain** so often. (2nd)

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** photocopiable activity at this point.

d Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Guess the sentence**, **A** on *p.108*, **B** on *p.113*.

Demonstrate the activity by writing in large letters on a piece of paper the following sentence:

IF I HAD A JOB, I'D RENT MY OWN APARTMENT.

Don't show the piece of paper to Sts yet. Then write on the board:

IF I HAD A JOB, I _____ MY OWN APARTMENT. (+)

Tell Sts that they must guess the exact sentence that you have written on a piece of paper. Elicit ideas. If they are wrong, say *Try again*, until someone gives exactly the correct answer. Then show them your piece of paper with the sentence on it.

Tell Sts to look at instruction **a**. Give them a few minutes to complete their sentences in a logical way in their heads – remind them not to write anything yet. Explain that their partner has the same sentences, already completed, and the idea is to try and complete the sentences in the same way. Monitor and help while they are doing this.

Now tell Sts to look at instruction **b**. Sts **A** read out sentence 1, and Sts **B** tell **A** if he / she has guessed the sentence correctly. If not, **A** has to guess again. When **A** guesses the sentence correctly, he / she should write in the answer.

When Sts **A** have finished, Sts **B** read their sentences to Sts **A** and do the same thing.

Tell Sts to go back to the main lesson **7B**.

3 PRONUNCIATION & SPEAKING sentence stress

Pronunciation notes

Sts continue to work on sentence stress and are given practice in pronouncing more strongly the words in a sentence that convey important information (e.g., nouns, verbs, adjectives, and adverbs). Other, shorter words (e.g., articles and pronouns) should be pronounced less strongly. Getting this balance right will help Sts pronounce English with the correct rhythm.

For more notes, see **Pronunciation** *p.20* in Lesson **1B** and *p.35* in Lesson **2B**.

a **7.17** Tell Sts they are going to work on sentence stress. Play the audio once the whole way through for Sts just to listen, and elicit that the **bold** words are stressed.

7.17
See sentences in the Student Book on *p.71*

Now play the audio again, pausing after each sentence for Sts to listen and repeat.

Then repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT In pairs, Sts practice saying the sentences.

b Focus on the task and give Sts time to choose their six sentence beginnings and complete them. Go around making sure that Sts are writing correct sentences.

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c Focus on the speech bubbles. Put Sts in pairs, **A** and **B**. Sts **A** tell Sts **B** their first sentence. Sts **B** should ask for more information. Then Sts **B** say their first sentence, etc.

Monitor and encourage Sts to get the correct sentence rhythm.

Get some feedback from the class. Find out if any Sts had the same endings as their partner.

EXTRA SUPPORT Before they say the sentences, Sts could underline the stressed words in the completed sentences for you to check.

4 VOCABULARY houses

a Put Sts in pairs and get them to write down three things / pieces of furniture, etc. for each room in the chart. Point out the example in each column.

Elicit answers and write them on the board in columns.

b Tell Sts to go to **Vocabulary Bank Houses** on *p.162*.

Vocabulary notes

Where people live

Some languages have a word similar to *suburbs*, but that has a negative connotation like *slums*. You may want to point out that in English, *suburbs* simply means a residential area where people live outside of the city. The *outskirts* is the area around a city that is the furthest from the center, e.g., *They live on the outskirts of Milan*.

Parts of a house

You may want to make sure Sts are clear about the difference between *a patio* and *a balcony*. A patio is an outside area on the ground floor, whereas a balcony is always outside a window on an upper floor.

Focus on **1 Where people live** and get Sts to do **a** individually or in pairs. Make sure they write in the **Preposition** column and not in the sentences.

7.18 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

7.18

Houses

1 Where people live

1 I live in the country, surrounded by fields.
2 I live **on** the outskirts of Boston, about five miles from the center of the city.
3 I live **in** a village.
4 I live in DelMar, a small town **on** the West Coast.
5 I live **on** the second floor of a large apartment building.
6 I live **in** Littleton, a suburb of Denver about 11 miles from the center of the city.

Either use the audio to drill the pronunciation of the sentences, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

Do **c** and tell Sts to cover the **Preposition** column. Can they remember sentences 1–6 with the prepositions?

In **Activation**, Sts, in pairs, describe where they live.

Now focus on **2 Parts of a house** and get Sts to do **a** individually or in pairs.

7.19 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

7.19

2 Parts of a house

3 attic
5 balcony
8 basement
2 chimney
7 entrance
6 first floor
12 gate
10 path
13 patio
1 roof
9 steps
4 top floor
11 wall

Either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

EXTRA SUPPORT Tell Sts to cover the words, look at the pictures, and see if they can remember the words.

Now focus on **3 Describing a house or an apartment** and get Sts to do **a** individually or in pairs.

7.20 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

7.20

3 Describing a house or an apartment

2 I live in a cabin in the woods. It's old and made of logs. The rooms have very low ceilings. There's a fireplace in the living room and it's very cozy in the winter.
1 I live in a modern apartment in the city. It's spacious and very light, with wood floors and big windows.

Either use the audio to drill the pronunciation of the highlighted phrases, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

Focus on the ***chimney* or *fireplace*?** and ***roof* or *ceiling*?** box and go through it with the class.

Finally, focus on **Activation** and tell Sts to cover the descriptions and look at the photos. They can test themselves or a partner by describing the rooms.

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 **Vocabulary** photocopiable activity at this point.

c Put Sts in pairs and get them to discuss the difference between the words.

Check answers. Model and drill pronunciation.

1 **the outskirts** = the area around a town or city that is the furthest from the center
a suburb = a residential area outside the center of a large city
2 **a village** = a very small town located in a country area
a town = a place where people live and work, which is larger than a village, but smaller than a city

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3 **a roof** = the structure that covers the whole house
a ceiling = the top inside surface of a room
4 **a balcony** = a platform that is built on the upstairs outside wall of a building, with a wall or rail around it
a patio = a flat, hard area, especially outside a house, where you can sit, eat, and enjoy the sun
5 **a chimney** = a structure through which smoke is carried up, away from a fire, etc. and through the roof of a building
a fireplace = an open space for a fire in the wall of a room
6 **the first floor** = the floor of a building that is at the same level as the ground outside
the basement = the level of a building below the ground level
7 **wood** = noun; the hard material that the trunk and branches of a tree are made of; this material when it is used to build or make things, or as a fuel
wooden = adjective; made of wood

5 PRONUNCIATION the letter *c*

Pronunciation notes

Some consonants in English have a single pronunciation – *m* is always /m/, *b* is always /b/, *j* is always /dʒ/, etc. But some consonants can have more than one pronunciation, depending on the surrounding letters, and *c* is a good example. The two most common pronunciations of *c* are /k/ and /s/. /ʃ/ isn't very common, and is only when the letter *c* is before *i* + vowel. Sts will have come across lots of words with the two main pronunciations of *c*, but this is the first time in *American English File* that they've focused on the difference. This section gives spelling rules for how *c* is pronounced, and these will help Sts to figure out pronunciations for themselves.

You may want to point out that *c* can very occasionally be silent after the letter *s*, in words like *science* and *scene*.

With words with double *c*, if the second *c* comes before *e* or *i*, the pronunciation is /ks/, e.g., *success*. If the second *c* comes before *a*, *o*, or *u*, the pronunciation is /k/, e.g., *account*.

a Put Sts in pairs and get them to say all the words in groups 1–5 to each other.

b Focus on the instructions and give Sts time, in pairs, to complete rules 1–5.

c **7.21** Play the audio for Sts to listen to how the words in **a** are pronounced and to check their answers to **b**.

Check answers.

1 /k/ **2** /s/ **3** /ʃ/ **4** /k/ **5** /ks/

7.21
See words in **a** in the Student Book on *p.72*

Now play the audio again, pausing after each group of words for Sts to listen and repeat.

6 LISTENING using prediction to understand content

a Do this as a whole-class activity. Don't worry if Sts don't know anything about Handel or Hendrix because they will find out some information in the listening.

b Now tell Sts to read the information on the poster and check their answers to **a**.

Check answers.

They are both musicians.
They both left their countries to live in London. Handel came to London in the 18th century and Hendrix in the 1960s.
They lived in the same building in London.

Now find out which bedroom Sts like best, and why.

c Focus on the instructions and eight extracts, making sure Sts understand all the vocabulary.

Then focus on the **Glossary** and go through it with the class.

Now give Sts time to decide who each extract (1–8) is about.

d **7.22** Play the audio for Sts to listen and check.

Check answers.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts listen.

1 Han **2** Hen **3** Han **4** Han **5** Hen **6** Hen **7** Hen **8** Han

7.22
(script in the Student Book on *p.129*)

Welcome to the Handel Hendrix house

Handel's House

In 1712, the German composer George Frideric Handel decided to settle permanently in England, where he was employed as musician to the English court. After living in Surrey for some years, he moved to London, and during the summer of 1723, he rented a house at 25 Brook Street. He was the first occupant of the house, but as a foreigner, he was not allowed to buy it. However, after becoming a British citizen five years later, he decided to continue renting the house. In 1742, his annual rent for Brook Street was £50.

The plan of the house in Brook Street was usual for a modest London townhouse of the period. There was a basement containing the kitchens and on the first floor there was a room at the front for receiving visitors. On the second floor there were bigger rooms where Handel entertained and worked. In the largest room, he kept his instruments (a harpsichord and a little house organ) and he occasionally rehearsed there. The room next to it is where he composed many of his most famous works, including the *Messiah*. The third floor contained the bedroom at the front, with a dressing room at the back, where he kept his clothes. In the attic at the top of the house, the servants had their rooms.

During the last decade of his life, Handel's eyesight got worse, and by 1754 he was completely blind. He died at his Brook Street house on April 14, 1759. He was buried in Westminster Abbey and more than three thousand people attended his funeral.

Hendrix's Apartment

Although Jimi Hendrix's career only lasted four years, he is widely regarded as one of the most influential electric guitarists in the history of rock music.

The apartment on the upper floors of 23 Brook Street was found by Jimi's girlfriend, Kathy Etchingham, when she saw an ad in one of the London evening newspapers in June 1968, while he was in New York. He moved in briefly in July before returning to the United States for an extensive tour. He spent some time decorating the apartment to his own taste. He bought curtains and cushions from the nearby John Lewis department store, as well as ornaments from Portobello Road market and elsewhere. He told Kathy that this was "my first real home of my own."

In January of the following year, he gave a series of press and media interviews and photo shoots in the apartment. He also appeared on the BBC and gave two concerts in February at the Royal Albert Hall.

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In March 1969, he went back to New York again, and although Kathy stayed at Brook Street for a while longer, Jimi did not live there again. He died in London in 1970, at the age of 27, but in a hotel, not in the Brook Street apartment.
Over the years, his apartment was used as an office, until it was taken over in 2000 by the Handel House Trust. It opened to the public on Wednesday, February 10, 2016.
The whole house is now a museum and a concert venue where both men's music can be heard in live performances.

e Tell Sts they are going to listen again and they must answer questions 1–10. Give them time to read the questions.

Play the audio again, pausing after Sts have heard about Handel to give them time to answer questions 1–5. Then play the rest of the audio.

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

1 Nobody
2 Because he was a foreigner.
3 Entertaining and working
4 A bedroom and a dressing room
5 The servants
6 Four years
7 Hendrix's girlfriend
8 In March 1969
9 In a London hotel
10 As an office

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.129*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

f **7.23** Tell Sts to read the six extracts from the listening and to fill in the blanks. They can do this in pairs or individually.

Play the audio, pausing after each extract to give Sts time to check their guesses.

Check answers, making sure Sts understand the meaning of the words. Model and drill pronunciation.

1 settle **2** moved **3** occupant **4** upper
5 decorating **6** venue

7.23
1 Handel decided to settle permanently in England…
2 After living in Surrey for some years, he moved to London…
3 He was the first occupant of the house…
4 The apartment on the upper floors of 23 Brook Street was found by…
5 He spent some time decorating the apartment to his own taste.
6 The whole house is now a museum and a concert venue…

g Do this as a whole-class activity. If you have visited a house where a famous person lived, tell the class about it.

7 SPEAKING & WRITING describing a house or an apartment

a Focus on the speaking task and give Sts a few minutes to think about what they are going to say. Go around the class, helping Sts with any vocabulary they might need that isn't in **Vocabulary Bank Houses**.

b Put Sts into small groups of three to five. They take turns describing their "dream house" in as much detail as possible. They must also say which of the other houses they like best.

When the activity has finished, you could get feedback from each group to find out which house was the most popular.

c Tell Sts to go to **Writing Describing a house or an apartment** on *p.120*.

Focus on the instructions for **a** and tell Sts to read the two posts and decide which one they would choose for a vacation. You might want to elicit / teach what a *villa* is (= a house where people stay on vacation, especially in southern Europe).

In pairs, Sts tell each other which one they have chosen and why.

Get some feedback from various pairs. You could have a show of hands for each place to see if there is a favorite.

For **b**, focus on the instructions and make sure the task is clear. Give Sts time to read about the apartment in Mexico City.

Check answers, making sure Sts can remember what the adjectives mean (*spacious* = open, with lots of space). Model and drill pronunciation.

In **c**, Sts now read about the Thai villa and improve the description with the adjectives they underlined in **b**.

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

Possible answers

a **well-equipped** kitchen a **quiet** street
beautiful view a **spacious** yard **beautiful** beach
ideal for a family

Focus on the **Describing location** box and go through it with the class.

For **d**, tell Sts they are going to write a description of their house or apartment for the website. If Sts don't want to write about their own home, they can invent one.

Focus on the plan and go through it with Sts.

Sts should write four paragraphs, as in the model, and use the language in the **Describing location** box and the **Vocabulary Bank Houses** to help them.

You may want to get Sts to do the writing in class, or you could assign it as homework. If you do it in class, set a time limit for Sts to write their description, e.g., 15–20 minutes.

In **e**, Sts should check their work for mistakes before handing it in.

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EPISODE 4

Practical English Boys' night out

Function making and responding to suggestions, making an excuse and apologizing

Language *Why don't we…?*, *What about…?*, *That's a great idea.*, etc.

Lesson plan

In the fourth episode, the main functional focus is on expressions for making and responding to suggestions. In the first scene, Rob and Paul are playing pool and reminiscing about old times. Paul thinks that Rob has changed a lot and is becoming very "American," which he suggests is because of Jenny. In the next scene, Jenny joins them for a meal, and they then decide what they are going to do. They can't agree, and in the end, Paul and Rob decide to go to a gig Kerri (from Episode 2) is doing, and Jenny, rather upset, calls Monica and goes over to see her. The last scene takes place in the office. Jenny is at work and ready for a meeting with Don, but Rob calls in saying that he doesn't feel well and isn't going to make it.

More materials

For teachers

Teacher Resource Center

Video Practical English Episode 4
Quick Test 7
File 7 Test

For students

Workbook Practical English 4
Can you remember? 1–7

Online Practice Practical English 4
Check your progress

OPTIONAL LEAD-IN (BOOKS CLOSED)

Before starting Episode 4, elicit what Sts can remember about Episode 3. Ask *Who is Monica? What is her big news? Whose friend is Paul? What do Rob and Paul do at the end of the episode?*, etc.

Alternatively, you could play the last scene of Episode 3.

1 ROB AND PAUL CATCH UP

a **7.24** Books open. Tell Sts that this is the following day to the previous episode, after work. Focus on the photos and elicit what Sts think is happening. Elicit / Teach *pool* (the game they are playing).

Now either tell Sts to close their books, and write the question on the board, or get Sts to focus on the question and cover the rest of the page.

Play the video / audio once the whole way through, and then check the answer.

EXTRA SUPPORT Before playing the video / audio, go through the listening scripts and decide if you need to pre-teach / check any vocabulary to help Sts when they listen.

He clearly doesn't like her, and implies that she is bossy / controlling.

7.24

P = Paul, R = Rob

P Bad luck, mate.
R Nice shot.
P I've had years of practice.
R You used to play pool a lot at university.
P You did, too.
R Yeah. I don't really have the time any more…
P Or anybody to play with.…So what do you do in your free time?
R The magazine keeps me pretty busy. And when I'm free, I'm usually with Jenny…
P Tch. Your turn. Don't blow it.
R What is it?
P I was just thinking about you.
R What about me?
P Do you remember the great times we had at uni? You had such crazy hair – last time I saw you it was blond!
R Don't remind me.
P Those were the days. Look at you now, with your girlfriend and your nine-to-five job. If you don't come back to London soon, you'll become an all-American boy!
R Come off it.
P It's true! I mean, just look at that shirt.
R What's wrong with my shirt?
P You look like a businessman! Did you buy it?
R Me? No. It was…it was a present from Jenny.
P I thought so.
R What does that mean?
P It's Jenny's taste.
R Yes, and I really like it.
P Jenny seems to know what she wants – and she probably gets it.
R That's one of the things I like about her…Terrible.
P You said it.
R Sorry, Paul. We've got to go.
P Oh come on, Rob. We haven't even finished the game.
R Another time. Jenny's waiting for us.
P Jenny. Right.

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

Now play the video / audio again the whole way through, and get Sts to mark the sentences *T* (true) or *F* (false). Remind them to correct the false ones.

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

1 T
2 F (He **doesn't have** much free time. / His job keeps him busy.)
3 T
4 T
5 F (**Jenny** gave Rob the shirt he's wearing.)
6 T

EXTRA SUPPORT If there's time and you are using the video, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

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2 MAKING SUGGESTIONS

a **7.25** Focus on the photos and elicit what Sts think is happening.

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

Before playing the video / audio, elicit / teach a *gig* /gɪg/ (= a performance by musicians playing popular music or jazz in front of an audience).

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

Paul and Rob decide to go and see Kerri playing in a gig.
Jenny says she has a busy day the next day.
She ends up going to Monica's house.

7.25

P = Paul, R = Rob, J = Jenny, M = Monica

P Oh, yeah. That was good. So! What shall we do now?
R What do you want to do?
P Well…I haven't been on a dance floor for weeks now. I've got to move my body. Let's go dancing.
J I'm going running in the morning. Why don't you join me?
P No, thanks. I'm not very keen on running. But I've read about this place called Deep Space, where they play great music. We could go there.
J A club?
P Don't you feel like dancing?
J Not on a Wednesday night. What about going to the late show at MOMA?
P MOMA? What's that?
J MOMA. It's the Museum of Modern Art. There's a Kandinsky exhibition.
P That isn't exactly my idea of a great night out.
J What about staying in and watching a movie on TV?
P I'm in New York. I can watch TV anywhere.
J Who's that?
R It's a text from Kerri. She's doing a gig at the Bowery Ballroom.
P Kerri who?
R Kerri Johnson. I interviewed her last week.
P Kerri Johnson? I've seen her play live. She's cool. Do you like her, Jenny?
J I have to admit I'm not crazy about her music…or her, for that matter.
P I didn't think so. So shall we go there?
R Why not? Actually, Kerri's staying very near here and she doesn't know New York very well. We could meet her outside and go together.
P That's a great idea!
R I'll send her a text.
J I think I might have an early night. You two can go on your own.
R Are you sure you don't mind?
P Of course she doesn't mind!
J No, Rob, it's fine. I have another busy day tomorrow. You do, too, actually.
R I know, we're meeting Don. I haven't forgotten…Oh, it's Kerri. She's on her way now.
P What are we waiting for? Let's go!

***

M Hello?
J Hi, Monica – it's not too late to call, is it?
M Jenny! No, why? Are you OK?
J I need to talk.
M Can you come over? Why don't you take a cab?
J OK, thanks.

b Give Sts time to read questions 1–7 and to think who might have made each suggestion.

Now play the video / audio again, and get Sts to write the correct initial.

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

1 P **2** J **3** P **4** J **5** J **6** P **7** R

EXTRA SUPPORT If there's time and you are using the video, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

c **7.26** Give Sts a minute to read through the extracts from the conversation and to think about what the missing words might be.

Now play the video / audio again, and get Sts to fill in the blanks.

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

1 do, Let's **2** don't, very, could **3** What **4** What
5 go, Why **6** could, idea

7.26

1
P What shall we do now?
R What do you want to do?
P Well…I haven't been on a dance floor for weeks now. I've got to move my body. Let's go dancing!
2
J I'm going running in the morning. Why don't you join me?
P No, thanks. I'm not very keen on running. But I've read about this place called Deep Space, where they play great music. We could go there.
3
J What about going to the late show at MOMA?
P MOMA? What's that?
4
J What about staying in and watching a movie on TV?
P I'm in New York. I can watch TV anywhere.
5
P I didn't think so. So shall we go there?
R Why not?
6
R We could meet her outside and go together.
P That's a great idea!

d Focus on the **Verb forms** box and go through it with the class.

Now focus on the instructions and make sure Sts understand the word *emphatic* (= given with force to show that it is important).

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

Let's (go dancing).

e **7.27** Tell Sts to focus on the highlighted phrases in the extracts in **c**. They should listen and repeat the phrases, copying the rhythm and intonation.

Play the video / audio, pausing for Sts to watch or listen and repeat.

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7.27
See highlighted phrases in the Student Book on *p.74*

Then repeat the activity, eliciting responses from individual Sts.

f Put Sts in pairs and tell them to practice the conversations in **c**.

Monitor and help, encouraging Sts to pay attention to rhythm and intonation.

Make sure Sts switch roles.

g Put Sts in small groups and tell them to organize their end-of-semester class party using the expressions for making suggestions.

Monitor and help.

Get some feedback from various groups.

3 THE MORNING AFTER THE NIGHT BEFORE

a **7.28** Focus on the photos and ask Sts some questions, e.g., *Where are Rob and Jenny? What's happening?*, etc.

Now either tell Sts to close their books, and write the question on the board, or get Sts to focus on the question and cover the rest of the page.

Play the video / audio once the whole way through, and then check the answer.

Rob and Jenny have a meeting with Don, but Rob hasn't come in to work because he isn't feeling well.

7.28
J = Jenny, R = Rob, D = Don

J Rob?
R Hi, Jenny.
J Are you OK? Where are you, anyway?
R I'm at home. I'm feeling terrible. We got back really late last night.
J Why doesn't that surprise me? You know, you're not a student any more.
J I know. There was a party after the gig – Kerri invited us, and of course Paul said yes.
J And this morning's meeting? In…ten minutes?
R That's why I'm calling. I'm not going to make it. I'm really sorry.
J Rob! It's a very important meeting! I'll cover for you this time, but I won't be able to do it again.
R It won't happen again. I promise. Anyway, Paul's leaving.
J He's leaving?
R That's right. He's off to Boston this afternoon.
J Maybe that's a good thing. I mean, it's not that I don't like Paul, but…
R I know, I know…
J I have to go. Talk to you later.
D Jenny, have you seen Rob? I wanted to have a word with him before the meeting, and he isn't even here.
J I know. He just called to say he can't make it.
D He what?
J I was with him last night. He wasn't feeling very well. But it's OK – he told me everything I need to know for the meeting.
D Oh. OK, then.
J You know Rob. He's such a professional.

b Focus on the instructions and give Sts time to read sentences 1–7. Make sure Sts realize they must use between one and three words only to complete each sentence.

Play the video / audio again, pausing if necessary to give Sts time to complete the sentences.

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

1 terrible **2** a party **3** the meeting **4** important meeting
5 it won't happen **6** is leaving **7** a professional

EXTRA SUPPORT If there's time and you are using the video, you could get Sts to watch again with subtitles, 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. In pairs, get Sts to see if they can remember any of the missing words.

EXTRA CHALLENGE In pairs, get Sts to complete the phrases before they listen.

d **7.29** Play the video / audio for Sts to watch or listen and complete the phrases.

Check answers. If you know your Sts' L1, you could get them to translate the phrases.

1 anyway **2** why **3** happen **4** off
5 that **6** word **7** such

7.29
1 Where are you, anyway?
2 That's why I'm calling. I'm not going to make it.
3 It won't happen again.
4 He's off to Boston this afternoon.
5 I mean, it's not that I don't like Paul, but…
6 I wanted to have a word with him before the meeting.
7 He's such a professional.

Now play the video / audio again, pausing after each phrase for Sts to watch or listen and repeat.

e Focus on the instructions and make sure Sts understand what they have to do.

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

A 7 **B** 2 **C** 6 **D** 5 **E** 3 **F** 4 **G** 1

Now put Sts in pairs and get them to practice the conversations.

Finally, focus on the **CAN YOU…?** questions and ask Sts if they feel confident they can now do these things. If they feel that they need more practice, tell them to go to *Online Practice* to watch the episode again and practice the language.

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8A The right job for you

G choosing between gerunds and infinitives
V work
P word stress

Lesson plan

The topic of this lesson is work. In the first half of the lesson, Sts learn words and phrases related to work, and these are recycled and practiced orally in Pronunciation and Speaking. The grammar focuses on when Sts have to use a gerund (or *-ing* form) or an infinitive, and the context is a questionnaire that helps people to see what kind of job would most suit their personality. The grammar is practiced in a speaking activity. The first half of the lesson ends with Sts writing a cover email to go with a job application.

In the second half of the lesson, Sts read about a TV show called *Shark Tank*, in which contestants try to convince a panel of business people to invest in a product or service. In Listening, they hear a contestant talking about his experience on the British version of the show, *Dragons' Den*. Finally, in Speaking, Sts take part in a roleplay where they present a new product to the class, as if they were appearing on the show.

More materials

For teachers

Photocopiables

Grammar choosing between gerunds and infinitives *p.163*
Communicative I think… *p.192* (instructions *p.174*)
Vocabulary Work *p.215* (instructions *p.202*)

For students

Workbook 8A

Online Practice 8A

OPTIONAL LEAD-IN (BOOKS CLOSED)

Do a job quiz. Put Sts in pairs or small groups, then read out the following quiz questions or write them on the board.

CAN YOU NAME…?

- TWO JOBS THAT PEOPLE DO IN A RESTAURANT
- TWO JOBS CONNECTED WITH TRANSPORT ATION
- TWO JOBS THAT PEOPLE DO IN A HOSPITAL
- TWO JOBS WHERE YOU SPEND A LOT OF TIME OUTSIDE
- TWO JOBS IN ENTERTAINMENT

Elicit some answers, making sure Sts can spell and pronounce the words correctly.

Some possible answers

- waiter, chef, etc.
- taxi driver, pilot, bus driver, etc.
- nurse, doctor, etc.
- police officer, farmer, etc.
- actor, singer, musician, etc.

1 VOCABULARY work

a Books open. Focus on pictures 1–9 and sentences A–I. Tell Sts they must match the sentences and pictures. Point out that the first one (*E1*) has been done for them.

Give Sts, in pairs, a couple of minutes to complete the task.

b 8.1 Play the audio for Sts to listen and check.

Check answers. Model and drill pronunciation of the **bold** words and phrases.

2 I 3 G 4 D 5 C 6 F 7 H 8 A 9 B

8.1
E 1 Clare worked for a marketing company.
I 2 She had to work very hard and work overtime.
G 3 She made a good salary, but she didn't like her boss.
D 4 They had an argument, and Clare was fired.
C 5 She was unemployed, and had to look for a job.
F 6 She applied for a lot of jobs, and sent in résumés.
H 7 She had some interviews, but didn't get the jobs.
A 8 She decided to set up an online business selling birthday cakes.
B 9 Her business is doing very well. Clare is a success!

Vocabulary notes

Point out that:

- *set up* = start (a business)
- we use *apply for* when sending a letter or a completed form to a company to ask for a job (usually in response to an advertisement).
- *overtime* = extra hours that you work over and above your usual working hours
- *fired* can be used with either *be* or *get*. If you are *fired*, you lose your job.

Now get Sts to cover the sentences and look at the pictures. Then get them to retell the story, in their pairs, from memory, **A** testing **B** and then switching.

Then elicit the story from the class by asking individual Sts.

EXTRA SUPPORT Before Sts work in pairs, you could elicit from the whole class the sentence for each picture.

c Now tell Sts to go to **Vocabulary Bank Work** on *p.163*.

Vocabulary notes

You could point out the difference between the nouns *job* and *work*:

- *job* is a countable noun, e.g., *There are several jobs available in this company. I'm looking for a job. Did they offer you the job?*
- *work* is an uncountable noun and has no plural, e.g., *I'm looking for work. I have a lot of work to do today. Taking care of children is very hard work.*

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Focus on **1 Verb phrases** and get Sts to do **a** individually or in pairs.

8.2 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

8.2

Work

1 Verb phrases

1 Dan has to work a lot of overtime.
He has to work extra hours.
2 Matt **got promoted** last week.
He was given a more important job.
3 Most nurses have to **work shifts**.
Sometimes they work during the day and sometimes at night.
4 A man in our department **was fired** yesterday.
He lost his job because of poor performance.
5 Reza was downsized.
He lost his job because the company didn't need him any more.
6 The director of the company is going to **resign**.
He has decided to leave his job.
7 Lilian is going to **retire** next month.
She's 65, and she's going to stop working.
8 Angela has **set up** a business selling clothes online.
She had the idea and has started doing it.
9 Everyone in the office has to **take** a training course.
They need to learn how to use the new software.
10 Mandy **applied for** a job online.
She replied to an ad and sent in her résumé.
11 My parents **run** a language school in San Diego.
They employ six teachers, who teach English to foreign students.

Now either use the audio to drill the pronunciation of the verb phrases, or model and drill them yourself. Point out the silent *g* in *resign*. Give further practice of any words your Sts find difficult to pronounce.

Finally, get Sts to cover the first sentence in each number and look at the second one. Can they remember the verb or verb phrase used in each one?

For **Activation**, either put Sts in pairs or do this as a whole-class activity.

If Sts worked in pairs, get some feedback from various pairs.

Now focus on **2 Saying what you do** and get Sts to do **a** and **b** individually or in pairs.

8.3 Now do **c**. Play the audio for Sts to listen and check.

Check answers.

8.3

2 Saying what you do

a

1 I'm **unemployed**.
2 He's **self-employed**.
3 He's a **freelance** designer.
4 It's a **temporary** job.
5 It's a **part-time** job.

b

1 I work for a multinational company.
2 I'm **in** charge **of** the marketing department.
3 I'm responsible **for** customer loans.
4 I'm **in** school.
5 I'm **in** my third year of college.

Now either use the audio to drill the pronunciation of the sentences in **a**, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

Now focus on **3 Word-building** and the typical endings for job words. In pairs or individually, give Sts time to do **a** and **b**.

8.4 Now do **c**. Play the audio for Sts to listen and check.

Check answers by eliciting the words onto the board.

8.4

3 Word-building

a

1 promote, promotion
2 apply, **application**
3 retire, **retirement**
4 employ, **employment**
5 qualify, **qualification**
6 resign, **resignation**

b

1 science, **scientist**
2 law, **lawyer**
3 music, **musician**
4 pharmacy, **pharmacist**
5 farm, **farmer**
6 translate, **translator**

Either get Sts to underline the stressed syllable in the new words before playing the audio again, or play the audio again, pausing after each word for Sts to underline the stressed syllable.

Elicit which syllables are stressed and underline them on the board.

a

2 application 3 retirement 4 employment
5 qualification 6 resignation

b

1 scientist 2 lawyer 3 musician 4 pharmacist
5 farmer 6 translator

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

For **Activation**, get Sts to cover the **Noun** columns and look at 1–6 in **a** and **b**. They can test each other or themselves on the nouns.

Now write the four endings on the board. Put Sts in pairs and get them to think of two more jobs for each ending.

Elicit answers onto the board.

Possible answers

***-er*:** lawyer, banker
***-or*:** actor, director
***-ian*:** electrician, optician
***-ist*:** pianist, receptionist

EXTRA IDEA If most of your Sts work, get them to tell you what they do.

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 **Vocabulary** photocopiable activity at this point.

d Focus on the **Words with different meanings** box and go through it with the class.

Now put Sts in pairs and get them to discuss the difference between sentences **a** and **b** in 1–5.

Check answers.

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1 **a** running = in charge of, managing
b running = as a sport
2 **a** was fired = lost her job
b fired = shot
3 **a** work = it's my job
b doesn't work = is broken
4 **a** market = the number of people who want to buy something
b market = an open area for shopping
5 **a** company = business
b good company = a nice person to be with

2 PRONUNCIATION & SPEAKING word stress

a Focus on the words and phonetics and ask Sts if they can remember how the phonetics show them where the stress falls (the syllable after the apostrophe (') is the one that is stressed).

Get Sts to underline the stressed syllable in each word.

b **8.5** Play the audio, pausing after each word for Sts to listen and check. You could also ask Sts to tell you how each word is pronounced just before you play it.

Check answers.

8.5
1 apply
2 salary
3 downsize
4 experience
5 overtime
6 permanent
7 qualifications
8 resign
9 responsible
10 temporary

Now give Sts a few minutes to practice saying the words. You could get them to practice saying the words correctly by looking only at the phonetics and / or by repeating after the audio.

c Focus on the task and give Sts time to read the questions and think of the answers for the person they are thinking of.

d Focus on the example.

Put Sts in pairs, **A** and **B**. Get Sts **B** to start by telling their partner who they are going to talk about. Then get Sts **A** to ask the questions in **c**. Encourage Sts to give, and ask for, as many details as they can.

Make sure Sts switch roles.

Get some feedback.

EXTRA SUPPORT To help Sts with the task, tell them about a real person you know for two or three of the questions.

3 GRAMMAR choosing between gerunds and infinitives

a Focus on the instructions and the questionnaire. Quickly go through the questionnaire with Sts and make sure they understand all the vocabulary, e.g., *instincts*, *improvise*, etc.

Get Sts to complete it individually or in pairs.

Check answers. They should be able to do this reasonably well from what they already know and by instinct. If Sts ask for a reason why a particular verb has to be in the gerund or infinitive, tell them that they will see all the rules in the **Grammar Bank**.

2 helping 3 not earning 4 listening 5 making
6 Taking 7 to work 8 managing 9 expressing
10 to follow 11 to be 12 improvising 13 Doing
14 solving 15 to understand 16 to calculate

b Now tell Sts to read each sentence in the questionnaire individually, and check the sentences that they strongly agree with.

When they have finished, get them to compare their answers with a partner, explaining why they have checked certain statements.

c Focus on the instructions and tell Sts to go to **Communication Match your personality to the job** on *p.108*.

Get Sts to read the "answer" paragraph corresponding to the section where they have the most checks. Some Sts may have an equal number of checks in two sections, in which case they should read both answer sections.

Get feedback from some Sts to find out what kind of job, according to the questionnaire, would suit them, and if this is the kind of job that they would actually like to do. If some of your Sts already have jobs, ask them what they think of the results of the questionnaire.

Tell Sts to go back to the main lesson **8A**.

d Now focus on the rules and give Sts time to complete them individually or in pairs.

Check answers.

1 the gerund 2 infinitive 3 infinitive
4 the gerund 5 the gerund

e Tell Sts to go to **Grammar Bank 8A** on *p.146*.

Grammar notes

Sts who used *American English File* Level 2 have learned rules for using gerunds (or *-ing* forms) and the infinitive before, but separately. In this lesson, they are brought together.

Sts will see in this lesson that there are three common verb forms in English: *to go* (infinitive), *go* (base form), and *going* (gerund or *-ing* form).

! *Like* is listed as a verb that takes the gerund; however, Sts may hear or see it used with the infinitive. Compare:

I like getting up early in the morning.

I like to get up early in the morning.

Both sentences mean the same thing = *I enjoy getting up early.*

Verbs that can take either the gerund or infinitive, but with a different meaning, will be focused on in more detail in *American English File* Level 4.

Emphasize the importance of learning which verb form to use after a particular verb or construction, and give Sts plenty of practice. In time, they will develop an instinctive feel for whether a gerund or infinitive is required.

Focus on the example sentences and play audio **8.6**, **8.7** and **8.8** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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Focus on the three information boxes and go through them with the class.

Now focus on the exercises and get Sts to do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

a

1 to spend **2** Applying **3** to do **4** to open
5 not to ask **6** working **7** solving **8** not going
9 modeling **10** to learn

b

1 My parents are planning **to retire** before they are 65.
2 Rob spends three hours **commuting** to work and back every day.
3 Mark's wife told him **not to worry** about the problems he had at work.
4 Did you remember **to lock** the door?
5 In the end I decided **not to buy** the shoes because they were very expensive.
6 The manager lets us **leave** early on Fridays.
7 All employees must **wear** a jacket and tie at work.
8 Please try **not to make** any more mistakes in the report.
9 I don't mind **working** overtime during the week.

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.

f Focus on the instructions and then give Sts time to choose five topics and to write a couple of words and think about what they are going to say. Demonstrate the activity by talking about a couple of the topics yourself.

g Put Sts in small groups of three or four and get them to tell the other people in the group what they have written. The others should listen and ask for more information when possible. Monitor to check that Sts are using the correct forms of the verbs.

Make sure Sts switch roles.

Get feedback from various groups.

4 WRITING a cover email

In this writing lesson, Sts practice writing a formal "cover" email, i.e., the email you include with your résumé when you send it to a company or organization in response to a job advertisement. The layout and style apply both to letters and emails.

Tell Sts to go to **Writing A cover email** on *p.121*.

a Focus on the job advertisement and make sure Sts understand all the vocabulary.

In pairs, Sts tell each other which position they could apply for and why.

Get some feedback and get Sts to tell you what a résumé is. You could have a show of hands for each position, to see if one is more popular than the others.

b Focus on the task and explain / elicit what a *cover email* (or *cover letter*) is (= an email / letter you send when you also attach / enclose something else, e.g., a résumé or a form, where you explain what you are sending and why). Remind Sts that the email is formal, and that they should circle the expression that they think is more formal in each pair.

Get Sts to compare with a partner, and then check answers. You might want to point out that *enclose* in 4 would be the correct verb if Ricardo were sending a letter, not an email.

1 I am writing **2** I have been working
3 I speak English fluently **4** attached
5 I look forward to hearing from you. **6** Sincerely yours,

Focus on the information box **A formal email** and go through it with the class.

c Tell Sts they are going to apply for one of the jobs in the next Olympic Games, so they need to write a cover email.

Sts should use Ricardo's email as their model to help them, and the box **A formal email**. If Sts have not had any work experience, tell them to invent the details.

You may want to get Sts to do the writing in class, or you could assign it as homework. If you do it in class, set a time limit for Sts to write their cover email, e.g., 15–20 minutes.

d Sts should check their work for mistakes before handing it in.

Tell Sts to go back to the main lesson **8A**.

5 READING predicting from evidence

a Focus on the instructions and the four questions.

Point out the **Glossary** and give Sts time to read the first paragraph and answer the questions.

Get Sts to compare with a partner, and then check answers to 1–3. Elicit answers to 4 and find out if Sts like the show.

EXTRA SUPPORT Before Sts read the article the first time, check whether you need to pre-teach any vocabulary.

1 They are five multi-millionaires who have made their fortunes through business.
2 In the "Tank," the room where the show is filmed
3 The contestants present their product to the "Sharks" in ten minutes. The Sharks ask them questions and decide whether or not to invest in the contestants' businesses. If they decide not to invest, they say "I'm out."

Help with any other new vocabulary. Model and drill the pronunciation of any tricky words.

b Sts now look at the photos, read about three products that were presented on the show, and answer the three questions.

Put Sts in pairs or small groups and get them to discuss their ideas.

Elicit opinions from various groups. Don't tell them if they are correct.

c Put Sts in groups of three, **A**, **B**, and **C**. Tell them to go to **Communication Shark Tank**, **A** on *p.109*, **B** on *p.113*, and **C** on *p.114*.

Sts **A** read about Wallet Buckle, Sts **B** read about Scrub Daddy, and Sts **C** read about Proof Eyewear. Go through the instructions and make sure Sts know what to do.

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When they have finished reading, they must tell their group about their product.

Finally, check the answers to the three questions in **b** in the main lesson.

1 The product the Sharks invested in and has been successful: Scrub Daddy
2 The product the Sharks didn't invest in and has been a failure: Wallet Buckle
3 The product the Sharks didn't invest in, but has been very successful: Proof Eyewear

Tell Sts to go back to the main lesson **8A**.

d Do the questions as a whole-class activity.

6 LISTENING listening and making notes

a Point out to students that *Dragon's Den* is the British version of *Shark Tank*. Focus on the photo of two *Dragons' Den* contestants and their product. Elicit from Sts if they think the contestants were successful, but don't tell them yet if they are correct. You could elicit opinions with a show of hands.

b **8.9** Focus on the task and give Sts time to read sentences 1–8.

Play **Part 1** of the interview.

Give Sts time to mark the sentences *T* (true) or *F* (false).

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts listen.

8.9
(script in the Student Book on *p.129*)
I = interviewer, J = Joe Kenyon
Part 1
I Today, we're talking to two contestants who appeared on *Dragon's Den*, the UK version of *Shark Tank*. While the business people are called Sharks on the US show, they're called the Dragons on the UK show.
So, Jake and Joe, whose idea was it to go on the show?
J It was my idea. I applied without telling my business partner Jake. Of course, I never really expected to get on it. But then they called me and said, "you're on the show," so that's when I told him.
I Did you spend a long time preparing your pitch?
J Yes. We worked really hard, and we practiced a lot so that we knew the pitch word for word. The evening before the show, we actually went for a run where the show is filmed—just repeating the pitch over and over again.
I How did you feel when you arrived at the Den?
J Um, well, we were told to get to the set at about 11:00 the night before because you had to prepare everything in advance, like any furniture you need, things like that. It was freezing cold, and we were exhausted – we didn't get back to our hotel until the middle of the night – and a car came to pick us up a few hours later, at 5:30 in the morning.
I What time did you actually do your pitch?
J Um, 11:30. So we were lucky because we were the first on that particular show.
I Why lucky?
J Because we didn't have to wait too long. The other contestants spent a long time just waiting around. Some of them – the ones who are on last – had to wait 12 hours!
I Did you meet the Dragons before you went in to do the pitch?
J No. You're not allowed to. Like, if you go to the bathroom before you go on, someone has to escort you in case you meet a Dragon. So the first time you see them is when you go into the Den.

EXTRA SUPPORT You could check whether answers are true or false before Sts listen again and correct the false ones.

c Tell Sts they are going to listen to the interview again and this time they must correct the false sentences.

Play the audio again the whole way through.

Check answers.

1 F (Joe applied without telling Jake.)
2 F (They worked very hard and practiced a lot.)
3 T
4 F (They practiced their pitch the night before and they prepared the furniture they needed.)
5 T
6 F (They were the first contestants.)
7 T
8 F (Contestants aren't allowed to meet the Dragons before they go on.)

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.129*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

d **8.10** Now tell Sts to listen to what happened in **Part 2** and answer the question.

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

Check the answer.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts listen.

They were offered a job, not investment in their business.

8.10
(script in the Student Book on *pp.129–130*)
Part 2
I What were the Dragons like?
J Well, they're obviously told by the producers to be really unfriendly and aggressive. So I remember thinking, when the doors opened, and we walked in, what I wanted to do was just to smile at one of them. That was my way of making myself relaxed. And I looked at Deborah Meaden because she was in the middle, and I smiled at her, but she just, you know, stared at me, stony-faced, to make me feel nervous. And it worked.
I Did you think you made a good presentation?
J Yeah, we did. But Jake, who usually never gets anything wrong, he forgot his first words, and he just never does that. So we both thought, when he got the introduction wrong, that it was going to go badly, but it didn't.
I So what happened after you'd made your pitch?
J Yeah, well, four of the Dragons said, "I'm out." They said they weren't interested. So, we were feeling pretty depressed, pretty negative.
I And then?
J The last Dragon was Peter. And he's kind of scary – he's incredibly tall—over six feet. And at first, he really criticized us. But then he told us he had a big chain of camera stores called Jessops and they were starting online printing and photo framing as part of their business. And then he said, "I've got 15 guys in Hong Kong trying to do what you guys are doing, but you guys are doing it better. I'm going to offer you both a job."
I Were you very surprised?
J Totally, because it had never happened on the show before. In ten years they'd never offered someone a job.
I So, he offered you jobs, just like that?
J Well, his offer was that he wanted to have our business, and for us to work with him at Jessops.
I With a good salary?
J Very.
I So, what did you do?

e Tell Sts they are going to listen to **Part 2** again and they must make notes for questions 1–6.

Play the audio again. You could pause it each time Joe has answered the interviewer's question, to give Sts time to write.

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

1 He smiled at her to help himself to relax, but she just stared at him to make him feel nervous.
2 Jake forgot his first words, which he never usually does.
3 Four of the Dragons said, "I'm out," to show that they weren't interested in investing.
4 Peter is incredibly tall – more than six feet – which makes him scary.
5 Peter owns a big chain of camera stores called Jessops.
6 Peter offered them a job, which has never happened on *Dragons' Den* before.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *pp.129–130*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

f **8.11** Focus on the task and elicit some opinions to the first question.

Now play the end of the interview once the whole way through.

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

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts listen.

Joe and Jake decided not to accept the jobs because it wasn't a good time and they were enjoying running their own business.
Yes, they think it was the right decision, and they don't regret it.

8.11
(script in the Student Book on *p.130*)
Part 3

J It was very stressful because we knew we had to make a decision immediately. So Jake said, "Yes, let's take the jobs," but I said, "You don't want to work for Jessops." And he stayed silent and I said, "I don't want to work for Jessops." I mean neither of us were in a position where we could have dropped everything and gone and worked for Jessops full-time. It was completely… it was ridiculous.
I So you said no?
J That's right.
I Have you ever regretted saying no?
J No, not for a second. It was still in the early days for us then, so we were still kind of having fun and enjoying running our own business. And things worked out well for us. Frame Again was successful, and eventually we sold the business this year.
I But not to one of the Dragons?
J No, but that would have been perfect!

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.130*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

7 SPEAKING

a **8.12** Tell Sts they are now going to listen to Joe and Jake on *Dragons' Den*. They must listen and order questions A–E in the order that Joe and Jake answer them.

Give Sts time to read A–E. Make sure they understand all the vocabulary, e.g., *slogan*.

Play the audio once the whole way through.

Get Sts to compare with a partner, and then play again if necessary.

Check answers.

A 4 **B** 2 **C** 1 **D** 5 **E** 3

8.12
(script in the Student Book on *p.130*)
Ja = Jake Hayman, J = Joe Kenyon

Ja Good morning. I'm Joe and this is Jake. Oh no, I'm sorry, I'm Jake and this is Joe, and we're here to tell you about our new product, Frame Again.
J Frame Again is an online service for printing and framing your photos. It's easy to take a photo, but it's difficult to print and frame it attractively. With Frame Again, it couldn't be simpler. First, you upload your photo to the Frame Again website, right from your phone, tablet, or computer. Then you choose the colors of your frame. Then we print, frame, and deliver your photo to you the very next day. It's quick and it's easy. The product's great, and the service is great.
Ja Frame Again is for today's smartphone photographers and Instagram users. That's why we designed a modern frame that is square – perfect for framing Instagram photos. We think it will be very popular, because the frames look great in any home or office.
J One photo, printed, framed, and delivered to your door, will cost £12.99.
Ja Our slogan is "Printed, framed, and delivered in 24 hours."

b Focus on the instructions and put Sts in pairs.

Give Sts time to think about their product and answers to questions A–E in **a**.

c Focus on the **Presenting a product** box and go through it with the class.

In their pairs, Sts prepare their pitch, taking turns speaking.

d Focus on the instructions and get Sts to "invest" in the products or say "I'm out" (and explain why).

Now get all the pairs to present their product to the class.

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8B Have a nice day!

G reported speech: sentences and questions
V shopping, making nouns from verbs
P the letters *ai*

Lesson plan

Shopping and customer service are the main themes for this lesson, which reviews and extends Sts' knowledge of reported speech.

At the beginning of the lesson, Sts read an article about someone's shopping experience and then discuss how helpful or unhelpful salespeople can be. This article provides the context for the presentation of reported speech. Grammar is followed by shopping vocabulary and a questionnaire.

In the second half of the lesson, Sts read five stories about good customer service. This leads into a spot on the different pronunciations of the letters *ai*. In Listening, Sts listen to a true story about bad customer service, and then talk about their own experiences. Vocabulary focuses on how to make nouns from verbs. Sts then watch a video about complaining, and how to do it politely and successfully, and role-play making complaints. Finally, in Writing, Sts are shown how to write an email of complaint.

More materials

For teachers

Photocopiables
Grammar reported speech: sentences and questions *p.164*
Communicative I want to speak to the manager *p.193* (instructions *p.174*)

Teacher Resource Center
Video How to complain

For students
Workbook 8B
Online Practice 8B

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write on the board:

GAS
FRUITS AND VEGETABLES
ELECTRONIC DEVICES

Ask Sts to think about when they buy these things. Then ask if they prefer to be helped by a salesperson or choose / serve themselves, and why.

1 READING & SPEAKING

a Books open. Focus on the instructions and make sure Sts know what a *customer* and a *salesperson* are.

Give Sts time to mark 1–10 *C* (customer) or *SP* (salesperson).

Check answers, making sure Sts understand all the vocabulary. You may want to point out that *fitting rooms* are also sometimes called *changing rooms*.

EXTRA SUPPORT Put Sts in pairs to do the activity.

1 SP **2** SP **3** C **4** SP **5** C **6** SP **7** C **8** C **9** SP **10** SP

b Give Sts time to read the article and answer the question.

Check the answer.

EXTRA SUPPORT Before Sts read the article the first time, check whether you need to pre-teach any vocabulary.

No. The second one talked too much and kept asking questions.

c Focus on the instructions, making sure Sts understand *appropriate* /əˈproʊpriət/ (= acceptable for the particular circumstances).

Now give Sts time to read the article again and underline all the questions the second salesperson asks, and decide which ones they think aren't appropriate.

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

He asks seven different questions (he repeats one):
- Hello, do you need any help?
- Are you going anywhere nice? (x 2)
- Where do you work?
- Do you like college football?
- Are you going to watch the Colorado game?
- What are you doing after work?
- Are you doing anything for the rest of the day?

Many people would think that only the first one is appropriate.

Help with any new vocabulary. Model and drill the pronunciation of any tricky words.

d Do this as a whole-class activity.

2 GRAMMAR reported speech: sentences and questions

a Focus on the instructions and the example.

Give Sts time to write the sales assistant's questions for 2–5 and the customer's answers.

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

2 "Where do you work?" "I work in an office around the corner."
3 "Do you like college football?" "It's OK."
4 "Are you going to watch the Colorado game?" "No, I'm not."
5 "What are you doing after work?" "I'm having dinner with a friend."

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b Tell Sts to go to **Grammar Bank 8B** on *p.147*.

Grammar notes

Reported sentences

This is a structure that may be new for some Sts and not for others (it was introduced in *American English File* Level 2, in File 12). The basic principle of reported speech is very straightforward – when you report what someone else said, you move the tenses / forms "backwards," i.e., present to past, *will* to *would*, etc.

! *Must* changes to *had to* BUT *must not* stays the same, e.g., *"You must not touch it." She said I must not touch it.*

Point out that *that* after *say* and *tell* is optional.

You should point out that when direct speech is reported at a later time or in a different place from when / where it was originally said, some time / place words may change as well, e.g., *tomorrow* may change to *the next day*, *this* to *that*, etc.

! In conversation, people sometimes do not change the past to the past perfect.

Some typical mistakes include:

- confusing *tell* and *say*, e.g., ~~*He said me that he was ill.*~~
- forgetting to change the tenses, e.g., ~~*The waiter said he will call the manager.*~~

Reported questions

These will probably be new to most Sts. The most important things to emphasize are the change in word order and the use of *if* / *whether* in *yes* / *no* questions.

Some typical mistakes include:

- forgetting to change the word order in reported questions, e.g., ~~*She asked him what was his name.*~~
- using *did* in reported questions in the past, e.g., ~~*They asked me where I did live.*~~

Focus on the example sentences and play audio **8.13** and **8.14** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the two information boxes, and go through them with the class.

Now focus on the exercises and get Sts to do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

a

1 My friend Tim said (**that**) **he was selling all his books**.
2 Samin told me (**that**) **she had booked the flights**.
3 My mother told me (**that**) **my new dress didn't suit me**.
4 Matt said (**that**) **he might not be able to go to the party**.
5 Jenny said (**that**) **she wouldn't wear those shoes again**.
6 My brother told me (**that**) **he hadn't bought me a present**.
7 Ahmet told me (**that**) **he couldn't find anywhere to park**.

b

1 My parents asked me **when I was leaving**.
2 She asked him **if / whether he had ever been married**.
3 Anna asked Shun **if / whether he would be home early**.
4 My sister asked me **where I usually bought my clothes**.
5 We asked him **if / whether he had worn a suit to the job interview**.
6 I asked Laila **if / whether she ever went to the theater**.
7 Priyanka asked the policeman **if / whether he could help her**.

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** photocopiable activity at this point.

c **8.15** Focus on the task and the example. Tell Sts they are going to hear a question being asked by a man to a woman, or vice versa, and they will also hear the answer. Then they will hear the question again, and they must change it to either *He asked her* or *She asked him* and put the question in reported speech. They will also need to change the answer to reported speech. Tell Sts they will hear each mini conversation once before they need to make the changes.

Play the example and make sure Sts understand what they have to do.

Then play the audio, pausing if necessary after each question and answer to give Sts time to make the change.

8.15

M = man, W = woman, N = narrator

1
M Where do you live?
W I live downtown.
M Where do you live? (*pause*)
N *He asked her where she lived.*
W I live downtown. (*pause*)
N *She said that she lived downtown.*

2
W What are you doing tonight?
M I'm going to the movies.
W What are you doing tonight? (*pause*)
N *She asked him what he was doing tonight.*
M I'm going to the movies. (*pause*)
N *He said that he was going to the movies.*

3
M Will you be at home at eight o'clock?
W No, I'm going out.
M Will you be at home at eight o'clock? (*pause*)
N *He asked her if she would be at home at eight o'clock.*
W No, I'm going out. (*pause*)
N *She said that she was going out.*

4
M Where did you buy your bag?
W I bought it online.
M Where did you buy your bag? (*pause*)
N *He asked her where she'd bought her bag.*
W I bought it online. (*pause*)
N *She said that she'd bought it online.*

5
W Have you seen the new Jason Bourne movie?
M I've seen it twice!
W Have you seen the new Jason Bourne movie? (*pause*)
N *She asked him if he had seen the new Jason Bourne movie.*
M I've seen it twice. (*pause*)
N *He said that he'd seen it twice.*

6
M Can I try on the jacket?
W The fitting rooms are over there.
M Can I try on the jacket? (*pause*)
N *He asked her if he could try on the jacket.*
W The fitting rooms are over there. (*pause*)
N *She said that the fitting rooms were over there.*

EXTRA SUPPORT To help Sts, write on the board:

HE ASKED HER… / SHE ASKED HIM…
HE SAID THAT HE… / SHE SAID THAT SHE….

Now play the audio again, eliciting responses from individual Sts.

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3 VOCABULARY & SPEAKING shopping

a Focus on the task and put Sts in pairs to discuss the difference between the pairs of words.

Check answers. Alternatively, you could give Sts a minute or so to discuss them one by one, and elicit answers before moving onto the next pair of words. Model and drill pronunciation of the words.

1 **A basket** is a small container for holding or carrying things; **a car** is a large basket on wheels.
2 When you use **a credit card**, you don't have to pay the money immediately; with **a debit card**, you do.
3 **A receipt** is a piece of paper to prove you've paid for something; **a refund** is money you get back if you return something you've bought.
4 **A discount** is money taken off the usual cost of something; **a bargain** is a thing bought for less than the usual price.
5 **A chain store** is one of a series of similar stores owned by the same company; **a department store** is a large store divided into different sections, which sell a lot of different things.
6 **A library** is a place where you can borrow (but not buy) books; **a book store** is a store where you can buy books.
7 To **put on a shirt** is to get dressed; to **try on a shirt** is to put it on before buying it.
8 **It fits you** means it's the right size for you; **it suits you** means it looks good on you.

b Focus on the questionnaire and quickly go through the questions with the whole class.

Give Sts time in their pairs to answer all the questions. Encourage them to give as much information as they can.

Monitor and help Sts with any vocabulary they need.

When they have finished, get some feedback.

EXTRA IDEA Get the class to interview you first, with some or all of the questions in the questionnaire.

4 READING predicting the end of a story

a Focus on the instructions and give Sts time to read the introduction to the article and answer the question.

EXTRA CHALLENGE Elicit some ideas before Sts read the introduction.

Check the answer.

EXTRA SUPPORT Before Sts read the article the first time, check whether you need to pre-teach any vocabulary.

Because people can use social networks to tell millions of other people about good or bad service.

b Before Sts read the five stories, focus on the title of the article, *Going the extra mile*, and elicit / explain what it means (= to make a special effort to help somebody).

Now tell Sts to read each story and try to complete the last sentence in each one. Tell Sts that the goal isn't to guess the exact words, but how the story ends.

Get Sts to compare with a partner, and then elicit some ideas from Sts, but don't tell them if they are correct or not.

c Tell Sts to go to **Communication Going the extra mile** on *p.109* to check their answers to **b**.

When Sts have finished reading, find out with a show of hands how many Sts had guessed the endings correctly.

Tell Sts to go back to the main lesson **8B**.

d Focus on the instructions and give Sts time to answer questions 1–4.

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

1 B, D, E **2** C, E **3** B, D **4** A, B, D

Help with any new vocabulary. Model and drill the pronunciation of any tricky words.

e Focus on the five questions and give Sts time to think of their choice for each one.

Now ask each question to the whole class and elicit some opinions and answers.

5 PRONUNCIATION the letters *ai*

Pronunciation notes

The letters *ai* between consonants are usually pronounced /eɪ/ if they are stressed, e.g., *main*, *complain*. Remind Sts that this sound is a diphthong. If you want to remind them what a diphthong is, refer them back to the information box on diphthongs in **Lesson 6B**, **4 Pronunciation** on *p.87*.

Said has an irregular pronunciation /sed/.

The letters *ai* between consonants but unstressed are pronounced /ə/, e.g., *bargain* /ˈbɑrgən/.

! The word *again* is pronounced by some native speakers as /əˈgen/ and by others /əˈgeɪn/.

The letters *air* are pronounced /ɛr/.

a 8.16 Focus on the words in the list and tell Sts to listen to the audio and underline the stressed syllable.

Play the audio, pausing after each word to give Sts time to complete the task.

EXTRA CHALLENGE Get Sts to underline the stressed syllable in each word before you play the audio.

8.16
See words in the Student Book on *p.82*

Now focus on the three sound pictures and elicit the words and sounds: *train* /eɪ/, *chair* /ɛr/, and *computer* /ə/.

Give Sts time to put the words in the list in the correct column. Remind them that this kind of activity is easier if they say the words aloud to themselves.

b 8.17 Play the audio for Sts to listen and check.

Check answers, eliciting the words onto the board in columns and getting Sts to tell you the stressed syllable in each word.

/eɪ/ claim, complain, contain, email, explain, paid, waiter
/ɛr/ airline, repair
/ə/ bargain, captain

8.17
train /eɪ/ claim, complain, contain, email, explain, paid, waiter
chair /ɛr/ airline, repair
computer /ə/ bargain, captain

Now either elicit the answers to questions 1–3 as a class, or put Sts in pairs to answer them.

If Sts worked in pairs, check answers.

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1 **a** *ai* when stressed is usually /eɪ/. **b** *ai* when unstressed is usually /ə/. *Email* is the exception.
2 *air* is pronounced /ɛr/.
3 *Said* is pronounced /sed/.

EXTRA SUPPORT Play the audio again for Sts to listen and repeat after each group of words. Then get them to practice individually or in pairs.

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on the *Teacher Resource Center*.

6 LISTENING understanding the order of events

a Do the questions as a whole-class activity. If you have ever had a problem with luggage when traveling, tell Sts about it.

b 8.18 Tell Sts they are going to listen to a story about bad customer service, but first they must listen to six extracts from the show and fill in the blanks.

Play the audio once the whole way through.

Check answers.

1 throwing 2 complained 3 claim 4 produced
5 contacted, offered 6 reported, dropped

8.18
1 My goodness! They're throwing guitars out there!
2 They immediately complained to United Airlines.
3 For nine months, he tried to claim compensation.
4 Dave wrote a song about his experience and produced a music video to go with it.
5 United Airlines contacted Dave and offered him a payment.
6 The BBC reported that United Airlines' share price had dropped by 10%.

c 8.19 Now give Sts time to read questions 1 and 2.

Then play the audio the whole way through.

Get Sts to compare with a partner, and then play the audio again if necessary.

Check answers.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts listen.

1 To complain about the experience he'd had with United Airlines
2 Because the video went viral on YouTube and was watched by millions of people, who found out about United Airlines' bad customer service

8.19
(script in the Student Book on *p.130*)
Hello and welcome to *How's Business?* Today, we're going to look at how social media can affect businesses. And I'd like to start with the story of Dave Carroll, an American singer-songwriter, who had a very bad experience with United Airlines.
Dave and his band were flying with United Airlines from Halifax, in Nova Scotia, to Omaha, in Nebraska, with a stopover in Chicago. As they were waiting to get off the plane in Chicago, they heard another passenger say, "My goodness! They're throwing guitars out there!" As Dave and the other band members looked out of the plane window, they were horrified to see that the baggage handlers, who were taking the luggage off the plane, were throwing the band's guitars to each other. They couldn't believe what they were seeing. They immediately complained to United Airlines employees in Chicago, but nobody listened to them.
When they arrived in Omaha, Dave discovered that the neck of his very expensive Taylor guitar had been broken. It cost him $1,200 to get it repaired. For nine months, he tried to claim compensation from United Airlines. He called and emailed their offices in Halifax, Chicago, and New York without success. In the end he even suggested that instead of money, they could give him $1200 of flight tickets. But after all his complaints and suggestions, United simply said "No."
So, what else could a singer-songwriter do? Dave wrote a song about his experience, and produced a music video to go with it. The song was called *United Breaks Guitars*. He posted it on YouTube and it was a huge hit. The song reached number 1 on the iTunes music store within a week, and the video has had over 16 million views.
After 150,000 views, United Airlines contacted Dave and offered him a payment if he agreed to take the video off YouTube. He refused, and suggested they give the money to charity. Of course, the impact of Dave's song went far beyond YouTube. Soon newspapers, websites, TV and radio stations all over North America were doing stories about the song. Dave was interviewed on many radio and TV shows, where, of course, he retold the story of how "United Breaks Guitars." He did over 200 interviews in the first three months!
Dave Carroll's favorite guitar was broken, but in the end, United Airlines were the bigger losers. After the video had gone viral, the BBC reported that United Airlines' share price had dropped by 10% within four weeks of the release of the video, which means that the company lost an incredible $180 million. It would have been much cheaper to repair Dave's guitar!

d Tell Sts to read events 1–10 and then put them in the order in which they happened. Make sure they understand all the vocabulary, and point out that the first and last ones have been done for them.

Get Sts to compare with a partner.

Now play the audio again for Sts to listen and check.

Check answers.

2 They saw the baggage handlers throwing their guitars and complained to airline staff.
3 They got their connecting flight to Omaha, Nebraska.
4 Dave discovered that his guitar was broken.
5 He complained again to United Airlines by phone and email, but they didn't help him.
6 He wrote a song about his experience.
7 He put a video of the song on YouTube.
8 United Airlines contacted him and offered him money.
9 He did lots of media interviews.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.130*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

e Do this as a whole-class activity. If you have any experience of very good or bad customer services, tell Sts about it.

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7 VOCABULARY making nouns from verbs

a Focus on the instructions and the three nouns from the listening. Elicit the verbs from the class.

compensate complain pay

b Tell Sts to go to **Vocabulary Bank Word-building** on *p.164*.

Vocabulary notes

Making nouns from verbs

Sts have come across word-building in English many times before, e.g., *study / student* and *teach / teacher*, and *American English File* Level 2 has focuses on *-ed / -ing* adjectives and noun formation (e.g., *decide* → *decision*, *invite* → *invitation*). The examples in this **Vocabulary Bank** are more advanced, and show two common patterns of word-building that are useful for Sts to know, as well as nouns that are related to verbs, but that are not made by word-building.

Point out to Sts that whenever they learn a new word, they should also see if there are related parts of speech that they could learn at the same time – this is a very good way of expanding their vocabulary at the intermediate level and beyond. To demonstrate this, you could look back at the **1 Verb phrases** section of **Vocabulary Bank Work** on *p.163*, and point out that the verb *apply* becomes the noun *application*, that *promote* becomes *promotion*, *resign* becomes *resignation*, and *retire* becomes *retirement*.

One important thing for Sts to notice is that word stress very often changes when making nouns from verbs, so it's important that they note pronunciation as well as meaning.

Focus on **1 Making nouns from verbs** and get Sts to do **a** individually or in pairs. Before Sts start, check they know the meaning of all the verbs.

8.20 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

8.20

Word-building

1 Making nouns from verbs, b

-*ation* compensation, consideration, demonstration, explanation, temptation, valuation

-*ment* achievement, agreement, argument, attachment, improvement, management, payment, treatment

new word choice, complaint, delivery, failure, loss, response, sale, service, success

Now get Sts to underline the stressed syllable in the nouns.

EXTRA SUPPORT Play the audio again, pausing after each word, and get Sts to underline the stressed syllable. Then play it again and check answers.

Play the audio again for Sts to listen and check.

Check answers.

+ *ation* compensation, consideration, demonstration, explanation, temptation, valuation

+ *ment* achievement, agreement, argument, attachment, improvement, management, payment, treatment

new word choice, complaint, delivery, failure, loss, response, sale, service, success

Either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

For **Activation**, put Sts in pairs, **A** and **B**. Sts **A** (book open) tell Sts **B** (book closed) a verb. Sts **B** say the noun. Then they switch roles.

For **c**, tell Sts to fill in each blank with a noun from **a**. Tell them to be careful with singular and plural nouns.

8.21 Now do **d**. Play the audio for Sts to listen and check.

Check answers.

8.21

d

1 Have you ever been in a demonstration? What were you protesting about?
2 Have you ever opened an email **attachment** that contained a virus?
3 Do you often have **arguments** with your family? What about?
4 Do you prefer reading grammar **explanations** in your own language, or do you think it's better to read them in English?
5 Have you ever made a **complaint** to a company and gotten **compensation**?
6 Do you think that there's too much **choice** when you're shopping, e.g., for a new phone?
7 In a restaurant, what's more important for you, the food or the **service**?

Put Sts in pairs for **Activation** and get them to interview each other using the questions in **c**.

Get some feedback.

Tell Sts they will be doing **Part 2** in a later lesson (**9A**) and tell them to go back to the main lesson **8B**.

! The **Vocabulary** photocopiable activity for this **Vocabulary Bank** includes **Part 2**, so should be done in **9A**.

8 VIDEO LISTENING

a Focus on the questions and ask Sts to share their experiences of complaining. You could also ask if they usually complain about problems, and if they think they are good or bad at complaining.

b Tell Sts that they are going to watch a video that gives tips on how to complain effectively, but first, they will hear the top five things people complain about in hotels.

Put Sts in pairs to discuss the question.

Elicit ideas from various pairs.

c Play **Part 1** of the video once the whole way through for Sts to watch and check their answers to **b**.

Check answers.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts watch the video.

1 Air-conditioning (24% of complaints)
2 Wi-fi (14% of complaints)
3 Noise (11% of complaints)
4 Rooms not being clean (10% of complaints)
5 Slow or bad service (9% of complaints)

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How to complain

Part 1

Joanne

Hello, and welcome to *Ten-Minute Travel* for all your travel tips, news, and reviews. Many of us travel a lot, on vacation or for work, and that often means staying in a hotel. So today we're looking at hotel problems, and what we should do when things go wrong. The hotel industry is a competitive one, and hotels really do want you to enjoy your stay, especially in this digital age, where guests can leave good or bad reviews instantly. But sometimes things go wrong. Let's start by looking at the top five complaints.

Air-conditioning is at the top of the list, with nearly a quarter of all the complaints. At number two, is wi-fi, with fourteen percent of people complaining that the hotel wi-fi is too slow or that they can't connect. Eleven percent of hotel guests have had problems with noise, either from the street outside or from neighboring rooms. And a similar number have complained about their room not being clean enough. And finally, in fifth place – service. Nine percent of guests have suffered from slow or bad service, especially with hotel breakfasts or room service.

So what should you do if you have one of these problems?

d Tell Sts that they are going to watch Phil, a hotel guest, complaining in three different situations. First, he complains in the wrong way, then he does it the right way.

Play **Part 2** of the video and pause after Situation 1, when the screen says "What did Phil do wrong?"

Elicit ideas.

Situation 1 – the air-conditioning doesn't work.
Phil complains to the wrong person, the woman from the cleaning staff, but she can't fix it, and it isn't her job to ask somebody else to fix it.

Now play the rest of Situation 1, including the host's advice and Phil complaining the right way.

Pause again and elicit how he complains better.

The second time Phil complains to the right person, the receptionist, who can arrange for the air-conditioning to be fixed.

Then repeat for Situations 2 and 3 (including the host's final comments).

Situation 2
The waiter brings Phil the wrong things for breakfast – he wanted wheat toast and a cappuccino. Phil complains to the right person, the waiter, but he then accepts the white toast and the cappuccino. There's no point complaining if you don't want a solution to the problem.
The second time Phil asks the waiter to bring the right toast and coffee, as soon as possible, so his problem is solved.

Situation 3
Phil's room was noisy and the wi-fi was slow. Phil complains when he's checking out at the end of his stay, so it's too late to do anything about it. He's also rude and aggressive.
The second time he complains politely and at the right time, so the receptionist can give him a new room and investigate the problem with the wi-fi.

Part 2

J = Joanne, M = maid, P = Phil, R = receptionist, W = waiter

J So what should you do if you have one of these problems? What's the best way to complain? Let's look at three examples of how not to do it. Here's Phil, a hotel guest who's on a work trip.
M Oh, sorry, sir! I'll come back later.
P No, it's fine, go ahead. It's so hot in here, I couldn't sleep. I can't get the air-conditioning to work. Can you see if you can fix it?
M I'm sorry, sir, I don't really know about the air-conditioning.
P Well, I'm afraid I don't know about it either.
M I'll tell reception later.
J So what did Phil do wrong? The first rule of complaining is to complain to the right person. The cleaning staff can't fix Phil's air-conditioning and it isn't her job to get it fixed. Phil needs to go down and complain to reception. It's always better to complain in person, rather than just calling. So, let's take a look at how Phil should have complained.
R Good morning, sir.
P Good morning. I think there's a problem with the air-conditioning in my room – room 42. It's very hot and I can't get it cooler. Could you ask someone to take a look at it before this evening?
R Of course, sir. I'll do it right away.

***

W Here you are, sir. Eggs, toast, and an espresso.
P I think I asked for wheat toast. And a cappuccino, not an espresso.
W Wheat toast and a cappuccino? I'm very sorry, sir. The order must have gotten mixed up.
P Never mind. I'm in a hurry. I'll have the espresso.
W And the toast? I can bring you some wheat toast in a few minutes.
P OK then. Oh, it doesn't matter. White toast will be OK.
W Thank you, sir.
J Here Phil complains to the right person, but there's no point complaining if you don't want somebody to do something about it. If you want to complain successfully, you need to know what your ideal solution is and make it clear. So, let's take a look at how Phil should have complained.
W Here are eggs, toast, and an espresso.
P I think I asked for wheat toast. And a cappuccino, not an espresso.
W Wheat toast and a cappuccino? I'm very sorry, sir. The kitchen must have made a mistake.
P If you could change them, that would be great. And as quickly as you can, please. I don't have much time.
W Of course, sir. I'll be right back.

***

R Good morning, sir. Can I help you?
P Yes, I'd like to check out, please.
R Of course, sir. I hope you enjoyed your stay.
P No, I didn't enjoy it at all. My room was noisy and the wi-fi was slow. It was impossible to get any work done. I certainly won't be recommending this hotel; you can be sure of that.
R I'm very sorry to hear that, sir.
J Why complain about your room and the wi-fi when you're checking out? You should always complain as soon as you notice a problem. If you wait till later, the hotel might not have the chance to make the problem right. Above all, and this is probably the most important tip, never be rude or aggressive. If you complain politely, you're far more likely to be successful. A smile will always make people want to help you. So, let's take a look at how Phil should have complained.
R Hello again, sir. Can I help you?
P Yes, I've been trying to do some work in my room, and there's a lot of traffic noise from the street. Would it be possible to move to a different room, maybe at the back of the hotel?
R I'll see what we have. Yes, we do have a room free…overlooking the garden.
P That sounds perfect. I also noticed the wi-fi seems to be very slow. It's like being at home.
R I'll get someone to look at that right away, sir. Here's your new room key. Just let me know if you're still having problems with the wi-fi in ten minutes.
P Thanks very much.
J Finally, remember that if you're staying in a good hotel, they'll always want the chance to make things right. But they can't help you if they don't know there's a problem, so you should always complain. And now you know how!

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EXTRA SUPPORT If there's time, you could get Sts to watch the video again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

e Put Sts in pairs, **A** and **B**, preferably face-to-face. Tell them to go to **Communication I want to speak to the manager**, **A** on *p.109*, **B** on *p.113*.

Go through the instructions for the first role-play situation. Remind Sts that in the first roleplay, Sts **A** are the customer and Sts **B** are the salesperson. Tell Sts **A** to start first, saying, *Excuse me, I bought…*

When they have finished role-playing the first situation, tell Sts to read the instructions for the second situation. This time Sts **A** are the restaurant manager and Sts **B** are the customer. **B** starts, *Good evening. Are you the manager?*

Get feedback to see whether different customers achieved their objectives or not.

Tell Sts to go back to the main lesson **8B**.

9 WRITING an email of complaint

Tell Sts to go to **Writing An email of complaint** on *p.122*.

a Focus on the task and tell Sts to read the email and then answer the four questions. Tell them not to worry about the blanks.

Check answers.

1 Sandra Adams, the Head of Department of John Leavis Customer Service
2 A coffee machine. He ordered it two weeks ago and it still hasn't arrived, but payment has been charged to his credit card.
3 The customer service line
4 The person he spoke to was rude and could not give him any information.

b Tell Sts to match the three paragraphs (A–C) in the email to what they are about.

Check answers.

C something positive about the company (if possible), and that you expect them to do something
A an introduction that gives the context of the problem
B a detailed explanation of the problem

c Now tell Sts to read the email again and to fill in the blanks with a word or phrase from the list.

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

1 Dear 2 number 3 in stock 4 delivered 5 However
6 unhelpful 7 service 8 forward 9 yours

d Tell Sts they are going to write a similar email of complaint about something they bought online. They should follow the model and use the **A formal email** box on *p.121* to help them.

You may want to get Sts to do the writing in class, or you could assign it as homework. If you do it in class, set a time limit for Sts to write their email, e.g., 15–20 minutes.

e Sts should check their work for mistakes before handing it in.

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7&8 Review and Check

For instructions on how to use these pages, see *p.40*.

More materials

For teachers

Teacher Resource Center
Video Can you understand these people? 7&8
Quick Test 8
File 8 Test

For students

Online Practice Check your progress

GRAMMAR

1 a **2** a **3** b **4** b **5** c **6** b **7** a **8** b **9** a **10** a
11 b **12** c **13** b **14** c **15** c

VOCABULARY

a
1 semesters **2** preschool **3** grades **4** behave **5** private
b
1 on **2** ceiling **3** gate **4** on **5** fireplace
c
1 overtime **2** shift **3** temporary **4** set **5** self-employed
d
1 choice **2** agreement **3** success **4** complaint
5 demonstration **6** improvement **7** qualifications
8 translator **9** scientists **10** explanation

PRONUNCIATION

c
1 **c**eiling /s/ **2** em**ai**l /eɪ/ **3** rep**air** /ɛr/ **4** r**oo**f /u/
5 spa**ci**ous /ʃ/
d
1 semester **2** unemployed **3** delivery **4** apply
5 achievement

CAN YOU understand this text?

a 2
b
1 obey **2** value **3** prepared **4** depending on **5** longer
6 encourage **7** losing **8** shoppers

CAN YOU understand these people?

1 c **2** a **3** c **4** b **5** b

8.22

1
I = interviewer, P = Philomena
I What was your favorite subject when you were in school?
P History, predominantly modern history. That's the main reason, my history teacher is the reason why I became a teacher. She was really inspiring and she made the subject come alive.
I Were there any subjects you hated?
P Maths, again due to bad teachers, and predominantly I just don't have a mathematical brain, so I found it very difficult.

2
I = interviewer, A = Adina
I What kind of things do you often buy online?
A I buy online clothes, food to get delivered to home, um, and also a lot of beauty products as well.
I Is there anything you would never buy online?
A I don't think there is anymore, I don't think there is anything anymore that I wouldn't buy online.

3
I = interviewer, D = Daniel
I Have you ever had really bad customer service?
D Yes, I have had very bad customer service before.
I What happened?
D Um, I've had a waiter be very rude to me and sort of drop the plate on the table when they served the dish.
I What did you do?
D I did not tip that waiter.

4
I = interviewer, J = Julie
I If you could change one thing about your home, what would it be?
J I would probably change my home's location. I really love my house, but it's very isolated. We live in the forest and there's no sidewalks. So, I'd probably put it in a slightly more urban setting.

5
I = interviewer, S = Shrenik
I What's more important to you about a job, having a good salary or doing something you really enjoy?
S Doing something you... you really enjoy, um, is something that I prioritize, when looking for a job or working a job. And also having a good work to life balance.
I Why do you think that's important?
S Because a job isn't everything. You have to have time for yourself and your life and do things that you love and you're passionate about... or else you'll never grow.

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9A Lucky encounters

G third conditional
V making adjectives and adverbs
P sentence rhythm, weak pronunciation of *have*

Lesson plan

This lesson presents the third conditional in the context of different aspects of luck. The lesson begins with Sts saying what they would do in different situations where a stranger needed help. This leads into Sts reading and listening to the writer Bernard Hare talking about how he was helped by a stranger when he was a student. Sts then listen to three more people talking about being helped by strangers. Extracts from the stories provide an introduction to the grammar, which is then further practiced in pronunciation, focusing on the stress patterns in third conditionals.

The second half of the lesson opens with Sts talking about how lucky or unlucky they consider themselves to be. This leads to a reading activity on some research done by Richard Wiseman on how to improve your luck. There is then a vocabulary focus on adverb and adjective formation, and this is reinforced through a writing game.

More materials

For teachers

Photocopiables

Grammar third conditional *p.165*
Communicative Sentence race *p.194* (instructions *p.174*)
Vocabulary Word-building *p.216* (instructions *p.202*)

For students

Workbook 9A
Online Practice 9A

OPTIONAL LEAD-IN (BOOKS CLOSED)

Draw a horseshoe on the board, with the open part at the top. Ask what it is, and tell Sts that in the US and Britain, people believe that if you find a horseshoe, it will bring you good luck, and people often hang them up on the wall. Ask if horseshoes also mean good luck in your Sts' country.

Then put Sts in pairs and ask them to think of things that in their country are considered either good luck or bad luck.

Get feedback and write the things in two columns, GOOD LUCK / BAD LUCK, on the board. Then ask Sts if they really believe in this.

1 LISTENING & SPEAKING listening to summarize

a Books open. Focus on the questions and go through them, making sure Sts know the meaning of *hitchhiking*.

Put Sts in pairs and get them to discuss the six situations.

Get some feedback.

b 9.1 Focus on the instructions and the words and phrases in the list, making sure Sts know what they mean. You might want to tell Sts that Bernard Hare was born in 1958 in England, into a mining family.

Play the audio for Sts to read and listen at the same time.

EXTRA SUPPORT Read through the story and decide if you need to pre-teach any new vocabulary before Sts listen.

9.1
See story in the Student Book on *p.86*

Then put Sts in pairs and tell them to summarize what happened using the words and phrases in the list.

Elicit the summary from the class.

c 9.2 Elicit some ideas about what Sts think happened next, but don't tell them if they are correct.

Now tell Sts they are going to listen to the end of the story. Play the audio once the whole way through.

Elicit what really happened, and ask Sts if any of them guessed correctly.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts listen.

9.2
(script in the Student Book on *p.130*)

The ticket inspector touched my arm. "Listen," he said, "when we get to Peterborough station, run as fast as you can to platform 1. The Leeds train will be there."

I looked at him, without really understanding what he had said. "What do you mean?" I said. "Is the train late or something?" "No, it's not late," the ticket inspector said. "I've just radioed Peterborough station. The train is going to wait for you. As soon as you get on, it'll leave. The passengers will complain, but let's not worry about that. You'll get home, and that's the main thing." And he walked away.

I suddenly realized what an amazing thing he had done. I got up and went after him. I wanted to give him everything I had, all the money in my wallet – but I knew he would be offended. I grabbed his arm. "I, uh, just wanted to…," but I couldn't continue.

"It's OK," he said. "No problem."

"I wish I had a way to say thank you," I said. "I really appreciate what you've done."

"No problem," he said again. "Listen, if you want to thank me, the next time you see someone in trouble, help them. That will pay me back. And tell them to do the same to someone else. It'll make the world a better place."

When the train stopped, I rushed to platform 1 and, sure enough, the Leeds train was there, waiting, and a few hours later I was with my mum in hospital.

Even now, years later, whenever I think of her, I remember the Good Ticket Inspector on that late-night train to Peterborough. It changed me from a young man who was nearly a criminal into a decent human being. I've been trying to pay him back ever since then.

d Tell Sts to read the four questions, and play the audio again.

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

1 The ticket inspector radioed Peterborough station and asked them to make the train to Leeds wait for Bernard.
2 He was incredibly grateful. He wanted to give the ticket inspector everything he had.
3 He asked Bernard to help the next person he sees who's in trouble, and to tell them to do the same to someone else.
4 It changed him from a young man who was nearly a criminal into a good human being.

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EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.130*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

e **9.3** Tell Sts they are now going to listen to three more people telling stories about being helped by strangers. Make sure Sts know the meaning of *stranger* /ˈstreɪndʒər/ (= a person who you do not know). Model and drill the pronunciation. Sts must listen and decide which stories happened when the speaker was traveling.

Ask Sts to look at the three photos and think of words they expect to hear in each story.

Now play the audio once the whole way through.

Check answers.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts listen.

Stories 1 and 3

9.3
(script in the Student Book on *p.130*)

Story 1
When I was seven, my family was on vacation in the US and one day we drove to the Grand Canyon. The car window was open, and at one point, my favorite blanket flew out the window and was gone. I was devastated. It was my security blanket and I couldn't sleep without it. Soon after, we stopped for gas at a service station. I was sitting in the car feeling miserable eating a sandwich when a biker gang, you know, a group of guys on motorcycles in leather jackets, drove into the gas station. A huge, frightening man with a gray-and-black beard got off his bike and came to the car. He knocked on the window and then pulled my blanket from his jacket pocket and handed it to my mom. He then went back to his motorcycle. I was so happy I ran up to him and gave him my sandwich.

Story 2
This happened about 20 years ago, but the memory is still really vivid. I was recently married, my wife was pregnant, and we had very little money because I only had a part-time job. It was a few days before payday and I went to a food store to get only what we absolutely needed. In all, I bought about $10 worth of stuff. At the checkout, I swiped my debit card. The cashier said, "Sorry. It says *Declined*. Try again." I asked her to take one item out of the basket, and then I swiped again. There was now a line of customers behind me. The cashier said, "Sorry. Declined again." I went on taking things out until the only thing I had left was a loaf of bread, and then the card was accepted. I took my bread and I left – I was feeling absolutely humiliated. A few seconds later, I heard the voice of a little girl behind me, a girl who was standing with her mother right behind me in the line. She gave me a grocery bag full of all the things I'd put back. Her mother had bought them for me. I still cry when I remember that moment and think how such a small act can mean so much for a person in need.

Story 3
I'm a painter, and a couple of years ago I was traveling by plane to see friends, and I'd taken my painting things with me. I forgot about the rules about not being able to take liquids in carry-on bags, so when I got to security at the airport, the man took away all my paints. I was really angry with myself for being so stupid. But when I came back a week later, the security man was there at the baggage reclaim area with my paints. Not only had he kept them for me, but he'd also looked up the date and time of my return flight so that he could be there to meet me.

f Tell Sts they are going to listen to the three stories again and this time they must match three sentences from A–I to each story. Give Sts time to read the nine sentences.

Play the audio again, pausing after each story to give Sts time to complete the task.

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

A 3 **B** 2 **C** 3 **D** 1 **E** 2 **F** 1 **G** 3 **H** 1 **I** 2

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.130*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

g In pairs, get Sts to answer the questions. Check Sts understand the meaning of the adjective *moving* (= causing you to have deep feelings of sadness or sympathy).

Get some feedback. You could also tell Sts what you think.

EXTRA SUPPORT Do these as a whole-class activity.

h In pairs, small groups, or as a whole class, Sts answer the questions.

EXTRA SUPPORT Write the following on the board to help Sts:

- WHERE IT HAPPENED
- WHAT THE PROBLEM WAS
- WHAT YOU DID TO HELP A STRANGER / WHAT THE STRANGER DID TO HELP YOU

Now get Sts to tell their partner / group about their story using the prompts to help them.

Get some feedback. If you have a story of your own, tell the class. You could also ask Sts if, after listening to the four stories, they would change any of their responses to the situations in **1a**.

2 GRAMMAR third conditional

a Focus on the instructions and get Sts to match the sentence halves.

Check answers.

1 C **2** B **3** A **4** D

b Focus on the questions and the two sentences. Then either get Sts to answer the questions in pairs, or elicit the answers from the class.

If Sts worked in pairs, check answers.

2 describes what happened.
1 describes an imaginary situation.

c Tell Sts to go to **Grammar Bank 9A** on *p.148*.

Grammar notes

If Sts have a similar structure in their own language, they may not have too many problems with the concept, but most Sts will have problems with the "mechanics" of the structure, i.e., remembering which verb form goes in each part of the sentence, and also in understanding and producing contracted forms.

Some typical mistakes include:

- using *would have* in the *if*-clause, e.g., ~~*If I would have known, I would have done something about it.*~~
- using the past perfect in both clauses, e.g., ~~*If I had known, I had done something about it.*~~

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Focus on the example sentences and play audio **9.4** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises and get Sts to do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

a
1 I 2 F 3 H 4 E 5 A 6 J 7 B 8 G 9 C

b
1 If you **hadn't taken** me to the airport, I **would have missed** my plane.
2 We **wouldn't have won** the game if the referee **hadn't given** us a penalty.
3 You **would have enjoyed** the weekend if you **had come** with us.
4 If I **hadn't bought** the theater tickets online, they **would have been** more expensive.
5 Mike **would have forgotten** his wife's birthday if she **hadn't reminded** him.
6 If the police **had arrived** five minutes later, they **wouldn't have caught** the thief.
7 If you **hadn't lent** me the money, I **wouldn't have been able** to go away for the weekend.
8 That girl **would have fallen** in the river if you **hadn't caught** her arm!
9 We **wouldn't have found** the hotel if we **hadn't seen** the signpost.
10 If I **had known** about the job, I **would have applied** for it.

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 **Grammar** photocopiable activity at this point.

d Focus on the six sentence beginnings and make sure Sts understand all the vocabulary.

Now give Sts time to complete each one in their own words.

Monitor and help, especially with the third conditional.

e Put Sts in pairs and get them to compare sentences.

Elicit some sentences for each sentence beginning in **d**.

3 PRONUNCIATION sentence rhythm, weak pronunciation of *have*

Pronunciation notes

The main focus here is on getting Sts to say third conditional sentences with good rhythm by stressing the information words. You may also want to highlight the weak form of *would have* /wədəv/ and the contraction of *had* in these kinds of sentences. These forms are often used by native speakers, but at this level, it is more important for Sts to be able to understand them rather than produce them themselves.

a **9.5** Focus on the instructions and give Sts a minute to read the sentences.

Play the audio the whole way through for Sts just to listen.

Ask Sts how *have* is pronounced after *would*.

Have is pronounced /əv/.

9.5
See sentences in the Student Book on *p.87*

Now play the audio again, pausing after each sentence for Sts to listen and repeat.

Then repeat the activity, eliciting responses from individual Sts.

b **9.6** Focus on the task and tell Sts that they are going to hear five third conditional sentences and they need to try to write them down.

Play the audio, pausing after each sentence to give Sts time to write.

Play the audio again for Sts to listen and check.

Check answers by eliciting the sentences onto the board.

9.6
1 It would have been much quicker if we'd taken a taxi.
2 She wouldn't have found out if you hadn't told her.
3 The tickets would have been cheaper if we'd booked them earlier.
4 If you hadn't done your homework so quickly, you wouldn't have made so many mistakes.
5 I would have lent you some money if you'd asked me.

EXTRA IDEA Play the audio again, pausing for Sts to listen and repeat, copying the rhythm. Then put Sts in pairs and get them to practice saying the sentences.

c Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Guess the conditional**, **A** on *p.109*, **B** on *p.113*.

Demonstrate the activity by writing in large letters on a piece of paper the following sentence: IF I'D KNOWN IT WAS YOUR BIRTHDAY, I WOULD HAVE BOUGHT YOU A PRESENT.

Don't show the sentence to your Sts.

Then write on the board: IF I'D KNOWN IT WAS YOUR BIRTHDAY, I _____ YOU A PRESENT (+).

Tell Sts that you have this sentence completed on a piece of paper and they have to try to guess exactly what it is.

Elicit possible completions with a + verb phrase (e.g., *would have gotten / would have given*). Say *Try again* if Sts say something different, until someone says the phrase *I would have bought you a present*. Then say *That's correct*.

Now go through the instructions. Emphasize that Sts should only fill in the blank when their partner says *That's correct*.

Sts continue in pairs. Monitor and help.

Tell Sts to go back to the main lesson **9A**.

4 READING & SPEAKING understanding topic sentences

a Do this in pairs or as a whole-class activity. Make sure Sts know what *lucky* means.

With a show of hands, find out how many Sts think they are lucky. Get a few Sts to explain why (not).

b Tell Sts that they are going to read an article about luck. First, focus on the **Topic sentences** box and go through it with the class.

Then go through topic sentences A–E, making sure Sts understand them.

Now get Sts to read the article and complete each paragraph with one of the topic sentences.

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

EXTRA SUPPORT Before Sts read the article the first time, check whether you need to pre-teach any vocabulary.

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1 B **2** E **3** C **4** D **5** A

c Focus on the instructions and quickly go through 1–5, making sure Sts understand all the vocabulary.

Give Sts time to read the article again and then choose the best option in the five multiple-choice questions.

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

1 a **2** b **3** a **4** b **5** c

Help with any new vocabulary. Model and drill the pronunciation of any tricky words.

d In pairs, Sts discuss the four questions.

Get some feedback from various pairs.

EXTRA SUPPORT You could do question 1 with the whole class, and then elicit answers to the other questions from individual Sts.

5 VOCABULARY making adjectives and adverbs

a Focus on the sentences from the article, and elicit that *luck* is a noun and *lucky / unlucky* are adjectives.

! The phrase *be lucky* may be a problem for some Sts who express the same concept in their L1 as *have luck*.

Now focus on questions 1 and 2 and get Sts, either in pairs or individually, to answer them.

Check answers.

1 luckily **2** unluckily

b Tell Sts to go to **Vocabulary Bank Word-building** on *p.164*.

Vocabulary notes

Making adjectives and adverbs

Point out that:

- *-y* and *-able* are both typical endings for adjectives
- *un-* and *im-* are common prefixes to make an adjective negative, but adjectives formed with the suffix *-ful*, e.g., *careful*, sometimes (but not always) make the opposite adjective with *-less*, e.g., *useful – useless*
- the suffix *-ful = full of* or *with*, *-less = without*
- sometimes there are spelling changes, e.g., the final *e* is dropped before an *-ly* suffix in, for example, *comfortably*, *possibly*, etc., and with adjectives ending in consonant + *y*, the *y* changes to *i* before adding the suffix, e.g., *lucky – luckily*, *healthy – healthily*, etc.

Focus on **2 Making adjectives and adverbs** and go through the **Adjective prefixes and suffixes** box with Sts.

Get Sts to do **a** individually or in pairs.

9.7 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

9.7

Word-building

2 Making adjectives and adverbs, b

luck	lucky, unlucky, luckily, unluckily
fortune	fortunate, unfortunate, fortunately, unfortunately
comfort	comfortable, uncomfortable, comfortably, uncomfortably
patience	patient, impatient, patiently, impatiently
care	careful, careless, carefully, carelessly

Now either use the audio to drill the pronunciation of the adjectives and adverbs, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

EXTRA SUPPORT Get Sts to underline the stressed syllable in all the words in the chart.

luck	lucky, unlucky, luckily, unluckily
fortune	fortunate, unfortunate, fortunately, unfortunately
comfort	comfortable, uncomfortable, comfortably, uncomfortably
patience	patient, impatient, patiently, impatiently
care	careful, careless, carefully, carelessly

Focus on **c** and get Sts to fill in each blank with the adjective or adverb made from the noun in **bold**. Tell them to be careful because some are positive and some negative.

9.8 Now do **d**. Play the audio for Sts to listen and check.

Check answers.

9.8

d

1 The beach was beautiful, but unfortunately it rained almost every day.
2 My new shoes are very **comfortable**. I wore them all day yesterday and they didn't hurt at all.
3 He did the exam quickly and **carelessly**, and so he made lots of mistakes.
4 We were really **unlucky**. We missed the flight by just five minutes.
5 Jack is a very **impatient** driver! He can't stand being behind someone who is driving slowly.
6 It was a bad accident, but **luckily** nobody was seriously hurt.
7 It was raining, but fans waited **patiently** in the line to buy tickets for tomorrow's concert.
8 The roads will be very icy tonight, so drive **carefully**.
9 The temperature dropped to 20 degrees, but **fortunately**, we were all wearing warm coats.
10 The bed in the hotel was incredibly **uncomfortable**. I hardly slept at all.

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.

c Tell Sts they are going to play *The sentence game*, and read the rules together as a class. Make sure everything is clear. You could demonstrate the activity by writing on the board: FRIEND (7 WORDS), and then PEOPLE IN MY COUNTRY ARE VERY FRIENDLY.

d Put Sts in teams of three or four and give them five minutes to write five sentences. If you can see that they need more time, extend the limit.

e When the time is up, get each team to read out their sentences. The teams with five correct sentences are the winners.

EXTRA SUPPORT You could write each team's sentences on the board and get the other teams to say if they are correct or not.

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9B Digital detox

G quantifiers
V electronic devices
P linking, *ough* and *augh*

Lesson plan

This lesson reviews and extends Sts' knowledge of quantifiers, e.g., *a lot of / plenty of*, *too much*, *not enough*, etc. through the topic of digital detoxes.

The first half of the lesson starts with a vocabulary focus on electronic devices and phrasal verbs associated with these devices, and this is followed with pronunciation practice on linking words. Then Sts listen to a journalist who decided to go on a three-day digital detox course. The first half ends with Sts discussing digital detoxes and whether they can live without the internet.

The second half starts with grammar, which is presented through sentences related to the internet and electronic devices. There is then a pronunciation focus on the frequently problematic combinations *-ough* and *-augh*. Sts then read and discuss an article about how to "clean up" their digital life, i.e., how to deal with emails, old software, etc. The lesson ends with a writing focus where Sts write a magazine article analyzing the advantages and disadvantages of smartphones.

More materials

For teachers

Photocopiables
Grammar quantifiers *p.166*
Communicative True or not? *p.195*
(instructions *p.175*)

For students

Workbook 9B

Online Practice 9B

OPTIONAL LEAD-IN (BOOKS CLOSED)

Bring into class as many of the items in **1b** as you can and put them on the table, e.g., an adaptor, a charger, a plug, a mouse, a speaker, a USB cable.

Ask Sts to come up and look at what's on the table for a minute.

Then tell them to go back to their places and, in pairs, try to write down the objects that were on the table (meanwhile, put the objects in a bag or cover them).

Then take the objects out one by one and see if Sts had remembered them, and if any Sts knew how to say them in English.

1 VOCABULARY & PRONUNCIATION

electronic devices; linking

Vocabulary notes

Sts may ask about the difference between *switch on / off* and *turn on / off*. Explain that they both mean the same thing, but they originated because of the way in which power was connected or disconnected. *Turn on* came into use because of things that had knobs that were turned right or left to connect or disconnect, and *switch on* for things that had switches. Today they are synonymous and can be used for anything, no matter whether it has a switch, a knob, or a button.

However, we use *turn + up / down*, as many devices still use a knob that must be turned to increase power, volume, etc.

a Books open. Focus on the questions and elicit the meaning of *devices*. Model and drill the pronunciation of *device* /dɪ'vaɪs/ and the plural *devices* /dɪ'vaɪsɪz/.

Do the questions as a whole-class activity. You could tell the class which device you use the most.

b Focus on the instructions and the words. Point out that the first one (*a flash drive*) has been done for them.

Give Sts time, individually or in pairs, to match the words and photos.

c **9.9** Play the audio for Sts to listen and check.

Check answers.

9.9
2 an adaptor
4 a charger
1 a flash drive
5 a keyboard
13 a mouse
11 an outlet
6 a plug
8 a printer
10 a remote control
3 a router
9 a speaker
7 a switch
12 a USB cable

Then play it again, pausing after each word for Sts to listen and repeat.

Now put Sts in pairs and tell them to test each other by covering the words and looking at the photos.

EXTRA CHALLENGE Ask the class if they know any other technology words, e.g., *a joystick*, *a screen*, *hardware*, *software*, etc.

d Tell Sts that all the sentences refer to electronic devices and the verbs or phrases we commonly use to talk about them.

Now give Sts time to match 1–10 to A–J according to their meaning.

Get Sts to compare with a partner.

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e **9.10** Play the audio for Sts to listen and check.

Check answers.

1 H 2 F 3 D 4 A 5 G 6 I 7 J 8 C 9 E 10 B

9.10

1 H I changed the heat from 70 degrees to 62 degrees. I turned it down.
2 F I disconnected my printer from the computer. I unplugged it.
3 D I made the volume on the TV louder. I turned it up.
4 A I pressed the "off" button on the TV. I switched it off.
5 G I programmed the alarm on my phone for 7:30. I set it.
6 I I put my phone charger into an outlet. I plugged it in.
7 J I pressed the "on" button on my laptop. I switched it on.
8 C I got the latest version of an app. I updated it.
9 E I put antivirus software on my computer. I installed it.
10 B I removed a photo I didn't like. I deleted it.

f **9.11** Focus on the **Separable phrasal verbs** box and go through it with the class.

Play the audio for Sts to listen and notice how the words are linked. Elicit after each phrase whether the *-ed* ending is pronounced /t/, /d/, or /ɪd/.

Pronunciation notes

Linking

These phrasal verbs related to technology are often used with the pronoun *it* followed by the particle, and the three words are linked. When the verbs are in the past tense (they are all regular), the linking also enables Sts to hear clearly how the *-ed* is pronounced.

Because many of these are common phrases (e.g., *switch it off*, *turn it down*), Sts will benefit from learning to say them as one linked phrase.

You may want to point out that in H *it* and *down* are linked because *it* ends and *down* begins with very similar consonant sounds.

9.11

See sentences A–J in the Student Book on *p.90*

Then play it again, pausing after each sentence for Sts to listen and repeat.

Now play the audio again, getting responses from individual Sts.

Finally, tell Sts to cover sentences A–J, look at 1–10, and say A–J from memory.

g Quickly go through questions 1–5, making sure Sts understand them.

Put Sts in pairs and get them to ask and answer the questions. Encourage them to give reasons for their answers.

Get some feedback from various pairs.

2 LISTENING & SPEAKING understanding attitude

a Focus on the task and make sure Sts understand *to be addicted to something* (= unable to stop using or doing something as a habit).

Get Sts to answer the questions in pairs, or do it as a whole-class activity.

If Sts worked in pairs, get some feedback.

b Give Sts time to read the article.

Now put them in pairs and get them to answer questions 1–3.

Check the answer to 1, then elicit opinions for question 2. Finally, check the meaning of *unplug* in 3, and then elicit Sts' answers.

EXTRA SUPPORT Before Sts read the article, check whether you need to pre-teach any vocabulary.

1 *Digital detox* means taking a break from technology, e.g., switching off or not using digital devices.
3 *Unplug* means "disconnect from technology."

c **9.12** Tell Sts they are going to listen to journalist Anna Magee, who went on a three-day digital detox course. First, they are going to listen to five things that Anna said while she was on the course, and they need to decide if she is positive or negative about each one.

Play the audio once the whole way through.

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

1 negative 2 positive 3 positive 4 negative 5 positive

9.12

1 Suddenly I felt cut off and panicky.
2 We had lots of conversations with real-life humans.
3 I slept really well, for the first time in months.
4 I felt really disconnected and lonely.
5 I really noticed the beauty of the countryside.

d **9.13** Tell Sts they are now going to listen to the whole radio show and they must decide if Anna is positive or negative in general about her experience.

Play the audio once the whole way through.

Check the answer.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts listen.

positive

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9.13
(script in the Student Book on *pp.130–131*)
Technology addiction is real, and it's creating mental health problems all over the world. According to a recent survey, six out of ten Americans report that they are addicted to their digital devices. So it's no surprise that the idea of a "digital detox" is growing in popularity. But what is it actually like to go on one?
Time to Log Off is an organization that runs three-day digital detoxes in many different locations around the world. People who go on them are not allowed to use digital devices at all for three days. Journalist Anna Magee felt she was addicted to her smartphone, so when she read about the detoxes, she decided to go on one.
"When I arrived, the first thing I discovered was that there was no cell phone coverage so I couldn't even cheat if I wanted to! Suddenly I felt cut off and panicky. What if something happened to my husband? What if something terrible happened in the world? There were eight other people on the detox with me. At 6 p.m. we met in the living room and handed in our devices, our phones or tablets or whatever. People looked scared. I was worried there was going to be lots of lectures on psychology, things like that, but no. Instead, there was yoga, and walks through the countryside where we picked fruit and had lots of conversations with real-life humans. The first night I slept really well for the first time in months.
But it wasn't always easy. The second evening without my phone, I felt really disconnected and lonely. At yoga that night, I burst into tears, and I felt awful not being able to call a friend. But by the third and final day, I'd changed. When we went on our walk, I really noticed the beauty of the countryside. And I was able to sit still on the sofa, reading a book for nearly half an hour without losing concentration. I started coloring in pictures in books. I was even eating more slowly, in a more relaxed way.
At lunchtime the next day, we got our devices back, and said goodbye. When I finally managed to get coverage, I hungrily checked my phone for messages, likes, comments, news. But nothing had really happened. I managed the whole two-hour train trip back without checking my phone again, just noticing the countryside instead.
It's now three weeks since I went on the detox and though I can't quite believe it, I have managed to control my use of technology. I have one full day unplugged each week, on Saturdays, and I feel incredibly rested on Sundays as a result. I don't do email after 8 p.m., and that really helps me to sleep. I know they're tiny steps, but I feel that I've changed. When I'm talking to friends, I feel that I'm much more present. I'm really focusing on them and not getting distracted by my phone. And I find that when I have a break, instead of wanting to scroll through Twitter or check WhatsApp, what I really want is real-life conversation.

e Tell Sts they are going to listen to the show again and this time they must mark 1–8 *T* (true) or *F* (false). Give Sts time to read sentences 1–8. Remind them to correct the false ones.

Play the audio again, pausing if necessary after each answer to give Sts time to write.

Get Sts to compare with a partner, and play the audio again if necessary.

Check answers.

1 F (**Six out of ten** Americans feel they are addicted to their digital devices)
2 T
3 T
4 F (The second evening, she felt very disconnected and lonely, and burst into tears during yoga.)
5 T
6 F (She **didn't check** her phone on the train.)
7 F (She's "technology-free" on **Saturdays** and doesn't do email after 8:00 p.m.)
8 T

EXTRA SUPPORT Elicit first if the answers are true or false. Then play the audio again for Sts to correct the false sentences.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *pp.130–131*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

f Put Sts in pairs and get them to discuss questions 1–3.

Get some feedback from various pairs.

3 GRAMMAR quantifiers

a Put Sts in pairs and tell them to try to guess what the missing words in sentences 1–6 are. Tell them not to write anything yet.

b **9.14** Tell Sts to listen and fill in the blanks in **a**.

Get Sts to compare with a partner, and then check answers. Drill the pronunciation where necessary, e.g., *enough* /ɪˈnʌf/.

1 a lot 2 enough money 3 too much 4 a few
5 big enough 6 too expensive

9.14
1 I used to have a lot of different gadgets, but now I use my phone for almost everything.
2 I'd like to have a better computer, but I don't have enough money to buy one right now.
3 I spend too much time online. I think I need a digital detox.
4 I have a lot of friends on Facebook, but only a few of them are close friends.
5 I never watch TV or movies on my phone because the screen isn't big enough.
6 I like Apple products, but I can't afford them. I think they're too expensive.

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c Tell Sts to go to **Grammar Bank 9B** on *p.149*.

Grammar notes

Quantifiers

Sts should have seen most or all of these forms previously, but here they are brought together.

Large quantities

Lots of is a colloquial equivalent of *a lot of*. Be careful Sts don't say ~~*a lots of*~~. You may also want to teach *loads of* – another colloquial equivalent.

Some nationalities confuse *plenty of* and *full of* because of L1 interference.

Small quantities

A little and *very little* are quite different in meaning (the second is more negative). The same applies to *a few* and *very few*.

More or less than you need or want

Some typical mistakes include:

- using *too much* + an adjective, e.g., ~~*I'm too much busy.*~~
- the position of *enough*, e.g., ~~*I'm not enough tall to open the cupboard.*~~
- mispronouncing *enough*

Zero quantity

Point out that *no* must be used with a noun, e.g., *I have no time*, *no brothers and sisters*, etc. *None* is a pronoun, so it is used on its own, e.g., *"Is there any milk?" "No, I'm afraid there's none left."*

Focus on the example sentences and play audio **9.15**, **9.16**, **9.17** and **9.18** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises and get Sts to do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

a
1 a few **2** much **3** ✓ **4** very few **5** ✓ **6** a lot
7 too **8** ✓ **9** old enough **10** ✓

b
1 ✗ A lot! **2** ✓ **3** ✗ There isn't enough time / There's no time **4** ✗ too loud **5** ✓ **6** ✗ isn't fast enough **7** ✗ too many emails **8** ✗ None **9** ✗ only a few people **10** ✓

Tell Sts to go back to the main lesson **9B**.

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

d Put Sts in pairs and get them to discuss whether 1–6 in **a** are true for them. Tell them to give as much information as possible.

Get some feedback from various pairs.

4 PRONUNCIATION *ough* and *augh*

Pronunciation notes

The goal of these exercises is to help Sts remember the pronunciation of a group of high-frequency words that all contain *-ough* / *-augh* – a combination of letters that has rather an anarchic spelling–pronunciation relationship.

a Focus on the ***ough* and *augh*** box and go through it with the class.

Then focus on the six columns and elicit the picture word and sound for each, e.g., *saw* /ɔ/, *up* /ʌ/, etc.

Now get Sts to put the words in the correct column. They could do this in pairs. Encourage them to say the words out loud and to use their instinct to help them decide.

b **9.19** Play the audio for Sts to listen and check.

Check answers.

9.19
up /ʌ/ enough, tough
saw /ɔ/ bought, brought, caught, cough, daughter, thought
phone /oʊ/ although
cat /æ/ laugh
boot /u/ through

Then ask Sts *Which is the most common sound?*

The most common sound is /ɔ/.

Point out to Sts that this is true especially when there is a *t* after *-ough* or *-augh*. This includes the past tense / participle forms (*bought*, *brought*, *caught*, *taught*, and *thought*).

Now ask Sts *Which four words finish with the sound /f/?*

enough, *tough*, *laugh*, and *cough*

Emphasize that this is a small group of very common (but slightly irregular) words and it is worthwhile for Sts to memorize their pronunciation.

Finally, play the audio again, pausing after each group of words for Sts to listen and repeat.

c **9.20** Focus on the sentences, which all contain the target sounds, and play the audio once the whole way through for Sts just to listen.

9.20
See sentences in the Student Book on *p.92*

Give Sts time to practice saying them in pairs.

Finally, elicit the sentences from individual Sts.

EXTRA SUPPORT Play the audio again, pausing for Sts to listen and repeat. Then get Sts to practice saying them.

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5 READING & SPEAKING understanding technical language

a Focus on the questions. Elicit the meaning of *wallpaper* in the penultimate question (= the background pattern or picture that you choose to have on the screen of your computer, phone, etc.) and explain its non-technology meaning, i.e., paper used for covering the walls of a room.

Put Sts in pairs and get them to discuss the questions.

EXTRA SUPPORT Demonstrate the activity by answering the first few questions.

When Sts have finished, they should decide who has a more organized digital life.

Get some feedback from various pairs.

b Focus on the task and make sure Sts understand the title, *11 ways to clean up your digital life*. Then set a time limit for them to read the 11 headings and check the ones they need to clean up.

Get Sts to compare with a partner.

Get some feedback.

c Tell Sts to now read the article and fill in the blanks with the verbs in the list.

Check answers.

EXTRA SUPPORT Before Sts read the article the first time, check whether you need to pre-teach any vocabulary.

1 answer **2** make **3** find **4** Delete **5** keep **6** Update
7 forget **8** click **9** set up **10** Choose **11** recycle

d Focus on the four tips from the article and tell Sts they need to look for adjectives in the article with the prefix *un-* to fill in the blanks.

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

Tip 1 unopened, unanswered **Tip 2** Uninstall
Tip 5 unfollow **Tip 8** unsubscribe

Help with any other new vocabulary. Model and drill the pronunciation of any tricky words.

e Tell Sts that this time they need to complete eight sentences with the prefix *un-* and a word from the list.

Get Sts to compare with a partner, and then check answers. Model and drill pronunciation. You could tell Sts that *Ctrl* stands for *Control*.

1 unread **2** undo **3** unfriend **4** unlock **5** unhelpful
6 unknown **7** unclear **8** uncomfortable

You may want to point out that *un-* is the most common negative prefix in English, and is often used to make the negative of new "technology" verbs, e.g., *unfriend*, *unfollow*.

f Focus on the instructions and give Sts time to read the tips in the article again and choose three that they think would be the most useful for them.

When Sts are ready, put them in small groups of three or four to discuss their choices.

Get some feedback from various groups.

6 WRITING an article – advantages and disadvantages

Tell Sts to go to **Writing An article – advantages and disadvantages** on *p.123*.

a Focus on the instructions and give Sts time to read the article. Tell them not to worry about the mistakes.

Tell Sts to cover the article. Put them in pairs and get them to answer the three questions from memory.

Check answers.

1 It has information about more or less everything, and the information is easy to find.
It gives a good, basic introduction to a topic.
It gives links and references to other sources.
2 The information is sometimes inaccurate.
You don't know who's written the articles.
3 Generally "for"

EXTRA CHALLENGE Before Sts read the article, write on the board ADVANTAGES AND DISADVANTAGES OF WIKIPEDIA.
Put Sts in pairs or small groups and tell them to think of two advantages and two disadvantages. Then get them to read the article to see if their ideas are there.

b Tell Sts to read the article again and this time to correct the ten mistakes.

Check answers, eliciting the corrections onto the board.

1 an **2** millions **3** usually **4** On **5** are **6** it's
7 written **8** In **9** you're **10** to get

c Now tell Sts they are going to write a similar article about smartphones. As an alternative, they could write about an app or website they know well instead – depending on your Sts, they might find this more motivating. If they do, you'll need to modify the title, e.g., *The pros and cons of* (*app / website*).

Put Sts in pairs and give them time to write a list of three advantages and three disadvantages of smartphones.

d Individually, Sts now number their advantages and disadvantages 1–3 with 1 being the most important advantage and disadvantage.

Focus on the **Writing about advantages and disadvantages** box and go through it with the class.

e Write the title of the article on the board:
SMARTPHONES – ESSENTIAL FOR MODERN LIFE?

Go through the introduction with Sts and tell them to write three paragraphs following the order in the chart, and to use the **Writing about advantages and disadvantages** box to help them.

You may want to get Sts to do the writing in class, or you could assign it as homework. If you do it in class, set a time limit for Sts to write their article, e.g., 15–20 minutes.

f Sts should check their work for mistakes before handing it in.

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EPISODE 5

Practical English Unexpected events

Function asking indirect questions
Language *Could you tell me why…?, Do you know if…?*, etc.

Lesson plan

In this final episode, Sts learn how to ask questions in an indirect way, e.g., beginning with *Could you tell me…?* or *Do you know…?*

In the first scene, Jenny arrives at Rob's apartment, and is surprised to find Paul still there since Rob had said he was leaving. Paul then tells Jenny that Rob is planning to go back to the UK, and she leaves upset, just as Rob arrives. Rob is furious with Paul for telling Jenny something that simply isn't true, and makes it clear to Paul how serious he is about the relationship. In the next scene, Rob attempts to explain and make things right, but Jenny is not convinced that he is serious about the relationship. However, in the final scene, Rob does his best to prove that he is.

More materials

For teachers

Teacher Resource Center
Video Practical English Episode 5
Quick Test 9
File 9 Test

For students

Workbook Practical English 5
Can you remember? 1–9

Online Practice Practical English 5
Check your progress

OPTIONAL LEAD-IN (BOOKS CLOSED)

Elicit from the class what happened in the previous episode. Ask some questions, e.g., *Where did Rob and Paul go? Where did Jenny go? Why didn't she go with them?*

Alternatively, you could play the last scene of Episode 4.

1 JENNY GETS A SURPRISE

a 9.21 Books open. Focus on the photos and ask Sts *Where is Jenny?* (Outside Rob's apartment building), *What do you think Rob is saying?*, etc.

Now either tell Sts to close their books, and write the question on the board, or get Sts to focus on the question and cover the rest of the page.

Play the video / audio once the whole way through and then check the answer.

EXTRA SUPPORT Before playing the video / audio, go through the listening scripts and decide if you need to pre-teach / check any vocabulary to help Sts when they listen.

Jenny is upset and Rob is furious.

9.21
P = Paul, J = Jenny, R = Rob

P Yeah?
J Hi there. It's me. Should I come up?
***
J Paul!
P That's right.
J Hi.
P Hi…Are you OK?
J Yes, fine. Thanks. It's just that I um…
P What?
J I wasn't expecting to see you.
P Really? Well, as you can see, I'm still here. It seems Rob just can't live without me. Yeah, he's going to miss me when I'm gone. But not for long. We'll meet up again when he goes back to London.
J Goes back…?
P Yeah, he told me last night he was planning to leave New York pretty soon.
J He what?
R Hi, Jenny. Do you want some breakfast? I've got bagels.
J No, thank you, Rob. Why don't you two enjoy them?
R What's wrong?
P No idea. I just said you were planning to leave New York soon, and she…
R You what? I didn't say that!
P You didn't have to. This New York life isn't you, Rob, and you know it.
R No, I don't! I like New York, and Jenny's here.
P Oh, come on! What's the big deal? It's not like you want to marry her.
R Well…
P What? You do?
R Look, Paul. I'm serious about New York and I'm serious about Jenny. And I want you to leave. Today.
P You're joking, mate.
R No, I'm not. I'll even buy the ticket.

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

Now play the video / audio again the whole way through, and get Sts to mark the sentences *T* (true) or *F* (false). Remind them to correct the false ones.

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

1 T
2 F (Paul tells Jenny that Rob is planning **to go back to London**.)
3 F (Rob arrives with **bagels** for breakfast.)
4 T
5 T
6 F (Rob says he will **buy Paul's ticket**.)

EXTRA SUPPORT If there's time and you are using the video, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

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2 INDIRECT QUESTIONS

a **9.22** Focus on the photo and the instructions and make sure Sts understand the question.

Now either tell Sts to close their books, and write the question on the board, or get Sts to focus on the question and cover the rest of the page.

Play the video / audio once the whole way through and then check the answer.

No, they don't.

9.22

R = Rob, J = Jenny, D = Don

R Hi, Jenny.
J Rob.
R Paul told me what he said to you, and it's not true. I'm not planning to leave New York.
J Oh, really? And could you tell me why Paul is still in your apartment?
R Well, he couldn't get a ticket to Boston…
J But you told me he was going a few days ago. Or was that another lie?
R No, of course it wasn't! He couldn't get a ticket. The buses to Boston were all full.
J So do you know if he's got one now?
R I bought it! He's leaving this evening. But that isn't really the issue here, is it? You have to believe me – I don't want to leave New York!
J How can I believe you? I know you're missing London, because you said the same thing to Kerri at the restaurant. Look, Rob, I'd like to know what you really want.
R What do you mean?
J When you and Paul were together, it was like you were a different person.
R You know what Paul's like. What was I meant to do? But that isn't the kind of life I want any more. I'm not like that.
J I know you're not, but I wonder if you really want to be here. I wonder if…
R Jenny, what is it?
J Forget it.
R Jenny…what are you worrying about?
J I don't know if this is going to work out.
R You're not serious.
J I'm just…I'm just not sure if we want the same things any more.
R That's crazy…
D Jenny – oh, good morning, Rob.
R Don.
D I need a word. Can you tell me what you decided at the last meeting?
J Right away, Don. Rob was just leaving.

b Give Sts time to read questions 1–5.

Play the video / audio again, pausing if necessary to give Sts time to answer the questions.

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

1 Paul couldn't get a ticket to Boston because all the buses were full.
2 Because Rob bought Paul's ticket to Boston.
3 Because he told Kerri that he misses London.
4 He behaved like a different person.
5 She doesn't know if it is going to work out.

EXTRA SUPPORT If there's time and you are using the video, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

c **9.23** Give Sts a minute to read through the extracts from the conversation and to think about what the missing words might be.

Now play the video / audio again, and get Sts to fill in the blanks.

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

1 tell **2** know **3** like **4** wonder **5** Can

9.23

1
J Could you tell me why Paul is still in your apartment?
R Well, he couldn't get a ticket to Boston…
2
J Do you know if he's got one now?
R I bought it! He's leaving this evening.
3
J Look, Rob, I'd like to know what you really want.
R What do you mean?
4
J I wonder if you really want to be here. I wonder if…
R Jenny, what is it?
5
D I need a word. Can you tell me what you decided at the last meeting?
J Right away, Don. Rob was just leaving.

d **9.24** Tell Sts to focus on the highlighted phrases in the extracts in **c**. They should listen and repeat the phrases, copying the rhythm and intonation.

Play the video / audio, pausing for Sts to watch or listen and repeat.

9.24

See highlighted phrases in the Student Book on *p.94*

Then repeat the activity, eliciting responses from individual Sts.

e Put Sts in pairs and tell them to practice the conversations in **c**.

Monitor and help, encouraging Sts to pay attention to rhythm and intonation.

Make sure Sts switch roles.

f Focus on the **Indirect questions** box and go through it with the class.

Now focus on the instructions and give Sts time to complete indirect questions 1–5.

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

1 where the bus station is
2 what he said
3 if / whether she likes me
4 if / whether your brother is coming tonight
5 what time the store closes

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g Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Asking politely for information**, **A** on *p.110*, **B** on *p.114*.

Go through the instructions with Sts carefully. Tell them to focus on instruction **a** and give them time to write the indirect questions. When they are ready, tell Sts **A** they are the tourists and they should turn to Sts **B** and start by saying *Excuse me*.

Monitor and help.

Make sure Sts switch roles.

When they have finished, get feedback.

Tell Sts to go back to the main lesson **Practical English 5**.

3 ROB GETS SERIOUS

a 9.25 Focus on the photo and ask Sts some questions, e.g., *What's happening? How do they look?*, etc.

Now either tell Sts to close their books and write the question on the board, or get Sts to focus on the question and cover the rest of the page. You could elicit some opinions before playing the video / audio.

Play the video / audio once the whole way through, and then check the answer.

It's a happy ending (assuming you think marriage is a happy ending!).

9.25

R = Rob, J = Jenny

R But what can I do, Jenny? What can I say to convince you I'm serious?
J I don't know, Rob.
R Wait! What Paul said just isn't true.
J It isn't just what Paul said. It's obvious you want to go back.
R Of course I miss London, but I love my life here. What proof do you want of my commitment to New York, to you, to everything?
J I don't know.
R There must be something I can do.
J Look, we're going to see my parents later. I don't want us to be late.
R We won't be late. And I won't forget the chocolates this time either.
J Well, that's a start, I guess.
R But Jenny – we need to talk about this.
J We don't have time to discuss it now.
R Jenny!
J What is it?
R What if I proposed to you?
J "Proposed"?
R That's right. Proposed.
J Like, "Will you marry me?"
R Exactly.
J On one knee?
R I can do that…So what would you say?
J Rob, stop it. It's embarrassing.
R Tell me.
J Are you for real?
R Yes, I am, actually. What about you?
J Yes!

b Focus on the instructions and give Sts time to read sentences 1–6. Make sure Sts realize they must use between two and four words only to complete each sentence.

Play the video / audio again, pausing if necessary to give Sts time to complete the sentences.

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

1 is serious **2** go back to London **3** life in New York
4 Jenny's parents **5** the chocolates **6** marry him

EXTRA SUPPORT If there's time and you are using the video, you could get Sts to watch again with subtitles, 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. In pairs, get Sts to see if they can remember any of the missing words.

EXTRA CHALLENGE In pairs, get Sts to complete the phrases before they listen.

d 9.26 Play the video / audio for Sts to watch or listen and complete the phrases.

Check answers. If you know your Sts' L1, you could get them to translate the phrases.

1 obvious **2** course **3** either **4** guess **5** What **6** stop

9.26

1 It's obvious you want to go back.
2 Of course I miss London, but I love my life here.
3 And I won't forget the chocolates this time either.
4 Well, that's a start, I guess.
5 What if I proposed to you?
6 Rob, stop it. It's embarrassing.

Now play the video / audio again, pausing after each phrase for Sts to watch or listen and repeat.

e Focus on the instructions and make sure Sts understand what they have to do.

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

A 2 **B** 6 **C** 3 **D** 4 **E** 5 **F** 1

Now put Sts in pairs and get them to practice the conversations.

Finally, focus on the **CAN YOU…?** questions and ask Sts if they feel confident they can now do these things. If they feel that they need more practice, tell them to go to *Online Practice* to watch the episode again and practice the language.

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10A Idols and icons

G relative clauses: defining and nondefining
V compound nouns
P word stress

Lesson plan

The theme of this lesson is icons, both people and objects. The first half of the lesson focuses on nine famous people who died in 2016. This context is used to review and extend Sts' knowledge of relative clauses, and leads to a quiz with relative clauses. Finally, the new grammar (nondefining clauses) is reinforced in a writing activity about Umberto Eco, the Italian author of *The Name of the Rose*.

The second half of the lesson focuses on four American design icons, such as the Tiffany lamp. Sts listen to information about these icons and how they were designed. They then talk about iconic people and objects they admire. The lexical and pronunciation focus is on compound nouns, and the lesson ends with a vocabulary race reviewing compound nouns that have been learned earlier in the book.

More materials

For teachers

Photocopiables

Grammar relative clauses: defining and nondefining *p.167*
Communicative Relative clauses quiz *p.196* (instructions *p.175*)

For students

Workbook 10A

Online Practice 10A

OPTIONAL LEAD-IN (BOOKS CLOSED)

Elicit from Sts the names of famous national or international figures who have died in the last year. Get Sts to say as much as they can about their lives and achievements.

Then tell Sts that they are going to look at the lives of nine iconic people who died in 2016, a year that had an unusual number of celebrity deaths.

1 READING reading with purpose

a Books open. Focus on the photos and read the introduction as a class, making sure Sts understand all the vocabulary, especially the meaning of *icon* here (= a famous person that people see as a symbol of a particular idea, way of life, etc.).

Put Sts in pairs and get them to tell each other if they recognize any of the people in the photos.

EXTRA SUPPORT Do this as a whole-class activity.

Now tell Sts to go to **Communication The year our heroes died** on *p.110* to check their answers.

Tell Sts to go back to the main lesson **10A**.

Get Sts to write the people's names in the blanks in the text headings.

b Tell Sts to read the texts about the nine people.

Elicit from Sts which people they already knew most about and any other interesting information they know about them, and which people (if any) they hadn't heard of at all.

EXTRA SUPPORT Before Sts read the texts the first time, check whether you need to pre-teach any vocabulary.

c Focus on the nine questions and quickly go through them with the class.

Give Sts time to read the texts again and answer the questions with the people's initials.

Check answers.

1 P (Prince) **2** JC (Johan Cruyff) **3** CF (Carrie Fisher)
4 ZH (Zaha Hadid) **5** MA (Muhammad Ali)
6 AR (Alan Rickman) **7** HL (Harper Lee)
8 LC (Leonard Cohen) **9** DB (David Bowie)

Help with any other new vocabulary. Model and drill the pronunciation of any tricky words.

d Do this as a whole-class activity. If there are any famous people you admire, you could tell the class.

2 GRAMMAR relative clauses

a Tell Sts to cover the texts and look at extracts 1–5. They should fill in the blanks with a relative pronoun from the list in the rubric.

Check answers and ask Sts who each extract is about.

1 which (Harper Lee) **2** where, who (Leonard Cohen)
3 which (Carrie Fisher) **4** who (Muhammad Ali)
5 whose (Zaha Hadid)

EXTRA CHALLENGE You could write these two questions on the board:

1 WHICH TWO RELATIVE CLAUSES GIVE INFORMATION THAT IS ESSENTIAL TO UNDERSTAND WHAT COMES BEFORE?

2 IN WHICH RELATIVE CLAUSE IS THE RELATIVE PRONOUN NOT NECESSARY?

Check answers. For question 2, point out to Sts that the relative clause can be left out because it gives extra information, and that this extra information is between commas.

1 2 – who he lived with on the Greek island of Hydra
3 – which made her famous
2 2 – the Norwegian woman (who) he lived with on the Greek island of Hydra

Tell Sts that they will learn the rules in the **Grammar Bank** for when they can leave out the relative pronoun and when they can use *that* instead of *who / which*.

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b Tell Sts to go to **Grammar Bank 10A** on *p.150*.

Grammar notes

Sts who used *American English File* Level 2 have already had an introduction to defining relative clauses, but not to nondefining ones. Highlight that while defining clauses give important information that can't be left out (e.g., *Alan Rickman is the actor* ***who played Snape in the* Harry Potter *movies***), nondefining clauses give extra information that can be left out and the sentence will still make grammatical sense (e.g., *Alan Rickman****, who died in 2016,*** *is the actor who played Snape in the* Harry Potter *movies*). Nondefining clauses appear between commas in written English.

Although *that* is a common alternative to *who* / *which* in defining relative clauses, it cannot be used in nondefining relative clauses.

Whom is also sometimes used as a relative pronoun instead of *who* to refer to the object of the verb in the relative clause, or after prepositions, e.g., *She's the woman whom I met yesterday. He's the man to whom I spoke yesterday*. It is much less common and more formal than *who*. You may wish to point out its use to Sts.

Some typical mistakes include:

- confusing *who* and *which*, e.g., ~~*She's a friend which lives near her.*~~
- using a personal pronoun, e.g., ~~*He is the man who he works with my father.*~~
- using *that* in nondefining relative clauses, e.g., ~~*The movie, that won an Oscar in 2018, will be shown on TV tonight for the first time.*~~

Focus on the example sentences and play audio **10.1** and **10.2** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises and get Sts to do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

a

1 Rob and Corinna, **who** have twins, often need a babysitter.
2 The White House, **where** the president of the United States lives, is in Washington, D.C.
3 The sandwich **that / which** you made me for lunch was delicious.
4 The woman **who** lived here before us was a writer.
5 David Bowie, **whose** songs inspired us for nearly 50 years, died in 2016.
6 My computer is a lot faster than the one **that / which** I used to have.
7 The *Mona Lisa*, **which** has been damaged several times, is now displayed behind glass.
8 Look! That's the woman **whose** dog bit me last week.
9 On our last vacation, we visited Startford-upon-Avon, **where** Shakespeare was born.
10 We all went to the game except Miu, **who** doesn't like basketball.
11 That man **who / that** you saw at the party was my boyfriend!
12 That's the park **where** I learned to ride a bike.

b

The following sentences should be checked: 3, 6, and 11

c

3 Beijing**,** which is one of the world's biggest cities**,** has a population of over 25 million.
4 Adele's *25***,** which was released in 2015**,** is one of the best-selling albums of the last ten years.
6 Sally and Joe**,** who got married last year**,** are expecting their first baby.

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 **Grammar** photocopiable activity at this point.

c Put Sts in pairs, **A** and **B**, and get them to cover the texts in **1** and look only at the photos. Focus on the instructions. Sts **A** say one sentence about a person, using a relative clause, and Sts **B** add any information that he / she can.

Monitor and help if necessary.

Elicit information about each celebrity from the class.

EXTRA IDEA Put Sts in pairs, **A** and **B**. Sts **A** (texts covered) tell Sts **B** what he / she can remember for 1–5. Sts **B** (texts uncovered) help. Then they switch roles for 6–9.

3 SPEAKING

a Tell Sts to answer the quiz questions individually. You could point out that the answers are all vocabulary that Sts have studied earlier in the course.

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

1 an extra **2** a crosswalk **3** your tongue **4** the roof
5 her fiancé

Find out with a show of hands if any Sts got all five correct. Now tell Sts that they are going to write similar quiz questions of their own.

b Put Sts in pairs, **A** and **B**, preferably face-to-face, and tell them to go to **Communication Relative clauses quiz**, **A** on *p.110*, **B** on *p.114*.

Go through the instructions and make sure Sts understand what they have to do. You could demonstrate the activity by doing number 1 (for **A** and **B**) with the whole class, before getting Sts to write their questions.

Monitor to help Sts with the questions.

Sts then take turns asking their questions to their partner.

Tell Sts to go back to the main lesson **10A**.

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4 WRITING a biography

Tell Sts to go to **Writing A biography** on *p.124*.

a Focus on the instructions and find out if Sts know who Umberto Eco is.

Give Sts time to read the biography, and then find out if they know any more information about him.

b Now focus on the first sentence of the biography, the extra information in 1, and the example.

Tell Sts to read the biography carefully and rewrite it using sentences 2–7. Point out that sentences 2–7 are in the correct order. Remind Sts that they might have to change or delete some information.

Check answers.

2 After he graduated, he worked for Radiotelevisione Italiana, where he became friends with artists, painters, musicians, and writers.
3 In September 1962, he married Renate Ramge, who was a German art teacher.
4 They lived in an apartment in Milan, where Eco had a library of 30,000 books.
5 Eco is best known for his novel *The Name of the Rose,* which was published in 1980 and made into a movie six years later.
6 The book, which sold 15 million copies and made him an international literary star, is a murder mystery set in a 14th-century Italian monastery.
7 Eco, who had been diagnosed with cancer, died in Milan in 2016.

EXTRA IDEA Tell Sts to cover sentences 1–7 and read the biography to see if they can remember the extra information.

c Tell Sts they are going to write a biography of an interesting or successful person that they know enough information about. They should write three to five paragraphs, and try to use relative clauses.

You may want to get Sts to do the writing in class, or you could assign it as homework. If you do it in class, set a time limit for Sts to write their biography, e.g., 15–20 minutes.

d Sts should check their work for mistakes before handing it in.

Tell Sts to go back to the main lesson **10A**.

5 LISTENING listening for facts

a **10.3** Focus on the instructions and make sure Sts know what a *decade* /'dekeɪd/ is (= a period of ten years).

Elicit / Explain how we say decades in English, e.g., the 1960s = *the* (*nineteen*) *sixties*. Elicit some answers and ideas.

Play the audio for Sts to listen and check.

Check answers. Model and drill pronunciation.

The Tiffany lamp—the 1890s
The Ford F-Series pick-up truck—the 1940s
The Barbie doll—the 1950s
The Love sculpture—the 1970s

10.3

1 In 1893, Louis Comfort Tiffany exhibited some of his stained-glass lamps at The World's Fair in Chicago.
2 The F-Series pick-up truck, introduced in 1948, was the first post-World War II truck designed by the Ford Motor Company.
3 The first Barbie dolls, created by Ruth Handler and Jack Ryan, were produced in 1959 and sold over 350,000 in the first year.
4 In 1965, artist Robert Indiana had an idea for a painting with the word "LOVE" as the main focus.

b **10.4** Focus on the task and explain that Sts are going to listen to an exhibition audio guide and they must make notes about the items under each of the four American designs. You could elicit the meaning of *icon*, which Sts saw in **1**, and tell Sts that it can also be used for things.

Give Sts time to look at the exercise.

Play the audio, pausing after each design to give Sts time to make notes.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts listen.

10.4

(script in the Student Book on *p.131*)

1 The Tiffany lamp

Louis Comfort Tiffany was an artist and designer who specialized in decorative arts like glass design, jewelry making, and metalwork. He began his career as a painter and he studied under George Inness and Samuel Colman. But then he became interested in glassmaking. In 1882, US president Chester Alan Arthur asked Tiffany to redesign a number of rooms in the White House. Tiffany repainted walls, changed wall paper, and added beautifully colored stained glass to gas lamps and windows throughout the house.

After this, Tiffany then turned his attention to designing common home objects like lamps and vases. In 1893, he exhibited some of his stained-glass lamps at The World's Fair in Chicago. Soon after, he started producing the lamps commercially. His lamps and other home products were handmade by skilled craftsmen and they had complicated designs inspired by nature, including insects, flowers, and tree leaves. With his innovative designs, he became one of the leaders of the Art Nouveau movement. His beautiful lamps were popular with homeowners of the time and they are still considered an iconic American design today.

2 The Ford F-Series pick-up truck

The F-Series pick-up truck, introduced in 1948, was the first post-World War II truck designed by the Ford Motor Company. It had several innovations, for example it had a wide cab for the driver and new options like a windshield washer. Ford F-Series trucks were very popular with Americans looking for a reliable, but stylish vehicle to carry heavy loads or help with work on the farm. Over the years, the Ford F-Series has been redesigned 13 times including making it bigger, faster, more luxurious, and even fitting it with a special bed to sleep in. The latest Ford F-Series trucks are now made of lightweight aluminum. The original trucks were made of heavy and more expensive steel. This iconic American pick-up truck has been the best-selling vehicle in the United States since 1986—that's more than 30 years. It's difficult to stay at the top of the US auto industry, but Ford has found a way with the F-Series' classic design and reliability.

3 The Barbie doll

Until the late 1950s, most American girls played with baby dolls, which often limited their imaginations. They only played the role of being mothers. At around the same time, Ruth Handler noticed that her young daughter was playing with paper dolls, giving them adult roles such as actresses or secretaries. On a trip to Europe, Ruth saw a doll with an adult figure in Germany. Handler had the idea that girls could expand their imagination and play-acting roles with a doll that looked like an adult. So she and engineer Jack Ryan redesigned the doll for the US market and called her Barbie. The first Barbie dolls were produced in 1959 and sold over 350,000 in the first year.

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Barbie is still popular today, and billions have been sold around the world since 1959. Mattel, Inc., the company that produces Barbie, reports that 90 percent of American girls between the ages of three and ten have a Barbie doll.

4 The Love sculpture

In 1965, artist Robert Indiana had an idea for a painting with the word "LOVE" as the main focus. He decided to break the word up into two lines, putting the "LO" on top of the "VE." He then changed the angle of the "O" a little, and an iconic American design was born. In fact, it became so popular that the Museum of Modern Art and the United States Postal Service asked the artist to create versions of his "LOVE" painting for cards and stamps. In the early 1970s, Indiana made a series of "LOVE" sculptures for display in public parks. The first of these "LOVE" sculptures was placed in New York City, on the corner of Sixth Avenue and Fifty-fifth Street. Other "LOVE" sculptures were placed in New Orleans, Philadelphia, Vancouver, Tokyo, and Singapore, as well as many other cities. Unfortunately, Robert Indiana didn't make much money from his "LOVE" paintings and sculptures. He never signed his paintings or applied for copyright, so he didn't have legal protection against the many imitations of his work.

c Get Sts to compare notes with a partner.

Now play the audio again the whole way through for Sts to add more information.

Get Sts to compare again with their partner.

d In pairs, Sts cover their notes, look at the four designs, and see how much they can remember about each one.

Elicit as much information as possible from the class for each design.

See script 10.4

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.131*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

e Do this as a whole-class activity. You could tell the class which design you find the most attractive and why.

6 SPEAKING

a This is a free-speaking activity that gives Sts a chance to talk about their own icons.

Give Sts time to write a name or item in as many of the seven categories as possible, and give them a few minutes to prepare to talk about them (who they are, what they have done, and why they admire them, why they like the landmark / object, etc.). Monitor and help Sts with any vocabulary they may need.

b Put Sts in small groups of, ideally, three Sts (or if this is impractical, in pairs).

Sts share information about each category.

Get some feedback.

EXTRA IDEA Begin by telling Sts about two or three of your own answers and explain why.

7 VOCABULARY & PRONUNCIATION

compound nouns; word stress

Pronunciation notes

Compound nouns, e.g., *bus stop*, have more stress on the first word, e.g., *bus stop*. Depending on their L1, some Sts may tend to stress the second word, i.e., *bus stop*. This rule applies whether the compound noun is one word, e.g., *sunglasses*, or two, e.g., *traffic jam*.

a Focus on the instructions and elicit what a compound noun is (Sts have seen them in **Lesson 2A** on *p.17*, and in the **Vocabulary Bank Transportation** on *p.155*).

Now focus on the two columns and tell Sts to match a noun from **A** to one from **B** to form a compound noun. Tell Sts that all the compound nouns are in **Lesson 10A**.

Get Sts to compare with a partner.

b **10.5** Play the audio for Sts to listen and check.

Check answers, getting Sts to tell you if the compound nouns are one word or two.

The three written as one word are *sunglasses, bookcase,* and *classmate*.

10.5

soccer field, speed camera, sunglasses, town hall, bookcase, classmate, profile picture

Now ask Sts which noun is usually stressed more in compound nouns.

The stress is usually on the first noun.

Put Sts in pairs and get them to practice saying the words, paying particular attention to stress.

c Tell Sts that the answers to questions 1–12 are all compound nouns from Files 1–10. They have three minutes, in pairs, to answer as many as possible.

When time is up, check answers. The pair with the most correct answers is the winner.

1 a bicycle lane **2** the rush hour **3** a parking ticket
4 a tennis court **5** a traffic jam **6** a seat belt
7 a sports arena **8** the soundtrack **9** science fiction
10 a flash drive **11** the second floor **12** a public school

EXTRA IDEA Get Sts to write their names on a piece of paper and then the answers to the questions. When time is up, collect all the pieces of paper and redistribute them. Sts correct each other's answers.

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10B And the murderer is…

G tag questions
V crime
P intonation in tag questions

Lesson plan

The topic of this lesson is murder mysteries: first, the true story of Jack the Ripper and three theories as to who he was, and then a well-known short story by Ruth Rendell.

The lesson begins with a vocabulary focus on words and phrases related to crime. Then Sts activate the new vocabulary by completing an article about Jack the Ripper. In Listening, Sts listen to an expert on Jack the Ripper giving his opinion about three people's theories on who Jack the Ripper was. The grammar focus is tag questions, which are further practiced in Pronunciation and Speaking.

In the second half of the lesson, Sts read and answer questions about the first two parts of the Ruth Rendell short story called *May and June*, and then they listen to and answer questions on the third part. The lesson ends with a video about Ruth Rendell and Agatha Christie.

If you would like to end the last lesson without the book, there is a Communicative review photocopiable activity on *p.198* (instructions *p.175*).

More materials

For teachers

Photocopiables
Grammar tag questions *p.168*
Communicative Four little mysteries *p.197* (instructions *p.175*)
Review *p.198* (instructions *p.175*)
Vocabulary Review: Phrasal verbs *p.217* (instructions *p.202*)

Teacher Resource Center
Video Queens of crime

For students
Workbook 10B
Online Practice 10B

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write the word MURDER on the board and elicit what it means and how it's pronounced /ˈmɜrdər/.

Then give Sts, in pairs, three minutes to brainstorm as many words connected with murder as they can.

Elicit their suggestions onto the board.

Possible words include:
murderer, kill, victim, detective, knife, gun, police, police station, body, blood, suspect, crime, witness, etc.

Finally, ask Sts if they can think of a famous murderer from the past. Tell Sts they are going to learn about one in the lesson.

1 VOCABULARY & READING crime

a Books open. Elicit answers to the questions. You could write down anything Sts know about Jack the Ripper on the board, but don't say whether any of the information is correct. Tell Sts that they will find out later.

b Tell Sts to read definitions 1–9 and then match them to the words in the list.

Get Sts to compare with a partner.

c 10.6 Play the audio for Sts to listen and check.

Check answers. Model and drill any tricky words for your Sts. You can use the audio to do this. You could also tell Sts that *suspect* can be a verb, but is then stressed on the second syllable /səˈspekt/.

10.6
1 detectives
2 witnesses
3 victims
4 murderer
5 murder
6 evidence
7 suspects
8 solve
9 prove

In pairs, Sts practice saying the words.

d Tell Sts they are now going to read about Jack the Ripper. They need to fill in each blank with a word from the list in **b**. Point out that the first one (*murder*) has been done for them.

Give Sts time to do the task, and then get them to compare with a partner.

Check answers.

EXTRA SUPPORT Before Sts read the article the first time, check whether you need to pre-teach any vocabulary.

2 murderer 3 victims 4 witnesses 5 detectives
6 evidence 7 prove 8 suspects 9 solve

e Focus on the instructions and the questions, making sure Sts understand all the vocabulary.

Now set a time limit for Sts to read the article again and answer the questions.

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

1 In London in the autumn of 1888 2 Five 3 Three months
4 A doctor, a businessman, a painter, a sailor, a singer, and a member of the royal family

2 LISTENING listening and making notes

a 10.7 Focus on the six photos and tell Sts that the photos at the top are of people who have investigated Jack the Ripper.

Tell Sts they are going to listen to **Part 1** of an interview with a retired police detective. They must write *1* in the box next to the person Jan Bondeson suspects, and complete the man's occupation.

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Now play the audio once the whole way through.

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

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts listen.

1 Hendrik de Jong, a **sailor**

10.7
(script in the Student Book on *p.131*)
I = interviewer, M = Detective Morton
Part 1

I Good morning, and thank you for coming, Mr. Morton – or should it be Detective Morton—you were a detective with Scotland Yard, weren't you?
M Yes, that's right. For 25 years. I retired last year.
I People today are still fascinated by the identity of Jack the Ripper, over 130 years after the crimes were committed. It's incredible, isn't it?
M Well, it's not really that surprising. People are always interested in unsolved murders – and Jack the Ripper has become a sort of cult horror figure.
I So what can you tell us about some of the new theories about his identity?
M Well, a recent new theory was put forward by a crime historian called Jan Bondeson. He thinks that Jack the Ripper was a Dutch sailor called Hendrik de Jong.
I What evidence does he have?
M Well, de Jong was definitely a murderer. He killed four women in Holland and Belgium, including two of his ex-wives. He also traveled to London a lot, and he was there when the Jack the Ripper murders took place. He also matches the descriptions we have of Jack the Ripper.
I How credible is his theory?
M Well, even Dr. Bondeson says that it's impossible to know for certain if de Jong was Jack the Ripper. I would say it's possible, but there isn't really enough conclusive evidence.

b Now focus on the chart and tell Sts they are going to listen to the interview again and this time they need to complete the first column.

Then play the audio again the whole way through.

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

what evidence there is He had a history of violence against women, was in London when the murders took place, and he matches the descriptions of Jack the Ripper.
what Detective Morton thinks Detective Morton thinks he could be the murderer, but there isn't enough evidence.

c **10.8**, **10.9** Now tell Sts they are going to listen to Bruce Robinson's theory (**Part 2**). The first time they listen, they must focus on the photos in **a** and write *2* in the box next to the person Bruce Robinson suspects, and complete his occupation.

Play the audio once the whole way through.

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

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts listen.

2 Michael Maybrick, a **musician** (a singer and a composer)

10.8
(script in the Student Book on *p.131*)
Part 2

I The next recent theory I'm interested in comes from the movie director Bruce Robinson, who wrote a book in 2016 called *They All Love Jack*. What can you tell us about it?
M Bruce Robinson is convinced that Jack the Ripper was in fact Michael Maybrick, the brother of one of the original suspects, James Maybrick. He thinks that the style of the murders indicates that there was a connection with the Freemasons – which both brothers were.
I What did Michael do?
M He was a popular singer and composer of songs at the time, and Robinson thinks that the Ripper's letters are similar in style to some of his songs, and the fact that they were posted from so many different parts of the UK makes sense because Michael was on tour at the time. Robinson thinks he was a psychopath and was responsible for at least 16 more murders that took place in England later. He even thinks that Michael went on to murder his brother James.
I But he was never arrested, was he?
M No, he wasn't. However, Bruce thinks that by 1893 the police had begun to suspect him, but because many of the police themselves were Freemasons they allowed him to escape to the Isle of Wight, where he lived for the rest of his life.
I And what do you think?
M I think the book is well researched, but I don't really believe his conspiracy theory, that the police knew it was Michael and let him get away. I think the reason the Ripper was never caught was because the police were incompetent, not corrupt.

Now tell Sts they are going to listen again and this time they need to complete the second column in the chart in **b**.

Before playing the audio, read the definition of *the Freemasons* and the *Isle of Wight* in the **Glossary**.

Then play the audio again the whole way through.

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

what evidence there is The Ripper's letters are similar in style to some of his songs. The letters were mailed from different parts of the UK, and Maybrick was on tour at the time.
what Detective Morton thinks He doesn't believe this theory.

Finally, tell Sts they are going to listen to **Part 3** – Patricia Cornwell's theory. The only name remaining in **a** is Walter Sickert, so this time Sts only need to complete his occupation.

Now play the audio once the whole way through.

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

3 Walter Sickert, a **painter**

10.9
(script in the Student Book on *p.131*)
Part 3

I Finally, let's talk about Patricia Cornwell's research. In her 2002 book *Jack the Ripper – Case Closed* she said that she had identified the murderer and that she was convinced that Jack the Ripper was in fact Walter Sickert, the painter. What evidence did she put forward to support this claim?
M Well, she mainly used DNA analysis. She actually spent over $2.5 million buying thirty-two paintings by Sickert. She cut up one of them to get the DNA from it – people in the art world were furious.
I I can imagine.

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M And then she compared the DNA from the painting with DNA taken from the letters that Jack the Ripper sent to the police. Patricia Cornwell said that she was 99% certain that Walter Sickert was Jack the Ripper.
I And now she's written a new book with more evidence.
M Yes, it's called *Ripper: the Secret Life of Walter Sickert*. She says she's found new evidence, including letters that were written by Jack the Ripper and by Walter Sickert on the same very unusual type of paper. She also points out that some of his paintings are very violent and frightening.
I But you don't think she's right, do you?
M Well, I think she might be right. She has a lot of evidence, although I don't think it's completely reliable. And a lot of people think she's wrong!
I So, who do you think the murderer was?
M I can't tell you because I don't know.
I Do you think we'll ever solve the mystery?
M Yes, I think one day the mystery will be solved. Some new evidence will appear that proves 100% who Jack the Ripper was, and we'll be able to say that the case is finally closed. But right now it's still a mystery, and people like a good mystery.

Now tell Sts they are going to listen again and this time they need to complete the third column in the chart in **b**.

Before playing the audio, read the definition of *DNA* in the **Glossary**.

Then play the audio again the whole way through.

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

what evidence there is An analysis suggests that DNA from his paintings matches DNA from Jack the Ripper's letters. Letters written by both men are on the same unusual paper. Sickert's paintings are violent and frightening.

what Detective Morton thinks He thinks this theory might be correct, but he doesn't know for sure.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on *p.131*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

d Do this as an open-class activity, making sure Sts know the meaning of *credible* /ˈkredəbl/ (= that can be believed).

3 GRAMMAR tag questions

a Focus on the instructions and questions 1–4. Give Sts time to complete them.

b **10.10** Play the audio for Sts to listen and check.

Check answers.

1 weren't you **2** isn't it **3** was he **4** do you

EXTRA CHALLENGE You could elicit ideas first for what the two missing words are.

10.10
1 You were a detective with Scotland Yard, weren't you?
2 It's incredible, isn't it?
3 But he was never arrested, was he?
4 But you don't think she's right, do you?

Now tell Sts to change them to direct questions.

Check answers.

1 Were you a detective with Scotland Yard?
2 Is it incredible?
3 Was he ever arrested?
4 Do you think she's right?

Finally, ask Sts what the difference is between direct questions and questions with tag questions.

Tag questions are used to check that a statement is correct.

c Tell Sts to go to **Grammar Bank 10B** on *p.151*.

Grammar notes

Tag questions are difficult for Sts to use because they need to use the correct auxiliary each time, depending on the tense or modal verb they are using. Getting the correct intonation can also be tricky. This lesson provides Sts with a gentle introduction and focuses on the most common use of tag questions, which is to check information.

This lesson doesn't cover the tag question *aren't I?* used with statements beginning *I'm*, e.g., *I'm late, aren't I?* This form is irregular, and isn't very common for checking information.

Focus on the example sentences and play audio **10.11** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises and get Sts to do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

a
1 I **2** E **3** A **4** F **5** C **6** H **7** K **8** D **9** B **10** J

b
1 Your brother works at the police station, **doesn't he**?
2 They don't have any proof, **do they**?
3 That man isn't the murderer, **is he**?
4 You were a witness to the crime, **weren't you**?
5 The police have arrested someone, **haven't they**?
6 The woman wasn't dead, **was she**?
7 That girl took your bag, **didn't she**?
8 He won't go to prison, **will he**?
9 You haven't seen the suspect, **have you**?
10 They couldn't find enough evidence, **could they**?

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** photocopiable activity at this point.

4 PRONUNCIATION & SPEAKING intonation in tag questions

Pronunciation notes

The usual intonation for a tag question when we say something that we think is correct or true, and that we expect the other person to agree with, is a falling tone. Examples would include *It's hot today, isn't it? You're French, aren't you?* (= I'm almost sure you're French). This is what is modeled on the audio in these exercises.

! Tag questions can sometimes be used as real questions with rising intonation, usually to express surprise, or to check information that we are not very sure about. This use is not focused on here.

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a **10.12** Focus on the task and the conversation, and elicit that the police officer probably already has the information and is just checking what he knows.

Now play the conversation once the whole way through for Sts just to listen.

10.12

P = police officer, S = suspect

P Your last name's Jones, isn't it?
S Yes, it is.
P And you're 27, aren't you?
S Yes, that's right.
P You weren't home last night at 8:00, were you?
S No, I wasn't. I was at the movie theater.
P But you don't have any witnesses, do you?
S Yes, I do. My wife was with me.
P Your wife wasn't with you, was she?
S How do you know?
P Because she was with me. At the police station. We arrested her yesterday.

Give Sts a few minutes to complete the tag questions, and then play the audio again for them to listen and check.

Check answers.

1 isn't it **2** aren't you **3** were you **4** do you **5** was she

b **10.13** Ask Sts if they think the intonation of the tag questions goes up or down (demonstrate both ways), and elicit that it goes down. Point out that this is the usual intonation when you are checking information, not asking a new question.

Play the audio, pausing for Sts to listen and repeat the policeman's questions.

10.13

1 Your last name's Jones, isn't it?
2 And you're 27, aren't you?
3 You weren't at home last night at 8:00, were you?
4 But you don't have any witnesses, do you?
5 Your wife wasn't with you, was she?

Then repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT Give Sts extra practice by getting them to read the conversation in **a** in pairs.

c Put Sts in pairs, **A** and **B**, preferably face-to-face. Tell them to go to **Communication Just checking**, **A** on *p.110*, **B** on *p.114*. If there is an odd number of Sts, you should take part in the activity yourself.

Go through the instructions. Make sure Sts are clear that first Sts **A** (as police detective) will ask Sts **B** some questions and try to remember the answers, and then they will check them with tag questions. Then Sts switch roles. Demonstrate the activity by taking **A**'s role and asking one student the questions, and then checking.

Monitor and help Sts to form the tag questions correctly.

When both Sts have done their interviews, get feedback to find which "police detectives" had the best memory.

Tell Sts to go back to the main lesson **10B**.

EXTRA IDEA Write the following fill-in-the-blank sentences on the board:

1 YOU HAVE _____ BROTHERS AND SISTERS, _____ _____?
2 YOU'RE FROM _____, _____ _____?
3 YOU DON'T LIKE _____, _____ _____?
4 YOU'D LIKE TO GO TO _____, _____ _____?
5 YOU CAN'T _____, _____ _____?
6 YOU WENT TO _____ LAST WEEKEND, _____ _____?

Put Sts in pairs and get them to try to complete the sentences for each other with the correct tag question.

They then read their sentences to each other, checking if the information is true.

d Put Sts in pairs and get them to ask and answer the questions, giving as much information as possible.

Get some feedback.

5 READING & LISTENING understanding referencing

a Get Sts to do this in pairs or as a whole-class activity.

If Sts worked in pairs, get some feedback. If you have a favorite crime author, tell Sts who it is and why you like them.

b **10.14** Tell Sts they are going to read and listen to a short story by Ruth Rendell (1930–2015), a very famous author of thrillers and psychological murder mysteries. You might want to tell them that many of her novels have been made into TV shows and movies.

Play the audio for Sts to listen and read at the same time.

Now put Sts in pairs and give them time to look at the highlighted phrases in 1–5 and explain what they refer to. Tell Sts that they need to find each highlighted phrase in the story to work out what they refer to.

Check answers.

EXTRA SUPPORT Before Sts read and listen to **Part 1** of the short story the first time, check whether you need to pre-teach any vocabulary.

1 was both = pretty and smart
2 During that time = the time when May was engaged to Walter
3 It was all very unfortunate = the fact that Walter fell in love with June and left May
4 "She's ruined my life." = "I will never be happy again."
5 This thought = that perhaps Walter was sorry he had married June and not her

10.14

See **Part 1** in the Student Book on *p.102*

Finally, help with any other new vocabulary. Model and drill the pronunciation of any tricky words.

c **10.15** Tell Sts they are going to read and listen to **Part 2** of the story.

Give Sts time to read questions 1–5.

Now play the audio once the whole way through.

In pairs, Sts answer the questions.

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Check answers.

EXTRA SUPPORT Before Sts read and listen to **Part 2** of the short story the first time, check whether you need to pre-teach any vocabulary.

1 **a** She refused to speak to her.
b She was reconciled with her.
2 Because they were both alone and May didn't have very much money. June wanted to recompense May for marrying Walter.
3 **Possible answers:** Because she hadn't been very happy with Walter and it was painful for her OR She had been very happy with Walter and she didn't want to hurt May.
4 She was looking for proof that Walter hadn't really loved June.
5 **Possible answer:** Because she now believed that Walter had really loved her.

10.15
See **Part 2** in the Student Book on *p.103*

Finally, help with any other new vocabulary. Model and drill the pronunciation of any tricky words.

d Focus on the task and make sure Sts understand all the words.

Give Sts time to find the words in both parts of the short story.

Check answers. Model and drill pronunciation.

1 changeable, wealthy **2** unfortunate, unknown
3 extremely, passionately **4** death, marriage
5 wedding ring, engagement ring

e Do this as a whole-class activity.

f **10.16** Tell Sts they are going to listen to **Part 3** of the story.

Play the audio once the whole way through for Sts to check their ideas in **e**.

Check the answer.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts listen.

May sees a letter from Walter to June, saying how much he loved her. May picks up a gun and kills June.

10.16
N = narrator, J = June, M = May, W = Walter, P = police
Part 3
N *May never cried now, though June did.*
J I'm an old fool; I can't help it. You're strong, May, but I'm weak, and I miss Walter so.
M I missed him, too.
N *said May.*
J He was always fond of you…
N *said June.*
J He often talked about you. You have forgiven me, haven't you, May?
M As a matter of fact, I have…
N *said May.*
M I think you've been punished for what you did. It was a marriage without love…
N *she thought.*
M Walter probably talked constantly about me.
N *For the first time in 40 years, she was happy.*
***
N *One night, May woke up and heard a noise.*
M A burglar…
N *she thought. She put on her dressing gown and went to June's room. The bed was empty. She looked out of the window and saw a car parked outside the house, and a light in the living room window. Then she heard a cry and saw a man running out of the house, covered in blood. He got into the car and drove away.*
May went into the living room. June was standing next to her desk. This was a desk that she always kept locked, so May had never been able to see what was in it. The desk was open now, and the contents were all over the room. There was broken glass on the floor, and a gun. May went up to her.
M Are you all right?
J Yes, I'm fine. I threw a bottle at him and he ran away. He pointed a gun at me, but I wasn't afraid. He only took a few pieces of silver. He heard you coming and he panicked.
N *Suddenly, May saw a letter that was open in the desk. It was a letter to June from Walter, the last one he wrote to her when he was dying.*
W My darling love, I want to tell you how happy I have been all these years with you. If I die, I want you to know that you are the only woman I have ever loved.
J Could you call the police, please, May?
N *asked June.*
M Yes…
N *said May. She picked up the gun.*
The police arrived fifteen minutes later. They brought a doctor with them, but June was already dead.
P Don't worry, Miss Thrace, we'll catch the person who did this…
N *said the detective.*
P But it's a pity you touched the gun. I suppose you weren't thinking.
M That's right…
N *said May.*
M It was the shock. I've never had a shock like that, not since I was a girl.

g Tell Sts they are going to listen again to **Part 3**. Give them time to read questions 1–7.

Play the audio again.

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

EXTRA SUPPORT The script for the end of the story is not in the Student Book to make sure that Sts don't read ahead. If you would like Sts to read and listen to the end of the story, we suggest you photocopy script 10.16.

1 Because she thought Walter hadn't really loved June, and she thought June had been punished for what she did.
2 She thought they had been burgled/robbed.
3 It was messy, with broken glass on the floor.
4 She had thrown a bottle at the burglar.
5 It made her angry.
6 She picked up the burglar's gun and killed June.
7 She said she hadn't been thinking because of the shock.

h Do this as a whole-class activity. You could tell the class who you feel sorry for and why.

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6 VIDEO LISTENING

a Tell Sts that they are going to watch a video about two crime writers, Ruth Rendell (the author of *May and June*) and Agatha Christie. Focus on the photos and ask if they know who is who, and approximately when they lived.

Now focus on the questions. Play the video once the whole way through for Sts to watch and answer the questions.

Get Sts to discuss the questions with a partner, and then elicit opinions from the class.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts watch the video.

Possible answers
Ruth Rendell may have had a more interesting life because she worked as a journalist before becoming a writer – but Agatha Christie's life had some interesting events, like her mysterious disappearance.
Ruth Rendell's life may have been happier because Agatha Christie had an unhappy first marriage..

Queens of crime

Crime fiction is loved all over the world: from British writers – like Arthur Conan Doyle and Val McDermid – to Americans – like Raymond Chandler and Patricia Highsmith – to Scandinavian and European writers – like Henning Mankel and Georges Simenon. But two British novelists are called "Queens of Crime" - Agatha Christie and Ruth Rendell.

Ruth Grasemann was born in London in 1930. Her father was English and her mother was Danish. After she left school, she became a journalist. She married Don Rendell, who was also a journalist.

In 1964, Rendell published the first Inspector Wexford novel *From Doon with Death*. Wexford, a British police officer, who appeared in twenty-four novels and some short stories, is still Rendell's best-known character, over fifty years after his first appearance.

In 1975, Ruth and Don Rendell got divorced, but they remarried in 1977. Ruth Rendell continued to write and she also started to write under the pseudonym, Barbara Vine. The Barbara Vine novels are also crime novels, but they are much darker and more psychological.

Some of her novels have been made into movies, not only in English, but in other languages too. The French film, *La Cérémonie*, was adapted from the novel, *Judgement in Stone*, and Pedro Almodóvar's film, *Carne Trémula*, is also based on a Rendell novel, *Live Flesh*.

Ruth Rendell died in 2015. Today she is considered a Queen of Crime, but most people would probably agree that the original Queen of Crime is Agatha Christie.

Agatha Miller was born in Torquay in southwestern England in 1890. Her father was American and her mother British. In 1914, she married Archie Christie, who was an army pilot.

Christie started to write and published her first novel in 1920, *The Mysterious Affair at Styles*, in which she created a Belgian private detective, Hercule Poirot.

In December 1926, Christie became the center of her very own mystery, when she suddenly disappeared from the family home in Sunningdale near London. Her disappearance was big news in the UK and in the US. For eleven days, the police and the press searched for her. The police also asked Arthur Conan Doyle – the creator of Sherlock Holmes – for help, but even he couldn't solve the mystery. The police eventually found Christie in Harrogate in northern England. She apparently couldn't remember anything and the mystery of her disappearance was never solved. Soon afterwards, she and Archie divorced.

Agatha Christie continued to write. She also married again – to Max Mallowan, who was an archaeologist. This marriage was happy. She created another detective, Jane Marple. Miss Marple is a little old, English lady. She lives in a small village and solves crimes quietly and often without leaving her armchair. She is totally different from Hercule Poirot, who Christie described as "a complete egoist." She also wrote more personal novels under the pseudonym of Mary Westmacott.

Agatha Christie died in 1976, but her books are still read all over the world, and watched in movies – like *Murder on the Orient Express* – plays – like *The Mousetrap* – and television shows – like the Miss Marple series.

Ruth Rendell and Agatha Christie had many things in common. They were both very successful crime writers, and they both wrote different novels under pseudonyms. They both divorced and remarried. And they're also both strongly associated with the detectives they created.

But their approaches were very different. Rendell was always more interested in characters, while Christie loved plots. And, while Agatha Christie's readers will read to the end to find out who committed the murder, Ruth Rendell's readers will also want to find out why.

b Focus on the chart. Give Sts time to make some notes in it based on what they remember from watching the video once. Remind Sts that they should just be writing notes, not full sentences.

c Put Sts in pairs and get them to compare their notes, and add to them.

Then play the video again for Sts to complete their notes.

Check answers.

Ruth Rendell
her life
– born: in London in 1930
– parents: father was English, mother was Danish
– marriages: married twice to Don Rendell in 1950 and 1977
– other things: worked as a journalist, died 2015
her books
– first novel: published 1964, *From Doon with Death*
– detectives: Inspector Wexford
– pseudonyms: Barbara Vine
– movies: *La Cérémonie*, *Carne Trémula*, and others
– approach to crime writing: interested in characters, and why murder is committed

Agatha Christie
her life
– born: in Torquay, southwestern England, in 1890
– parents: father was American, mother was English
– marriages: married Archie Christie 1914, married Max Mallowan 1930
– other things: disappeared for 11 days in 1926
her books
– first novel: published 1920, *The Mysterious Affair at Styles*
– two detectives: Hercule Poirot and Miss Marple
– pseudonyms: Mary Westmacott
– movies: *Murder on the Orient Express* and others
– approach to crime writing: interested in plots, and who committed a murder

EXTRA SUPPORT If there's time, you could get Sts to watch the video again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

d Ask Sts if they've read any books by Rendell or Christie, or if they've seen any TV shows or movies based on them. Open the discussion to other crime writers – you could tell Sts about any writers whose books you enjoy.

EXTRA SUPPORT If you would like to end the last lesson without the book, there is a Communicative review photocopiable activity on *p.198* (instructions *p.175*).

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9&10 Review and Check

For instructions on how to use these pages, see *p.40*.

More materials

For teachers

Teacher Resource Center

Video Can you understand these people? 9&10
Quick Test 10
File 10 Test
Progress Test Files 6–10
End-of-course Test

For students

Online Practice Check your progress

GRAMMAR

1 b **2** c **3** c **4** b **5** a **6** a **7** b **8** b **9** a **10** c
11 a **12** a **13** b **14** c **15** a

VOCABULARY

a
1 luckily **2** careless **3** uncomfortable **4** unfortunately
5 impatient

b
1 turned **2** set **3** unplug **4** turn **5** switch / turn

c
1 remote control **2** keyboard **3** adaptor **4** outlet
5 mouse

d
1 glass **2** child **3** doll **4** song **5** truck

e
1 detective **2** prove **3** victims **4** solve **5** suspect

PRONUNCIATION

c
1 c**au**ght /ɔ/ **2** s**o**lve /ɑ/ **3** enou**gh** /f/ **4** e**v**idence /v/
5 t**ou**gh /ʌ/

d
1 comfortable **2** adaptor **3** cable **4** witness **5** evidence

CAN YOU understand this text?

a
1 What **2** How **3** Who **4** Book

b
1 T
2 F (It's a must-see attraction.)
3 DS
4 F (It takes 60 minutes to walk through the Dungeon.)
5 T
6 F (The recommended age is 12 and above.)
7 DS
8 T

CAN YOU understand these people?

1 b **2** a **3** c **4** a **5** c

10.17

1
I = interviewer, S = Sean
I Have you ever helped a stranger or been helped by a stranger?
S Yes, a few months ago, I was, um, I was catching a train home from work and I went past, um, a little girl with her two grandparents, and she was crying and she was really unhappy and I thought "Oh dear!" but there's nothing I can do, um, so I went into the station and I went up the stairs, over the bridge, um, down the other side, and then on the floor I saw, um, a little toy panda, and immediately I knew that that was the little girl's panda and that's why she was crying. Um, so I ran back up the stairs, over the bridge, um, out of the station and I saw the family in the car park. I could still hear the, the little girl crying, and I ran up and said, "Is this yours?", um, and the little girl took it and the grandparents just said "Oh thank you, thank you, thank you," so that was nice.

2
I = interviewer, D = Daniel
I Do you think we rely too much on technology?
D I think sometimes we rely too much on technology because I do not know any of my family or friends' phones numbers anymore. I used to have all of their phone numbers memorized, but now if I lost my phone, I would not be able to call them.

3
I = interviewer, N = Nick
I Do you like detective or mystery novels or TV shows?
N Yeah, I have done, so I, um, I really like the Nordic noirs that were very popular a few years ago, so like *The Killing* and *The Bridge* especially I found really fascinating.
I Do you have a favourite author or detective?
N Uh, yes but can I remember her name… It's actually the one in *The Bridge*.
I Do you usually guess who the murderer is?
N Uh, I'll always try. Sometimes I get it, sometimes it's too difficult, yeah.

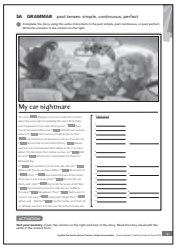
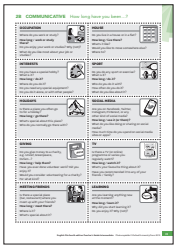
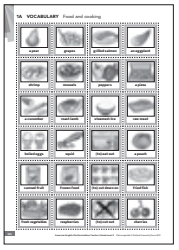
4
I = interviewer, E = Emma
I Do you have a favourite designer?
E I've recently started wedding dress shopping and I really like the dresses by Maggie Sottero.
I Why do you like her clothes?
E Uh, the dresses are quite a vintage style, um, which is really flattering, and when I've tried them on, um, I think they're probably the ones I'm gonna go for.

5
I = interviewer, G = Gina
I Do you think you are generally a lucky person?
G I think I'm a pretty lucky person.
I Can you think of a time when you've been very lucky?
G I think the process of moving to New York City I've been lucky, um, everything just kind of laid in place, like finding an apartment or, um, getting a job has just kind of laid perfectly.

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Photocopiable activities

Overview

- There is a **Grammar activity** for each main (A and B) lesson of the Student Book.
- There is a **Communicative activity** for each main (A and B) lesson of the Student Book.
- There is a **Vocabulary activity** for each section of the Vocabulary Bank in the Student Book.
- There is also an "introductory" worksheet for each section.

The photocopiable material is also available on the **Teacher Resource Center** (TRC) and the **Classroom Presentation Tool** (CPT), allowing you to display the worksheets on an interactive whiteboard or projector. This will make it easier to set up and demonstrate the activities, and show answers.

Using extra activities in mixed ability classes

Some teachers have classes with a very wide range of levels, and where some Sts finish Student Book activities much more quickly than others. You could give these fast finishers a photocopiable activity (**Grammar, Vocabulary,** or **Communicative**) while you help the slower Sts. Alternatively, some teachers might want to give faster Sts extra oral practice with a communicative activity while slower Sts consolidate their knowledge with an extra grammar activity.

Tips for using Grammar activities

- Use the two **Grammar Introduction** worksheets as diagnostic tests for your class.
- The grammar activities are designed to give Sts extra practice in the main grammar points from each lesson. How you use these activities depends on the needs of your Sts and the time available. They can be used in the lesson if you think all of your class would benefit from the extra practice or you could assign them as homework for some or all of your Sts.
- Before using the worksheets in class, check for any vocabulary that may be either new or difficult for your Sts.
- All of the activities start with a writing stage. If you use the activities in class, get Sts to work individually or in pairs. Allow Sts to compare before checking answers.
- If Sts are having trouble with any of the activities, make sure they refer to the relevant **Grammar Bank** in the Student Book.
- All of the activities have an **Activation** section. Some of them have a task that gets Sts to cover the sentences and test their memory. If you are using the activities in class, Sts can work in pairs and test their partner. If you assign them for homework, encourage Sts to use this stage to test themselves. Alternatively, you could assign the main activity for homework and then get Sts to do the **Activation** at the beginning of the next class.
- Make sure that Sts keep their worksheets and that they review any difficult areas regularly. Encourage them to go back to activities and cover and test themselves.

Tips for using Communicative activities

- Before using the worksheets in class, check for any vocabulary that may be either new or difficult for your Sts.
- 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 switch roles and do the activity again, or you could get them to write some of the sentences from the activity.

Tips for using Vocabulary activities

- These worksheets are intended to recycle and consolidate Sts' understanding of the vocabulary in the Student Book **Vocabulary Banks**. As such, we suggest not using them directly after doing these exercises. Instead, get Sts to do them in a subsequent lesson.
- If Sts are having trouble with any of the activities, make sure they refer to the relevant **Vocabulary Bank** page.
- You could ask Sts to check their answers by referring to the relevant Student Book Vocabulary Bank.
- All the activities are suitable for use in class. However, you may wish to assign some of the tasks for homework.
- Most of the vocabulary worksheets have an **Activation** task and this can be treated in a similar way to the grammar ones.
- Make sure that Sts keep their worksheets and that they review any difficult areas regularly. Encourage them to go back to activities and cover and test themselves.

Customizable worksheets

There are customizable versions of some of the **Grammar, Communicative,** and **Vocabulary** activities on the **Teacher Resource Center**. These allow you to adapt the material to make it more applicable and/or relevant to your Sts. For instance, you could:

- change some of the names to the names of Sts in your class.
- change place names to ones that are more relevant and/or familiar to your Sts.
- change items of grammar or vocabulary to focus on the needs and interests of your Sts and/or adapt the level of challenge.
- reduce the number of items if you are short on time.

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Grammar activity answers

Introduction

What do you remember?

2 a **3** b **4** c **5** c **6** a **7** b **8** c **9** a **10** a **11** a
12 b **13** a **14** b **15** a **16** c **17** c **18** b **19** b **20** a

Introduction

Don't make these mistakes!

2 I was born
3 've lived
4 wife's name's Emilia
5 We don't have any children
6 get along with them
7 we'd like to have
8 We're looking for an apartment
9 Emilia is a translator
10 work very hard
11 don't have to do
12 they take care of the house
13 much free time
14 enjoy playing
15 I used to play
16 I don't have enough time
17 I want to get
18 I have to speak
19 I often make mistakes
20 I'm going to go
21 to do

1A simple present and present continuous, action and nonaction verbs

a **2** I'm doing **3** do you come **4** do you have **5** It depends
6 Do you know **7** Do you mean **8** I'm getting ready
9 are you living **10** I'm staying **11** are you doing **12** want
b **2** 'm buying **3** don't like **4** depends **5** gets **6** do
7 sounds **8** Do (you) have to **9** have **10** doesn't work
11 meet **12** Do (you) want **13** need **14** is staying

1B future forms: present continuous, *be going to*, *will* / *won't*

2 're having ("re going to have" also possible)
3 'm going to look for
4 'm having / 'm going to have
5 'm going to be / 'll be
6 's going to fall / 'll fall
7 won't tell
8 'll check
9 's going to pass / 'll
10 're going ("re going to go" also possible)
11 I'll turn
12 won't be
13 'm introducing / 'm going to introduce
14 'm going ("m going to go" also possible)
15 'll live / 're going to live

2A present perfect and simple past

a **2** I've been **3** did you go **4** finished **5** I've been
6 did you go **7** went
b **1** **2** had **3** did you meet **4** was **5** went **6** 've known
7 got **8** were you **9** 've just met
2 **1** did you go **2** didn't leave **3** came **4** Have you finished
5 sent **6** 've just made **7** 've already had

2B present perfect + *for* / *since*, present perfect continuous

a **2** She's been playing the violin for two hours.
3 She hasn't been feeling well since last week.
4 They've been waiting for the bus for a long time.
5 It's been raining all day.
6 They've been watching TV since they got home.
b **2** **A** have the children been doing
B 've been doing, for
3 **A** have you been going out
B 've been going out since
4 **A** has Penny been
B 's been single since
5 **A** have you had
B 've had, for
6 **A** has Pete been trying
B 's been trying since
7 **A** has your sister wanted
B 's wanted, since
8 **A** have you known
B 've known, for

3A choosing between comparatives and superlatives

3 ✓
4 more comfortable than
5 younger than
6 ✓
7 ✓
8 more modern than
9 better than
10 ✓
11 the most beautiful beach I've ever been
12 the worst actor
13 ✓
14 the best city in the world
15 cheaper
16 ✓
17 hotter
18 the same school as
19 ✓
20 ✓

3B articles: *a* / *an*, *the*, no article

3 – **4** the **5** – **6** the **7** – **8** The **9** a **10** an
11 – **12** an **13** – **14** – / – **15** the / – **16** a / –
17 – / – **18** an / the **19** a / a / The / the **20** – / –

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4A obligation and prohibition: *have to*, *must*, *should*

a **3** don't have to
4 ✓
5 have to
6 doesn't have to
7 must not
8 must not
9 should
10 had to
11 should
12 shouldn't

b **2** must not
3 don't have to
4 must / have to
5 don't have to
6 must / have to
7 must not
8 must / have to

4B ability and possibility: *can*, *could*, *be able to*

a **2** be able to
3 both possible
4 both possible
5 being able to
6 both possible

b **2** couldn't
3 be able to
4 can
5 been able to
6 couldn't
7 being able to
8 can't
9 be able to
10 be able to
11 can't
12 Being able to

5A past tenses: simple, continuous, perfect

2 'd bought **3** was still feeling **4** didn't have **5** didn't matter **6** knew **7** had always wanted **8** called **9** told **10** was **11** was shining **12** was driving **13** were chatting **14** saw **15** had flown **16** tried **17** started **18** disappeared **19** felt **20** had stung **21** was driving **22** crashed

5B past and present habits and states

2 They used to live in Paris, but now they live in Chicago.
3 They used to eat takeout food, but now they (usually) eat home-made food.
4 They used to live in a house with friends, but now they live in a penthouse apartment with their dog.
5 They used to go camping, but now they (usually) stay in five-star hotels.
6 They didn't use to play sports. Now, they both bike on the weekend and Thomas often plays golf.
7 They used to ride bikes, but now they drive a sports car.
8 They used to wear second-hand clothes, but now they (usually) wear designer clothes.
9 They used to get up late and go out at night with friends. Now, they (usually) stay in, cook, and watch TV.
10 They used to have lots of friends, but now they have just a few close ones.

6A passive (all tenses)

a **2** is watched
3 be shot
4 was being interviewed
5 Has (the thief) been caught
6 Have (you ever) been told
7 has been robbed
8 had already been made
9 is being painted
10 wasn't offered
11 be returned
12 had been stolen

b **2** is known
3 plays
4 was directed
5 is hit
6 lose
7 lands
8 is killed
9 are rescued
10 believes
11 received
12 was nominated

6B modals of deduction: *might*, *can't*, *must*

a **2** might
3 must
4 can't
5 can't
6 may

b **1** can't / might not, must
2 can't, might, might, might
3 can't, must / might, might
4 can't, must

7A first conditional and future time clauses + *when*, *until*, etc

2 'll have to **3** won't be able to **4** rains **5** is **6** 'll have **7** don't forget **8** get **9** 'll call **10** arrive **11** goes **12** will you let **13** 'll leave **14** finishes **15** send **16** 're **17** Will you come **18** have **19** won't come **20** 's **21** leave **22** 'll clean **23** get **24** won't be **25** looks

7B second conditional, choosing between conditionals

a **3** 'd have **4** lived **5** 'd have **6** came **7** brought **8** 'd have **9** 'd be able to / could **10** was / were **11** moved **12** 'd take **13** went **14** wouldn't take **15** 'd feel **16** didn't have to **17** would laugh **18** asked

b **2** 'd buy **3** goes **4** reduce **5** 'd take **6** gets **7** weren't / wasn't **8** found **9** 'll never finish **10** will be

8A choosing between gerunds and infinitives

2 calling **3** to speak **4** not to buy **5** going **6** to take care of **7** do **8** Working **9** to study **10** drawing **11** to work **12** to go **13** doing **14** to hear **15** study **16** arriving **17** cooking **18** to like **19** Eating, sleep **20** to give

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8B reported speech: sentences and questions

a **2** was
3 had been
4 hadn't been
5 had started
6 had enjoyed
7 had loved
8 had been able to
9 he was going to be
10 depended
11 would be
12 had to

b **2** if / whether there was too much violence in movies
3 who the most difficult actor he had ever worked with was / who was the most difficult actor he had ever worked with
4 what a young person who wanted to go into acting should do
5 when he was going to retire

9A third conditional

a **2** have missed the start of the movie if you'd been here on time.
3 'd seen the sign, they wouldn't have sat down.
4 have finished the race if she hadn't fallen over.
5 'd taken my umbrella, I wouldn't have got ten wet.
6 have crashed if he'd stopped at the red light.

b **2** 'd known, 'd have taken
3 'd have enjoyed, 'd gone
4 'd been, wouldn't have woken up
5 wouldn't have opened, 'd known
6 Would you have gone, 'd invited

9B quantifiers

2 much **3** loud enough **4** a few **5** any **6** less
7 loads of **8** early enough **9** too **10** plenty of
11 very little **12** lots of **13** many **14** a lot **15** many
16 none **17** fewer **18** too **19** a few **20** no

10A relative clauses: defining and nondefining

a **2** which **3** which **4** which **5** which **6** who **7** which
8 whose **9** who **10** which **11** where **12** which

b Sentences in which you could also use *that*: 2, 3, 4, 5, 9, 10, 12.
Sentences in which you could leave out *who* or *which*: 2, 3, 4, 5, 10

c **2** which many people think is the capital of Australia
3 where my grandmother used to work
4 whose best known painting is *Guernica*
5 which hit the city of New Orleans
6 who died when he was 35

10B tag questions

2 do you **3** weren't we **4** was it **5** is he **6** do they
7 have you **8** isn't it **9** won't you **10** isn't she
11 does she **12** didn't we **13** are you **14** have you
15 wouldn't you

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INTRODUCTION GRAMMAR What do you remember?

Circle the correct answer, a, b, or c.



1 My sister _____ a car.
a hasn't **b** don't have **c** doesn't have

2 _____ Mr. S. Roberts live here?
a Does **b** Is **c** Do

3 My dad _____ at the university.
a teachs **b** teaches **c** teach

4 I _____ to the movies with Katie tonight. I've bought the tickets.
a go **b** 'm going go **c** 'm going

5 I _____ back from New York this morning.
a flied **b** flown **c** flew



6 He didn't _____ the vacation very much.
a enjoy **b** enjoyed **c** enjoys

7 I _____ a shower when the water stopped working.
a took **b** was taking **c** were taking

8 **A** I'm thirsty.
B _____ get you a drink.
a I am **b** I am going to **c** I will

9 **A** I have a new phone.
B I'm sure you _____ it, just like your last one.
a 'll lose **b** 're losing **c** lose

10 **A** Would you like something to eat?
B No, thanks, _____ lunch.
a I've already had **b** I already have had
c I've had already

11 Have you ever _____ to Paris?
a been **b** gone **c** went

12 The traffic is _____ than it used to be.
a badder **b** worse **c** more bad

13 Apple juice isn't as healthy _____ orange juice.
a as **b** than **c** that



14 What _____ you do if there was a snake in your room?
a will **b** would **c** did

15 I'll catch the 6:00 train if I _____ work early.
a finish **b** will finish **c** finished

16 You drive much _____ than me.
a slowly **b** slowlier **c** more slowly

17 If I _____ you, I'd look for a new job.
a be **b** am **c** were

18 My bike _____ last week.
a is stolen **b** was stolen **c** stole

19 We were too late. When we arrived at the train station, the train _____.
a already left **b** had already left
c has already left

20 Liam told Alice that he _____ her.
a loved **b** love **c** was loving

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INTRODUCTION GRAMMAR Don't make these mistakes!



Read about Roberto. Then look at the **bold** phrases and correct them. Use contractions where possible.

My name's Roberto. [1]**I have 32** years old and I'm from Chile. [2]**I'm born** in Santiago, which is a beautiful city, and I [3]**live** there all my life.

I'm married. My [4]**wife name's Emilia**. She's from Santiago, too. [5]**We don't have some children**. We live with Emilia's parents in their apartment, and I [6]**get them along with** very well, but [7]**we'd like having** our own place with a spare room for friends to stay. [8]**We look for an apartment** right now. I work for a financial company and [9]**Emilia is translator**. We both [10]**work very hardly**, often ten hours a day, but luckily we [11]**don't have do** any housework.

Emilia's parents are retired, so [12]**they take care the house of**. I don't have [13]**many free time**, but when I have the chance I [14]**enjoy to play** sports – I often go running in the park near the apartment. [15]**I use to play** tennis, but now I have a full-time job, [16]**I don't have time enough**. I'm learning English because I need it for my job. My writing is OK, but [17]**I want get** better at speaking. [18]**I have to speaking** to a lot of clients in English and [19]**I make often mistakes**. Next summer [20]**I going to go** to the US, maybe to New York or Boston, [21]**for do** a Business English course.

1 *I'm 32*
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____
11 _____
12 _____
13 _____
14 _____
15 _____
16 _____
17 _____
18 _____
19 _____
20 _____
21 _____

ACTIVATION

Write a similar paragraph about yourself, where you live, your work and / or studies, your hobbies, and why you are learning English.

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1A GRAMMAR simple present and present continuous, action and nonaction verbs





a Circle the correct form of the verbs.

Pavel What [1]**do you study** / **are you studying**?

Elvira Humanities.

Pavel [2]**I do** / **I'm doing** Fine Arts. Where [3]**do you come** / **are you coming** from?

Elvira I'm from Salamanca, in Spain.

Pavel And how many hours of classes [4]**do you have** / **are you having** a week?

Elvira [5]**It depends** / **It's depending** on the week, but usually about 20 hours. [6]**Do you know** / **Are you knowing** about the party tonight?

Pavel [7]**Do you mean** / **Are you meaning** the one for new students? I can't go, because [8]**I get ready** / **I'm getting ready** to move into my apartment tomorrow.

Elvira Where [9]**do you live** / **are you living** right now?

Pavel [10]**I stay** / **I'm staying** in a student hostel.

Elvira What [11]**do you do** / **are you doing** on Sunday afternoon? If you [12]**want** / **are wanting**, we could meet and look around the city.

Pavel I'm busy in the afternoon, but what about Sunday morning?

Elvira Fine. Where should we meet?

b Complete the conversation with the correct form of the verbs: simple present or present continuous.

Maggie Hello John, what a surprise! What [1]*are you doing* (do) here?

John The same as you probably! I [2]_____ (buy) a few things for dinner.

Maggie How are things? Are you still working at the same place?

John Yes, but I [3]_____ (not like) it very much. My boss [4]_____ (depend) on me for everything. The worst thing is that she always [5]_____ (get) the credit and I [6]_____ (do) all the work!

Maggie That [7]_____ (sound) terrible. [8]_____ you _____ (have to) go back to work this afternoon?

John No, I only work until lunchtime on Fridays because I always [9]_____ (have) lunch with my friend Paula. She [10]_____ (not work) on Fridays, so we usually [11]_____ (meet) at that nice little Italian restaurant in town. [12]_____ you _____ (want) to come?

Maggie I'd love to, but I [13]_____ (need) to get home. My sister [14]_____ (stay) with us for a few days. Some other time!

ACTIVATION

Practice the conversations with a partner.

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1B GRAMMAR future forms: present continuous, *be going to*, *will / won't*

Complete the sentences using the verb in parentheses + *will* or *going to*, or use the verb in the present continuous. Write the answers in the column on the right and use contractions where possible. Sometimes two answers are possible.

1	**A** I can hardly lift this suitcase. **B** Wait. I [redacted] you with it! (help)	*'ll help*
2	We [redacted] a party next Friday. Can you come? (have)	
3	I've decided that I [redacted] a new job. (look for)	
4	**A** Do you want to come to Dave's on Thursday? **B** I can't. I [redacted] dinner with Sam. (have)	
5	My sister's having a baby, so I [redacted] an aunt in a couple of weeks. (be)	
6	That little boy's riding his bike too fast. He [redacted] off. (fall)	
7	**A** Can I tell you a secret? **B** Of course. I [redacted] anyone. (not tell)	
8	**A** What time is their flight arriving? **B** I'm not sure. I [redacted] online. (check)	
9	Meg didn't study for the exam, so she doesn't think she [redacted] it. (pass)	
10	Did I tell you that we [redacted] skiing in the Alps next week? (go)	
11	**A** Is the air-conditioning on? I'm freezing. **B** Yes, I think so. [redacted] it off. (turn)	
12	Let's meet outside the theater at 7:00. Promise me that you [redacted] late! (not be)	
13	**A** Your girlfriend's really nice. **B** Yes, she is. I [redacted] her to my parents next week. (introduce)	
14	Sorry, but I can't help you now. I [redacted] shopping. (go)	
15	Do you think you [redacted] in this town all your life? (live)	

13–15 **Excellent**. You can use different future forms very well.

9–12 **Very good**, but check the rules in the Grammar Bank p.133 for any questions that you got wrong.

0–8 **This is difficult for you**. Read the rules in the Grammar Bank p.133. Then ask your teacher for another photocopy and do the exercise again at home.

ACTIVATION

Test your memory. Cover the column on the right and look at the sentences. Read the sentences aloud with the verbs in the correct form.

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2A GRAMMAR present perfect and simple past

a Circle the correct verb.

Mike So, where shall we go for our honeymoon?
Gina I don't know. Maybe somewhere in North Africa. Have you ever [1]**been** / **gone** to Morocco?
Mike Yes, [2]**I've been** / **I went** there.
Gina I didn't know that. When [3]**have you been** / **did you go** there?
Mike The year after I [4]**have finished** / **finished** college.
Gina What about Egypt?
Mike [5]**I've been** / **I went** there, too.
Gina Who [6]**have you been** / **did you go** with?
Mike With an ex-girlfriend. But we only [7]**have been** / **went** to Cairo. Let's go there.
Gina No, let's go somewhere else.

b Complete the conversations with the correct form of the verbs in parentheses: simple past or present perfect. Use contractions where possible.

1

Paul How long [1]*have you been* (you / be) married, James?
James Twenty-two years! Maxine and I [2]_____ (have) our wedding anniversary three weeks ago.
Paul Where [3]_____ (you / meet)? In college?
James No, it [4]_____ (be) long before that. Actually, we [5]_____ (go) to the same high school. We [6]_____ (know) each other for a long time. What about you?
Paul I'm divorced. I [7]_____ (get) divorced a year ago.
James How long [8]_____ (you / be) married?
Paul Just a couple of years.
James So, you're on your own now?
Paul Yes, but I [9]_____ (just / meet) someone new and I really like her.



2

Sophia You look exhausted, Jacob! What time [1]_____ (you / go) home last night?
Jacob I [2]_____ (not leave) until 9:00 and I [3]_____ (come) back in at 7:00 this morning.
Sophia And what about the report for the boss? [4]_____ (you / finish) it yet?
Jacob Yes, I [5]_____ (send) it to her a couple of minutes ago.
Sophia Great! You should take a break. I [6]_____ (just / make) some coffee. Do you want some?
Jacob No, thanks. I [7]_____ (already / have) three cups this morning!



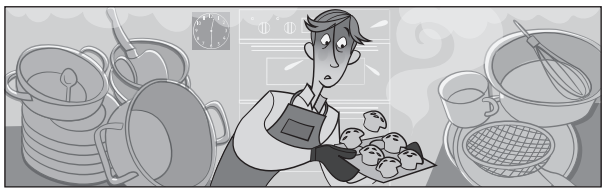
ACTIVATION

Practice the conversations in **a** and **b** with a partner.

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2B GRAMMAR present perfect + *for* / *since*, present perfect continuous

a Look at the pictures. What has been happening? Use the present perfect continuous. Use contractions where possible.



1 cook / all morning
He's been cooking all morning.



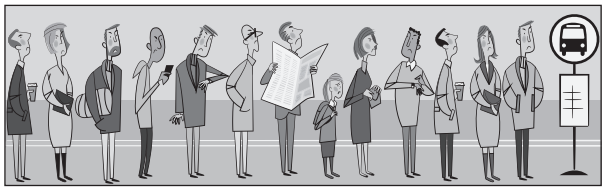
2 play the violin / for two hours

_____



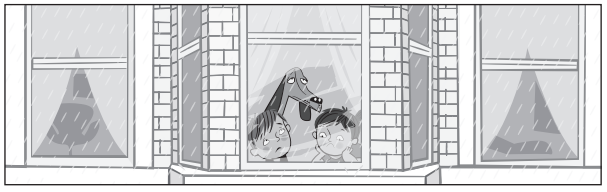
3 not feel well / since last week

_____



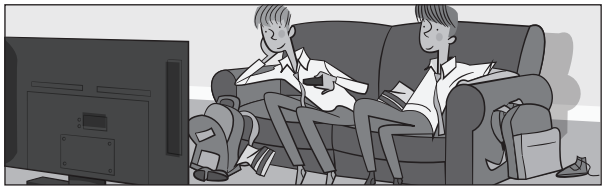
4 wait for the bus / for a long time

_____



5 rain / all day

_____



6 watch TV / since they got home

_____

b Complete the questions and answers with the present perfect or the present perfect continuous and *for* or *since*. Use contractions where possible.

1 A How long *has he been waiting* to speak to someone? (he / wait)
B He *'s been waiting for* half an hour.

2 A How long _____ their homework? (the children / do)
B They _____ it _____ more than two hours.

3 A How long _____ with Rob? (you / go out)
B We _____ we left school.

4 A How long _____ single? (Penny / be)
B I think she _____ she broke up with Scott.

5 A How long _____ your driver's license? (you / have)
B I _____ it _____ ten years.

6 A How long _____ to find a job? (Pete / try)
B He _____ he left college last year, but no luck!

7 A How long _____ to be a doctor? (your sister / want)
B She _____ to be a doctor _____ she was seven years old.

8 A How long _____ Terry? (you / know)
B I _____ him _____ years. He's an old friend of the family.

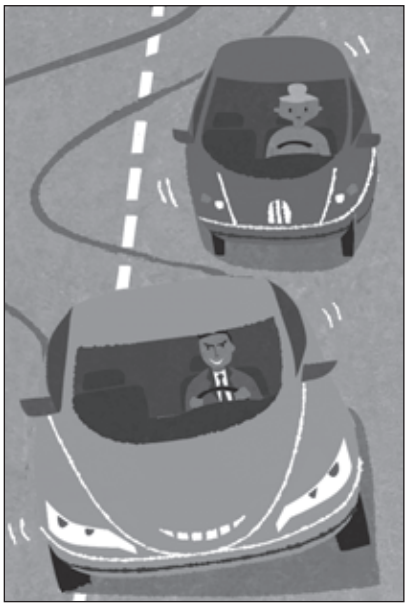
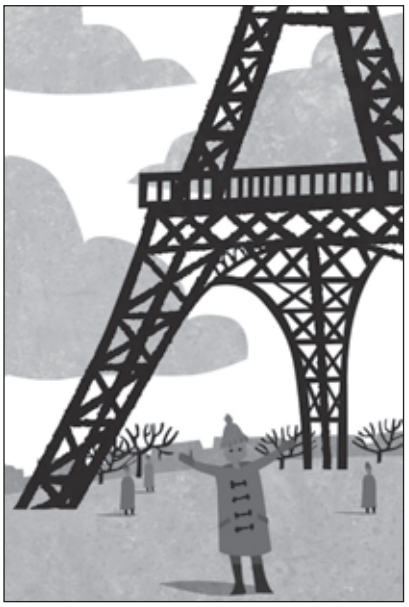
ACTIVATION

Test your memory. Cover the sentences in **a**. Look at the pictures and remember the sentences.

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3A GRAMMAR choosing between comparatives and superlatives

Check (✓) the sentences where the **bold** phrases are right and correct the wrong ones. Write the answers in the column on the right.

1	I take the bus to work because it's ~~**more quickly**~~ than going by car.	*quicker*
2	Olga drives **more carefully** than Bill.	✓
3	I prefer visiting Paris in winter. It's **less crowded** than in summer.	
4	Now that I've tried them on, these shoes are **more comfortable that** I thought they were going to be.	
5	In this photo, you look **more young than** your sister.	
6	Restaurants in New York are **more expensive than** in my city.	
7	Anne's **not as tall as** Susie, but she's thinner.	
8	German trains are **moderner than** British ones.	
9	I love riding my scooter, it's **more better than** driving a car.	
10	Can you say that again **more slowly**, please? I didn't understand a word!	
11	It's **the most beautiful beach I've never been** to. The ocean looks amazing.	
12	Sean's **the worse actor** in the group, but he's the best singer.	
13	What's **the nicest thing anyone's ever said** to you?	
14	Personally, I think that Barcelona is **the best city of the world**.	
15	Which sofa is **more cheaper**? The blue one or the red one?	
16	I think we should take this case. It's **the biggest** one that we have.	
17	It's usually **hoter** here in June than it is in May.	
18	Did you go to **the same school than** your brother?	
19	That restaurant over there is fantastic. It's cheap and you can eat **as much food as** you like.	
20	It took me a long time to walk there. It was **further** than I thought.	

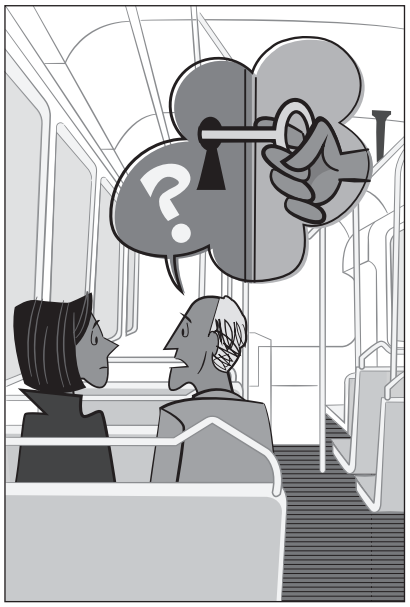
ACTIVATION

Test your memory. Cover the column on the right and look at the sentences. Read the sentences aloud with the correct comparative or superlative form.

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3B GRAMMAR articles: *a* / *an*, *the*, no article

Complete the sentences with *a*, *an*, *the*, or – (no article). Write the answers in the column on the right.







1	Did you remember to lock ___ kitchen door before we left?	*the*
2	I shouldn't drink ___ coffee. It keeps me awake at night.	–
3	Jane is allergic to ___ cats. She starts sneezing when one comes near her.	
4	Can you turn on ___ air-conditioning? It's boiling in here!	
5	José and Charlotte are going away ___ next weekend.	
6	Are these ___ keys you were looking for?	
7	I wasn't feeling very well yesterday, so I didn't go to ___ work.	
8	___ river that runs through Paris is called the Seine.	
9	What ___ beautiful day! I love it here.	
10	It looks like it's going to rain. Take ___ umbrella!	
11	Hurry up! You're going to be late for ___ school.	
12	I have a friend who is ___ electrician. Do you want his phone number?	
13	It's cheaper to buy ___ books online than in a bookstore.	
14	I don't like ___ people who talk about ___ sports all the time.	
15	Luckily, ___ people who work in my office don't talk about ___ sports at all.	
16	My sister works in ___ restaurant. She gets home from ___ work late every evening.	
17	What's your favorite meal of the day, ___ breakfast or ___ dinner?	
18	That's ___ easy question. I think I know ___ answer.	
19	Audrey has two children, ___ boy and ___ girl. ___ boy's ten and ___ girl's two years younger.	
20	I think ___ good health is more important than ___ money.	

ACTIVATION

Test your memory. Cover the column on the right and look at the sentences. Read the sentences aloud with the correct articles.

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4A GRAMMAR obligation and prohibition: *have to, must, should*

a Circle the correct verb. Check (✓) if both are possible.

1 No, thanks. I **must not** / **shouldn't** eat any more cake. I'm on a diet. ✓
2 You **must not** / **don't have to** tell anyone what I've just told you. It's a secret.
3 Living at home is great. I **must not** / **don't have to** do anything because my mom does it all for me!
4 You **must** / **have to** get a visa if you want to go to Cuba.
5 You **should** / **have to** pay a fine if you don't return your library books on time.
6 Jerry **doesn't have to** / **must not** get up early this morning. He isn't going to work.
7 It's Hannah's birthday tomorrow. I **must not** / **shouldn't** forget to call her.
8 You **must not** / **don't have to** touch electrical things when your hands are wet. It's very dangerous.
9 I think you **should** / **must** go to bed early tonight. You look really tired.
10 When I was a child, I **had to** / **must** clean my room every weekend.
11 If you're late for class, you **have to** / **should** say sorry to the teacher.
12 He **doesn't have to** / **shouldn't** watch so much TV. It's a waste of time.

b Complete the sentences with *must*, *must not*, *have to*, or *don't have to*. Sometimes two answers are possible.



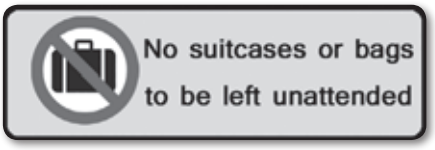














1 You *have to* pay for food and drinks separately.
2 You _____ drive at more than 70 mph.
3 Service is included, so you _____ leave a tip.
4 You _____ wait here before showing your passport.
5 You _____ pay on Sundays.
6 You _____ fasten your seatbelt now.
7 You _____ leave your bags unattended.
8 You _____ leave your hotel room before 12 o'clock.

ACTIVATION

Test your memory. Cover the sentences in **b**. Look at the pictures and remember the sentences.

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4B GRAMMAR ability and possibility: *can, could, be able to*

a Circle the correct verb. Sometimes both verbs are possible.

It's never too late

My 78-year-old father [1]**couldn't** / **wasn't able to** even turn on a computer until about two years ago. All that changed when he decided that he wanted to [2]**can** / **be able to** use the internet and he took a class at his local Adult Education Center. Although he really enjoyed the class, he [3]**couldn't** / **wasn't able to** put what he learned in his classes into practice because he didn't have a computer. So, for his birthday, I bought him his own laptop and that's when he really started learning! Now, he [4]**'s able to** / **can** use the internet really well and send emails. What he loves most is [5]**can** / **being able to** speak to and see his grandchildren on Skype at least once a week. We live in Australia, but he lives in the US. If he didn't have a computer, he [6]**couldn't** / **wouldn't be able to** keep in touch with us so much.



b Complete the sentences with *can* / *can't* or *could* / *couldn't*. If a form of *can* / *could* isn't possible, complete the sentence with a form of *be able to*.

1 At the end of the six-week course, you *'ll be able to* design your own website.

2 Masha called me yesterday because she _____ remember how to get to my house.

3 Simon isn't going to _____ finish the report by the end of the day.

4 Peter has passed his driving test, so now he _____ drive his father's car.

5 I haven't _____ speak to Harry for over three weeks. He never answers his phone.

6 The train was delayed, so I _____ get to the meeting on time.

7 Miriam hates not _____ play chess as well as Luke. He always beats her and she's a really bad loser!

8 Sometimes when you're on Skype you _____ hear the other person very well.

9 I'm afraid I won't _____ go away this weekend. I'm too busy.

10 You should _____ do this exercise without any help. It's quite easy.

11 We _____ park here; there are no spaces.

12 _____ do what you like is the best thing about a vacation.

ACTIVATION

Complete the sentences about yourself.

1 I've been able to _____ since _____.

2 I used to be able to _____.

3 I enjoy being able to _____.

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5A GRAMMAR past tenses: simple, continuous, perfect

Complete the story using the verbs in parentheses in the simple past, past continuous, or past perfect. Write the answers in the column on the right.



My car nightmare

This story [1] _____ (happen) to me one really hot summer about five years ago. It's probably the worst thing that's ever happened to me while driving a car. I [2] _____ (buy) my car the week before and I [3] _____ (still feel) very excited about it. It [4] _____ (not have) air conditioning, but that [5] _____ (not matter) to me because it was my first ever car! I [6] _____ (know) that my best friend Penny [7] _____ (always want) to visit a picturesque little village in the mountains about 100 miles from where we live, so I [8] _____ (call) her and [9] _____ (tell) her that I would take her there the following day.

It [10] _____ (be) a perfect, hot summer day. The sun [11] _____ (shine) and the sky was blue. While I [12] _____ (drive) and we [13] _____ (chat), I [14] _____ (see) something out of the corner of my eye. It was a wasp which [15] _____ (fly) into the car! Penny and I both [16] _____ (try) to kill the wasp, which then [17] _____ (start) buzzing around inside the car. Suddenly the wasp [18] _____ (disappear). Then I [19] _____ (feel) a pain in my arm; the wasp [20] _____ (sting) me! I forgot that I [21] _____ (drive), and…BANG! I [22] _____ (crash) into the car in front of us. Nobody was hurt, but that was the end of our day out.

[1] *happened*

[2] _____
[3] _____
[4] _____
[5] _____
[6] _____ [7] _____
[8] _____
[9] _____
[10] _____ [11] _____
[12] _____
[13] _____ [14] _____
[15] _____
[16] _____
[17] _____
[18] _____ [19] _____
[20] _____ [21] _____
[22] _____

ACTIVATION

Test your memory. Cover the column on the right and look at the story. Read the story aloud with the verbs in the correct form.

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5B GRAMMAR past and present habits and states





	then	now
1 Occupation	college students	Thomas: photographer, Lucie: journalist
2 Home	Paris, France	Chicago, the US
3 Eating habits	takeout food	home-made food
4 House	a house with friends	a penthouse apartment with their dog
5 Vacations	go camping	stay in five-star hotels
6 Sports	didn't play sports	both bike on the weekend, Thomas often plays golf
7 Vehicle	bikes	a sports car
8 Clothes	second-hand clothes	designer clothes
9 Weekends	got up late, went out at night with friends	stay in, cook, and watch TV
10 Friends	lots of friends	just a few close ones

Look at the chart and make sentences with *used to* or the simple present (+ *usually* where appropriate).

1 *They used to be college students, but now he's a photographer and she's a journalist.*

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

ACTIVATION

Cover the sentences and look at the chart. Make three sentences about Thomas and Lucie using *used to* and three sentences using *usually*.

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6A GRAMMAR passive (all tenses)

a Complete the sentences with the correct passive form of the verbs in parentheses. Write the answers in the column on the right.

1	In *Beauty and the Beast*, the part of Belle ____ (play) by Emma Watson.	*was played*
2	Every year, the Academy Awards ceremony ____ (watch) by millions of people.	
3	The scene had to ____ (shoot) in the studio because of bad weather.	
4	I couldn't speak to the director because he ____ (interview) by journalists when I arrived.	
5	**A** ____ the thief ____ (catch) yet?	
	B I don't think so. The police are still looking for him.	
6	____ you ever ____ (tell) a secret that you couldn't keep?	
7	This bank ____ (rob) twice since it opened last year.	
8	When Jack arrived at the meeting, the decision ____ (already make).	
9	Our apartment ____ (paint) right now. Everything's a real mess!	
10	Although Mark thought the interview had gone really well, he ____ (not offer) the job.	
11	When does this book have to ____ (return) to the library?	
12	When we got back to the parking lot, our car wasn't there. It ____ (steal)!	

b Circle the correct form, active or passive.

My favorite movie: *Sully*

The movie *Sully* [1]**bases / is based** on the true story of US pilot Chesley Sullenberger, who [2]**knows / is known** to his friends as Sully. Tom Hanks [3]**plays / is played** the part of Sully and the movie [4]**directed / was directed** by Clint Eastwood.

One freezing winter morning, Sully flies out of LaGuardia Airport in New York. A few minutes into the flight, however, the plane [5]**hits / is hit** by birds and both engines [6]**lose / are lost** power. Sully doesn't think there is enough time to return to the airport, so he [7]**lands / is landed** the plane on the Hudson River near Midtown Manhattan. Amazingly, nobody [8]**kills / is killed** and all 155 people on board [9]**rescue / are rescued** by nearby boats.

Afterwards, however, the National Transportation Safety Board [10]**believes / is believed** the accident is due to the pilot's mistake. The rest of the movie focuses on Sully's fight to clear his name.

The movie [11]**received / was received** great reviews from critics and [12]**nominated / was nominated** for an Oscar.



ACTIVATION

Test your memory. Cover the column on the right in **a** and look at the sentences. Read the sentences aloud with the correct passive form.

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6B GRAMMAR modals of deduction: *might*, *can't*, *must*

a Circle the correct verb.



A Don't look now, but isn't that Karen Marshall over there?
B Where?
A At that table by the window.
B No, it [1]**must** / **can't** be. She went to live in Boston.
A But I'm sure it's Karen.
B Mmm, I suppose it [2]**can** / **might** be her. But if it is, she looks much thinner than she used to.
A Well it [3]**must** / **can't** be five years since we last saw her. Someone can change a lot in five years!
B You're right, it is Karen. But who do you think the man is? He [4]**can't** / **might not** be her husband, can he?
A No, he [5]**can't** / **might not** be. They broke up years ago and haven't spoken to each other since.
B It [6]**can** / **may** be her new boyfriend – or her son!
A Should we go over and find out?

b Complete the conversations with *must*, *might*, *might not*, or *can't*. Sometimes more than one answer is possible.



1 A That's the second phone that Stacey's bought this year.
B She *must* have a lot of money!
A She's a student, so she _____ be that rich.
B She _____ have generous parents then.



2 A Do you know where Charlie is?
B Well, he _____ be far away. His phone's on the desk.
A Any idea where he _____ be?
B He _____ be talking to the boss, or he _____ be in the photocopying room. Do you want me to go and look for him?



3 A I have a missed call and I don't recognize the number.
B So, it _____ be from anyone you know.
A Ah, I know! It's that company who interviewed me last week. They _____ be calling to offer me the job. I'm not surprised. I did a really good interview.
B Well, don't be too confident, because they _____ be calling to say you didn't get the job.
A There's only one way to find out!



4 A This steak _____ be for me. It looks medium-rare, and I asked for a well-done steak.
B It _____ be mine, then. I ordered a medium-rare steak.

ACTIVATION

Practice the conversations with a partner.

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7A GRAMMAR first conditional and future time clauses + *when*, *until*, etc.

Complete the conversations with the verbs in the correct form: simple present, imperative, or *will* + base form. Use contractions where possible.

1 A Ugh! The weather's terrible! Unless it [1] ***improves*** (improve) on the weekend, we [2] _____ (have to) cancel the party.
B What? We can't cancel it!
A But we [3] _____ (not able to) have a barbecue if it [4] _____ (rain).
B Well, if the weather [5] _____ (be) still bad, we [6] _____ (have) lunch inside instead.



2 A So, [7] _____ (not forget) to call me when you [8] _____ (get) there.
B Yes, Mom. I [9] _____ (call) you as soon as I [10] _____ (arrive).
A And if anything [11] _____ (go) wrong, [12] _____ (you / let) me know right away?
B Yes, Mom. Stop worrying!



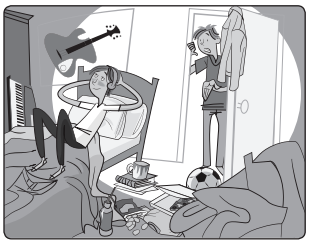
3 A What time will you be home later?
B Well, I have a meeting until about 6:00, but I [13] _____ (leave) as soon as it [14] _____ (finish).
A OK, [15] _____ (send) me a text when you [16] _____ (be) on the train and I'll start making dinner.
B All right. See you later.



4 A [17] _____ (you / come) back to work after you [18] _____ (have) the baby, Jo?
B Well, I probably [19] _____ (not come) back until he [20] _____ (be) at least a year old.
A Oh, we'll really miss you here.
B Yes, I'll miss you, too. Before I [21] _____ (leave), we should all go out for dinner one evening.
A Yes, that's a great idea.



5 A Your room's a mess, Tom!
B Don't worry. I [22] _____ (clean) it before Mom and Dad [23] _____ (get) home.
A Yes, because they [24] _____ (not be) very happy if it [25] _____ (look) like that!



ACTIVATION

Practice the conversations with a partner.

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7B GRAMMAR second conditional, choosing between conditionals

a Complete the conversation with the correct form of the verbs in parentheses to make second conditional sentences. Use contractions where possible.



Lily This house looks nice and it's just been built. If we [1] ***moved*** (move) in there, we [2] ***wouldn't need*** (not need) to do any work.

Ben Yes, but it's on a really busy road. We [3] _____ (have) a lot of problems with noise if we [4] _____ (live) there.

Lily Well, how about this one? It has three bedrooms, so we [5] _____ (have) enough space if our friends or family [6] _____ (come) to stay.

Ben And the yard's huge! If my sister [7] _____ (bring) the kids, they [8] _____ (have) lots of room to play.

Lily Yes, and we [9] _____ (can) have some great parties outside if the weather [10] _____ (be) good.

Ben So, where is it exactly?

Lily It's just outside Boston.

Ben Boston? That's nowhere near my work. If we [11] _____ (move) there, it [12] _____ (take) me over an hour to drive to the office.

Lily Yes, but if you [13] _____ (go) by train, it [14] _____ (not take) that long. And you [15] _____ (feel) much less stressed if you [16] _____ (not have to) drive.

Ben Mm, I suppose so. How much is it?

Lily The list price is $595,000.

Ben Wow! I think the loan officer [17] _____ (laugh) at us if we [18] _____ (ask) to borrow that much money.

Lily Yes, I guess it would be too expensive. I'll keep looking for something cheaper.

b Complete the sentences with a verb from the list in the first or second conditional. Write your answers in the column on the right. Use contractions where possible.

be buy find get go never finish not be ~~not hurry~~ reduce take

1	If they [redacted], they'll miss the bus.	***don't hurry***
2	If we had the money, we [redacted] a beautiful house in the country.	_____
3	Lisa will have a lot of fun when she [redacted] to Brazil to study next year.	_____
4	Unless they [redacted] the price, they'll never sell their house.	_____
5	If I were you, I [redacted] the dress back to the store. It just doesn't suit you.	_____
6	Annabel will look for a job as soon as she [redacted] her degree.	_____
7	If it [redacted] so windy, we could go for a walk on the beach.	_____
8	If you [redacted] some extra money in your bank account, would you spend it?	_____
9	You [redacted] your homework if you keep chatting with your friends on Facebook.	_____
10	Sarah [redacted] really upset if she doesn't find her necklace. We must help her look for it.	_____

ACTIVATION

Test your memory. Cover the column on the right in **b** and look at the sentences. Read the sentences aloud with the verbs in the correct form.

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8A **GRAMMAR** choosing between gerunds and infinitives

Complete the sentences with the correct form of the verbs in parentheses. Use the gerund, the infinitive, or the base form. Write your answers in the column on the right.



1	I think it would be very stressful [redacted] your own business. (run)	*to run*
2	I'm really busy right now. Would you mind [redacted] me back in about five minutes? (call)	
3	My boss told me she wanted [redacted] to me in her office. (speak)	
4	We decided [redacted] her a birthday present because we weren't sure what she wanted. We just gave her some money. (not buy)	
5	Have you ever thought of [redacted] back to live in Los Angeles, or are you happy in San Francisco? (go)	
6	My neighbor offered [redacted] my children while I went shopping. (take care of)	
7	Emily's parents aren't strict enough with her. They let her [redacted] whatever she likes. (do)	
8	[redacted] overtime is exhausting. Last night, I finished work at 9:00 and I started again this morning at 8:00. (work)	
9	My parents would like me [redacted] medicine. (study)	
10	I think Jessica should study architecture. She's very good at [redacted]. (draw)	
11	Do you think you'd like [redacted] with children, or would you find it too stressful? (work)	
12	If they can save enough money, they're hoping [redacted] to Miami for their honeymoon. (go)	
13	Have you ever thought about [redacted] yoga or Pilates? They're very good if you have problems with your back. (do)	
14	I was really surprised [redacted] that Lucy and Adam have separated. I thought that they were very happy. (hear)	
15	Are you going to [redacted] English here again next year? (study)	
16	Toby was fired because he kept [redacted] late for work. (arrive)	
17	I don't really feel like [redacted] tonight. Let's go out for dinner. (cook)	
18	Josh pretended [redacted] the shirt his grandma had bought him, but really he thought it was horrible. (like)	
19	[redacted] late at night always makes me [redacted] badly. (eat / sleep)	
20	Angela asked her brother [redacted] her a lift into town. (give)	

ACTIVATION

Test your memory. Cover the column on the right and look at the sentences. Read the sentences aloud with the verbs in the correct form.

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8B GRAMMAR reported speech: sentences and questions

a Read the interview. Then complete the journalist's report below with the **bold** verbs from the interview in the correct tense.

Journalist Firstly Matthew, thank you very much for agreeing to this interview. I know you're a busy man. You have the leading role in the latest Kathryn Westwood movie. What is it like working with her?



Matthew You [1]**can't** begin to imagine what a fantastic experience it [2]**is**. In fact, it [3]**has been** an honor to work with her. However, I have to say that it [4]**wasn't** easy at first, because filming [5]**started** at 7:00 a.m. every day for the first three weeks. I'm not a person who likes to get up early!

Journalist Yes, I had heard that! What [6]**did you enjoy** most about working with her?

Matthew I [7]**loved** the way that she [8]**could** get all the actors, including me, to do exactly what she wanted us to do.

Journalist [9]**Are you going to be** in any more of her movies in the near future?

Matthew It [10]**depends** on Kathryn, but I hope I [11]**will be**. I'm really sorry, but I [12]**must** go because I have a photo shoot at *Vogue* magazine.

Matthew told me that I [1]*couldn't* begin to imagine what a fantastic experience working with Kathryn Westwood [2]_____. He also said that working with her [3]_____ an honor. However, he said that it [4]_____ easy at first, because filming [5]_____ at 7:00 a.m. every day for the first three weeks. When I asked him what he [6]_____ most about working with Kathryn Westwood, he told me that he [7]_____ the way that she [8]_____ get all the actors to do exactly what she wanted. Finally, I asked Matthew if [9]_____ in any more of her movies in the future. He said that it [10]_____ on Kathryn, but he hoped he [11]_____. We then finished the interview because Matthew said that he [12]_____ go because he had a photo shoot at *Vogue* magazine.

b Write the questions other journalists asked Matthew in reported speech.

"What's the most interesting role that you've played?"
1 NPR asked Matthew *what the most interesting role he had played was.*

"Is there too much violence in movies?"
2 Fox asked him _____.

"Who's the most difficult actor that you've ever worked with?"
3 CBS asked him _____.

"What should a young person who wants to go into acting do?"
4 CNN asked him _____.

"When are you going to retire?"
5 A&E asked him _____.

ACTIVATION

Cover the journalist's report in **a**. Look at the interview and try to remember the journalist's report.

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9A GRAMMAR third conditional

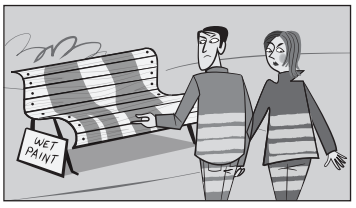
a Put the words in the correct order to complete the conditional sentences.



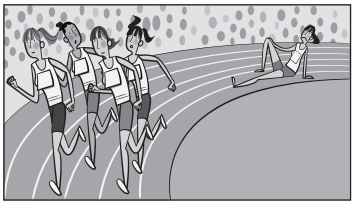
1 would / scored / 'd / the game / they / have / won / the penalty / on
If he *'d scored on the penalty, they would have won the game.*



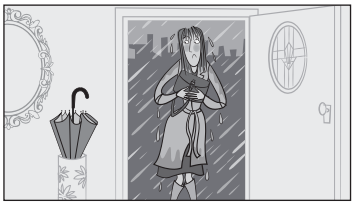
2 missed / here / of / on time / if / the movie / have / the start / been / you'd
We wouldn't _____
_____.



3 seen / down / 'd / have / the sign / they / wouldn't / sat
If they _____
_____.



4 finished / if / fallen / she / the race / have / over / hadn't
Ella would _____
_____.



5 wet / have / taken / gotten / wouldn't / 'd / my umbrella / I
If I _____
_____.



6 he'd / crashed / at / have / stopped / if / the red light
He wouldn't _____
_____.

b Put the verbs in parentheses in the correct tense to make third conditional sentences. Use contractions where possible.

1 We *wouldn't have met* (not meet) if you *hadn't invited* (not invite) us both to dinner that night.
2 If I _____ (know) how cold it was going to be in Boston, I _____ (take) warmer clothes.
3 You _____ (enjoy) the party if you _____ (go).
4 If you _____ (be) quieter, the baby _____ (not wake up).
5 I _____ (not open) the attachment if I _____ (know) that it had a virus.
6 _____ (you / go) to Katia's wedding if she _____ (invite) you?

ACTIVATION

Test your memory. Cover the sentences in **a**. Look at the pictures and try to remember the sentences.

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9B GRAMMAR quantifiers



Circle the correct answers.

1 A Sshh! You're being ____ noisy. I'm trying to listen to the news.
B I'm not making ____ noise at all. Turn the TV up if it isn't ____.

[1] (too) / too much
[2] much / many
[3] enough loud / loud enough

2 A Jane! You're back! How was your vacation?
B Fantastic! I only got back ____ hours ago.
A Why didn't you post ____ photos on Facebook? I kept looking.
B I decided to spend ____ time on social media while I was away. But I still took ____ photos!

[4] a few / a little
[5] no / any
[6] fewer / less
[7] a lot / loads of

3 A I've set the alarm on my phone for 5:30 a.m. Do you think that's ____?
B I think it's ____ early! Set it for 6:00. That'll give us ____ time to get there by 7:00.
A Yes, I guess you're right. There should be ____ traffic at that time of the morning.

[8] enough early / early enough
[9] too / too much
[10] many / plenty of
[11] very little / very few

4 A Have you seen my flash drive?
B You have ____ flash drives. Which one?
A The red one. It doesn't have ____ files on it, but they're really important.

[12] lots of / loads
[13] many / any

5 A I'm updating my Twitter profile. Which photo do you think is better?
B I'm surprised you're still on Twitter! Do you use it ____?
A Yes. Why? Don't ____ of your friends use it anymore?
B No, ____.
A Mm, I suppose ____ young people use it nowadays. Anyway, tell me which photo you prefer.

[14] a lot / a lot of
[15] much / many
[16] any / none
[17] fewer / less

6 A I really want to buy the new Samsung smartphone, but it's ____ expensive right now.
B Yes, but if you wait ____ months, it'll be cheaper.
A I know, but I have ____ patience. I want it now!

[18] too / too many
[19] a little / a few
[20] no / none

ACTIVATION

Test your memory. Cover the column on the right. Look at the conversations and try to remember the missing words.

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10A GRAMMAR relative clauses: defining and nondefining

a Complete the article with *who*, *which*, *where*, or *whose*.

We asked students to tell us about their favorite things in life. This week, Elena, a student from Brazil, tells us about hers.



A place

My favorite place in the world is the town [1] *where* I was born. I've traveled all over the world, but it's still the place [2] _____ I love the most.

A song

A song…that's an easy one! It's *Yellow* by Coldplay, for two reasons. First, it was the color of the dress [3] _____ I was wearing the night I met my husband. Second, it was the song [4] _____ the DJ played as we danced.

A number

The number [5] _____ I've chosen is the number nine. My grandmother, [6] _____ used to live with us when I was a child, always asked me to get her a lottery ticket with this number. I think that's why I like it so much.

A photo

I've chosen a black and white photo of my parents, [7] _____ I've had for about 20 years. Every time I look at it, I can see two happy people in their early twenties, [8] _____ lives were about to change forever. Why? Well, because my mom was pregnant with me in the photo!

A person

My English teacher in school was the woman [9] _____ inspired me to love languages. So, I've chosen her to be my favorite person.

An animal

Animals? No question about it! The animals [10] _____ I like most are dogs.

A store

The store [11] _____ I could spend all day would be one selling perfumes and cosmetics.

An object

Finally, an object [12] _____ is very special to me is my engagement ring because it used to belong to my husband's grandmother. It's beautiful.

b In which sentences could you also use *that*? In which sentences could you leave out *who* or *which*?

c Combine the two sentences using a nondefining relative clause.

1 Our neighbors have lived next door to us for 15 years. They're both teachers.
Our neighbours, *who are both teachers*, have lived next door to us for 15 years.

2 Sydney is well known for its Opera House and Harbor Bridge. Many people think it's the capital of Australia.
Sydney, _____, is well known for its Opera House and Harbor Bridge.

3 Our local post office has closed down. My grandmother used to work there.
Our local post office, _____, has closed down.

4 Pablo Picasso was one of the world's most famous artists. His best known painting is *Guernica*.
Pablo Picasso, _____, was one of the world's most famous artists.

5 The hurricane was the worst storm for over a century. It hit the city of New Orleans.
The hurricane, _____, was the worst storm for over a century.

6 Wolfgang Amadeus Mozart was an extremely talented composer. He died when he was 35.
Wolfgang Amadeus Mozart, _____, was an extremely talented composer.

ACTIVATION

Read the article in **a** again. Write a paragraph about your favorite things in life.

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10B GRAMMAR tag questions

Complete the conversations with tag questions.

1 **A** Hi. Your name's Heather, [1] *isn't it*?
B Yes, it is. Do we know each other?
A You really don't remember me, [2] _____?
B I'm afraid I don't.
A It's Jeff. Jeff Dawson.
B Oh my goodness! We were in school together, [3] _____?
A That's right!



2 **A** Guess who called me this morning?
B It wasn't your ex-boyfriend, [4] _____?
A Uh huh.
B He isn't still calling you, [5] _____? What did he want?
A Just to talk, I think.
B But ex-boyfriends don't call just to talk, [6] _____?



3 **A** You haven't forgotten about your doctor's appointment tomorrow, [7] _____?
B Tomorrow? But tomorrow's Tuesday, [8] _____? I'm going to the doctor's on Wednesday.
A No, today's Tuesday, Dad.
B Oh! Really? Anyway, you'll call me tomorrow to remind me, [9] _____?
A Yes, Dad.



4 **A** Mrs. Jones is really strict, [10] _____?
B I know! She never lets anyone talk in class, [11] _____?
A And she gives us so much homework. We got loads yesterday, [12] _____?
B Yes. It took me a long time to finish it.



5 **A** What's wrong, dear?
B Nothing.
A You aren't having problems with the other children at school, [13] _____?
B No, I'm not. Everything's fine.
A And you haven't had an argument with one of your friends, [14] _____?
B Of course not.
A You'd tell me if there was a problem, [15] _____?
B Yes, Mom. Now will you please leave me alone?



ACTIVATION

Practice the conversations with a partner.

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Communicative activity instructions

Getting to know you

A pairwork activity

This photocopiable "getting to know you" activity can be used together with the introductory Grammar activities as a first-day class, especially if Sts don't yet have the Student Book.

Sts write the information about themselves. They then switch with a partner and ask each other to explain the information. Copy and cut up one **A** worksheet and one **B** worksheet per pair.

LANGUAGE

General review of Level 2 grammar and vocabulary

- Put Sts in pairs and give each student the instructions and a chart (**A** or **B**).
- Give Sts five minutes to write answers in the appropriate place in the chart.
- Now get Sts to exchange charts. Demonstrate the activity by taking a chart from a student and asking him / her *Why did you write…?* Ask follow-up questions to continue the conversation.
- Sts now do the activity in pairs. Make it clear to them that they had different instructions, and stress that they can ask about the information in any order. Monitor and help where necessary. Stop the activity when most Sts have asked about all their partner's information.

1A Describing a photo

A pairwork describing activity

Sts describe their photos to each other and then answer questions related to the topic together. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Simple present and present continuous, food vocabulary

In the restaurant, a family is sitting at a table. They're smiling.

- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Explain that they both have different photos and have to describe them to each other. Demonstrate if you can with a photo from the Student Book, or one you have looked up online. Give Sts a minute to look at their photo and think about how they are going to describe it. Tell them to describe their photo in as much detail as they can. Sts **A** start. Set a time limit, e.g., two minutes. When time is up, Sts **B** describe their photo. Monitor and help if necessary.
- Sts then look at the photos to see how well their partner has described it.
- Finally, get Sts to answer questions 1–6. (They are the same for **A** and **B**.) Monitor and help if necessary.
- Get some feedback from various pairs.

1B Who is it?

A pairwork interview activity

Sts use question prompts to interview each other about somebody they know. Copy one worksheet per student.

LANGUAGE

Question forms in the present and future

What does she do? When are you going to see her next?

EXTRA SUPPORT In pairs or individually, Sts write the complete form of each question. Remind Sts that "/" means there is a word missing, or a change needs to be made to the verb. Elicit all the questions.

- Give out the worksheets, and focus on **a**. Give Sts a few minutes to think of someone they want to talk about. They can use the words at the top of the worksheet for ideas. They shouldn't tell their partner anything about the person they are thinking about yet, except whether the person is male or female.
- Now tell Sts to focus on the question prompts and think about how to make and answer the questions.
- Focus on **b** and tell Sts that they're going to ask each other about their mystery person to discover who they are. Demonstrate the activity by thinking of a person yourself. First, tell Sts if it's a man or a woman, and then get Sts to ask you the questions until they guess who the person is. Insist on correct question forms.
- In pairs, **A** interviews **B** and then tries to guess what the relationship is between **B** and the person they are describing.
- Then Sts switch roles.
- When they've finished, get feedback by asking who each student described, and if their partner was able to guess the relationship.

1 Family
Where was he / she born? Where does he / she live? Who does he / she live with?

2 Occupation / Studies
What does he / she do? Where does he / she work or study? How long has he / she worked (studied) there? Does he / she like his / her job or studies?

3 Appearance and personality
What does he / she look like? What kind of clothes does he / she wear? What is he / she like? What is his / her best and worst quality?

4 Interests
What does he / she like doing in his / her free time? Does he / she play any sports or do exercise? What kind of music does he / she like? Does he / she speak foreign languages?

5 Your relationship with this person
How long have you known him / her? How often do you see each other? Do you get along well? What do you have in common? What do you do together? When are you seeing him / her next? Do you think you'll know him / her in ten years?

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2A Are you a saver or a spender?

A pairwork quiz activity

Sts ask each other questions to find out if they are savers or spenders. Copy one worksheet per student or pair.

LANGUAGE

Question forms in the simple present and the present perfect, money vocabulary

What's your attitude about saving money?

Have you ever had a credit card?

- Put Sts in pairs. Give each student or pair a worksheet.
- Tell Sts they are going to do a quiz about money. Read aloud the first question and the three options. Demonstrate the activity by choosing one option and explaining why you chose it.
- Sts ask and answer the questions and make a note of their partner's answers (a, b, or c) on their worksheets. If Sts are sharing a worksheet, they can use two different colored pens. Set a time limit, e.g., five minutes, or stop the activity when most Sts have finished interviewing each other.
- When time is up, tell Sts to count their partner's number of a, b, and c answers. The most common answer gives them their "type" in the text below the test. Sts tell each other what their "score" is. Give Sts time to read the relevant paragraph.
- Get feedback to find out if Sts agree with the quiz or not.

2B How long have you been…?

A group activity

Sts play a card game to practice the present perfect continuous. Copy and cut up one worksheet per group of three or four Sts.

LANGUAGE

Present perfect continuous

How long have you been living there?

- Write on the board: HOW LONG / TO MY CLASS? (COME). Ask Sts to complete this question (*How long have you been coming to my class?*). Get Sts to answer the question.
- Put Sts in groups of three or four and give each group a set of cards, face down. Pick up the first card and demonstrate the activity by asking a student the questions. If necessary, write the incomplete question on the board and demonstrate, making it clear Sts need to complete the question in **bold** using the present perfect continuous.
- Set a time limit, e.g., ten minutes. Sts pick up a card and ask the questions to their group. When everyone has answered it, the next person picks up a card. Sts continue until they run out of cards or the time is up. Monitor to make sure the activity is being performed correctly.

Occupation How long have you been working or studying there?
House How long have you been living there?
Interests How long have you been doing it?
Sports How long have you been playing it?
Vacations How long have you been going there?
Social media How long have you been using it (or them)?
Giving How long have you been helping them?
TV How long have you been watching it?
Meeting friends How long have you been meeting there?
Learning How long have you been learning it?

- Get feedback for each card to find out who has been doing each activity the longest.

EXTRA IDEA Copy one worksheet per pair of Sts, and cut in half. Put Sts in pairs (preferably sitting face to face) and give them one half of the worksheet each. **A** asks **B** his / her questions. **B** answers, and then returns the questions, asking *What about you?* Then **B** asks **A** his / her questions. They find out between the two of them who has been doing each thing the longest.

3A Questionnaire

A pairwork questionnaire

Sts review comparatives and superlatives by completing a questionnaire with comparatives or superlatives and then asking and answering the questions. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Comparatives and superlatives

Which is more practical, a laptop or a tablet?

Who in your family are you closest to?

- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Focus on **a** and tell Sts to complete each question with the comparative or superlative of the adjective / adverb in parentheses. Tell Sts that there may be two comparatives or two superlatives in each pair of questions – it's not always one of each.
- Check answers by eliciting only the comparative or superlative, not the whole question.

A **English** 1 harder, 2 the most difficult; **Traveling** 1 the worst, 2 more often; **Your life** 1 more active, 2 unhealthiest; **Friends and family** 1 the best-looking (the most good-looking), 2 closest; **Technology** 1 the best, 2 more practical

B **English** 1 the most useful, 2 easier; **Traveling** 1 the longest, 2 more enjoyable; **Your life** 1 the most relaxing, 2 more healthily; **Friends and family** 1 best, 2 the most fluent; **Technology** 1 more often, 2 the most expensive

- Now focus on **b**. Get Sts to sit face to face if possible to ask and answer their questions. They can either ask alternate questions, or **A** can interview **B** and they then switch roles. If there's time, they could also return the questions, asking *What about you?*
- Get some feedback from various pairs.

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3B Generally speaking

A group discussion

Sts practice generalizing by discussing topics in small groups. Copy one worksheet per group of three or four Sts and cut up into cards.

LANGUAGE

Not using *the* for generalizing

I think cats make the best pets because…

- Put Sts in groups of three or four. Try to have a mixture of genders where possible, as this will help to promote disagreement. Give out one set of cards to each group and put them face down.
- Pick up the top card from one group and read it aloud. Say whether you agree or disagree and give a reason.
- Sts continue in groups. One student picks up a card and reads it aloud, says whether he / she agrees or not, giving reasons, and the others then say what they think. Monitor and correct any misuse of the definite article.
- Get some feedback to see whether, generally speaking, Sts agree or disagree with the statements.

EXTRA SUPPORT You could write some useful expressions on the board for Sts to use, e.g., I AGREE / DON'T AGREE, (PERSONALLY,) I THINK…, IN MY OPINION…, FOR EXAMPLE, … Remind Sts not to use the definite article when they generalize.

NON-CUT ALTERNATIVE Give one worksheet to each pair or group and get them to discuss the statements one by one.

4A Me and my opinions

A pairwork speaking activity

Sts complete sentences about themselves and their opinions and share them with a partner to compare ideas. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Different forms of *can* / *be able to*

I admire people who can play a musical instrument.

- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Focus on **a** and tell Sts to complete the eight sentences to make them true for them. The first four sentences are about themselves and the second four are about their opinions. Demonstrate if necessary, completing the first one to make it true for you. Set a time limit, e.g., five minutes. Monitor and help to make sure students are using the language correctly.
- Then focus on **b** and get Sts **A** to read their **ABOUT ME** sentences to Sts **B**. They should ask *What about you?* after each one. Sts then switch roles.
- Now Sts **A** and **B** read their **MY OPINIONS** sentences to each other, first **A** and then **B**. Sts should agree / disagree with their partner's opinions and give reasons. Monitor and help.
- Get feedback from various pairs.

4B Tell us about…

A group board game

Sts move around the board making sentences using *have to*, *must*, *should*. Copy one worksheet per group of three or four Sts. You also need one die per group and one token per student.

LANGUAGE

have to, must, should

You must not text when you're driving.

- Put Sts in groups of three or four. Give each group the worksheet, a die, and enough tokens.

! If you don't have enough dice, give each group a coin. Sts toss the coin for their turn and move 1 for heads and 2 for tails.

- Each player puts a token on the **START** triangle.
- Explain the rules of the game. Sts take turns throwing the die and moving their token. When they land on a circle, they must make a sentence following the instruction. The rest of the group has to decide if the sentence is correct and makes sense. Be the final judge in case of dispute.
- If the sentence is wrong, Sts move back a circle. If it's correct, they stay on the circle.
- The first student to reach the **FINISH** square wins.

Possible answers

1 You shouldn't drink coffee / play on your computer / have a big dinner.
2 I have to go to the library / review for the test / do my homework / practice speaking English.
3 You must print your boarding pass / pack / check in / show your passport.
4 You don't have to work / go to classes / get up early / do anything.
5 You shouldn't go to bed late / worry / study too much / eat a lot.
6 You don't have to pay cash / go to the store / try things on / carry bags home with you.
7 You must go at the right speed / stop at red traffic lights / let ambulances pass. You must not lose your concentration / text / eat / drink.
8 You should think about the price / why you need one / if you need a new one / any special offers and contracts.
9 I had to do my homework / set the table / share things with my brother or sister / go to school.
10 You have to get a job there / find somewhere to live / learn English.
11 You should find out about special customs / if you need a visa / changing currency.
12 You shouldn't talk about religion / politics / money.
13 He (or she) has to correct homework / organize the classroom / prepare the class / prepare everything he (or she) needs.
14 You should be on time / bring a gift / thank your hosts for inviting you.
15 You shouldn't exercise / go swimming / get cold.
16 A good student has to participate in class / do homework / go to class / pass exams.
17 You have to check in / go through security / go to your gate.
18 You should take an aspirin / lie down / close your eyes / drink water.
19 You have to be punctual / be nice to your work colleagues or classmates / listen to your boss or teacher.
20 You should be punctual / have information about the job / look professional. You shouldn't get there late / talk too much / wear casual clothes.

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EXTRA IDEA If Sts need more written practice using the verbs, you could do this as a written race. After you say *Go!*, Sts, in pairs, have ten minutes to complete as many sentences as possible, starting with number one. Get the pair who has completed the most to read their sentences aloud. Other pairs should read theirs aloud, too, if they're different. The pair with the most grammatically correct answers wins.

5A Marathon cheats

A pairwork activity

Sts read a text, answer questions, and use their answers to retell the story to their partner. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Past tenses

They had changed places several times.

- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Tell Sts they are going to read a story and answer some questions about it. Sts **A** and **B** have different stories. Give them time to read their stories in **a** and answer the questions in **b**. Monitor and help if necessary.
- Sts then cover their stories and use their answers to retell their story to their partner. Monitor to make sure Sts are doing the activity correctly.
- Get feedback by asking Sts to retell the stories.

Example answers:

Student A

1 The Comrades Marathon is a 55-mile ultramarathon.
2 On June 16, 1999, Sergio Motsoeneng finished ninth and won $1,000.
3 Nick Bester complained because he said that Sergio hadn't passed him.
4 Sergio looked different in the two photos.
5 Sergio and his brother had changed places several times during the race.

Student B

1 On October 10, 2011, Rob Sloan finished third in the Kielder Marathon.
2 The other runners were surprised because they hadn't seen Rob pass them.
3 The organizers thought it was suspicious that Rob had run the second half of the race quicker than the first half.
4 Rob confessed that he had gotten on a bus near the finish line and then jumped out of the crowd to run the final section of the race.
5 Steve Cairns was angry because he felt that Rob had stolen his moment of glory.

EXTRA CHALLENGE Get Sts to retell their partner's story.

5B Past and present

A group board game

Sts move around the board answering questions with *used to* and *usually*. Copy one worksheet per group of three or four students. You also need one coin per group and one token per student.

LANGUAGE

used to / didn't use to

We used to visit my grandparents a lot.

I didn't use to get along with my brother.

- Put Sts in groups of three or four. Give each group the worksheet, some tokens and a coin. Each player puts their token on the **START** triangle.
- Explain the rules of the game. Sts take turns tossing the coin and moving one square for heads and two for tails. Sts answer the questions in the circles. Tell Sts that they have to give more information when answering each question.
- Sts play the game until the time runs out. Monitor and help. The first player to reach the **FINISH** square wins. If a group finishes very quickly, tell them to go around the board again.

6A Movie quiz

A pairwork quiz

Sts complete questions about the movies using the passive and then ask a partner the questions. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Question forms in the passive

Which of these movies was set in the future?

- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Tell Sts to complete their questions using the correct passive tense of the verb in parentheses. Monitor and help.
- Check answers by eliciting the verbs only, not the whole question. You could copy the key onto the board.
- Get Sts to sit face to face if possible. Explain that **A** should ask his / her partner the first question and read the three alternative answers aloud. Make sure that they don't see each other's worksheet. If **B** chooses the correct option (the one in **bold**), he / she gets a point. Then **B** should ask his / her first question in the same way, and then Sts continue until they have asked all the questions.
- When Sts have finished, ask each pair who got the most points.

Student A	Student B
1 was directed	1 was, based
2 is based	2 was shot
3 was dubbed	3 is, set
4 was made	4 were directed
5 was chosen	5 was based
6 was nominated	6 was, introduced
7 was played	7 has, been nominated
8 is set	8 was composed

EXTRA CHALLENGE Get Sts to write some more quiz questions of their own.

6B Who do you think they might be?

A pairwork activity

Sts have to match some people to their professions. Copy one worksheet per pair.

LANGUAGE

Modals of deduction

He / She can't be… He / She might be… He / She must be…

She might be a yoga teacher because she's very slim.

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- Give out the worksheets.
- Go through the list of jobs in **a** and make sure that Sts can remember the meaning of all of them. Then focus on the photos. Tell Sts that they are all real people who do one of these jobs. Sts work on their own and think about who might do which job.
- Put Sts in pairs. Focus on **b** and photo 1 (Gloria del Piero). Get Sts to give you a sentence with a reason why she can't be a boxer, e.g., *She can't be a boxer because she has long hair*. Then, still focusing on photo 1, Sts do **c** and **d**. Remind Sts that they have to say why.
- Monitor and encourage them to use *He / She can't be / might be / must be*, etc.
- When you think that Sts have had enough time, check they have made a final decision for each person.
- Elicit opinions and then give Sts the answers. Get feedback to see who got the most correct answers.

EXTRA SUPPORT You could write *We think he / she must be…* on the board.

1 Gloria de Piero is a British **politician** and journalist. She was first elected in 2010.
2 Richard Ward is an award-winning **hair stylist** to royalty and celebrities.
3 Sheku Kanneh-Mason is a **musician** and plays the cello. He won the BBC's Young Musician of the Year award in 2016.
4 Ina Menzer is a German **boxer**. She was a World Champion boxer from 2005 to 2010.
5 Rachel Riley is a **mathematician** who studied at Oxford University. She's also a TV host in a British quiz show, *Countdown*, where she does complicated calculations very fast.
6 John Cooper Clarke is a **poet**, who performs his poems in front of an audience and even records them and sells them, just like a musician.
7 Jessamyn Stanley is a **yoga teacher** who works to make yoga available to everyone.
8 Terry Hollands is a **model** for the clothing company Big Tall Order.

7A Three in a row

A pairwork or group activity

Sts complete sentences using the first conditional to play *Three in a row*. Copy one worksheet per pair or small group.

LANGUAGE

First conditional and future time clauses + *when*, *until*, etc.

I won't move until I get a promotion.

If I see Mark, I'll tell him.

- Put Sts in pairs or small groups. Give each person in a pair, or each group, a symbol X or O.
- Give out the worksheets. Tell Sts that they are going to take turns choosing a square and completing the sentences in the grids. If they complete it correctly so it makes sense, they can write their symbol in the square. The goal is to get three in a row.
- Set a time limit. Sts play using all the grids until the time is up. Monitor to make sure that the game is being played correctly and to make the final judgement on Sts' sentences.
- Tell Sts to use a pencil to write the symbols, so they can reuse the grids if they finish quickly.

Possible answers

GRID 1
I won't move until I find somewhere else to live.
When I finish this course, I'll take an official exam.
You'll never get better at soccer unless you practice more.
If I see Mark, I'll tell him about the party.
Unless they get here quickly, they'll miss the start of the movie.
As soon as you finish your coffee, we'll go home.
He won't get that job if he doesn't do well in the interview.
After he gets here, we'll have supper.
Send me a text when you get home.

GRID 2
I'll be at work until I finish this project.
Unless you work really hard, you won't get a good grade.
I'll call her as soon as I know the results.
If you don't stop looking at your phone, I'll leave.
After we have dinner, we'll go for a walk.
Tell her to send me an email when she finishes.
I won't buy a new laptop unless my laptop breaks.
As soon as I get home this evening, we'll sit down and talk.
If you don't pick me up after class, I'll get a taxi.

GRID 3
After we choose where to go on vacation, I'll book the hotel.
If we don't hurry, we'll miss our train.
We'll look at other hotels before we book one.
You won't pass that exam unless you study hard this week.
They'll lend us the money as soon as we give them the paperwork.
Give him my phone number if he asks for it.
I'll probably go shopping after we go to the movies.
If Sally doesn't come soon, we'll go without her.
I won't leave until he's asleep.

7B If you had to choose…

A pairwork or group activity

Sts ask questions about preferences. Sts have to say which alternative they would prefer and why. Copy one worksheet per pair or small group.

LANGUAGE

Second conditional

I'd prefer to have a vacation house on the coast, because if I had a house in the mountains, I'd miss the sea.

- Put Sts in pairs or small groups and give out the worksheets.
- Demonstrate the activity by getting a student to ask you one of the questions. Answer in as much detail as possible. Sts then continue either asking their partner the question or asking all the people in the group. Tell the other student(s) to return the questions using *What about you?*
- While Sts are talking, go around and monitor, correcting any mistakes with conditionals.
- Get feedback from a few pairs or groups.

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8A I think…

A pairwork activity

Sts complete sentences by guessing real information about their partner. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Gerunds and infinitives

I think you're really good at math.

- Demonstrate the activity by writing on the board: WHEN YOU GO ON VACATION, YOU LOVE… Elicit that Sts need to continue with a gerund. Then tell Sts to guess what you love doing on vacation. Elicit answers and then tell the class what you really love doing.
- Put Sts in pairs, **A** and **B**, ideally face to face, and give out the worksheets. **They must not look at what their partner writes**. Tell them to complete the sentences, trying to guess how their partner would complete each sentence. Point out that many of the sentence stems could be completed with a noun, but Sts **must** complete them with a verb or verb phrase in either the gerund or the infinitive. Monitor and check that Sts are using gerunds and infinitives correctly.
- When they are ready, Sts take turns reading their completed sentences to their partner, who tells them if they have guessed correctly or not. Encourage them to react by contradicting what their partner has said, and then giving the real answer if their guess is wrong, e.g., *No, I don't. I hate sunbathing! But I love walking / reading*, etc.
- Get feedback from various pairs and find out who, in each pair, had more correct guesses.

EXTRA IDEA If you want to give more practice, get Sts to repeat the activity by switching roles **A** and **B** as well as partners.

8B I want to speak to the manager

A pairwork role-play activity

Sts role-play different situations. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Reported speech

I asked the salesperson if they would exchange it.

He said (that) there were no more in my size.

- Put Sts in pairs, **A** and **B**, and give out the worksheets. Tell them they are going to role play two situations. Tell them to read the first situation and prepare the information they will need, including what the person they spoke to told them. Give Sts time to do this and encourage them to write notes if they need to.
- Sts then role-play the first situation. Monitor to make sure Sts are doing the activity properly.
- When they have finished the first role play, tell them to repeat the process for the second situation.
- Get feedback to find out who succeeded in their goals for the role play.

EXTRA SUPPORT If you have an odd number of Sts, they can help **A** or **B** with the complaint. Pairing strong and weaker Sts for this would work well.

9A Sentence race

A pairwork or group activity

Sts complete sentences using the third conditional. Copy one worksheet per pair or small group.

LANGUAGE

Third conditional

If I'd known you were coming, I'd have cooked dinner.

- Put Sts in pairs or small groups and give out the worksheets.
- Set a time limit, e.g., 10 minutes, and tell Sts they have to complete as many sentences as possible in this time. Stress that the sentences must be grammatically correct and make sense. Demonstrate the activity with the first sentence if necessary. Monitor and help.
- Stop the activity when time is up, and elicit sentences from different pairs / groups. The pair / group with the most correct sentences is the winner of the race.

Possible answers

1 We wouldn't have been late if you hadn't overslept.
2 You would have slept better if you hadn't watched TV until really late.
3 If you'd told me you were vegan, I would have made you a salad.
4 We would have seen the movie if we had gotten to the movie theater on time.
5 If I'd had more money, I would have bought a better phone.
6 We would have picked you up at the airport if we'd known when your flight arrived.
7 If I hadn't lost my wallet, I wouldn't have had to renew my cards.
8 If we'd missed our train, we would have called you.
9 We wouldn't have gone to that hotel if we'd read the reviews.
10 If our team had played better, we would have won.
11 If you'd used Google maps, you wouldn't have gotten lost.
12 I wouldn't have lent you that money if I'd needed it.
13 If you hadn't left the door open, the cat wouldn't have gotten out.
14 We would have bought that house if the bank had given us a mortgage.
15 If I'd known you were coming, I would have made a cake.
16 If you hadn't reminded me of the appointment, I would have missed it.
17 We wouldn't have been able to buy the car if we hadn't asked my parents for a loan.
18 I would have left a tip at the restaurant if the waiter hadn't been so unpleasant.

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9B True or not?

A pairwork speaking activity

Sts read sentences and then say if they are true for them or not, providing more information. Copy one worksheet per pair.

LANGUAGE

Quantifiers

It's too far for me to walk to school. I usually get the bus.

- Put Sts in pairs and give out the worksheets. Tell Sts to read the sentences and say if they are true for them or not. Demonstrate the activity if necessary. Read the first sentence on the worksheet aloud, *I usually drink plenty of water*. Say if it's true for you and give some extra information (*I don't really drink water because I prefer other drinks, like tea or soda.*).
- Monitor to make sure Sts are doing the activity correctly. Encourage them to give more information.
- Get some feedback from various pairs.

10A Relative clauses quiz

A pairwork quiz

Sts complete questions using relative pronouns and then ask a partner the questions. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Relative pronouns

Can you tell me the sport that is played at Wimbledon?

- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Focus on **a** and give Sts time to complete the questions with a relative pronoun.
- When all Sts have completed their questions, check answers either orally or by writing the pronouns on the board.

A **Sports** 1 that / which, 2 that / which; **Art and literature** 1 who, 2 whose; **Movie and TV** 1 who, 2 where; **Geography** 1 that / which, 2 where; **Technology** 1 whose, 2 where

B **Sports** 1 where, 2 whose; **Art and literature** 1 whose, 2 who; **Movies and TV** 1 where, 2 who; **Geography** 1 where, 2 that / which; **Technology** 1 where, 2 that / which

- Sts sit face to face if possible.
- Focus on **b**. Explain that first Sts must ask their partner the question without giving the three alternative answers. If their partner gets it right, he / she gets three points. If he / she gets it wrong, then they should give the three alternatives. If their partner chooses the correct option (the one in **bold**), he / she gets one point.
- When Sts have finished, ask each pair who got more points.

EXTRA CHALLENGE Get Sts to write some more quiz questions of their own.

10B Four little mysteries

A pairwork activity

Sts read the mysteries and try to solve them. Copy one worksheet per pair.

LANGUAGE

Crime vocabulary

- Put Sts in pairs and give out the worksheets. Explain that they're going to solve some mysteries. Give Sts time to read the four stories and answer the questions.
- Monitor and help if necessary.
- Elicit ideas from various pairs and then give the correct answers.

1. They knew Sean was lying because he said he saw "a guy come up behind him," but the victim was shot in the stomach.
2. It was the maid. She said she was getting the mail, but there is no delivery on Sunday.
3. The waitress had told him she served him on their only plain plate. When she brought his "new plate of food," it was on the same plate.
4. The assistant reminded the businesswoman that her key was safely locked inside the mailbox that it unlocks. After all, she mailed it there.

EXTRA CHALLENGE Get Sts to write their own mysteries.

Review

A pairwork speaking activity

Sts ask each other questions about key vocabulary areas, using a range of tenses and verb forms from the Student Book. This could either be used as a final "pre-test" review or as an oral exam. Copy and cut up one set of cards per pair.

LANGUAGE

Grammar and vocabulary of the book

I've known Joe for 12 years.

- Put Sts in pairs. Give each pair a set of cards face down. Sts take turns picking up the top card and talking to their partner about the topic on the card, using the prompts.
- Tell Sts to keep their cards and then if there is time, to exchange cards with their partner.
- Encourage Sts to ask follow-up questions.
- Monitor, help, and correct if necessary.

NON-CUT ALTERNATIVE Make one copy per pair. Give Sts a few minutes to read through the cards. Sts **A** choose a number for Sts **B**, who then talk about what's on the card for that number. Sts continue taking turns choosing a topic for their partner to talk about.

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COMMUNICATIVE Getting to know you

Student A instructions

a Read your instructions and write your answers in the correct place in the chart.

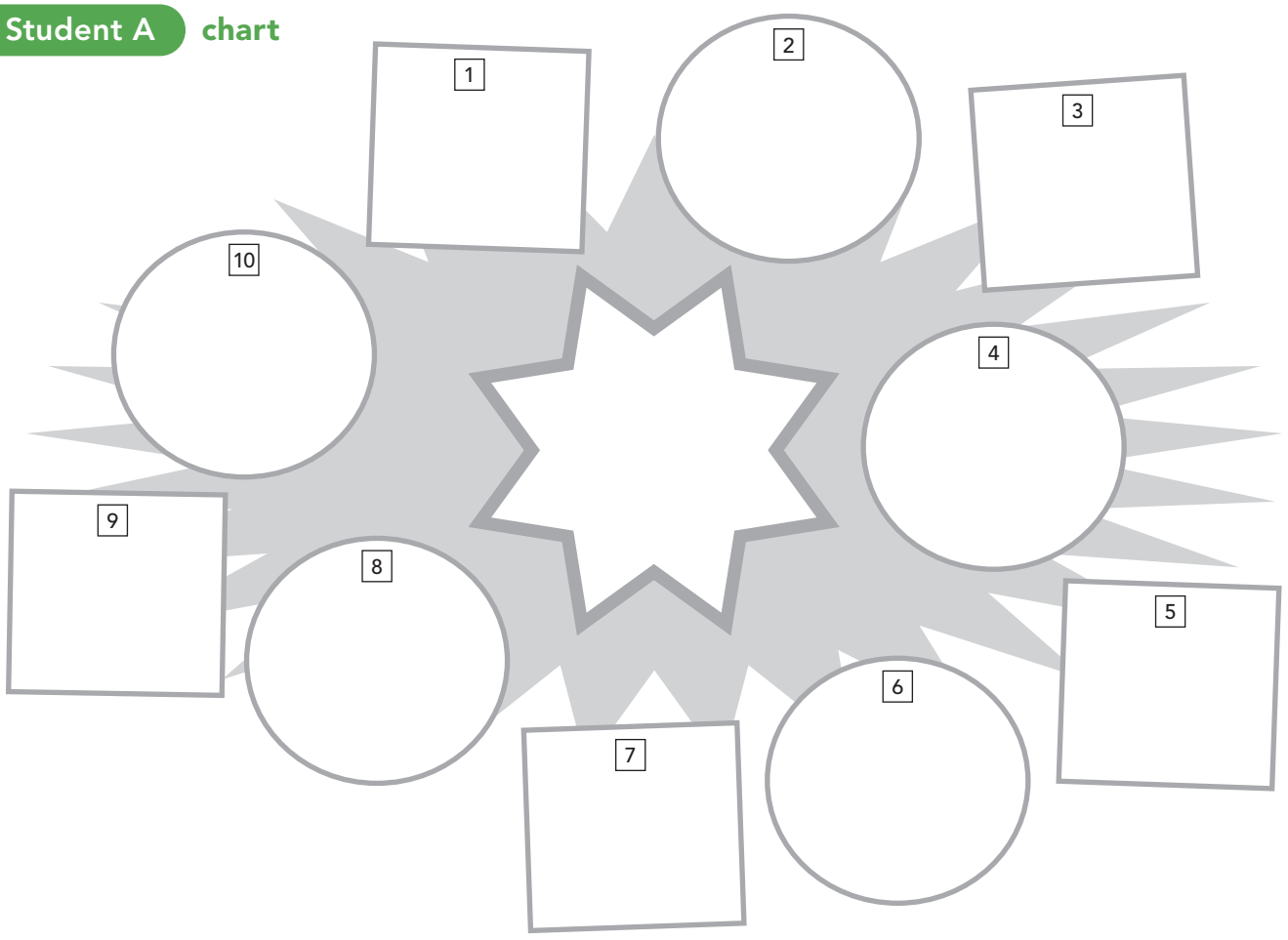
In the star, write your first name and last name.
In square 1, write the year you started learning English.
In circle 2, write two things you really like doing when you have some free time.
In square 3, write the number of the month when you were born (e.g., October = 10).
In circle 4, write the name of a famous person you admire.
In square 5, write the name of the last movie you saw at home or at the movie theater.
In circle 6, write the name of the most beautiful place you've ever been to.
In square 7, write the names of two sports you think are really boring (or interesting) to watch.
In circle 8, write the name of the person you get along with best in your family.
In square 9, write the name of a famous group or singer you really like (or don't like).
In circle 10, write the name of a TV show you often watch.

b Exchange charts with **B**. Ask **B** to explain the information in his / her chart. Try to find out as much as you can.

Why did you write "3"?
Because it's how many brothers and sisters I have.
What are their names?

c Explain your answers to **B**.

Student A chart



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COMMUNICATIVE Getting to know you

Student B instructions

a Read your instructions and write your answers in the correct place in the chart.

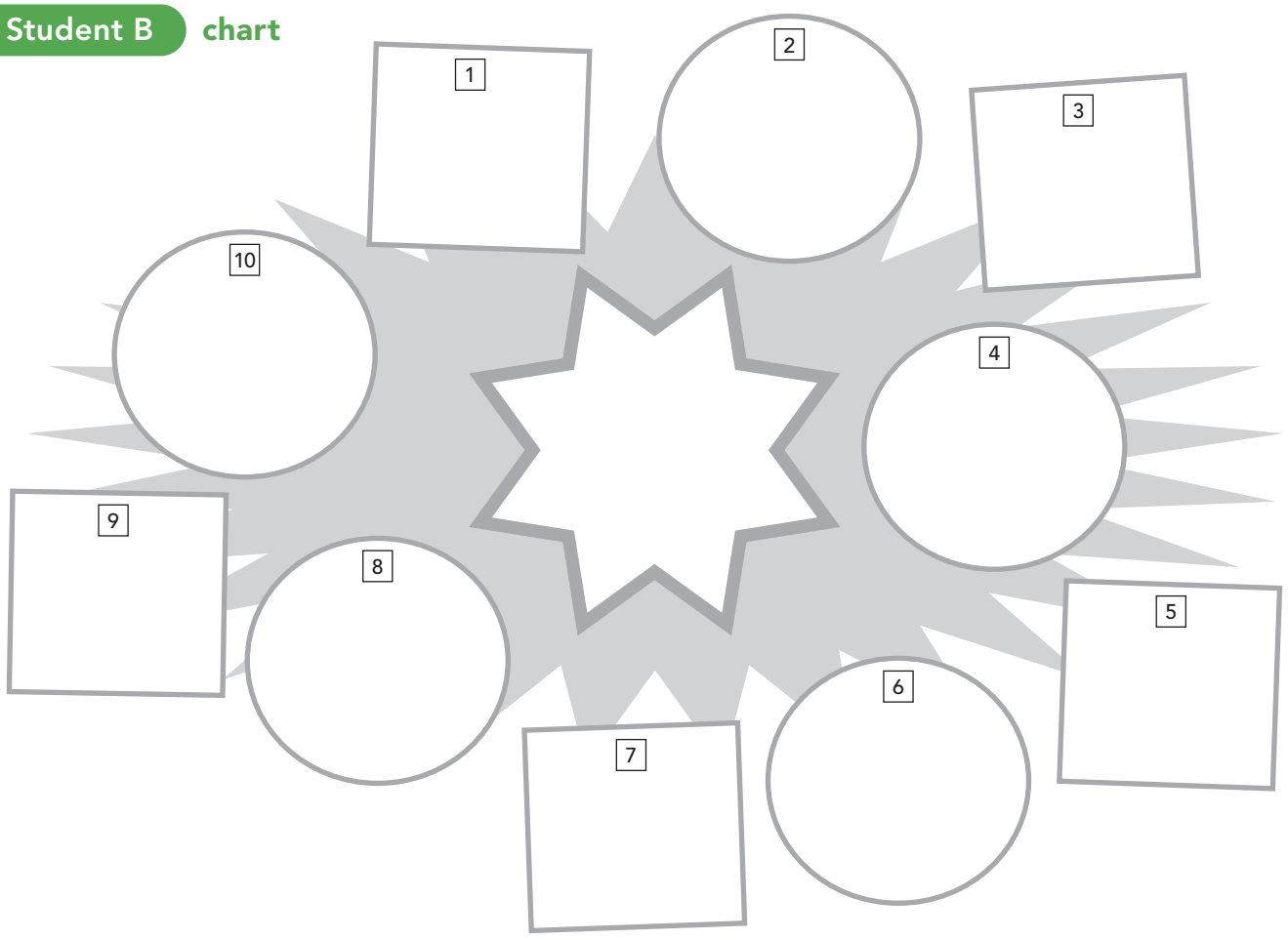
In the star, write your first name and last name.
In square 1, write the number of brothers and sisters you have.
In circle 2, write two things you don't like doing on weekends.
In square 3, write the number of the house or apartment where you live.
In circle 4, write the name of a really good friend.
In square 5, write the name of the place where you spent your last vacation.
In circle 6, write the name of a place you'd like to visit.
In square 7, write the name of a subject you really loved (or love) at school.
In circle 8, write the name of two kinds of music you really like.
In square 9, write an animal you have or would like to have as a pet.
In circle 10, write the name of a TV personality you really like (or don't like).

b Exchange charts with **A**. Ask **A** to explain the information in his / her chart. Try to find out as much as you can.

Why did you write "Sebastian"?
Because it's the name of the person I get along with best in my family.
Who is Sebastian?

c Explain your answers to **A**.

Student B chart



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1A COMMUNICATIVE Describing a photo

Student A



a Look at your photo for a minute. Describe it to **B**.

b Listen to **B**'s description.

c Look at both photos together. Is **B**'s like you imagined?

d Answer these questions with your partner.

1 Do you prefer a home-cooked meal or restaurant food? Why?
2 Do you think children should learn how to cook? At what age? Why?
3 When you want to celebrate something, do you go out, or do you cook? Why?
4 What's your favorite restaurant? What things do you like about it?
5 Do you enjoy cooking, or do you hate it? Why? What's the most complicated dish you can make?
6 When was the last time you ate out? What did you have?

Student B



a Look at your photo for a minute. Now listen to **A**'s description.

b Describe your photo to **A**.

c Look at both photos together. Is **A**'s like you imagined?

d Answer these questions with your partner.

1 Do you prefer a home-cooked meal or restaurant food? Why?
2 Do you think children should learn how to cook? At what age? Why?
3 When you want to celebrate something, do you go out, or do you cook? Why?
4 What's your favorite restaurant? What things do you like about it?
5 Do you enjoy cooking, or do you hate it? Why? What's the most complicated dish you can make?
6 When was the last time you ate out? What did you have?

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1B COMMUNICATIVE Who is it?

a parent
your best friend
your boyfriend / girlfriend
a stepmother / stepfather
a brother / sister
a nephew / niece
a work colleague
your husband / wife
a grandparent

Person's first name _____

1 Family

Where / born?

Where / live?

Who / live with?

2 Occupation / Studies

What / do?

Where / work or study?

How long / worked (or studied) there?

/ like / job or studies? Why (not)?

3 Appearance and personality

What / look like?

What kind / clothes / wear?

What / like?

What / best and worst quality?

4 Interests

What / like doing in / free time?

/ do any sports or exercise? Which?

What kind / music / like?

/ speak foreign languages? Which?

5 Your relationship with this person

How long / you known him (or her)?

How often / see each other?

/ get along well?

What / have in common?

What / do together?

When / you / see him (or her) next?

Do you think / know him (or her) / ten years?

a You're going to tell your partner about someone in your family, or someone you know very well. Look at the question prompts in the chart and think of your answers to the questions.

b **Student A:** Ask **B** about his or her person. Use the questions in the chart, but ask for more information, too. Try to guess who the person is: a parent, their boyfriend or girlfriend, their best friend, a work colleague, etc.
Student B: Answer **A**'s questions. Give as much information as possible about him / her, but don't tell **A** who he / she is.

c Switch roles.

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2A COMMUNICATIVE Are you a saver or a spender?



1 Do you usually have cash in your wallet?
- **a** No, I always use my debit card. It's so easy now with contactless payments; I can even pay for things with my phone.
- **b** A little, yes. I've been in situations where I needed money and couldn't use my cards.
- **c** Always. I don't like paying with cards; it's much harder to know how much you've spent.



2 You've seen something you really love in a store, but it's expensive. What do you do?
- **a** I buy it without thinking about where I'll get the money for it.
- **b** I use some of the money I've saved and I buy it.
- **c** I go home and see if I can find it on the internet for less money. If I can't, I don't buy it.



3 If you won or inherited money, what would you spend it on?
- **a** I would spend it all on things I want, including gifts for others.
- **b** I would spend some of the money, and I would put the rest in the bank.
- **c** I would think of ways to invest it to get as much interest as possible.



4 What do you want your money situation to be in the future?
- **a** I don't really know. I never think about money.
- **b** I want to have enough money to live on and make sure that I can buy whatever I want.
- **c** I don't want to have to worry about money when I'm older, so I'm saving now.



5 What's your attitude about saving money?
- **a** I think saving money is a bad idea. It's better to spend it now!
- **b** I know I should save money, but I haven't always found saving easy. I do try, though!
- **c** I save money without thinking about it. I am regular and consistent about it.



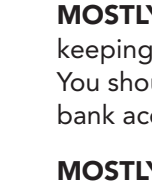
6 Have you ever borrowed money from friends or family?
- **a** I've borrowed money quite often. I think it's good to ask for help when you need it.
- **b** I try not to borrow money because it's easy to forget to pay it back. I hate owing people money.
- **c** I hardly ever borrow money because I always have enough saved for emergencies.



7 How do you feel about lending money?
- **a** I'm pretty generous and don't worry too much about getting it back.
- **b** I try never to lend money, especially to friends or family. It's always ended badly for me.
- **c** I don't mind lending money at a good interest rate, if I get repaid on time.



8 Have you ever had a credit card?
- **a** I use credit cards a lot. I never have enough money to pay for everything I want.
- **b** Yes, I think they're really useful. I don't like being in debt, but if I can pay it back quickly, it's OK.
- **c** I don't like using credit cards, so I don't have one. I prefer paying by debit card or in cash.



9 When would you apply for a bank loan?
- **a** If I wanted to go on vacation, or to buy something I really wanted.
- **b** If there was a real emergency.
- **c** If I had the chance to invest in a business, or some other investment opportunity, as long as it was safe.

MOSTLY a – You're a SPENDER! You enjoy spending money and having new things. You aren't very good at keeping track of your money, or saving. You're probably very generous and like giving gifts to other people. You should probably try to plan a little more for the future. Try saving a small amount every week and put it in a bank account. You'll see results in no time!

MOSTLY b – You're not a spender or a saver, you're somewhere in the middle! You know that saving is important and you do what you can to make sure you save money, but you don't spend too much time thinking about it. You don't have a problem spending money on vacations or things that you think are important, but maybe you're also afraid of taking risks with money.

MOSTLY c – You're a SAVER! You know exactly how much money you have in your bank account and you're very careful with how you spend it. You want to make sure you have money for emergencies and in the future. You may know a lot about investments and which banks give you a good deal. Sometimes, though, it's nice to spend money on gifts or vacations. You can afford them!

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2B COMMUNICATIVE How long have you been…?

OCCUPATION



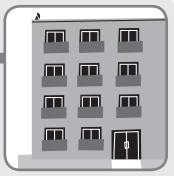
Where do you work or study?

How long / work or study there?

Do you enjoy your work or studies? Why (not)?

What do you like most about your job or studies?

HOUSE



Do you live in a house or in an apartment?

How long / live there?

What's it like?

Would you like to move somewhere else? Where to?

INTERESTS



Do you have a special hobby? What is it?

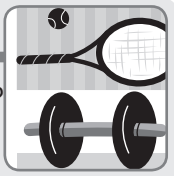
How long / do it?

Where do you do it?

Do you need any special equipment?

Do you do it alone, or with other people?

SPORT



Do you play any sports or do exercise? What is it?

How long / do it?

Who do you do it with?

How often do you do it?

What do you like about it?

VACATIONS



Is there a place you often go to for a vacation?

How long / go there?

What's special about this place?

Who do you usually go there with?

SOCIAL MEDIA



Are you on Facebook, Twitter, Instagram, Pinterest, or any other kind of social media?

How long / use it (or them)?

What do you like doing or sharing on social media?

How much time do you spend on social media sites or apps?

GIVING



Do you give money to a charity, e.g., Unicef, Greenpeace, Oxfam...?

How long / help them?

Have you ever done volunteer work? Did you enjoy it?

Would you consider volunteering for a charity? For what kind?

TV



Is there a TV (or online) show or series you regularly watch?

How long / watch it?

What's your favorite thing about it?

Have you recommended it to any of your friends / family?

MEETING FRIENDS



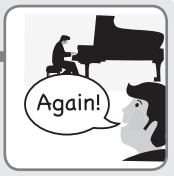
Is there a special place (cafe, restaurant) where you meet up with your friends?

How long / meet there?

Where is it?

What's special about it?

LEARNING



Are you learning anything new right now?

How long / learn it?

Why did you start learning it?

Do you enjoy it? Why (not)?

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3A COMMUNICATIVE Questionnaire

Student A

a Complete the questions with a comparative or superlative form of the word in parentheses.



English

1 Which do you think is _____ to learn, your own language or English? (hard)
2 What's _____ thing about studying English? (difficult)



Traveling

1 What's _____ vacation you've ever had? (bad)
2 Which do you use _____, public transportation or a car? (often)



Your life

1 During a typical day, are you _____ in the morning or in the afternoon? (active)
2 What's your _____ habit? (unhealthy)



Friends and family

1 Who's _____ person in your family? (good-looking)
2 Who in your family are you _____ to? (close)



Technology

1 If you have a technical problem, who's _____ person you know to help you? (good)
2 Which do you think is _____, a laptop or a tablet? (practical)

b Ask **B** your questions. Ask for more information.

Student B

a Complete the questions with a comparative or superlative form of the word in parentheses.



English

1 Apart from English, what do you think is _____ foreign language to learn? (useful)
2 Do you find listening is _____ than speaking? (easy)



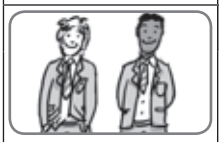
Traveling

1 What's _____ trip you've ever been on? (long)
2 Do you think traveling alone is _____ than traveling with friends or family? (enjoyable)



Your life

1 Which part of the day is _____ for you? (relaxing)
2 Do you eat _____ than in the past? (healthily)



Friends and family

1 What's your _____ friend like? (good)
2 Who's _____ English speaker in your family? (fluent)



Technology

1 Which do you replace _____, your phone or your laptop / tablet? (often)
2 What's _____ gadget you've ever bought? (expensive)

b Ask **A** your questions. Ask for more information.

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3B COMMUNICATIVE Generally speaking



Women have a better sense of color than men.



People who spend a long time on social media have no social skills.



Cyclists should pass a test before riding a bike.



Vegetarians are healthier than people who eat meat.



Young people today have easier lives than their parents.



Exercise is only good for you if it hurts.



School friends are for life.



Brothers and sisters don't usually get along well.



Designer clothes are a waste of money.



People who have a sports car are usually fast, aggressive drivers.



Food that tastes good is usually bad for you.



Cats make the best pets.

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4A COMMUNICATIVE Me and my opinions

Student A

a Complete the sentences to make them true for you.

ABOUT ME

1 I like people who can _____.
2 My main reason for learning English is that I want to be able to _____.
3 I've always wanted to be able to _____.
4 I can _____ well because I've practiced a lot.



MY OPINIONS

1 A politician should be able to _____.
2 In a relationship, it's important to be able to _____.
3 In the future, people will be able to _____ much better.
4 If you want to improve your English, you can _____.

b Read your **ABOUT ME** sentences to **B**. Ask *What about you?* after each sentence. Then listen to **B**'s **ABOUT ME** sentences and tell him / her about you.

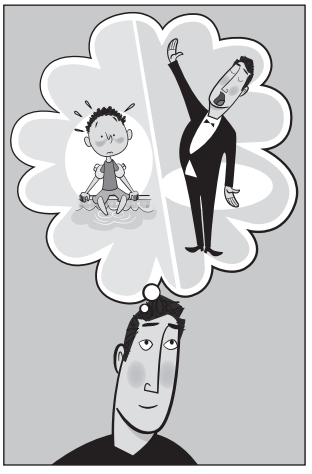
c Read your **MY OPINIONS** sentences to **B**. Does he / she agree? Then listen to his / her **MY OPINIONS**. Do you agree? Give your reasons.

Student B

a Complete the sentences to make them true for you.

ABOUT ME

1 I couldn't _____ when I was little.
2 I can _____ in English, but I can't _____.
3 I get stressed when I can't _____.
4 When I finish this class, I want to be able to _____.



MY OPINIONS

1 Teenagers should be able to _____.
2 Humans will never be able to _____.
3 I admire people who can _____.
4 To be successful in life, you have to be able to _____.

b Listen to **A**'s **ABOUT ME** sentences and tell him / her about you. Then read your **ABOUT ME** sentences to **A**. Ask *What about you?* after each sentence.

c Listen to **A**'s **MY OPINIONS** sentences. Do you agree? Give your reasons. Then read your **MY OPINIONS** sentences to **A**. Does he / she agree?

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4B COMMUNICATIVE Tell us about…



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5A COMMUNICATIVE Marathon cheats

Student A

a Read the story.

b Now answer these questions.

1 What is the Comrades Marathon?

2 What happened on June 16, 1999?

3 Why did Nick Bester complain?

4 What was wrong with the photos of Sergio?

5 Why were the brothers disqualified?

c Cover the text and look at your questions and answers. Tell **B** your story.

d Now listen to **B**'s story.

Seeing double



The Comrades Marathon is an ultramarathon in which people run 55 miles. It takes place in South Africa and it's the oldest and most famous ultramarathon. People who run it can win a lot of money, so a lot of people compete every year. On June 16, 1999, a young man named Sergio Motsoeneng finished 9th and he got $1,000 prize money. But Nick Bester, who finished in 15th place, said that he hadn't seen Sergio pass him. The officials checked that Sergio had been at all the stops and lots of people had seen him. It seemed that everything was OK, until a newspaper published two photos of Sergio. In the first photo, Sergio was wearing a yellow watch on his left wrist, but in the second photo he was wearing a pink watch on his right wrist. His legs looked different, too. Sergio had gone to a bathroom after 45 minutes of running and changed places with his brother, Fika, who was waiting for him inside. They had changed places several times during the marathon. Both brothers were disqualified.

Student B

a Read the story.

b Now answer these questions.

1 What happened on October 10, 2011?

2 Why were the other runners surprised?

3 What did the organizers think was suspicious?

4 What did Rob Sloan confess?

5 Why was Steve Cairns angry?

c Listen to **A**'s story.

d Now cover the text and look at your questions and answers. Tell **A** your story.

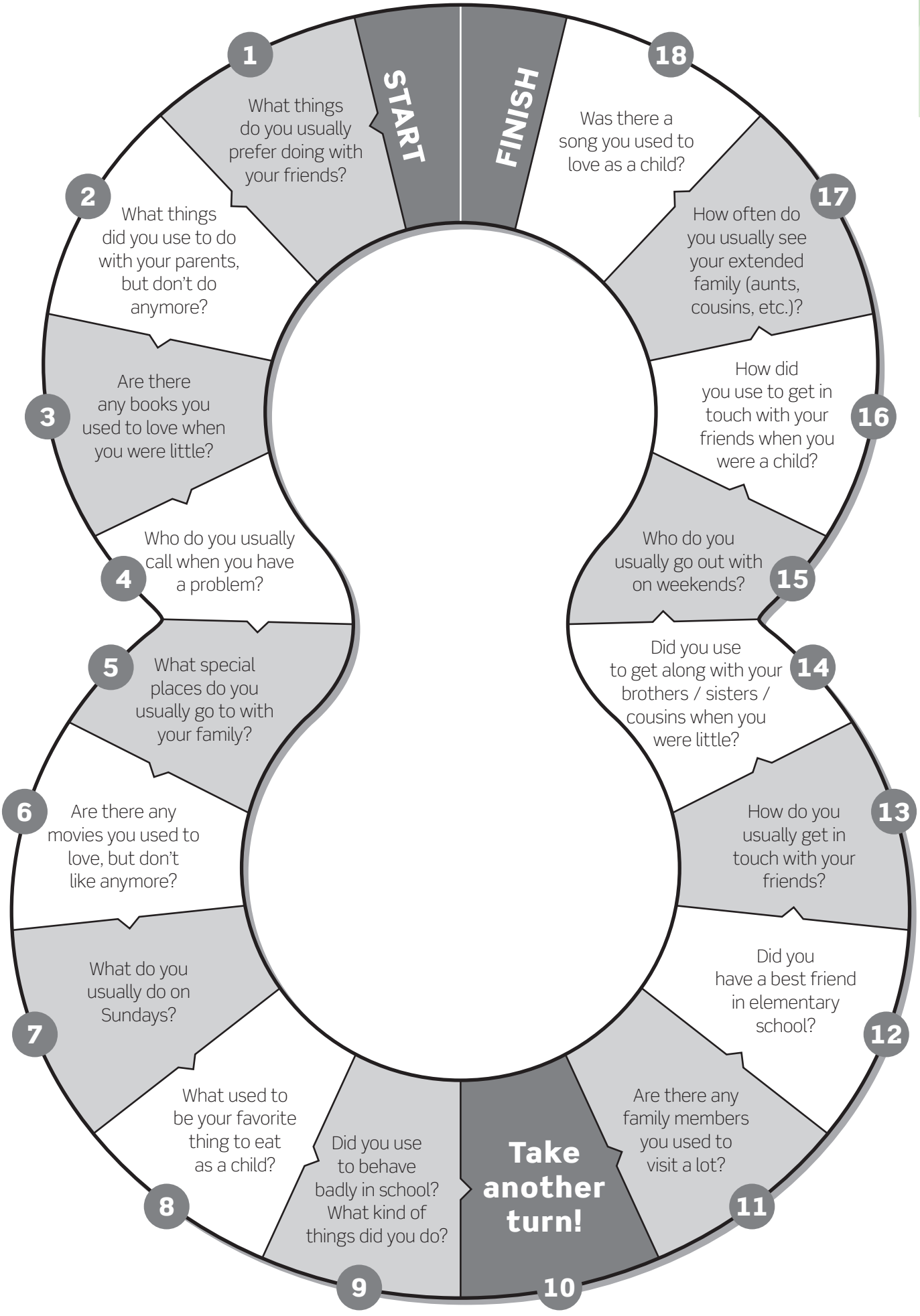
The bus ride



On October 10, 2011, Rob Sloan won third place at the Kielder Marathon. He completed the 26.2 mile race in an impressive time of two hours and 51 minutes. The other runners were surprised because they didn't remember seeing Rob pass them, especially Steve Cairns, who had finished in fourth place. When they asked Rob, he was very angry and said that he had run the whole marathon. The organizers checked the times and realized that Rob had run the second half of the marathon quicker than the first half. This was really suspicious. Some spectators also said that they had seen Rob get off a bus near the finish line. Rob confessed that he had decided to leave the race after 20 miles because he was feeling very tired. But then he had seen a bus that was taking tourists to the finish line and got on it. He then jumped out of the crowd near the finish line and ran the final section of the marathon. The marathon organizers took his medal away and gave it to Steve Cairns, the real third place winner. Steve Cairns was still really angry because he felt that Rob Sloan had stolen his moment of glory.

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5B COMMUNICATIVE Past and present



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6A COMMUNICATIVE Movie quiz

Student A

1 Which of these movies _____ (direct) by Steven Spielberg?
a *Jurassic World* b *The Return of the Jedi*
c *Indiana Jones and the Last Crusade*

2 Which of these movies _____ (base) on a true event?
a *Battle of the Sexes* b *Murder on the Orient Express* c *La La Land*

3 Which movie had a character who _____ (dub) in Chinese by the actor Jackie Chan?
a *Mulan* b *Hercules* c *Toy Story*

4 Which of these movies _____ (make) in 3D?
a *Star Wars: The Force Awakens* **b *X-Men: Apocalypse*** c *Doctor Strange*

5 Which actress _____ (choose) to play Wonder Woman?
a Emma Stone b Lupita Nyong'o **c Gal Gadot**

6 Which animation movie _____ (nominate) for an Oscar for Best Picture?
a *Beauty and the Beast* b *Tarzan* c *Aladdin*

7 Which famous person _____ (play) by Tom Hanks in *Saving Mr. Banks*?
a John McEnroe **b Walt Disney** c Bill Clinton

8 Which of these movies _____ (set) in the future?
a *Star Wars* **b *Star Trek*** c *E.T. – The Extra-Terrestrial*

Student B

1 Which series of books _____ the movie *Fantastic Beasts and Where to Find Them* _____ (base) on?
a *Harry Potter* b *Lord of the Rings* c *The Hunger Games*

2 Which of these movies _____ (shoot) in London?
a *Notting Hill* b *Braveheart* c *Deadpool*

3 Which historical period _____ the movie *Dunkirk* _____ (set) in?
a World War I **b World War II** c The Napoleonic Wars

4 How many of the Star Wars movies _____ (direct) by George Lucas?
a 2 b 3 **c 4**

5 Which of these movies _____ (base) on a novel by Stephen King?
a *Friday the 13th* **b *It*** c *The Exorcist*

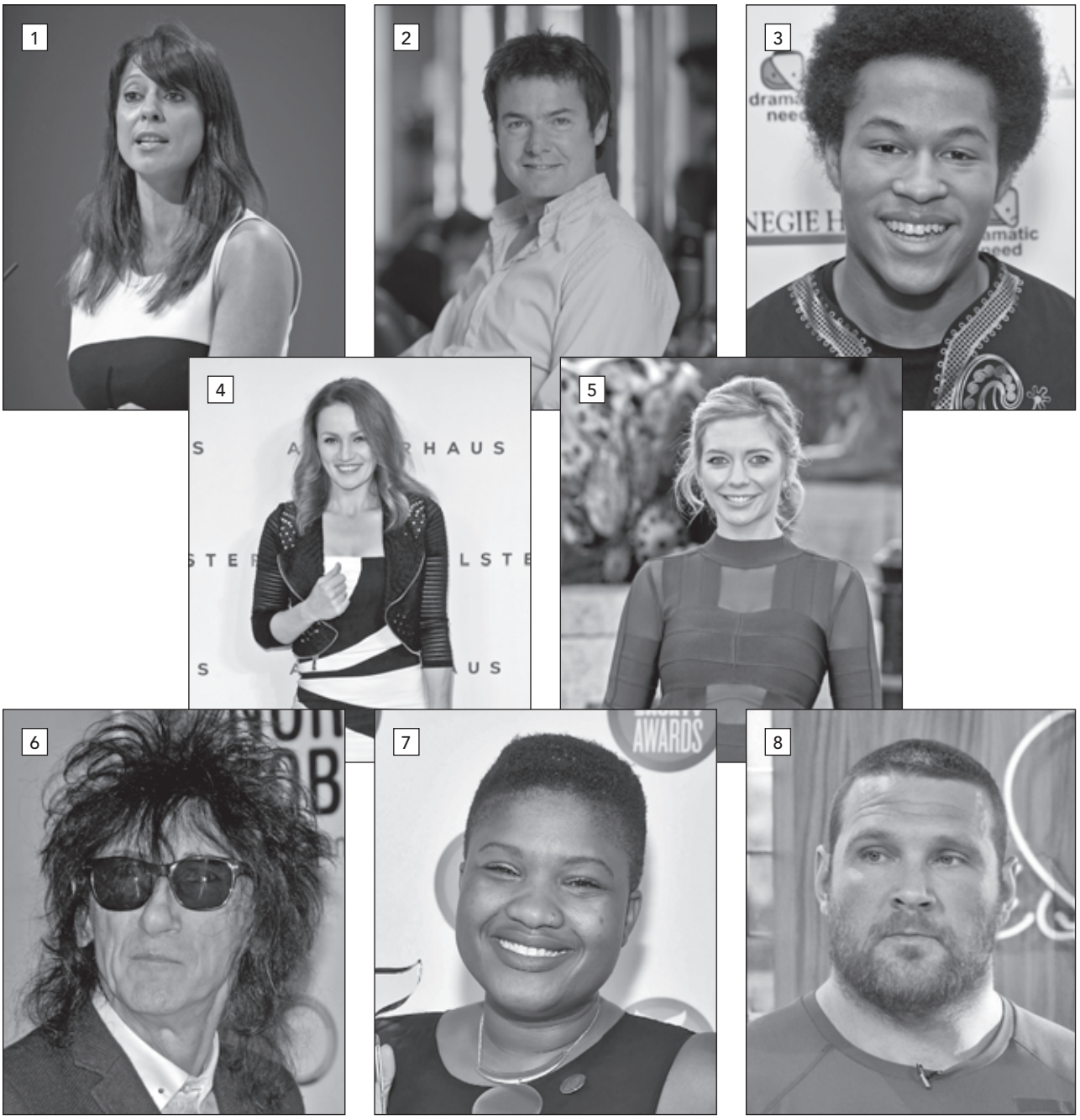
6 In what year _____ the Oscar for Best Special Effects _____ (introduce)?
a 1939 b 1949 c 1959

7 How many times _____ Meryl Streep _____ (nominate) for an Oscar?
a over 10 **b over 20** c over 30

8 Which movie's soundtrack _____ (composed) by Hans Zimmer?
a *Rogue One* **b *Kung Fu Panda*** c *Avatar*

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6B COMMUNICATIVE Who do you think they might be?



a Look at the people in the photos and the list of jobs below. Each person does one of the jobs from the list. Individually, think about which person might do which job.

boxer hair stylist mathematician model musician poet politician yoga teacher

b Now discuss each person with your partner. Eliminate the jobs you think are impossible for that person. Use *He / She can't be a…* and say why.

The woman in photo 1 can't be a boxer because…

c Now say which jobs you think are possible. Use *He / She might be…*

She might be a musician or a yoga teacher…

d Now make a final choice for each person. Use *He / She must be…* and say why. Your teacher will give you the answers.

She must be a …because…

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7A COMMUNICATIVE Three in a row

1

I won't move until...	When I finish this course...	You'll never get better at soccer unless...
If I see Mark...	Unless they get here quickly...	As soon as you finish your coffee...
He won't get that job if...	After he gets here...	Send me a text when...

2

I'll be at work until...	Unless you work really hard...	I'll call her as soon as...
If you don't stop looking at your phone...	After we have dinner...	Tell her to send me an email when...
I won't buy a new laptop unless...	As soon as I get home this evening...	If you don't pick me up after class...

3

After we choose where to go on vacation...	If we don't hurry...	We'll look at other hotels before...
You won't pass that exam unless...	They'll lend us the money as soon as...	Give him my phone number if...
I'll probably go shopping after...	If Sally doesn't come soon...	I won't leave until...

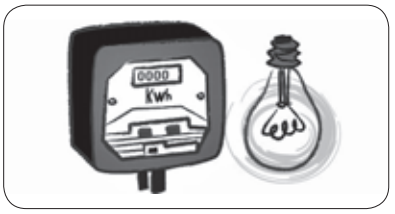
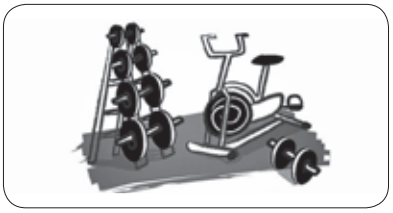
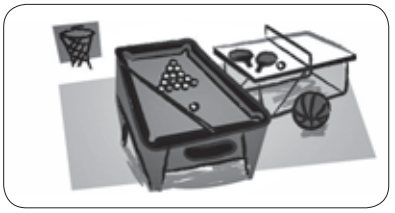
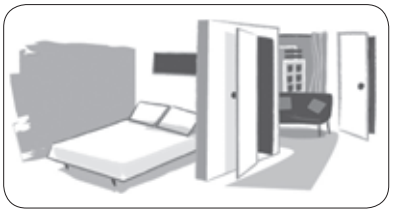
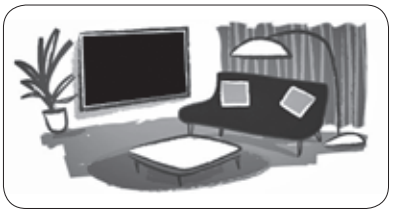
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7B COMMUNICATIVE If you had to choose…

Talk to a partner. Explain your answers.

I'd prefer to live in a new apartment, because if I lived in an old apartment, I'd have to do a lot of work on it.

If you had to choose...

	Would you prefer to live in a new apartment, or in an old apartment that you could renovate yourself?	
	Would you prefer to have a vacation house on the coast or in the mountains?	
	Would you prefer to have a house with solar energy or a house with traditional electricity?	
	If you had space in your house, would you prefer to have a gym or a game room?	
	Would you prefer to live in a four-bedroom house in the country or a one-bedroom apartment downtown?	
	Would you prefer to live in a house next to an elementary school or next to a restaurant?	
	Would you prefer to live in a modern, spacious apartment or in an old, cozy house?	

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8A COMMUNICATIVE I think…

Student A

a Complete the sentences for your partner with a verb (phrase) in the gerund or infinitive.

1 When you go on vacation, you love _____.
2 When you were young, your parents didn't use to let you _____.
3 A job in the house you don't mind doing is _____.
4 You would like to learn _____.
5 You're not very good at _____.
6 When you're on your own, you enjoy _____.
7 When you leave the house in the morning, you never forget _____.
8 When you were younger, you wanted _____.
9 This evening, you'd like _____.
10 When you're with your friends, you spend a lot of time _____.



b Read your sentences to **B**. He / She will tell you if they are true or not.

I think when you go on vacation, you love…

Student B

a Complete the sentences for your partner with a verb (phrase) in the gerund or infinitive.

1 On Sunday mornings, you really like _____.
2 You're really good at _____.
3 In class, you enjoy _____.
4 When you were a child, your parents used to make you _____.
5 This weekend, you're planning _____.
6 You're really looking forward to _____.
7 In the future, you hope _____.
8 Something that makes you feel good is _____.
9 On Saturdays, you hate _____.
10 You are learning English to _____.



b Read your sentences to **A**. He / She will tell you if they are true or not.

I think on Sunday mornings, you really like…

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8B COMMUNICATIVE I want to speak to the manager

Student A

a Look at the situations. Spend a few minutes preparing what you're going to say.

Situation 1
You're a customer in a clothing store.

You bought something in a clothing store on sale yesterday (decide what) and there's a problem (decide what).

Go back to the store. You've spoken to a salesperson, but she didn't help you (decide what she said). **B** is the manager. You'd like to exchange your item for another identical one. If you can't, you'd like a refund. You should also complain about what the salesperson told you.



Situation 2
You're the manager of a restaurant.

Your usual chef is off this week and you have a temporary chef who is not very good. One of the waiters has a problem with a customer, who would like to speak to you. When customers complain, you usually offer them a free drink or a coffee. If it's absolutely necessary, you might give a 10% discount on their bill, but you would prefer not to. **B** is the customer.

b Role-play situation 1. You start.

Excuse me, I bought…

c Now role-play situation 2. **B** will start.

Student B

a Look at the situations. Spend a few minutes preparing what you're going to say.

Situation 1
You're the manager of a clothing store.

A is a customer. He / She is going to come to you with a problem with something he / she bought on sale yesterday. **A** has spoken to a salesperson. You can't exchange **A**'s item for an identical one because there are no more in his / her size.

Try to persuade **A** to exchange it for something else, because you don't usually give refunds during sales.



Situation 2
You're a customer in a restaurant.

You've just finished your meal (decide what you had) and you didn't enjoy it at all (decide what was wrong with it). You've complained to the waiter, but he didn't solve the problem (decide what he said). You've asked the waiter to call the manager. Try to get at least a 50% discount on your meal. You should also complain about what the waiter told you. **A** is the manager.

b Role-play situation 1. **A** will start.

c Now role-play situation 2. You start.

Good evening. Are you the manager?

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9A COMMUNICATIVE Sentence race

1 We wouldn't have been late if _____ _____ _____.

2 You would have slept better if _____ _____ _____.

3 If you'd told me you were vegan, I _____ _____ _____.

4 We would have seen the movie if _____ _____ _____.

5 If I'd had more money, I _____ _____ _____.

6 We would have picked you up at the airport if _____ _____ _____.

7 If I hadn't lost my wallet, I _____ _____ _____.

8 If we'd missed our train, we _____ _____ _____.

9 We wouldn't have gone to that hotel if _____ _____ _____.

10 If our team had played better, _____ _____ _____.

11 If you'd used Google maps, you _____ _____ _____.

12 I wouldn't have lent you that money if _____ _____ _____.

13 If you hadn't left the door open, _____ _____ _____.

14 We would have bought that house if _____ _____ _____.

15 If I'd known you were coming, I _____ _____ _____.

16 If you hadn't reminded me of the appointment, I _____ _____.

17 We wouldn't have been able to buy the car if we _____ _____.

18 I would have left a tip at the restaurant if _____ _____ _____.

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9B COMMUNICATIVE True or not?

Are these things true for you? Talk about them.

I usually drink plenty of water.

I have lots of apps on my phone that I never use.

I only have a few really close friends.

I should probably spend less time on my phone.

I take lots of selfies.

I always eat plenty of fruit and vegetables.

I spend very little time outdoors.

I worry too much about my appearance.

I think maybe I eat out too much.

I have plenty of different hobbies.

I post loads of photos on social media sites.

I always have too many things to do on the weekend.

I spend lots of time with my family.

I have no time to do English homework in the evenings.

I eat very few sweet things, except on special occasions.

It's too far for me to walk to work / school.

I never wake up early enough during the week.

I don't have enough space in my room for all my things.

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10A COMMUNICATIVE Relative clauses quiz

Student A

Can you tell me...?

Sports

1 the sport _____ is played at Wimbledon
a cricket **b** polo **c** **tennis**

2 the name of the item _____ is used as a ball in ice hockey
a ball **b** **puck** **c** disk

Art and literature

1 the name of the singer / songwriter _____ won the Nobel Prize for Literature in 2016
a Leonard Cohen **b** Ed Sheeran **c** **Bob Dylan**

2 the name of the artist _____ most famous work was the *Mona Lisa*
a Caravaggio **b** **Leonardo da Vinci**
c Michelangelo

Movies and TV

1 the name of the actor _____ plays Luke Skywalker in the Star Wars movies
a **Mark Hamill** **b** Harrison Ford **c** Alec Guinness

2 the city _____ Leonardo DiCaprio was born
a Florence **b** **Los Angeles** **c** Munich

Geography

1 the continent _____ has the largest population
a Africa **b** **Asia** **c** South America

2 the city _____ you can find the Spanish Steps
a Buenos Aires **b** Moscow **c** **Rome**

Technology

1 the name of the company _____ logo is a piece of fruit
a **Apple** **b** Cherry **c** Raspberry

2 the university _____ Facebook was invented
a **Harvard** **b** Stanford **c** Yale

a Complete the questions with *who*, *that*, *which*, *where*, or *whose*.

b Ask **B** the questions. (Begin with *Can you tell me...?*)

If **B** knows the answer, he / she gets three points.

If **B** doesn't know the answer, give him / her the three options.

If **B** gets it right, he / she gets one point.

Student B

Can you tell me...?

Sports

1 the name of the city _____ the 2016 Olympic Games took place
a **Rio de Janeiro** **b** London **c** Tokyo

2 the sports company _____ slogan is "Just do it"
a Adidas **b** **Nike** **c** Reebok

Art and literature

1 the name of the painter _____ works of art included a can of soup
a David Hockney **b** Damien Hirst **c** **Andy Warhol**

2 the name of the writer _____ wrote the James Bond books
a Raymond Chandler **b** **Ian Fleming**
c John Le Carré

Movies and TV

1 the planet _____ Superman comes from
a Arrakis **b** Galileo **c** **Krypton**

2 the name of the actress _____ is married to Javier Bardem
a **Penélope Cruz** **b** Cameron Diaz
c Salma Hayek

Geography

1 the European city _____ Greenpeace has its headquarters
a **Amsterdam** **b** Dublin **c** Stockholm

2 two countries _____ have a border with the Netherlands
a France and Germany **b** Germany and Switzerland
c **Germany and Belgium**

Technology

1 the country _____ Samsung is based
a Japan **b** **South Korea** **c** China

2 the other products _____ the car company Tesla makes
a batteries and computer screens
b solar panels and phone screens
c **batteries and solar panels**

a Complete the questions with *who*, *that*, *which*, *where*, or *whose*.

b Ask **A** the questions. (Begin with *Can you tell me...?*)

If **A** knows the answer, he / she gets three points.

If **A** doesn't know the answer, give him / her the three options.

If **A** gets it right, he / she gets one point.

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10B COMMUNICATIVE Four little mysteries

Read the four mysteries. With your partner, try to answer the questions. Give your reasons.

1 Baggy suit

A crime happened on Freemont Street. The main suspect is a man named Sean Baker. A man had been walking along the street when somebody shot him in the stomach. The suspect had brown hair, blue eyes, and wore a baggy suit, just like Sean Baker's.

Sean was asked to tell the story right from the beginning. "Well," said Sean, "I was just hanging around the park when I saw this man walking along the street. Suddenly, a guy came up behind him and shot him! I ran home as fast as I could."

The police officers asked him to give a description of the murderer. Sean said, "He had a red mustache and red hair, and he was wearing a baggy Armani suit."

"I think this man is telling a lie," said one of the police officers. **How did he know?**

2 Sunday murder

A man was found murdered on Sunday morning. His wife immediately called the police. The police questioned the wife and staff and got these answers:

The wife said she was sleeping. The cook said she was preparing breakfast. The gardener said he was gathering vegetables. The maid said she was getting the mail.

The police instantly arrested the murderer. **Who did it and how did they know?**

3 There's an insect on my plate!

A man was eating at a restaurant. When his food came, the server told him that they had run out of their usual elegant dinner plates and had to serve his meal on their only plain plate. The man didn't mind, but there was an insect in his food. The server took it away and said she would bring him a new plate of food. When she came back, the man knew she had only thrown away the insect. **How did he know?**

4 You have mail

A businesswoman went away on a long business trip. Before she left, she asked her assistant to forward all of her mail. However, she forgot to give the assistant the key to her mailbox. When she realized her mistake, she mailed the key to her office, so the assistant could send her mail to her. But the assistant never did. The businesswoman got angry and called her office, planning to fire her assistant. However, the assistant was able to explain why she hadn't sent the mail. The businesswoman quickly realized her mistake and apologized. **What did the assistant say to make the businesswoman apologize?**

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COMMUNICATIVE REVIEW

1 Food and cooking

Talk for one minute about what and where you eat.

- Do you think you have a healthy diet? Why (not)?
- Are you trying to cut down on anything right now?
- Do you prefer eating out or eating at home? Why?
- What's your favorite dish when you eat out?

2 Family and friends

Describe a member of your family.

- What does he / she look like?
- What is he / she like? (Give two positive and two negative characteristics.)
- In what ways are you similar or different?
- How well do you get along with this person?

3 Money

Tell your partner about your attitude to money.

- Are you careful with money? How?
- Do you usually leave tips in cafes, taxis, or restaurants? Why (not)?
- Is there anything you don't like spending money on? Why (not?)
- Do you think credit cards are a good thing? Why (not?)

4 Transportation

Talk to your partner about transportation in your town.

- What's your favorite form of transportation? Why?
- What's the best and worst way to get around your town / city?
- How do you get to the place where you work / study?
- If you could change one thing about transportation in your town, what would it be?

5 Sports

Tell your partner about...

- a sport you really like watching or doing.
- a sport you used to do and why you stopped.
- a team you support. How long have you been supporting them? Do you go and see them play?
- the sporting event you most remember.

6 Relationships

Tell your partner about a good friend of yours.

- How long have you known each other?
- How and where did you meet?
- Why do you get along well together?
- Have you ever had a serious argument?
- How often do you see each other?

7 The movies

Think of a movie (but don't say the name). Describe it for your partner to guess.

- Where is it set?
- Is it based on a book?
- Who is it directed by?
- Who is in it?
- What is it about?

8 Your education

Tell your partner about your high school (or elementary school if you are still in school).

- Did you use to wear a uniform?
- What subjects were you good at / bad at?
- Did you use to have a favorite teacher?
- Were there any teachers you didn't like? Why (not)?

9 Your home

Talk about your home.

- Where do you live?
- How long have you lived there?
- What kind of house or apartment is it? Can you describe it?
- What do you like about it and the area where you live? What don't you like?

10 Work

Think of a friend or family member who has a job. Tell your partner about the good and bad side of his / her job. Talk about...

- the salary.
- the hours.
- the vacations.
- the best and worst thing about the job.

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Vocabulary activity instructions

Introduction Classroom language

A review activity

Sts review classroom language. Copy one worksheet per student.

LANGUAGE
Phrases and questions to use in class

- Give each student a worksheet. Focus on each section and elicit / explain the meaning and drill the pronunciation of each question.
- If Sts wish, they can write a translation of each line alongside it. You could get Sts to test themselves or each other by covering each line and looking at the translation.
- Tell Sts that these are questions that you expect Sts to always use in English, and be strict about not letting them say them in their L1.

EXTRA IDEA You could copy and enlarge this sheet and put it up in the classroom to help Sts.

1A Food and cooking

A card game

Sts define words / phrases for other Sts to guess. Copy and cut up one set of cards per pair or small group.

LANGUAGE
Words associated with food and cooking

- Put Sts in pairs or small groups. Give each pair / group a set of cards face down, or in an envelope.
- Demonstrate the activity. Choose another word (not one of the ones on the cards) from the **Vocabulary Bank** Food and cooking p.152. Describe it, e.g., *It's meat that comes from a cow*, until a student guesses the word (*beef*). Highlight that Sts are not allowed to use the word(s) on the card in their definition.
- Sts put the cards face down. They play the game, taking turns picking up a card and describing the word / phrase. Sts describing the word / phrase shouldn't let their partners see what's on the card. Tell Sts to wait until their partner has finished his / her description before trying to guess the word.

EXTRA IDEA If Sts are playing in groups, the student who correctly guesses the word first gets the card. The student with the most cards at the end of the game wins.

NON-CUT ALTERNATIVE Put Sts in pairs. Copy one sheet per pair and fold it down the middle. Sts look at one half each, and take turns describing the words / phrases to their partners until they guess the correct answer.

1B Personality

An information gap activity

Sts define words to help their partner complete a crossword. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE
Personality adjectives

- Put Sts in pairs, ideally face to face, and give out the crosswords. Make sure that Sts can't see each other's worksheets. Explain that **A** and **B** have the same crossword, but with different words missing. They have to define words to each other to complete their crosswords.
- Give Sts a minute to read their instructions. If Sts don't know what a word means, they can look it up in **Vocabulary Bank** Personality p.153. Make sure Sts understand the difference between *across* and *down*. Remind them that they can't use any part of the word in their definition.
- Sts take turns asking each other for their missing words (e.g., *What's 1 down? What's 3 across?*). Their partner must define / describe the word until the other student is able to write it in his / her crossword. Sts should help each other with clues if necessary.
- When Sts have finished, they should compare their crosswords to make sure they have the same words and have spelled them correctly.
- Focus on **Activation**. Sts tell each other the definitions of the words they wrote in their crossword. Monitor and help.

2A Money

A pairwork vocabulary race

Sts complete sentences. Copy one worksheet per pair.

LANGUAGE
Words associated with money

- Put Sts in pairs and give out the worksheets. Focus on the instructions. Tell Sts that they have to fill in as many blanks as they can in three minutes. Tell them to write in the **MISSING WORDS** column.
- Check answers. The first pair to complete all the phrases correctly wins, or the pair with the most correct answers at the end of the time limit wins.

2 worth **3** live off **4** pay (very much) for **5** earn
6 pay back **7** bill **8** from **9** wasting **10** save
11 pay by **12** lend **13** debt **14** bill **15** inherited
16 charge **17** ATM **18** mortgage
19 tax **20** account

- Focus on **Activation**. Get Sts to cover the **MISSING WORDS** column and read the sentences with the missing words aloud. They can test each other or themselves.

EXTRA IDEA You could get Sts to do the exercise individually and compare their answers with a partner. Then check answers.

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3A Transportation

A fill-in-the-blank activity

Sts look at pictures and write the words. Copy one worksheet per student.

LANGUAGE
Words associated with transportation

- Give each student a worksheet and ask them to write the noun or compound noun for the things they see in the pictures.
- Check answers.

2 bike lane **3** platform **4** car crash **5** tram
6 seat belt **7** train **8** crosswalk **9** taxi stand
10 scooter **11** gas station **12** bus **13** speed camera
14 parking ticket **15** van **16** speed limit **17** truck
18 road work **19** freeway **20** subway

- Focus on **Activation**. Tell Sts to cover the words and look at the pictures. Can they remember the nouns and compound nouns?

3B Dependent prepositions

A vocabulary race

Sts complete sentences with dependent prepositions. Copy one worksheet per student.

LANGUAGE
Dependent prepositions

- Give out the worksheets. Tell Sts that they have to write as many prepositions in the **PREPOSITION** column as they can in three minutes.
- Check answers.

2 about **3** to **4** with **5** to **6** in **7** about **8** of
9 to **10** on **11** for **12** between **13** about **14** to, for
15 in **16** to **17** with, about **18** to **19** for **20** of

- Focus on **Activation**. Tell Sts to cover the **PREPOSITION** column on the right and say the sentences with the correct preposition.

5A Sports

A pairwork vocabulary race

Sts read a series of clues and write the words. Copy one worksheet per pair.

LANGUAGE
Words associated with sports

- Put Sts in pairs and give out the worksheets. Set a time limit. Tell Sts that they have to write as many words as they can in the time limit.
- Check answers. The first pair to complete all the words correctly wins, or the pair with the most correct answers at the end of the time limit wins.

2 course **3** court **4** spectators **5** hockey **6** warm up
7 get injured **8** stadium **9** tie **10** referee **11** diving
12 golf **13** work out **14** train **15** lose **16** players
17 kick **18** coach **19** fan **20** sports arena

- Focus on **Activation**. Tell Sts to cover the column on the right and see if they can remember the missing words.

EXTRA IDEA Put Sts in pairs, **A** and **B**. Sts **A** (looking at the worksheet) read clues 1–10 to Sts **B** (worksheet covered) who say the word. Sts then switch roles for clues 11–20.

5B Relationships

A fill-in-the-blank activity

Sts complete three texts about relationships in the simple past tense. Copy one worksheet per student.

LANGUAGE
Words associated with relationships, simple past

- Give Sts time to read the stories and complete them with the simple past of the verbs in each of the lists.
- Monitor and check that they are completing the stories correctly.
- Check answers, eliciting the verbs onto the board.

My best friend at school

2 felt **3** became **4** got along **5** were **6** lost touch
7 left **8** got in touch

My parents

9 saw **10** fell in love with **11** gotten to know
12 went out together **13** proposed **14** got married
15 celebrated

My disastrous date

16 introduced **17** liked **18** asked **19** gave
20 asked (me) out **21** didn't get along **22** had

6A Movies

A fill-in-the-blank activity

Sts complete movie reviews. Copy one worksheet per student.

LANGUAGE
Words associated with the movies

- Give out the worksheets. Set a time limit, e.g., five minutes. Tell Sts they have to read the movie reviews and complete them with the correct noun or compound noun in either the singular or plural. Point out that the first letter or two is given.
- Monitor to make sure they are completing the movie reviews correctly.
- Check answers.

2 extras **3** star **4** soundtrack **5** plot **6** trailer
7 action movie **8** special effects **9** script **10** scene
11 sequel **12** subtitles **13** dubbed **14** comedy
15 drama **16** set

- Focus on **Activation**. Put Sts in pairs and get them to answer the question.
- Get feedback.

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6B The body

A fill-in-the-blank activity

Sts write the verb and name the part(s) of the body shown in each photo. Copy one worksheet per student.

LANGUAGE
Verbs associated with the body

- Give each student a worksheet and ask them to write next to each photo the verb and the noun (singular or plural) for the part of the body marked with an arrow. Check answers.

2 throw, back **3** clap, hand **4** whistle, lips **5** stare, eye
6 bite, teeth **7** kick, leg **8** taste, tongue **9** smile, mouth
10 point, finger **11** touch, thumb **12** smell, nose

- Focus on **Activation**. Put Sts in pairs and get them to say what other parts of the body they can see in the photos (e.g., *shoulder*, *knee*, etc.).
- Get some feedback.

7A Education

A team game

Sts explain the difference between two words / phrases. Copy and cut up one set of cards.

LANGUAGE
Words associated with education

- Divide the class into two teams (or more if you have a lot of Sts).
- Give a card to each team. Give Sts a minute to decide what the difference is between the two words or phrases.
- Write the two words or phrases on each team's card on the board.
- A spokesperson from each team takes turns explaining the difference to the rest of the class. If the explanation is correct, the team gets a point. If it isn't correct, the other team can try to win an extra point by explaining the difference correctly before taking their own turn.
- Then give each team another card.
- Keep a record of each team's points on the board. The team with the most points wins.

A high school is for children aged between 11–18 years in the US.
A secondary school is for children aged between 11–18 years in the UK.

A child is someone under the age of 18 who may or may not study in school.
A student is a child or adult who goes to school at any level.

A term is one of the three periods of the year during which classes are held in schools and universities in the UK.
A semester is the two periods that the school / college year is divided into in the US.

Pass an exam is to achieve the required standard in an exam or test.
Fail an exam is the opposite.

Be punished is to be made to suffer because you've done something bad or wrong.
Be suspended is to have to leave school for a certain amount of time (usually for a day up to a week) because you've done something wrong.

Cheat is to act in a dishonest way in order to gain an advantage in an exam.
Misbehave is to behave badly.

A public school is run by the government and is free.
You have to pay to go to **a private school**.

A principal is a person who is in charge of a school.
A teacher teaches in any school except a university.

Make somebody study something is to force somebody to study.
Let somebody study something is to give somebody permission or an opportunity to study.

A graduate is a person who has a university degree.
A student is a person who studies at any level.

A nursery school is a school for children between the ages of two and four in the US. It is not compulsory.
An elementary school is a school for children between the ages of five and ten in the US. It is compulsory.

History is a subject in school or college that is the study of past events.
A story is a description of events and people that a writer has invented in order to entertain.

NON-CUT ALTERNATIVE Put Sts in pairs. Copy one worksheet per pair. Set a time limit, e.g., ten minutes, and Sts take turns asking each other, *What's the difference between…?*, choosing words at random. Sts decide if the explanation is correct. Finally, check answers with the whole class.

7B Houses

A fill-in-the-blank activity

Sts complete the descriptions of three different homes. Copy one worksheet per student.

LANGUAGE
Words associated with houses

- Give out the worksheets. Set a time limit, e.g., three minutes. Tell Sts to read the house descriptions and complete them with the correct words. Point out that the first letter or two is given.
- Monitor to make sure they are completing the descriptions correctly.
- Check answers.

2 second floor **3** balcony **4** entrance **5** wall **6** gate
7 roof **8** chimney **9** outskirts **10** path **11** patio
12 steps **13** first floor **14** second floor **15** basement

- Focus on **Activation**. Put Sts in pairs and get them to tell each other which home they prefer and why. Get feedback.

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8A Work

A pairwork vocabulary race

Sts read a series of clues and write the words. Copy one worksheet per pair.

LANGUAGE
Words associated with work

- Put Sts in pairs and give out the worksheets. Set a time limit. Tell Sts that they have to write as many words as they can in the time limit. Each word begins with (or, in the case of **X**, includes) a different letter of the alphabet.
- Check answers. The first pair to complete all the words correctly wins, or the pair with the most correct answers at the end of the time limit wins.

boss **c**harge **d**ownsized **e**mployees **f**reelance
gardener **h**air stylist **i**nterview **j**ob **k**itchen
look for **m**usician **n**ight **o**vertime **p**art-time
quit **r**etire **s**elf-employed **t**emporary **u**p **v**et
work e**x**tra **y**ear

9A Word-building

A word-building race

Sts complete the sentences with the correct noun, adjective, or adverb from the given words. Copy one worksheet per student.

LANGUAGE
Verbs, nouns, adjectives, adverbs

- Give out the worksheets. Set a time limit, e.g., three minutes. Tell Sts that they have to complete the sentences with the correct form of the words in **bold**. They must write as many words as they can in the column on the right in the time limit.
- Check answers. The first student to write all the words correctly wins, or the student with the most correct answers at the end of the time limit wins.

The missing words in sentences 1–13 are nouns, which can be reviewed in the first part of **Vocabulary Bank** Word-building p.164. The missing words in sentences 14–20 are positive or negative adjectives and adverbs, which can be reviewed in the second part of the same **Vocabulary Bank**.

2 compensation **3** argument **4** delivery **5** success
6 achievement **7** explanation **8** attachment
9 agreement **10** demonstration **11** payment **12** loss
13 sale **14** uncomfortable **15** comfortable **16** impatient
17 unlucky **18** careful **19** carelessly **20** Unfortunately

- Focus on **Activation**. Tell Sts to cover the column on the right and read the sentences. Can they remember the missing words?

Phrasal verbs

A vocabulary race

Sts read the sentences and write the phrasal verbs. Copy one worksheet per student.

LANGUAGE
Phrasal verbs (review)

- Give out the worksheets. Set a time limit, e.g., three minutes. Tell Sts that they have to read the sentences and write as many of the phrasal verbs as they can in the **PHRASAL VERB** column in the time limit. Point out that the first letter is given.
- Check answers. The first student to write all the phrasal verbs correctly wins, or the student with the most correct answers at the end of the time limit wins.

2 set **3** plug **4** cut **5** eat **6** cut **7** pay **8** pick
9 sent **10** break **11** live **12** get **13** work **14** take
15 look **16** fall **17** look **18** run **19** Watch **20** turn

- Focus on **Activation**. Tell Sts to cover the **PHRASAL VERB** column, read the sentences, and see if they can remember the missing words

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INTRODUCTION VOCABULARY Classroom language



Asking for help

Excuse me. _____
Can / Could you say that again, please? _____
Can you help me, please? _____
Can I have a copy, please? _____
Can you explain something, please? _____
Is this *right* (or *wrong*)? _____
What does _____ mean? _____
How do you say _____ in English? _____
How do you spell it? _____
How do you pronounce it? _____
Where's the stress? _____
What's the opposite of *fast*? _____
What's the past tense of *eat*? _____
What's the difference between *meet* and *know*? _____

Apologizing / Giving reasons

Sorry I'm late. _____
I couldn't come to class *yesterday* (or *on Thursday*). I was sick. _____
I couldn't do the homework because… _____
I won't be able to come *next Monday* (or *next week*) because… _____
I have to leave early today because… _____

Working in pairs / groups

What do we have to do? _____
What did he / she say? _____
We haven't finished (yet). _____
Whose turn is it? _____
It's *my* (or *your*, *his*, *her*, *our*, *their*) turn. _____
What do you think? _____
Do you agree? _____
I agree / don't agree (with you). _____

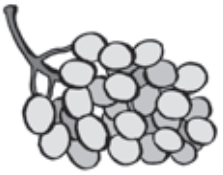
Leaving

A See you *on Monday* (or *next Wednesday*)! **B** Yes, see you! _____
A Have a good weekend! **B** You too. / The same to you. _____

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1A VOCABULARY Food and cooking


a pear


grapes

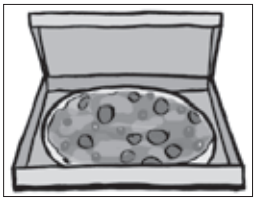

grilled salmon


an eggplant


shrimp


mussels


peppers

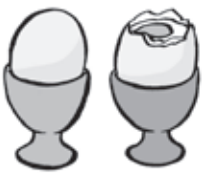

a pizza


a cucumber


roast lamb


steamed rice


raw meat


boiled eggs


squid



(to) eat out

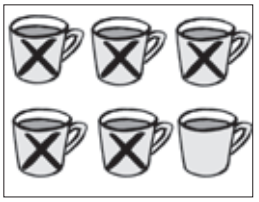

a peach



canned fruit



frozen food


(to) cut down on


fried fish


fresh vegetables


raspberries


(to) cut out


cherries

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1B VOCABULARY Personality

Student A

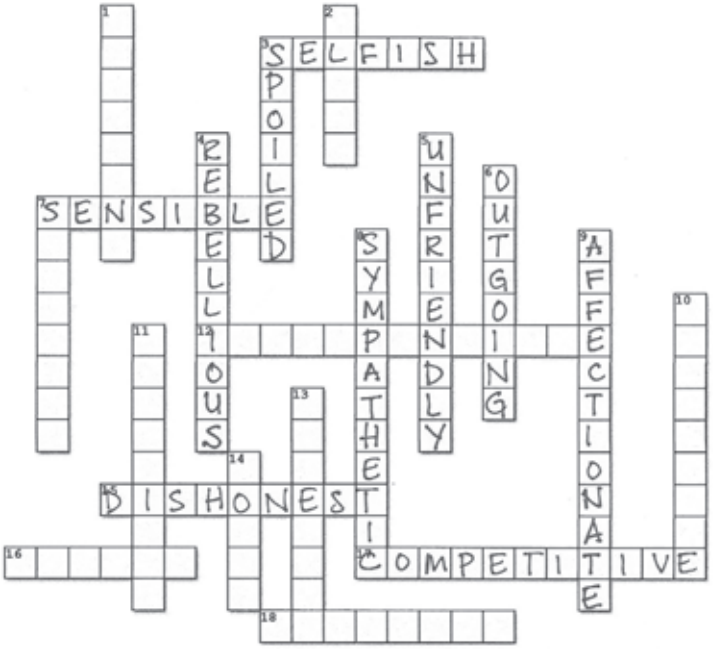
a Look at your crossword and make sure you know the meaning of all the words you have.

b Now ask **B** to define a word for you. Ask, for example, *What's 1 down? What's 12 across?* Write the word in.

c Now **B** will ask you to define a word.

ACTIVATION

Look at the words you wrote in your crossword. Can you remember their definitions?



Student B

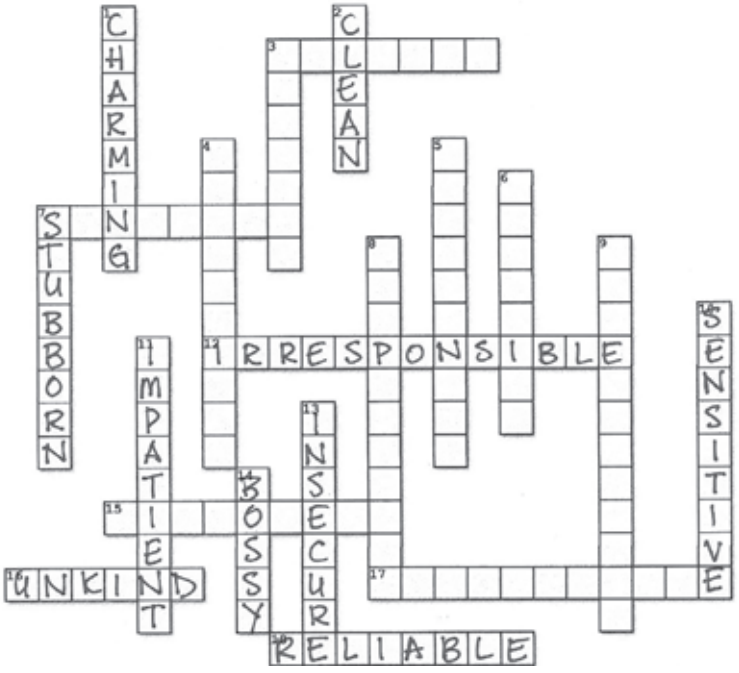
a Look at your crossword and make sure you know the meaning of all the words you have.

b Now **A** will ask you to define a word.

c Now ask **A** to define a word for you. Ask, for example, *What's 3 across? What's 5 down?* Write the word in.

ACTIVATION

Look at the words you wrote in your crossword. Can you remember their definitions?



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2A VOCABULARY Money

What's the word?

Work with a partner. You have three minutes to complete the sentences. Write your answers in the **MISSING WORDS** column.

		MISSING WORDS
1	We can't [afford] to go on vacation this year, so we're staying at home.	a f f o r d
2	That ring can't be [cost] $20,000. It looks like plastic!	__ __ __ __ __
3	Pete doesn't have any money, so he has to [rely] [on] his parents. They pay for absolutely everything.	__ __ __ __ __ __ __
4	My brother didn't [like] very much [drive] his car. It was second hand.	__ __ __ __ __ __
5	How much do you think you'll [earn] every month in your new job?	__ __ __ __
6	Sorry, but I can't [pay] [back] the money I owe you until the end of the month.	__ __ __ __ __ __ __
7	Do you have any change for the soda machine? I only have a $10 [bill].	__ __ __ __
8	Some people think it's a really bad idea to borrow money [from] a close friend.	__ __ __ __
9	Why are you [wasting] your money on things you don't really need?	__ __ __ __ __ __ __
10	I used to have a piggy bank when I was young. That's how I learned to [save] money.	__ __ __ __
11	Can I [have] [a] credit card?	__ __ __ __ __
12	Did the bank [lend] you the money to buy a new car?	__ __ __ __
13	Diana started spending a lot more money than she had in the bank. She got into [debt] after six months.	__ __ __ __
14	Our gas [bill] was really high this month because we had the heat turned up all the time.	__ __ __ __
15	Our neighbor [inherited] a beautiful house in the country when her aunt Jane died.	__ __ __ __ __ __ __ __ __
16	How can the electrician [charge] us $200 for ten minutes' work?	__ __ __ __ __ __
17	My grandmother's afraid of using an [ATM] on the street. She prefers to go into the bank to get money.	__ __ __
18	I've asked my bank for a [loan] because I want to buy a house.	__ __ __ __ __ __ __ __
19	The government is going to increase the [tax] on gas.	__ __ __
20	If you open an [account] with this bank, you get an interest-free credit card for a year.	__ __ __ __ __ __ __

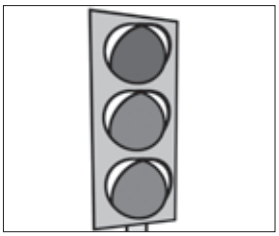
ACTIVATION

Test your memory. Cover the **MISSING WORDS** column on the right. Read the sentences aloud with the correct words.

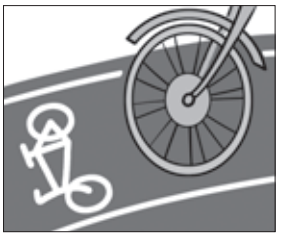
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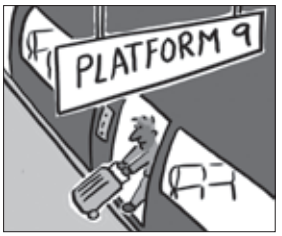
3A VOCABULARY Transportation

Look at the pictures and write the words below.

1 

traffic light

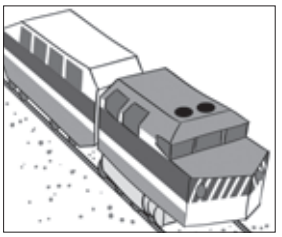
2 

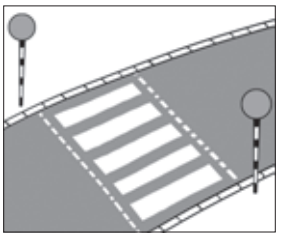
3 

4 

5 

6 

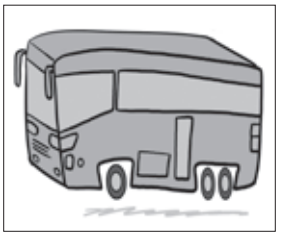
7 

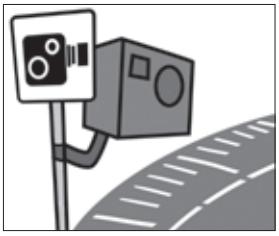
8 

9 

10 

11 

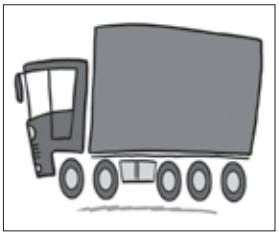
12 

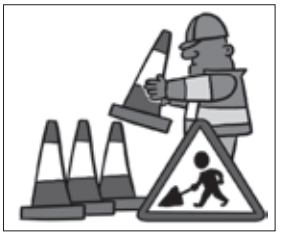
13 

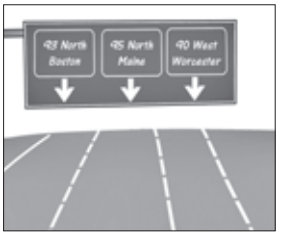
14 

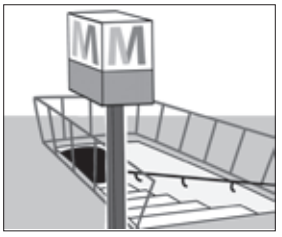
15 

16 

17 

18 

19 

20 

ACTIVATION

Test your memory. Cover the words and look at the pictures. Can you remember the words?

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3B VOCABULARY Dependent prepositions

Complete each sentence with a preposition. Write your answers in the column on the right. You have three minutes.

		PREPOSITION
1	I'm really **tired** ____ listening to my sister. She complains about her boyfriend all the time.	*of*
2	Katy's **worried** ____ her final exams. She thinks she's going to fail.	
3	The waiter was so **rude** ____ us that we didn't leave a tip.	
4	They're not very **happy** ____ their new car. It's broken down three times in one month!	
5	My mom's been **married** ____ my stepfather for 20 years.	
6	Tom's **interested** ____ joining the army because he wants to see the world.	
7	Are you **excited** ____ moving next year?	
8	That man over there **reminds** me ____ my first boyfriend.	
9	Are you **looking forward** ____ meeting him?	
10	I'd like to go with you on vacation, but it **depends** ____ how much it will cost.	
11	Recent research shows that drinking mango juice is **good** ____ your immune system.	
12	You'll have to **choose** ____ this one and that one. You can't have both.	
13	My sister and I get along really well and hardly ever **argue** ____ anything.	
14	I **apologized** ____ the teacher ____ being late.	____ / ____
15	What time does your plane **arrive** ____ Chicago?	
16	Who does this book **belong** ____? Is it yours, Sarah?	
17	Is Carl still **angry** ____ Monica ____ what happened at the party?	____ / ____
18	You should be **kinder** ____ your brother. After all, you are the oldest!	
19	I never have to **ask** anybody ____ directions any more, now that I have a GPS.	
20	He's the first person in his family to go to college, so his parents are really **proud** ____ him.	

ACTIVATION

Test your memory. Cover the **PREPOSITION** column on the right. Read the sentences aloud with the correct prepositions.

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5A VOCABULARY Sports

1 The leader of a sports team. C A P T A I N

2 This is the place where golf is played.

3 You can play tennis and basketball on this.

4 The people who go and watch a sports event.

5 It's a sport you can play on ice or grass.

6 Before you do any kind of exercise, it's very important to do this.

7 When this happens to you, you may have to see a doctor.

8 The Cotton Bowl, Lambeau Field, and Fenway Park are all famous examples of this type of building.

9 It's a verb that describes when two teams have the same score at the end of a match.

10 It's the person who shows a red card in a soccer game.

11 It's a sport where you jump, head first, into a pool.

12 In this sport, you go around a course of nine or 18 holes.

13 It's a phrasal verb which means "go to a gym and do exercise."

14 It's what professional athletes have to do every day.

15 It's the opposite of "win."

16 There are 30 on the field in a rugby match, but only 22 in a soccer game.

17 It means to hit, e.g., a ball, with your foot.

18 It's the person who gives instructions to the members of a team, but who doesn't play.

19 It's a person who supports a team.

20 It's where you play indoor sports.

ACTIVATION

Test your memory. Cover the column on the right. Read the sentences and say the words.

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5B VOCABULARY Relationships

Read the stories and complete them with the correct form of the verbs from the lists. Remember to use the simple past.

My best friend at school

be become feel get in touch get along leave lose touch ~~meet~~

I first [1]*met* Ruth on my first day in elementary school. We both [2]_____ very lost and afraid, but we soon [3]_____ best friends. We [4]_____ very well from the start because we liked playing the same games together. We [5]_____ best friends for over 15 years in both elementary and high school, but unfortunately, we [6]_____ when we [7]_____ school to go to college. Recently, I found her on Facebook and I sent her a message. She [8]_____, and we're going to meet up again after all these years!



My parents



celebrate fall in love with get married get to know go out together propose see

My dad says that as soon as he [9]_____ my mom, he [10]_____ her. My mom says that after a couple of months, when she'd [11]_____ my dad, she felt the same. I don't know if that's true or not, but what I do know is that they [12]_____ for seven months before he [13]_____ to her at the Santiago Bernabéu soccer stadium, while they were watching a game! My mom said "yes" and they [14]_____ in 1967 in Madrid. They [15]_____ their golden wedding anniversary recently and are still incredibly happy together.

My disastrous date



ask ask out like not get along give have introduce

In the summer of 2015, I'd just split up with my boyfriend, and a colleague [16]_____ me to Paul, his roommate, at a cafe. He was very good-looking and I really [17]_____ him. At the end of the evening, he [18]_____ me for my phone number, so I [19]_____ it to him. I was really happy when he got in touch with me the next day and [20]_____ me _____ for dinner. Unfortunately, the date was a bit of a disaster because although he was attractive, we really [21]_____. During the meal, I found out that we [22]_____ absolutely nothing in common! Of course, we never had a second date.

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6A VOCABULARY Movies

Read the movie reviews and complete them with the correct words.



Bill's Movie Reviews



Dunkirk

Dunkirk is a [1]**w**_ar_ **m**_ovie_ directed by Christopher Nolan, set in World War II during a particularly difficult battle and rescue mission. Nolan has used a lot of actors and [2]**e**_____ to make this a story about many different people, so there isn't one [3]**s**_____ here. That being said, my favorite performance is definitely Tom Hardy's, as a pilot who doesn't give up even when his plane has crashed. It's a very exciting movie, scary at times and definitely violent, so I wouldn't recommend it for all ages. The [4]**s**_____, composed by Hans Zimmer, is really intense, and Zimmer has done an amazing job of making the music the perfect background for all the different stories. I will say that having so many characters made the [5]**pl**_____ very complicated, and that made *Dunkirk* very difficult to follow. All in all, I enjoyed *Dunkirk* and I would definitely recommend it!!



MOVIE LOVER



Wonder Woman

I'd been looking forward to *Wonder Woman* since I saw the [6]**t**_____ earlier this year. It didn't disappoint me! One of the big problems with an [7]**a**_____ **m**_____ is that usually there are a lot of [8]**s**_____ **e**_____ and all the digital stuff can make movies look a bit silly and unreal. In this case, however, the [9]**sc**_____ is so well written that even the explosions and the superhero costumes didn't annoy me. Gal Gadot plays Diana (they never call her Wonder Woman), a heroine who leaves her perfect island to help humans during World War II. Here, *Wonder Woman* becomes more of a historical movie and Diana finds the way men treat her very strange. This creates a lot of funny moments; my favorite [10]**sc**_____ is one in which Diana complains about long skirts being really impractical to fight in! Diana tries to be both strong and kind, as she and her friends search for Ares, the God of War. The movie studio has confirmed that there will be a [11]**s**_____ to *Wonder Woman* and I can't wait to see it!



CLASSIC MOVIE FAN



Seven Samurai

I had read only good things from critics about Akira Kurosawa's classic movie *Seven Samurai*, so I was very excited to finally watch it. I watched it in Japanese with English [12]**s**_____ because I don't think it has been [13]**d**_____ into English. I was very surprised by this movie. It isn't a [14]**c**_____, but it has some very funny moments. I think I imagined it was going to be a boring [15]**d**_____ and instead it was moving and beautiful. *Seven Samurai* is [16]**s**_____ in Japan in 1586, and tells the story of seven warriors who decide to defend a village against thieves. At first, they do it for money, but then they get to know the people in the village and they really care about them. Each character is very different, but they all become good friends and the cast does a really good job of showing you the change in their relationships. Even if you don't like old movies, or movies in black and white, I think this is one of those special movies that everyone should watch.

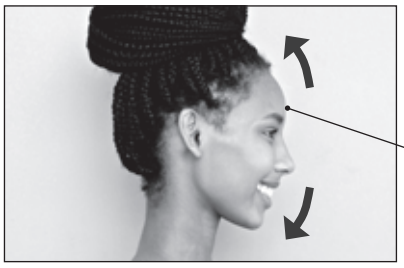
ACTIVATION

Which of the movies would you prefer to watch? Why?

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6B VOCABULARY The body

Look at the photos. Write the correct verb and label the part of the body for each one.



1 *nod*

head



2 _____

_____



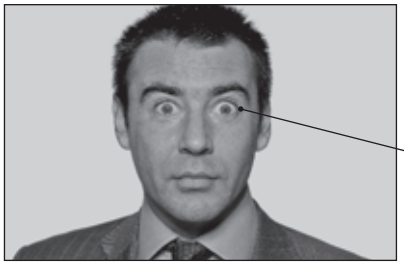
3 _____

_____



4 _____

_____



5 _____

_____



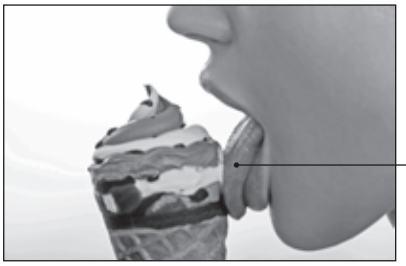
6 _____

_____



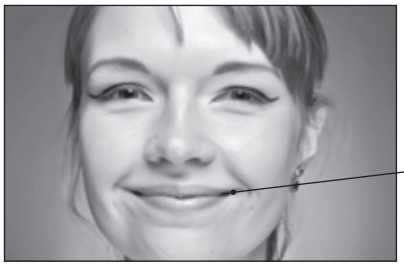
7 _____

_____



8 _____

_____



9 _____

_____



10 _____

_____



11 _____

_____



12 _____

_____

ACTIVATION

What other parts of the body can you see in the photos?

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7A VOCABULARY Education

a high school AND a secondary school	a child AND a student
a term AND a semester	pass an exam AND fail an exam
be punished AND be suspended	cheat AND misbehave
a public school AND a private school	a principal AND a teacher
make somebody study something AND let somebody study something	a graduate AND a student
a nursery school AND an elementary school	history AND a story

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7B VOCABULARY Houses

Read the texts and complete the descriptions with the correct words.



TO RENT

Large and sunny apartment in Kissimmee, a lovely [1]s*uburb* of Orlando.

This modern and spacious apartment is very close to downtown and only a 10-minute walk away from transportation to Disney parks.

The apartment is on the [2]**s**_____ **fl** _____, with a [3]**b**_____ that looks onto the building's shared garden space.

OPPORTUNITY!

Lovely cottage in the country for sale.

It's near Cornwall in the UK, surrounded by fields and farms. There's a front yard leading to the [4]**e**_____ of this amazing old home. The front yard has a low [5]**w**_____ and the property is accessed through a wooden [6]**g**_____. The property has many original features, including a fireplace in the living room and wooden ceilings. It has three bedrooms and one bathroom. The [7]**r**_____ is in need of repairs and the [8]**ch**_____ will need some work before the fireplace can be used. Viewing is highly recommended!





FOR SALE

Designer house on the [9]**o**_____ of Sacramento. The property has a low-maintenance front yard with a practical [10]**p**_____ to the front door. This attractive and modern home has a [11]**p**_____ with amazing views of the surrounding countryside and [12]**st**_____ down to a swimming pool. The [13]**fi**_____ **fl**_____ consists of a large living room, a spacious kitchen with room for a dining table, and a small bathroom. The two bedrooms and the luxurious bathroom are on the [14]**s**_____ **fl**_____. There is also a large [15]**b**_____ downstairs, for all your storage needs. Booking a viewing is strongly recommended, as we think it will be sold quickly!

ACTIVATION

Look at the three homes and talk with your partner. Which one would you like to live in? Why?

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8A VOCABULARY Work

A

I'm going to ***apply*** for that job I saw online.

B

The person who tells you what to do at work is your _____.

C

I'm in _____ of the sales department.

D

He was _____ when the company lost a major contract.

E

My company has more than 90,000 _____ around the world.

F

My husband is a _____ journalist and works from home.

G

A person who grows plants and flowers is a _____.

H

A _____ cuts your hair.

I

You usually have an _____ before a company decides if you get a job with them.

J

It's what you don't have if you're unemployed.

_____

K

Chefs work in here.

_____

L

A phrasal verb that means the same as "search for."

_____

M

A person who plays an instrument or sings for their job.

_____

N

My partner works shifts: he works at _____ one week, then during the day the next.

O

If you work more than your usual hours, you do _____.

P

It's an alternative to working full-time, but you work fewer hours.

_____ - _____

Q

Another way of saying "resign."

_____

R

A verb that means when people stop working after the ages of 65 or 70.

_____

S

A person who works for him / herself is _____ - _____.

T

It's the opposite of a permanent job.

_____

U

He decided to set _____ his own business last year.

V

An animal doctor.

_____

W

I _____ for an international company in New York City.

X

A small, non–speaking job in a movie has this letter in it!

_____

Y

My brother is in his second _____ of college, and he loves it.

Z

A person who works in a zoo and takes care of the animals.

zookeeper

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9A VOCABULARY Word-building

Change the word!

Complete the sentences with the correct form of the words in **bold**. You can make nouns, positive or negative adjectives, and adverbs. Write your answers in the column on the right.

1	I wrote a letter of ____ to the hotel manager because I wasn't happy with the service. **COMPLAIN**	*complaint*
2	The airline didn't offer us any ____ for the ten-hour delay. **COMPENSATE**	
3	Listen! The neighbors next door are having another ____. **ARGUE**	
4	If you buy the washing machine today, we can guarantee next-day ____. **DELIVER**	
5	The dinner party wasn't a ____ because Joe was rude to Richard. **SUCCEED**	
6	My mom learned to swim when she was 67. I think that's a real ____. **ACHIEVE**	
7	What ____ did Anna give you for not finishing her report? **EXPLAIN**	
8	I got Tony's email, but he forgot to send the ____. **ATTACH**	
9	We have an ____ at home that if my husband cooks, I do the dishes. **AGREE**	
10	The salesperson gave me a very good ____ of how the gadget worked. **DEMONSTRATE**	
11	PayPal is a safe way of making a ____ online. **PAY**	
12	The company had a ____ for five years and eventually it had to close down. **LOSE**	
13	The house next door is for ____. I'd love to buy it! **SELL**	
14	The bed was so ____ that I wasn't able to sleep. **COMFORT**	
15	These sandals are so ____. It feels as if I'm not wearing anything on my feet. **COMFORT**	
16	Having to wait for people makes me really ____. **PATIENT**	
17	Nick's ____ in love. His partners always leave him! **LUCK**	
18	Be ____ not to break your leg on the first day of your skiing vacation! **CARE**	
19	Paolo won't pass his English exam. He writes very ____ and doesn't check for mistakes. **CARE**	
20	____, it rained on our wedding day, but we had a great day anyway. **FORTUNE**	

ACTIVATION

Test your memory. Cover the column on the right. Read the sentences aloud with the correct form of the words in **bold**.

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VOCABULARY REVIEW Phrasal verbs

How many of these phrasal verbs can you remember?

		PHRASAL VERB
1	You need to ____ **up** before you do any exercise.	w *a r m*
2	My father got a loan from the bank to help ____ **up** the business.	s ___ ___
3	To charge your phone, attach it to the charger, ____ it **in** to the outlet, and wait until it is completely charged.	p ___ ___ ___
4	I think I need to ____ **down on** soda – I drink too much.	c ___ ___
5	We often ____ **out** because neither of us likes cooking.	e ___ ___
6	My doctor told me I had to ____ **out** dairy products because I have an allergy.	c ___ ___
7	I need to ____ **back** the money my father lent me.	p ___ ___
8	I'll come and ____ you **up** in the car at six o'clock. We can go to the party together.	p ___ ___ ___
9	The goalkeeper was ____ **off** for a bad foul.	s ___ ___ ___
10	You seemed so happy together. Why did you ____ **up**?	b ___ ___ ___ ___
11	I need to get a better job. My salary isn't enough to ____ **on**.	l ___ ___ ___
12	The alarm went off at 7:00, but I didn't ____ **up** until 8:00.	g ___ ___
13	I like to stay healthy, so I ____ **out** four or five times a week.	w ___ ___ ___
14	I need to go to the cash machine and ____ **out** some money before we get the train.	t ___ ___ ___
15	I really ____ **forward to** my weekly dance class. It's fun!	l ___ ___ ___
16	Small children often ____ **down** when they're learning how to walk.	f ___ ___ ___
17	If you want to find a job, you could ____ **for** one on the internet or in the newspapers.	l ___ ___ ___
18	We've ____ **out** of milk. Can you get some on your way home tonight?	r ___ ___
19	____ **out**! You might get hit by a car.	W ___ ___ ___ ___
20	Can you ____ **up** the music? I can't hear it.	t ___ ___ ___

ACTIVATION

Test your memory. Cover the **PHRASAL VERB** column. Read the sentences aloud with the correct phrasal verbs.

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Workbook Answer Key

1A

1 VOCABULARY

a
2 squid, meat
3 cucumber, fruit
4 duck, vegetables
5 salmon, fruit
6 zucchini, seafood

b
2 eggplant
3 avocado
4 squid
5 red pepper
6 mango
7 lobster
8 melon

c
2 boiled
3 baked
4 fried
5 roasted
6 steamed

d
2 frozen
3 raw
4 low-fat
5 fresh
6 spicy

e 2 a, 3 b

f Students' own answers

g
2 toppings
3 cheer…up
4 ready-made
5 allergic
6 take-out
7 filling

2 PRONUNCIATION

a
1 /ɪ/ chicken, squid
2 /i/ peach
3 /æ/ crab, mango
4 /ɑr/ carton, jar
5 /ɑ/ chocolate, lobster
6 /ɔr/ fork, pork
7 /ʊ/ cookie, sugar
8 /u/ tuna, zucchini

c 2 cabbage, 3 spicy, 4 roasted, 5 grapes, 6 fruit, 7 baked, 8 melon, 9 eggplant

3 GRAMMAR

a
2 don't…get up
3 Are…watching
4 walks
5 are / 're having
6 is / 's…doing
7 does…give
8 am / 'm not eating
9 doesn't…do
10 is / 's trying

b
3 That cake looks
4 ✓
5 Do you think
6 ✓
7 ✓
8 I love

c
2 believe
3 aren't using
4 doesn't belong
5 is / 's playing
6 am / 'm not sleeping
7 don't recognize
8 sounds

d
2 Where do you usually do your homework?
3 Why are you studying English?
4 Do you think English is easy?
5 Are you enjoying the classes right now?
6 What do you usually do after the class?

e Students' own answers

1B

1 VOCABULARY

a
2 great-grandfather
3 only child
4 niece
5 adopted child
6 immediate
7 stepmother
8 brother-in-law
9 half-sister
10 siblings
11 extended
12 nephew
13 stepsister

b
2 anxious
3 selfish
4 sensible
5 self-confident
6 ambitious
7 stubborn
8 independent
9 rebellious
10 patient
11 honest
12 insecure

c Down: 2 sociable, 3 mature, 4 imaginative, 7 bossy
Across: 3 moody, 5 competitive, 6 reliable, 8 affectionate, 9 sensitive

d
2 dishonest
3 immature
4 unreliable
5 insensitive
6 unambitious
7 unimaginative
8 disorganized
9 irresponsible
10 unsociable
11 unfriendly
12 unkind
13 impatient
14 unselfish

e
1 sensitive
2 sensible
3 sympathetic

2 GRAMMAR

a
2 I'll pay
3 I'll make
4 you'll get / you're going to get married
5 We're going
6 I'll have
7 I'll be
8 We're meeting
9 won't be
10 it's going to break

b
1 B are / 're staying
A are / 're having
2 A am / 'm going to order
B will / 'll call
A will / 'll have
3 A are…leaving / are…going to leave
B am / 'm getting, am / 'm going to get
A will / 'll give
4 A are…doing / are…going to do
B am / 'm going
A are…seeing / are…going to see
A will / 'll love
5 A will / 'll…help
B will / 'll wash
A won't break

c Students' own answers

3 PRONUNCIATION

a
2 not…buy…flights yet
3 look online
4 Who…meeting tonight
5 meeting…friends
6 not meeting…girlfriend
7 helping…mom
8 When…get…exam grades
9 won't get…this week
10 get…Monday

Practical English

1 REACTING TO WHAT PEOPLE SAY

a
2 I don't believe it. / You're kidding.
3 What a pity. / Never mind.
4 How fantastic! / That's great news!
5 Really?
6 Oh, no!

b
1 You're kidding.
2 Really?
3 What a great idea!, How fantastic!, That's great news!
4 Oh, no!, What a pity., Never mind.

2 *HOW* + ADJECTIVE, *WHAT* + NOUN

2 What
3 What
4 How
5 How
6 What

3 SOCIAL ENGLISH

2 How do you see
3 Not really
4 That's because
5 How incredible
6 Go ahead
7 things like that
8 I mean

Can you remember…? 1

1 GRAMMAR

1 does…open
2 is / 's doing
3 don't agree
4 Are…going to wear / wearing
5 are / 're having
6 won't be

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2 VOCABULARY

1 duck
2 salmon
3 nephew
4 mother
5 bossy
6 charming

3 PRONUNCIATION

1 reliable
2 great
3 mature
4 father
5 spoiled

4 GRAMMAR & VOCABULARY

1 a, 2 c, 3 b, 4 a, 5 a, 6 c, 7 c, 8 c, 9 a, 10 c

2A

1 VOCABULARY

a
2 afford
3 save
4 owe
5 earns
6 is worth
7 raise
8 cost
9 borrow
10 inherited
11 invested
12 charged
13 lend

b
2 for
3 into
4 from
5 in
6 to
7 on
8 by
9 back
10 in

c
2 contactless payment
3 loan
4 mortgage
5 budget
6 salary
7 tax

d
2 pay…back
3 live off
4 live on

e Students' own answers

f
2 trip
3 treatments
4 bill
5 water
6 products

2 PRONUNCIATION

a 2 clothes, 3 done

c 3 S, 4 D, 5 S, 6 D

3 GRAMMAR

a
2 hasn't saved
3 charged
4 didn't inherit
5 haven't been
6 've never used
7 did your TV cost
8 didn't have
9 have you lived
10 earned

b
1 passed
2 did…borrow, have / 've spent
3 Have…found, has agreed
4 Have…lent, needed
5 Has…made, called

c
2 a Have you ever found any money on the street?
b How much did you find?
3 a Have you ever used contactless payment?
b Where did you use it?
4 a Have you ever paid for a meal for a lot of people?
b Why did you pay for it?
5 a Have you ever stayed in an expensive hotel?
b Who did you stay there with?
6 a Have you ever raised money for charity?
b How much did you raise?

d Students' own answers

2B

1 GRAMMAR

a **for:** a long time, six months, two weeks, three days, years
since: December, I was very young, lunchtime, Tuesday

b
2 has / 's been…for
3 have / 've known…since
4 has / 's worked…for
5 have lived…since
6 have loved…since
7 have / 've wanted…for
8 hasn't spoken…since
9 haven't seen…for
10 has / 's liked…since

c
2 We've been traveling
3 has he been working
4 She's been looking for
5 He hasn't been doing
6 Have you been waiting
7 I've been looking after
8 I haven't been playing

d
3 have had
4 ✓
5 ✓
6 I've known
7 ✓
8 ✓
9 have you been riding
10 I've washed

e Students' own answers

2 PRONUNCIATION

a
2 How long…going out together
3 feeling sick…yesterday
4 haven't…living here…long
5 cleaning…house all morning
6 haven't…sleeping well lately

3 VOCABULARY

a 2 a, 3 j, 4 f, 5 e, 6 i, 7 c, 8 b, 9 l,10 h, 11 n, 12 k, 13 m, 14 g

b
2 filthy
3 huge
4 starving
5 tiny
6 freezing

c
2 amazed
3 furious
4 terrified
5 exhausted
6 hilarious
7 fascinating
8 positive

d Students' own answers

3A

1 VOCABULARY

a Down: 3 train, 6 freeway, 7 bus
Across: 2 scooter, 3 truck, 4 van, 5 platform, 8 subway

b
2 parking
3 traffic
4 road
5 bicycle
6 gas
7 rush
8 stand
9 speed
10 light
11 car
12 cross
13 limit
14 pedestrian

c
2 does…take
3 takes
4 took
5 will take / 's going to take
6 did…take

d 2 off, 3 up, 4 out, 5 up, 6 out of

e Students' own answers

2 PRONUNCIATION

a 2 watch, 3 jam

3 GRAMMAR

a
2 Bangkok is the most crowded of the three destinations.
3 Cancun is easier to get to than Bangkok.
4 Bangkok is more exciting than Dubai.
5 Dubai is hotter than Cancun.
6 Cancun is the most relaxing of the three destinations.

b
2 than
3 the
4 more
5 worst
6 less
7 quicker / faster
8 most
9 as
10 least

c
2 walk faster than
3 the most interesting city
4 is less interesting than
5 the best pizza
6 isn't as expensive as
7 is the same as
8 the least comfortable bed

4 PRONUNCIATION

a
2 more relaxing
3 most interesting
4 more expensive
5 as fast as
6 first time

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3B

1 GRAMMAR

a
2 last weekend
3 girls, languages, boys
4 the door, the house
5 a Japanese, an engineer
6 fish, the salmon
7 the movies, a week
8 the end, the world
9 women, men
10 a beautiful day, lunch

b
2 ✗, next weekend
3 ✗, Money
4 ✓
5 ✓
6 ✗, the jacket
7 ✓
8 ✗, a noisy child
9 ✗, a doctor
10 ✓
11 ✓
12 ✗, leaves work

c 2 a, 3 the, 4 the, 5 –, 6 –, 7 the, 8 the, 9 a, 10 –

2 PRONUNCIATION

a
2 cheaper than the
3 to do tonight
4 the window for a minute
5 to see a doctor about
6 to go for a walk

3 VOCABULARY

a 2 to, 3 for, 4 on, 5 at, 6 for, 7 about, 8 of, 9 to, for, 10 with, 11 at, 12 in, 13 between, 14 to, 15 on

b 2 about, 3 for, 4 in, 5 from, 6 at, 7 with, 8 about, 9 of, 10 with, about, 11 to / with, 12 of, 13 of, 14 for, 15 to, 16 with, 17 about, 18 to, 19 to

4 PRONUNCIATION

1 argued…dad
2 laughing at, laughing…you
3 excited about, excited…vacation
4 listening to, listening…radio

Practical English

1 GIVING OPINIONS

a 2 g, 3 c, 4 e, 5 h, 6 a, 7 i, 8 b, 9 d

b
2 To be honest
3 Don't you agree / What do you think
4 Oh sure / Personally, I think / I agree
5 What do you think
6 But if you ask me / But in my opinion
7 I agree
8 I don't think that's right
9 Personally, I think

2 SOCIAL ENGLISH

2 You've come back
3 Did you mean what you said
4 It's just that my boyfriend's away
5 Hang on a minute

Can you remember…? 1–3

1 GRAMMAR

1 don't, 2 will / 'll, 3 yet, 4 for, 5 better, 6 a

2 VOCABULARY

1 grapes
2 spoiled
3 save
4 starving
5 train
6 fed up with

3 PRONUNCIATION

1 gone
2 worry
3 cost
4 adventure
5 machine

4 GRAMMAR & VOCABULARY

1 c, 2 c, 3 b, 4 a, 5 c, 6 a, 7 b, 8 c, 9 a, 10 b

4A

1 VOCABULARY

a
2 put somebody on hold
3 call back
4 go off
5 leave a message
6 voicemail
7 cut somebody off
8 dial
9 ringtone
10 swipe
11 busy
12 hang up

b
2 swipe
3 go off
4 cut off
5 ringtone
6 busy
7 put…on hold
8 call back
9 voicemail
10 hang up
11 dial
12 text / message

2 GRAMMAR

a
3 don't have to
4 ✓
5 must not
6 ✓
7 don't have to
8 ✓

b
2 should
3 must not
4 must not / shouldn't
5 must
6 should
7 shouldn't
8 must not

c
3 I had to
4 ✓
5 You must not
6 he often has to
7 ✓
8 I didn't have to

d Students' own answers

3 PRONUNCIATION

2 shouldn't
3 lights
4 hour
5 exhausted
6 debt
7 mortgage
8 foreign
9 wrong
10 island

4B

1 GRAMMAR

a
3 ✓
4 ✓
5 haven't been able to
6 ✓
7 been able to
8 ✓
9 used to be able to
10 ✓
11 must be able to
12 not being able to

b
2 could / was able to
3 can't
4 has / 's been able to
5 couldn't / wasn't able to
6 to be able to
7 will / 'll be able to

c 2 g, 3 e, 4 d, 5 b, 6 a, 7 f

2 PRONUNCIATION

a
2 never…able…ski
3 play…guitar
4 won't…able…go out tomorrow
5 hasn't…able…go…school since Monday
6 can't find…restaurant

3 VOCABULARY

a
2 embarrassed
3 frightened
4 exciting
5 boring
6 annoying
7 depressing
8 disappointed
9 tired
10 frustrated

b
2 frightened
3 tiring
4 embarrassed
5 disappointing
6 excited
7 boring
8 depressed
9 frustrated
10 amazing

c Students' own answers

5A

1 VOCABULARY

a
2 fans
3 referee
4 team
5 umpire
6 players
7 stadium
8 arena
9 captain
10 coach
11 spectators

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b 2 court
3 course
4 field
5 slope
6 track

c 2 trained
3 won
4 got in shape
5 tied
6 lost
7 threw
8 beat
9 scored
10 got injured
11 went
12 kicked

d 2 off, 3 out, 4 up

2 PRONUNCIATION

a 2 sport, 3 slope, 4 court

3 GRAMMAR

a 2 b, 3 c, 4 b, 5 a, 6 c, 7 a, 8 b, 9 c, 10 b

b 2 were driving, remembered, hadn't locked
3 didn't recognize, had changed
4 was waiting, called, couldn't, had broken down
5 beat, was winning, scored
6 ran, had already left, were waiting

c 2 was looking forward to
3 won / had won
4 seemed
5 began
6 was winning
7 came back
8 won
9 was getting
10 couldn't
11 reached
12 beat / had beaten

5B

1 GRAMMAR

a 2 used to play
3 don't usually go
4 usually wears
5 Did you use to have
6 stayed
7 never used to watch
8 went skiing

b 3 ✓
4 doesn't usually wear
5 ✓
6 usually walk
7 ✓
8 Do you usually / normally
9 went
10 ✓

c 2 usually give
3 usually call
4 used to go
5 used to eat out
6 don't usually work
7 used to be
8 didn't use to like / never used to like

2 PRONUNCIATION

a 2 especially, 3 please, 4 music

3 VOCABULARY

a 2 fiancé, 3 close friend, 4 ex, 5 classmates, 6 colleague, 7 roommate, 8 couple

b 2 liked, 3 in, 4 out, 5 common, 6 up, 7 touch, 8 to, 9 got, 10 became, 11 together, 12 proposed, 13 married

c 2 liked him
3 got to know
4 became friends
5 had a lot in common
6 went out together
7 were together
8 broke up
9 lost touch
10 got in touch
11 got along
12 proposed to
13 got married

d 2 friendship, 3 membership, 4 leadership, 5 partnership

Practical English

1 PERMISSION AND REQUESTS

a 2 Is it OK if I open a window
3 Would you mind repeating that
4 Could you take a photo of me
5 Do you mind if I sit here
6 Do you think you could carry my bag

b 2 No problem.
3 Not at all.
4 No problem.
5 Of course not.
6 Sure.

c 2 visit, 3 meeting, 4 join, 5 pass, 6 take

d b 5, c 6, d 1, e 3, f 2

2 SOCIAL ENGLISH

a 2 talk, 3 come, 4 days, 5 mind, 6 way

b 2 How come you're so late?
3 No way, man!
4 if you don't mind.
5 Just like the old days.
6 We've got so much to talk about.

Can you remember...? 1–5

1 GRAMMAR

1 for six years
2 Can I carry
3 has / 's been studying
4 must not / can't play
5 be able to
6 used to cry

2 VOCABULARY

1 canned, 2 reliable, 3 voicemail, 4 scooter, 5 propose, 6 stadium

3 PRONUNCIATION

1 food, 2 cook, 3 mortgage, 4 world, 5 sport

4 GRAMMAR & VOCABULARY

1 couple, 2 since, 3 in, 4 had, 5 from, 6 for, 7 more, 8 out, 9 are, 10 raise

6A

1 GRAMMAR

a 2 wrote
3 will be used
4 have been invited
5 are showing
6 is going to be dubbed
7 were filming
8 can be bought

b 2 has / 's been nominated
3 is / 's being filmed
4 had been transformed
5 were directed
6 was being built
7 will be / is going to be released
8 be shot

c 2 c, 3 b, 4 a, 5 c, 6 b, 7 b, 8 c, 9 b, 10 a

2 PRONUNCIATION

a 2 used, 3 waited, 4 written, 5 shot, 6 taught, 7 said, 8 won, 9 taken, 10 told

3 VOCABULARY

a 2 action movie
3 science fiction movie
4 drama
5 musical
6 thriller
7 historical movie
8 horror movie
9 war movie
10 western
11 animated movie
12 rom-com

b 2 plot, 3 script, 4 audience, 5 review, 6 scene, 7 subtitles, 8 sequel, 9 soundtrack, 10 special effects, 11 extras, 12 cast, 13 critic, 14 set, 15 trailer

c 2 is set in
3 is based on
4 was shot
5 plays the part of
6 was dubbed into

6B

1 GRAMMAR

a 2 must, 3 might not, 4 could, 5 must, 6 can't

b 2 can't, 3 might, 4 must, 5 can't, 6 might not, 7 can't, 8 might

c 2 might have a meeting
3 can't be going to work today
4 might not like it
5 can't be tired already
6 must have an exam tomorrow
7 might not be working
8 might be driving home from work

2 VOCABULARY

a 2 neck, 3 back, 4 arm, 5 leg, 6 feet, 7 face, 8 nose, 9 chin, 10 stomach, 11 fingers, 12 knee

b 2 thumb, 3 tongue, 4 mouth, 5 lips, 6 hands, 7 teeth, 8 ears, 9 toes
The hidden word is "shoulders."

c 2 kick, 3 touch, 4 point, 5 smell, 6 smile, 7 nod, 8 clap, 9 bite, 10 whistle, 11 Throw, 12 taste

d 2 finger, 3 mouth, 4 tongue, 5 head, 6 eyes, 7 nose, 8 fingers / hand, 9 lips / mouth, 10 teeth, 11 hands

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3 PRONUNCIATION

a 2 eyes, 3 tongue, 4 shoulders, 5 touch

7A

1 VOCABULARY

a
2 geography
3 biology
4 literature
5 chemistry
6 history
7 information technology
8 mathematics

b
2 public school
3 middle school
4 private school
5 grade
6 religious school
7 elementary school
8 college
9 kindergarten
10 high school
11 semesters

c
2 primary school
3 secondary school
4 terms
5 boarding school
6 pupils
7 university

d
2 misbehaved
3 weren't allowed to
4 made
5 were punished
6 cheated
7 let
8 studied
9 took
10 passed
11 failed

2 PRONUNCIATION

a 2 pull, 3 cut, 4 tuna

3 GRAMMAR

a 2 c, 3 b, 4 f, 5 a, 6 h, 7 d, 8 g

b 2 when, 3 before, 4 if, 5 after, 6 until

c
2 will / 'll be, hurry
3 will / 'll take, go out
4 won't wait, aren't
5 doesn't come, won't have
6 won't leave, finds
7 won't be able to, lend
8 gets, will / 'll call
9 won't start, is / 's
10 will / 'll play, practice

d Students' own answers

7B

1 GRAMMAR

a 2 g, 3 c, 4 a, 5 h, 6 b, 7 e, 8 f

b
2 would be, cleaned
3 wouldn't drive, didn't have
4 Would…continue, won
5 would sleep, didn't drink
6 would lend, needed
7 wouldn't be, snowed
8 wasn't / weren't, could
9 Would…wake up, didn't set
10 had, wouldn't be

c
3 I'd call her
4 you don't hurry up
5 I'll tell him the news
6 he didn't love you
7 she'd be happier
8 they'll cancel the game
9 you didn't eat out every night
10 she doesn't feel better

2 PRONUNCIATION

a
2 grow, vegetables, garden
3 buy, cabin, had enough money
4 my house, wouldn't make, kitchen bigger
5 wouldn't have, car, lived, city

c 3 D, 4 S, 5 S, 6 D, 7 S, 8 D

3 VOCABULARY

a 2 on, 3 on, 4 in, 5 on, 6 in

b Down: 3 top floor, 4 steps, 6 attic, 7 balcony, 9 entrance, Across: 2 patio, 5 path, 7 basement, 8 wall, 10 first floor, 11 gate, 12 chimney

c 2 b, 3 b, 4 c, 5 a, 6 a, 7 c, 8 b, 9 b, 10 c, 11 a, 12 a

Practical English

1 MAKING SUGGESTIONS

a
2 I'm not very keen on raw fish
3 That's a great idea
4 Why don't we try that new sushi restaurant
5 What about having Chinese food
6 Where shall we go for lunch
7 We could get a cab to save time
8 How about going to an Italian restaurant
9 Let's go there

b
2 Let's go there
3 How about going to an Italian restaurant
4 Why don't we try that new sushi restaurant
5 I'm not very keen on raw fish
6 what about having Chinese food
7 Why not
8 We could get a cab to save time
9 That's a great idea

2 VERB FORMS

2 watch, 3 meeting, 4 play, 5 going, 6 eat out

3 SOCIAL ENGLISH

2 why, 3 make, 4 off, 5 not, 6 word, 7 happen

Can you remember…? 1–7

1 GRAMMAR

1 's getting, 2 's been playing, 3 must not, 4 be able to, 5 have, 6 'd tell

2 VOCABULARY

1 sympathetic, 2 salary, 3 grade, 4 coach, 5 plot, 6 shoulder

3 PRONUNCIATION

1 circle, 2 cozy, 3 city, 4 stare, 5 fail

4 GRAMMAR & VOCABULARY

1 c, 2 a, 3 c, 4 b, 5 b, 6 a, 7 c, 8 b, 9 c, 10 b

8A

1 VOCABULARY

a 2 fired, 3 resign, 4 applied, 5 shifts, 6 promoted, 7 downsized, 8 training course, 9 set up, 10 ran, 11 retire

b
2 in, part-time
3 in, temporary
4 in, full-time
5 for, unemployed
6 permanent, for
7 freelance, for

c
2 translator
3 employment
4 pharmacist
5 retirement
6 promotion
7 lawyer
8 scientist
9 resignation
10 application
11 farmer
12 qualifications

d
2 fired
3 work
4 run
5 fired
6 market
7 company
8 market
9 work
10 run

2 PRONUNCIATION

a
2 apply
3 employment
4 downsize
5 farmer
6 freelance
7 lawyer
8 musician
9 permanent
10 pharmacist
11 promotion
12 qualification
13 qualify
14 resignation
15 retire
16 retirement
17 scientist
18 temporary
19 translation
20 unemployed

3 GRAMMAR

a 2 a, 3 b, 4 c, 5 a, 6 b, 7 c, 8 a, 9 b, 10 a

b
3 asked me to wait
4 ✓
5 I promise not to laugh
6 ✓
7 continued studying
8 ✓
9 I don't mind staying in
10 ✓

c
2 talking
3 to tell
4 to turn off
5 not speaking
6 laugh
7 Being able to
8 not to charge

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8B

1 GRAMMAR

a
2 it was
3 told me
4 she bought
5 might
6 if I could
7 had to
8 the dress suited me
9 I wanted
10 had forgotten

b 2 told, 3 said, 4 told, 5 told, 6 said

c
2 if / whether I had / 'd seen his wallet, (that) I didn't know where it was
3 if / whether her snow boots still fit her, me (that) they fit her perfectly
4 how much he had / 'd paid for his jacket, (that) it had been a bargain
5 where I was going the next day, her (that) I was meeting some friends
6 if / whether he needed anything from the supermarket, (that) he wanted some chocolate
7 if / whether we had / 'd enjoyed our stay, her (that) it had been very enjoyable
8 when I was going shopping, (that) I might go on Saturday

2 VOCABULARY

a 2 b, a, 3 a, b, 4 a, b, 5 b, a, 6 a, b, 7 b, a, 8 a, b

b
2 service
3 treatment
4 agreement
5 improvement
6 argument
7 valuation
8 achievement
9 choice
10 management
11 demonstration
12 sale
13 consideration
14 failure
15 temptation

c
2 payment
3 complaint
4 attachment
5 response
6 explanation
7 success
8 compensation

3 PRONUNCIATION

a
2 air
3 said
4 railway
5 captain
6 brain

9A

1 GRAMMAR

a
2 would have
3 had
4 had
5 would have / 've
6 would / 'd have
7 had
8 had / 'd

b
2 would / 'd have arrived
3 hadn't booked
4 had / 'd checked
5 hadn't been
6 wouldn't have made
7 had / 'd known
8 wouldn't have invited
9 hadn't been
10 wouldn't have gotten

c
2 I hadn't passed my final exams
3 she would / 'd have gotten the job
4 we hadn't had lunch before we left
5 we would / 'd have played tennis
6 you had / 'd followed my directions
7 I would / 'd have won that game
8 he wouldn't have broken them

2 PRONUNCIATION

a
2 would have gone
3 would have bought
4 would have stayed
5 would have gotten
6 would have helped

3 VOCABULARY

a 3 fortunate, 4 unfortunate, 5 careful, 6 careless, 7 patient, 8 impatient, 9 lucky, 10 unlucky

b 2 impatiently, 3 carelessly, 4 Fortunately, 5 unlucky

c 3 possible, 4 impossible, 5, selfish, 6 unselfish, 7 useful, 8 useless, 9 suitable, 10 unsuitable, 13 possibly, 14 impossibly, 15 selfishly, 16 unselfishly, 17 usefully, 18 uselessly, 19 suitably, 20 unsuitably

d 2 selfishly, 3 useless, 4 successful, 5 unsuitably

e 2 impatient, 3 uncomfortable, 4 lucky, 5 desperately, 6 Unfortunately, 7 Luckily, 8 comfortable, 9 carefully

9B

1 VOCABULARY

a 2 printer, 3 speaker, 4 adaptor, 5 remote control, 6 outlet, 7 charger, 8 switch, 9 plug, 10 USB cable, 11 flash drive, 12 router

b 2 flash drive, 3 charger, 4 printer, 5 USB cable, 6 keyboard, 7 remote control, 8 adaptor, 9 speaker, 10 router, 11 plug, outlet

c Down: 3 plug in, 4 switch off, 5 turn down, 6 update, 9 set
Across: 2 unplug, 4 switch on, 7 delete, 8 install

2 GRAMMAR

a 2 b, 3 b, c, 4 c, 5 a, b, c, 6 b, 7 b, 8 a, 9 c, 10 a, 11 a, 12 b

b
2 enough, too expensive / too much
3 a little, much
4 too many, enough
5 no, any
6 few, many

c
2 much money
3 any buses
4 very few people
5 old enough
6 very little / no work
7 too much / a lot of / lots of furniture
8 no paper
9 a lot of / lots of traffic
10 too many / a lot of / lots of children
11 a few / some phone calls
12 too small

3 PRONUNCIATION

a
2 updated it
3 turned it down
4 deleted it
5 plugged it in
6 switched it off
7 unplugged it
8 turned it up

c
2 cough
3 through
4 laughed

Practical English

1 INDIRECT QUESTIONS

a
2 goes
3 I can
4 Lola is
5 comes
6 you're
7 the restaurant closes
8 you spoke to

b
2 what time it arrives
3 which stop the bus goes from
4 how much a one-way ticket costs
5 if / whether I need to change buses
6 if / whether I get a 20% discount with a student ID

c
2 Could you tell me how much a one-way ticket costs?
3 Can you tell me if I get a 20% discount with a student ID?
4 I wonder if I need to change buses.
5 do you know what time it arrives?

3 SOCIAL ENGLISH

2 I guess, 3 Of course, 4 It's obvious, 5 What if, 6 either

Can you remember...? 1–9

1 GRAMMAR

1 have / 've known
2 didn't use to
3 might / may / could be
4 would / 'd walk
5 to clean
6 had / 'd been

2 VOCABULARY

1 duck, 2 couple, 3 script, 4 degree, 5 gate, 6 apply for

3 PRONUNCIATION

1 course, 2 work, 3 router, 4 floor, 5 nose

4 GRAMMAR & VOCABULARY

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

10A

1 GRAMMAR

a
3 whose
4 that / which
5 who / that
6 where
7 who / that
8 whose
9 where
10 that / which

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b sentence 4

c 2 he, 3 there, 4 it, 5 her, 6 there, 7 it, 8 it, 9 them, 10 it

d
2 where the *Mona Lisa* can be seen
3 which is in the Himalayas
4 which was opened in China in 2011
5 whose husband is a Spanish soccer player
6 who helped hundreds of slaves to escape

2 VOCABULARY

a
2 seat belt
3 headphones
4 flash drive
5 traffic jam
6 first floor
7 soccer field
8 subway map
9 desk lamp

b
2 top floor
3 soundtrack
4 training course
5 roommate
6 high school
7 bicycle lane
8 rush hour
9 speed camera
10 science fiction

c
2 tap water
3 remote control
4 special effects
5 road work
6 golf course
7 olive oil
8 text message
9 electricity bill
10 sports arena

The missing compound noun is "speed limit."

3 PRONUNCIATION

a
2 keyboard
3 profile page
4 parking ticket
5 ringtone
6 elementary school
7 tennis court
8 traffic lights

b 1 cleaning, 2 keyboard, 3 profile, 4 parking, 5 ringtone, 6 elementary, 7 tennis, 8 traffic

10B

1 VOCABULARY

a
2 Detectives
3 solve
4 victim
5 suspects
6 Witnesses
7 murderer
8 evidence
9 prove

b
2 murder
3 victim
4 evidence
5 witnesses
6 murderer
7 suspects
8 solve
9 prove

2 GRAMMAR

a
2 were you
3 didn't you
4 haven't you
5 aren't you
6 doesn't he
7 haven't you
8 wouldn't you

b 2 do you, 3 is it, 4 doesn't he, 5 didn't they, 6 has she, 7 aren't I, 8 won't you, 9 would I, 10 have you

c
2 You're younger than me, aren't you
3 You don't like cheese, do you
4 Your brother lives abroad, doesn't he
5 You studied physics, didn't you
6 We've been here before, haven't we
7 You wouldn't do that, would you
8 The flight won't be canceled, will it

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