2

American ENGLISH FILE

Teacher's Book

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Contents

4 **Syllabus checklist**

8 **Introduction**

- **What do low-intermediate students need?**
- **Study Link**
- **Course components**
  Student Book Files 1–12
  Back of the Student Book
- **For students**
  Online Practice
  Workbook
  iChecker
  Pronunciation App
- **For teachers**
  Teacher's Book
  iTools
  Testing Program CD-ROM
  Video
  Class Audio CDs

12 **Lesson plans**

158 **Photocopiable activities**

Contents
Grammar activity answers
Grammar activity masters
Communicative activity instructions
Communicative activity masters
Vocabulary activity instructions
Vocabulary activity masters
Song activity instructions
Song activity masters

280 **Workbook answer key**

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Syllabus checklist

		Grammar	Vocabulary
	1		
4	**A** **Where are you from?**	word order in questions	common verb phrases, spelling and numbers
6	**B** **Charlotte's choice**	simple present	describing people: appearance and personality
8	**C** **Mr. and Mrs. Clark and Percy**	present continuous	clothes, prepositions of place
10	**PRACTICAL ENGLISH** Episode 1 *Hotel problems*		
	2		
12	**A** **Right place, wrong person**	simple past: regular and irregular verbs	vacations
14	**B** **The story behind the photo**	past continuous	prepositions of time and place: *at*, *in*, *on*
16	**C** **One dark October evening**	time sequencers and connectors	verb phrases
18	**REVIEW AND CHECK 1&2** On the street; Short movies *A photographer*		
	3		
20	**A** **Plans and dreams**	*be going to* (plans and predictions)	airports
22	**B** **Let's meet again**	present continuous (future arrangements)	verbs + prepositions e.g., *arrive in*
24	**C** **What's the word?**	defining relative clauses	expressions for paraphrasing: *like*, *for example*, etc.
26	**PRACTICAL ENGLISH** Episode 2 *Restaurant problems*		
	4		
28	**A** **Parents and teenagers**	present perfect + *yet* and *already*	housework, *make* or *do*?
30	**B** **Fashion and shopping**	present perfect or simple past? (1)	shopping
32	**C** **Lost weekend**	*something*, *anything*, *nothing*, etc.	adjectives ending *-ed* and *-ing*
34	**REVIEW AND CHECK 3&4** On the street; Short movies *Shopping in the UK*		
	5		
36	**A** **No time for anything**	comparative adjectives and adverbs, *as...as*	time expressions: *spend time*, etc.
38	**B** **Superlative cities**	superlatives (+ *ever* + present perfect)	describing a town or city
40	**C** **How much is too much?**	quantifiers, *too*, *not enough*	health and the body
42	**PRACTICAL ENGLISH** Episode 3 *The wrong shoes*		
	6		
44	**A** **Are you a pessimist?**	*will / won't* (predictions)	opposite verbs
46	**B** **I'll never forget you**	*will / won't* (decisions, offers, promises)	verb + *back*
48	**C** **The meaning of dreaming**	review of verb forms: present, past, and future	adjectives + prepositions
50	**REVIEW AND CHECK 5&6** On the street; Short movies *Chicago*		

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Pronunciation	Speaking	Listening	Reading
vowel sounds, the alphabet	Common verb phrases, *What's his name? How do you spell it?*		
final *-s / -es*	Do you have a friend who is looking for a partner?	Charlotte's two dates Song: *Ugly*	Who knows you better – your mother or your best friend?
/ə/ and /ər/	Describing a picture, *Describe and draw*	David Hockney's *Mr and Mrs Clark and Percy*	
regular verbs: *-ed* endings	Your last vacation	Mia and Linda	The place is perfect, the weather is wonderful
sentence stress	Talking about photographs	*The image that cost a fortune*	A moment in history
word stress	The story of Hannah and Jamie, *Happy ending, Sad ending*	When Hannah met Jamie Song: *Blue As Your Eyes*	
			We were there!
sentence stress and fast speech	*What are your plans?*	Three travel plans Song: *This is the Life*	Top airports in the world
sounding friendly	Making plans	Flight details	Facebook friends
pronunciation in a dictionary	*What's the word?*	TV game show	900 new words in 3 months
/y/ and /dʒ/	*Has he done it yet?*	Teenage caregivers	Teenagers have annoying habits – but so do their parents!
c and *ch*	Present perfect questionnaire	*Have you ever bought something that you've never worn?*	The style interview
/æ/, /oʊ/, and /ʌ/	Last weekend	Steve's weekend Song: *If You Love Somebody Set Them Free*	What did you really do on the weekend?
			Shoe stores discover matching crimes
sentence stress	Spending time	Expert advice	We're living faster, but are we living better?
word and sentence stress	All big cities are unfriendly – or are they?, *The friendliest city*	Three tests in New York City Song: *Nobody Does It Better*	All big cities are unfriendly – or are they?
/ʌ/, /u/, /aɪ/, and /ɛ/	Diet and lifestyle questionnaire	Radio program – *Lifestyle*	Everything bad is good for you
'll, won't	Are you a positive thinker?	Radio program – *Positive thinking*	A pessimist plays a pessimist
word stress: two-syllable verbs	I'll never forget you	News program about Steve and Carmen Song: *Reach Out I'll Be There*	I'll never forget you
the letters *ow*	*Dreams*, Review questionnaire	Understanding your dreams	Dreams
			Can music really make you run faster?

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		Grammar	Vocabulary
	7		
52	**A How to...**	uses of the infinitive	verbs + infinitive: *try to*, *forget to*, etc.
54	**B Being happy**	uses of the gerund (verb + *-ing*)	verbs + gerund
56	**C Learn a language in a month!**	*have to, don't have to, must, must not, can't*	modifiers: *a little (bit)*, *really*, etc.
58	**PRACTICAL ENGLISH** Episode 4 *At the pharmacy*		
	8		
60	**A I don't know what to do!**	*should*	*get*
62	**B If something can go wrong,...**	*if* + present, *will* + base form (first conditional)	confusing verbs
64	**C You must be mine**	possessive pronouns	adverbs of manner
66	**REVIEW AND CHECK 7&8** On the street; Short movies *Learning a language*		
	9		
68	**A What would you do?**	*if* + past, *would* + base form (second conditional)	animals
70	**B I've been afraid of it for years**	present perfect + *for* and *since*	phobias and words related to fear
72	**C Born to sing**	present perfect or simple past? (2)	biographies
74	**PRACTICAL ENGLISH** Episode 5 *Getting around*		
	10		
76	**A The mothers of invention**	passive	verbs: *invent*, *discover*, etc.
78	**B Could do better**	*used to*	school subjects
80	**C Mr. Indecisive**	*might*	word building: noun formation
82	**REVIEW AND CHECK 9&10** On the street; Short movies *Marwell Wildlife*		
	11		
84	**A Bad losers**	expressing movement	sports, expressing movement
86	**B Are you a morning person?**	word order of phrasal verbs	phrasal verbs
88	**C What a coincidence!**	*so, neither* + auxiliaries	similarities
90	**PRACTICAL ENGLISH** Episode 6 *Time to go home*		
	12		
92	**A Strange but true!**	past perfect	verb phrases
94	**B Gossip is good for you**	reported speech	*say* or *tell*?
96	**C The *American English File* quiz**	questions without auxiliaries	review
98	**REVIEW AND CHECK 11&12** On the street; Short movies *Sports in New Zealand*		

100	**Communication**	126	**Grammar Bank**	164	**Irregular verbs**
111	**Writing**	150	**Vocabulary Bank**	166	**Sound Bank**
118	**Listening**				

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Pronunciation	Speaking	Listening	Reading
weak form of *to*, linking	*How to...*	Nico's first meeting	How to Survive Meeting Your Girlfriend's Parents for the First Time
the letter *i*	Singing and being happy	Singing school Song: *Don't Stop Me Now*	
sentence stress	Have you ever...?	Language tests	I will survive (in Spanish) ...or will I?
/ʊ/ and /u/, sentence stress	What's the problem?	Radio program – *What's the problem?* Song: *Why Do I Feel So Sad?*	Too macho to talk?
linking		*Vacation couple survive seven natural disasters!*	It always happens!
sentence rhythm	*Reading dialogue*	*Girl* continued	*Girl* by O.Henry
			Why are some Americans so bad at learning languages?
word stress	*Would you know what to do?,* What would you do...?		Would you know what to do?
sentence stress	Questionnaire reviewing tenses	Three phobias	Scared of spiders? Take this pill.
word stress, /ɔr/	Talking about an older person	Radio program - *Top Sounds* Song: *You're My #1*	Like father like son
/ʃ/, *-ed*, sentence stress	*Passives quiz*	Radio program – *Inventions*	Did you know...?
used to / didn't use to	Did you use to...?	Memories of school Song: *ABC*	
diphthongs	Are you indecisive?		Is too much choice making us unhappy?
			Dolphins save swimmers from a shark attack
sports	Sports – you love them or you hate them.	Song: *The Final Countdown*	Bad losers?
linking	Phrasal verb questionnaire		Early bird!
sentence stress, /ð/ and /θ/	True sentences	*Facebook coincidence brings couple together*	
contractions: *had / hadn't*	*What had happened?*	Radio program – *News Today*	News around the world
double consonants	An anecdote	Rosemary and Iris Song: *I Heard It Through the Grapevine*	Here's a secret: Gossip might be good for you
review	*General knowledge quiz*		
			Heart couple's amazing coincidence

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Introduction

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

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

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

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

What do low-intermediate students need?

Low-intermediate students are at a crucial stage in their learning. Students at this level need material that maintains their enthusiasm and confidence. They need to know how much they are learning and what they can now achieve. At the same time they need the encouragement to push themselves to use the new language that they are learning.

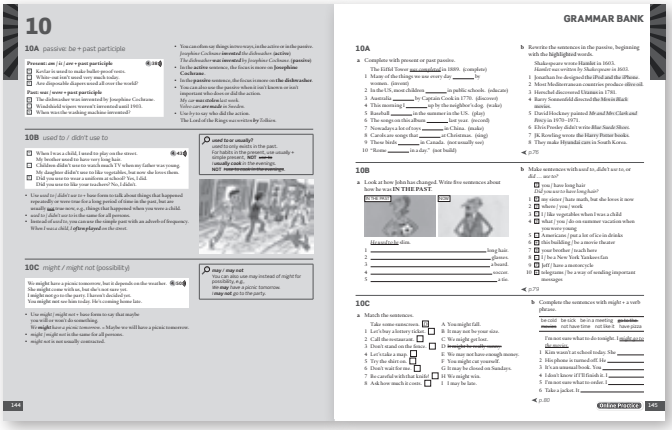
Grammar, Vocabulary, and Pronunciation

At any level, the tools students need to speak English with confidence are Grammar, Vocabulary, and Pronunciation (G, V, P). In *American English File* Second Edition, all three elements are given equal importance. Each lesson has clearly stated grammar, vocabulary, and pronunciation goals. This keeps lessons focused and gives students concrete learning objectives and a sense of progress.

Grammar

Low-intermediate students need

- clear and memorable presentations of new structures.
- regular and motivating practice.
- student-friendly reference material.

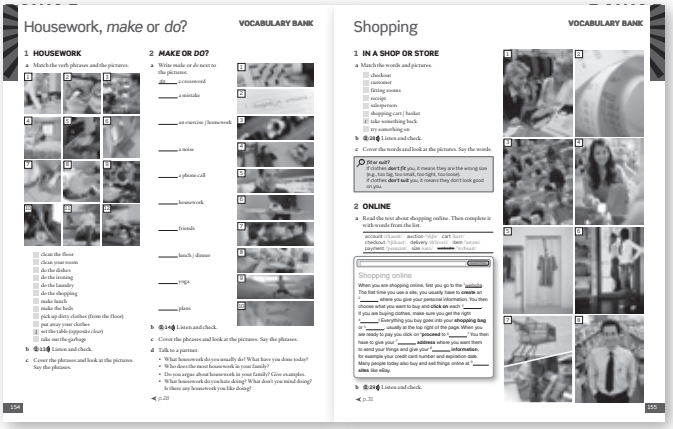


American English File 2 provides contexts for new language that will engage students, using real-life stories and situations, humor, and suspense. The **Grammar Banks**, at the back of the book, give students a single, easy-to-access grammar reference section, with clear rules, example sentences with audio, and common errors. There are at least two practice exercises for each grammar point.

Vocabulary

Low-intermediate students need

- to review and reactivate previously learned vocabulary.
- to increase their knowledge of high-frequency words and phrases.
- tasks that encourage them to use new vocabulary.
- accessible reference material.

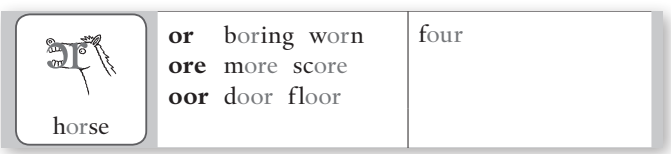


Every lesson focuses on high-frequency vocabulary and common lexical areas, but keeps the load realistic. Many lessons are linked to the **Vocabulary Banks**, at the back of the book, which help present and practice the vocabulary in class, give an audio model of each word, and provide a clear reference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

Pronunciation

Low-intermediate students need

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



With new language come fresh pronunciation challenges for low-intermediate learners, particularly sound-spelling relationships, silent letters, and weak forms. Students who studied with *American English File* 1 will already be familiar with the unique system of sound pictures, which give clear example words to help identify and produce sounds. *American English File* 2 continues with a pronunciation focus in every lesson that integrates improving students' pronunciation into grammar and vocabulary practice.

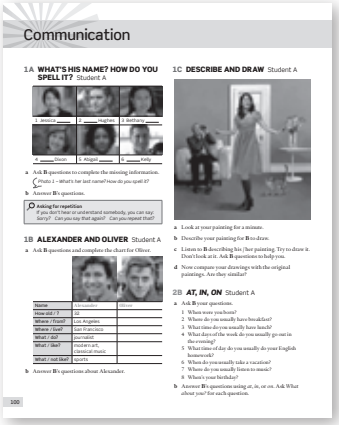
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Speaking

Low-intermediate students need

- topics that will inspire their interest.
- tasks that push them to incorporate new language.
- a sense of progress in their ability to speak.

The ultimate goal of most students is to be able to communicate orally in English. Every lesson in *American English File* 2 has a speaking activity that activates grammar, vocabulary, and pronunciation. The tasks are designed to help students feel a sense of progress and to show that the number of situations in which they can communicate effectively is growing.



Listening

Low-intermediate students need

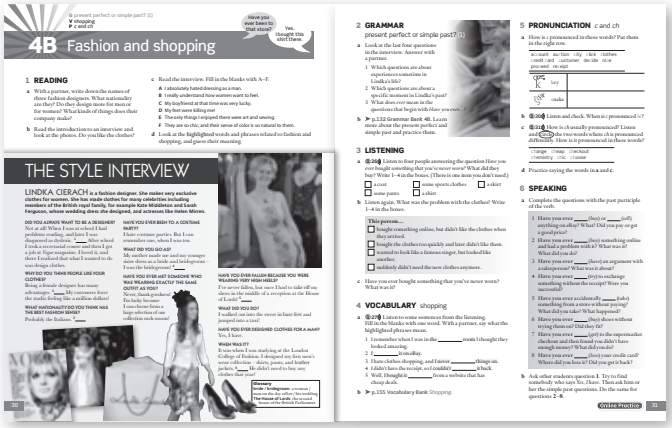
- confidence-building, achievable tasks.
- to practice getting the gist and listening for detail.
- to make sense of connected speech.
- a reason to listen.

At low-intermediate level, students need confidence-building tasks that are progressively more challenging in terms of speed, length, and language difficulty, but are always achievable. They also need a variety of listening tasks that practice listening for gist and for specific details. We have chosen material we hope students will want to listen to.

Reading

Low-intermediate students need

- engaging topics and stimulating texts.
- manageable tasks that help students to read.



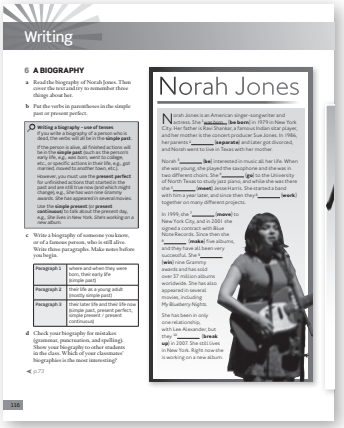
Many students need to read in English for work or school, and reading is also important in helping to build vocabulary and to consolidate grammar. The key to encouraging students to read is to give them motivating but accessible material and tasks they can do. In *American English File* 2, reading texts have been adapted from a variety of real sources (the press, magazines, news websites) and have been chosen for their intrinsic interest.

Writing

Low-intermediate students need

- clear models.
- an awareness of register, structure, and fixed phrases.

The growth of the Internet and email means that people worldwide are writing in English more than ever before, both for business and personal communication. There are guided writing tasks in each File.



Practical English

Low-intermediate students need

- to understand high-frequency phrases that they will hear.
- to know what to say in typical situations.
- to know how to overcome typical travel problems.

The six Practical English lessons give students practice in key language for situations such as explaining that there are problems in a hotel or in a restaurant, or taking something back to a store. To make these everyday situations come alive, there is a storyline involving two main characters, Jenny (from New York) and Rob (from London). The storyline picks up where it left off in *American English File* 1, but it is self-standing, so it can be used equally with students who did not use that level. The **You hear / You say** feature makes a clear distinction between what students will *hear* and need to understand, for example *How can I help you?* and what they need to say, for example *There's a problem with the air conditioning*. The lessons also highlight other key "Social English" phrases such as *Here you are.* and *Time to go.* The Practical English lessons are on the ***American English File* 2 DVD** and **iTools**. Teachers can also use the Practical English Student Book exercises with the **Class Audio CDs**. Using the video will provide a change of focus and give the lessons a clear visual context. The video will make the lessons more enjoyable and will also help students to role-play the situations.

Review

Low-intermediate students need

- regular review.
- to feel 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 video interviews, and helps students to measure their progress in terms of competence. These pages are designed to be used flexibly according to the needs of your students. There are also separate short movies on video for students to watch and enjoy.

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Student Book Files 1–12

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



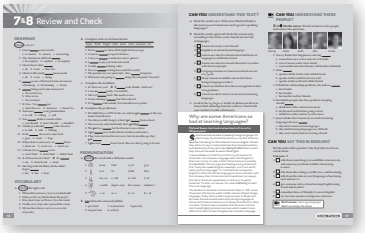
A, B, and C lessons

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



Practical English

After every odd-numbered File, there is a two-page lesson that teaches functional "survival English" (for example, language for checking into a hotel or ordering a meal) and also social English (useful phrases like *Nice to meet you, Let's go*). The lessons have a storyline and link with the *American English File* 2 Video.



Review & Check

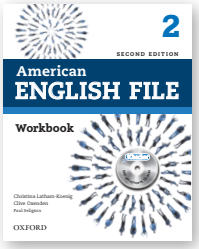
After every even-numbered File, there is a two-page section reviewing **Grammar**, **Vocabulary**, and **Pronunciation** of each File and providing **Reading**, **Listening**, and **Speaking** "*Can you…?*" challenges to show students what they can achieve.

The back of the Student Book

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

STUDY LINK

Workbook



For practice after class

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

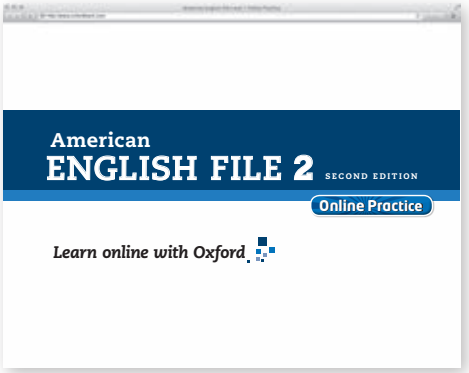
iChecker CD-ROM



Each workbook is packaged with an iChecker CD-ROM for students to check their progress, challenge themselves, and receive immediate feedback

- Progress Check, with 30 multiple choice questions on Grammar, Vocabulary, and Practical English for each File
- Challenge, where students "build a text" using the language they have learned from the File
- Audio Bank, with all of the audio for the Workbook listening and pronunciation activities

Online Practice



There is an access card on the inside back cover of each Student Book. Students register for engaging LMS-powered practice with immediate feedback on:

- Reading and Listening exercises for every File
- Writing and Speaking models and tasks for every File

Pronunciation app

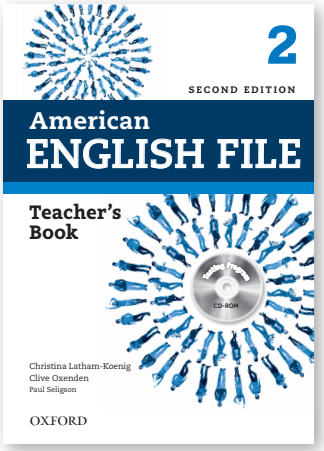


Students can purchase an engaging app through the iTunes or Google Android online stores for tablet- or phone-based practice. Students can learn and practice the sounds of English

- Individual sounds
- Sounds in useful phrases
- Speak and record

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For teachers



Teacher's Book

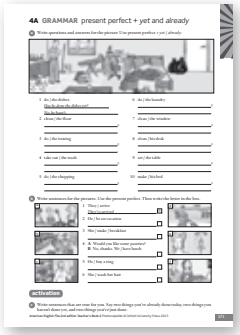
Detailed lesson plans for all the lessons including:

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

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

All lesson plans include keys and complete audioscripts.

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



Grammar

see *pages 162–197*

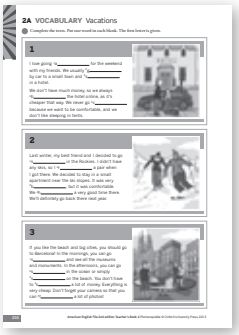
- An activity for every Grammar Bank, which can be used in class or for self-study extra practice
- An Activation section, to encourage students to use the new language in class



Communicative

see *pages 209–244*

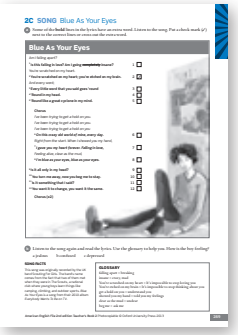
- Extra speaking practice for every A, B, and C lesson



Vocabulary

see *pages 248–262*

- Extra practice of new vocabulary, for every Vocabulary Bank



Song

see *pages 268–279*

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



iTools

- The Student Book, Workbook, and Teacher's Book (photocopiables only) onscreen
- All class audio (including songs) and video, with interactive scripts
- Answer keys for Student Book, Workbook, and Teacher's Book
- Resources including Grammar Power Points™, maps, and a CEFR Mapping Guide



Testing Program CD-ROM

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

Class Audio CDs

- All of the listening materials for the Student Book



DVD

Practical English

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

On the street

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

Short movies

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

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G word order in questions
V common verb phrases, spelling and numbers
P vowel sounds, the alphabet

1A Where are you from?

Lesson plan

This first lesson has three main objectives: to help you and the Sts to get to know each other, to give you a clear idea of the level of your class, and to provide some quick, efficient review of some elementary language points.

The first exercise provides the context for reviewing an important grammar point: the order of words in questions. The vocabulary focus is on common verb phrases. Sts use these to complete the questions, which they then ask each other. They then focus on the word order and practice it in the Grammar Bank. The alphabet is reviewed, and the listening activity gives you the chance to quickly review spelling and numbers. Sts then bring all the language together by interviewing each other and completing a form.

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

STUDY LINK
- **Workbook** 1A

Extra photocopiable activities

- **Grammar** Word order in questions *page 162*
- **Communicative** Student profile *page 209* (instructions *page 198*)

Optional lead-in (books closed)

- Before the class, choose some party music. You could use one of the songs from the book, e.g., *I Heard It Through the Grapevine* (CD 5 Track 26).
- Introduce yourself to the class. Say *Hello, I'm…* .
- Tell Sts to stand upage Divide the class into two groups, **A** and **B**. Ask both groups to make a circle, **A** inside **B**. Tell them to imagine that they're at a party. When you play the music, tell them to walk around in their circle, one clockwise and the other counterclockwise. Each time you stop the music, tell them to introduce themselves to the person standing across from them. Elicit that they can say *Hello* or *Hi, I'm…* or *My name's…* and should respond *Nice to meet you.*

1 VOCABULARY & SPEAKING

common verb phrases

a If you didn't do the **Optional lead-in**, and your Sts don't know each other, set a time limit of, for example, two minutes, and tell Sts to stand up and move around the room introducing themselves to other Sts. Tell them to say *Hello | Hi, I'm…*; *Nice to meet you*, and to try to remember other Sts' names.

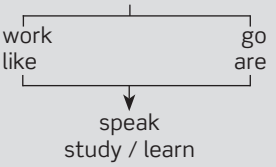
Books open. Focus on the pictures and the questions. Elicit the verbs for the first three questions under **1 Home and Family** (*are, were, live*).

Put Sts in pairs and tell them to complete the other questions with the correct verbs. Point out that in the **Job / Studies** section there are two possible conversations, depending on whether the person has a job or is a student.

! You may have Sts who are neither at school / college nor working, e.g., they are unemployed or at home with children. If so, point out that if in section 2 somebody answers the question *What do you do?* with, for example, *I'm unemployed | looking for a job*, they should think of a follow-up question if they can, and then go to the question *Can you speak any other languages?*

Check answers, making sure that Sts understand the whole question, not just the missing verb.

1 **HOME AND FAMILY** are, were, live, live, have, have
2 **JOB / STUDIES** do / study



3 **FREE TIME** listen, play, watch / like, play, read, go, do

b 1 2 Focus on the **Sentence stress** box and go through it with Sts.

Tell Sts to listen to the rhythm in the seven questions in **Free Time**. Play the audio once for Sts just to listen.

1 2
What kind of music do you listen to?
Do you play a musical instrument? Which?
What TV shows do you watch?
Do you play any sports? Which ones?
What kinds of books or magazines do you read?
How often do you go to the movies?
What did you do last weekend?

Now play it again, stopping after each question for Sts to repeat. Then repeat the activity, eliciting responses from individual Sts.

c Focus on the instructions and the example. Demonstrate the activity by getting Sts to ask you questions first. Use full answers, giving extra information.

Extra challenge

- Encourage Sts to ask follow-up questions, e.g.,:
  A *Do you have any brothers and sisters?*
  B *I have one brother.*
  A *How old is he? | What's his name? | What does he do?*

Put Sts in pairs. Give them at least five minutes to ask and answer all the questions. Monitor their conversations, to give you an idea of their oral level.

Get feedback from several pairs to see what they have in common.

At this point, you could teach them the word *both* and its position (before all verbs except *be* and modal verbs like *can*), e.g., *We both live in the city. We're both doctors. We can both speak German.*

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2 GRAMMAR word order in questions

a Focus on the instructions. Do the first one together. Give Sts a minute to do the other three and check answers.

1 Where were your parents born?
2 Where is our teacher from?
3 How do you spell your name?
4 Did you go out last night?

Extra idea

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

b 1 3 1 4 Tell Sts to go to **Grammar Bank 1A** on *page 126*. Explain that all the grammar rules and exercises are in this part of the book.

Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Additional grammar notes

- In questions with the auxiliaries *do*, *does*, *did*, Sts might leave out the auxiliary or get the word order wrong. Typical mistakes: ~~*You live with your parents?*~~ ~~*Why she didn't like the movie?*~~
- In questions with *be*, Sts sometimes forget to invert the subject and verb. Typical mistakes: ~~*Ana's a student? Where they are from?*~~
  If a verb is followed by a question (e.g., *talk about*, *listen to*), the preposition goes at the end of the question: *What did you talk about?*

Focus on the exercises for **1A** on *page 127*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a 1 Where do you come from?
2 Where is the train station?
3 How often do you read magazines?
4 Where are your friends from?
5 Why didn't you write to me?
6 Do you often go to the movies?
7 What does this word mean?
8 What time did your friends arrive?
9 Does the class finish at 8:00?
10 Where were you born?

b 1 Do you have a car?
2 Is your brother older than you?
3 How often does he write to you?
4 What time does this class start?
5 Is your friend from Brazil?
6 How many languages do you speak?
7 Where was she born?
8 Where did you go last summer?
9 Is your father a doctor?
10 Did you come to school by bus?

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.

c In this activity, Sts move from *yes* / *no* questions to questions beginning with question words. Focus on the instructions, the example, and the questions. Demonstrate the activity by asking the first question (*Do you drink a lot of coffee or tea?*) until someone answers *Yes, I do*. Then ask the follow-up question (*How many cups do you drink?*).

Give Sts a few minutes to figure out how to form the questions and how to answer them.

Extra support

- Put Sts in pairs and get them to write the questions. Check the questions with the class before asking Sts to stand up and mingle.

Ask Sts to stand up and move around the class asking each other the questions. If it's difficult to move around the class, do this in pairs.

Get some feedback from the class.

3 PRONUNCIATION

vowel sounds, the alphabet

Pronunciation notes

- Emphasize the importance of being able to spell in English, particularly your name. Point out that it is very useful to be able to recognize and write down letters correctly when people spell words to you.
- If your Sts didn't use *American English File* 1, this will be the first time that they have seen the sound pictures (*train*, *tree*, etc.). Explain that the pictures will give Sts a clear example of the target sound and that they will help them remember the pronunciation of the phonetic symbol. This is very important if they want to check the pronunciation of a word in the dictionary.

a 1 5 Focus on the sound pictures and instructions.

Give Sts a few minutes, in pairs, to write the words.

Play the audio for Sts to listen and check answers.

! If Sts haven't seen the *American English File* sound pictures before, you may want to play the audio and pause after each word for Sts to write them down.

1 5

1 train /eɪ/
2 tree /i/
3 egg /ɛ/
4 bike /aɪ/
5 phone /oʊ/
6 boot /u/
7 car /ɑr/

Now play it again, pausing after each word for Sts to repeat.

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b Tell Sts to go to the **Sound Bank** on *page 166*. If your Sts didn't use *American English File* 1, explain that this is a reference section of the book, where they can check the symbols and see common sound–spelling patterns.

Look at the spelling rules for the seven sounds. Model and drill the example words for the vowels and elicit / explain their meaning.

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

c Now focus on the letters in the list, but don't elicit their pronunciation yet. Tell Sts, in pairs, to write the letters in the right circle according to their sound.

d 1 6 Play the audio for Sts to listen and check. Then play it again for them to listen and repeat.

1 6

train	A**H**J**K**	phone	**O**
tree	BCD**EG**PTVZ	boot	QU**W**
egg	FL**M**NS**X**	car	**R**
bike	I**Y**		

Ask Sts which letters are difficult for them. Highlight the difference between pairs and groups of letters that are often confused, e.g., *a* / *e* / *i*, *g* / *j*, *k* / *q*, etc.

In pairs, Sts practice saying the letters in each circle.

e Focus on the questions, all of which include words that use letters of the alphabet, e.g., *email*, *iPod*, etc. Elicit from the class how to say the questions, and the meaning of *to get in touch with somebody*.

Get Sts to ask you the questions. Then in pairs, Sts ask and answer the questions.

Get some feedback from various pairs.

4 SPELLING & NUMBERS

a 1 7 Focus on the instructions. Tell Sts they are going to listen to six people spelling their names and they must write them down. Elicit the question you ask someone when you don't know how to spell something (*How do you spell it?*) and write it on the board.

Play the audio for Sts to listen and write the names. Play again if necessary.

Check answers by getting Sts to spell the names and write them on the board.

1 7

1 "What's your name?" "George." "How do you spell it?" "G-E-O-R-G-E."
2 "What's your name?" "Celia." "That's a pretty name. How do you spell it?" "C-E-L-I-A."
3 "What's your name?" "Wayne Roberts." "How do you spell your first name?" "W-A-Y-N-E."
4 "What's your name?" "Katie." "Is that K-A-T-Y?" "No, it's K-A-T-I-E."
5 "What's your name?" "Hannah." "Sorry, Hannah or Anna?" "Hannah, with an H; H-A-N-N-A-H."
6 "What's your name?" "Christopher." "How do you spell it?" "C-H-R-I-S-T-O-P-H-E-R."

b Put Sts in pairs, **A** and **B**, and tell them to go to **Communication *What's his name? How do you spell it?***, **A** on *page 100*, **B** on *page 106*.

Go through the instructions with them, and focus on the example questions in the speech bubbles. Tell Sts to ask these questions for each of their six people (using *first name* or *last name* depending on what the blank is) and write the answers in the spaces. Now go through the **Asking for repetition** box.

Sit **A** and **B** face-to-face. **A** asks his / her questions to **B** and writes the first name or last name.

B now asks **A** his / her questions.

When they have finished, get them to compare books to check their answers.

Extra support

- Before Sts start the activity, elicit the question you would ask for a woman *What's her first name?* Then explain / elicit the difference between *first name* and *last name*. Some Sts might be more familiar with the term *family name*.

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

c In pairs, get Sts to say the numbers in the list.

Check answers by eliciting the numbers from different Sts. Remind Sts of the difference between thirTEEN / THIRty, fourTEEN / FORty, etc. Remind them also:

– of the use of the hyphen, e.g., *twenty-one*

– of the use of *and*, e.g., *a hundred and twenty*

– that you can say *a hundred* or *one hundred*

– that you don't put an *s* on hundred or thousand, e.g., *two hundred*, *three thousand*

13 = thirteen
30 = thirty
76 = seventy-six
100 = one hundred / a hundred
150 = a hundred and fifty
375 = three hundred and seventy-five
600 = six hundred
1,500 = one thousand five hundred
2,000 = two thousand
10,500 = ten thousand five hundred

Extra support

- Count to 30 around the class. Write random numbers between 20 and 1,000 on the board for Sts to say.

d 1 8 Tell Sts they are going to listen to five situations and must write down the five numbers they hear. You could warn them that one of them is a phone number.

Play the audio, pausing after each number to give Sts time to write it down.

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

1 Gate **40**
2 **244** miles
3 Tel: **212-555-8847**
4 Population: **2,500**
5 $**6.15**

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1 8

1 Passengers on the Jet Blue flight to San Diego please go to gate number 40, where this flight is ready to board.
2 **A** How far is it from New York City to Boston?
B I'm not sure. Let's Google it. Ah, it says here 244 miles.
3 **A** Hello.
B It's Ben. I'm at the train station. Do you have Maria's cell phone number?
A Yes, just a minute.
B OK.
A It's 212-555-8847.
B 212-555-8847?
A That's right.
4 **A** Where do you live in Florida?
B I live in a town near Miami.
A How big is it?
B It's small. The population is only about 2,500 people.
5 **A** Can I have two sodas and a bottle of water, please?
B Two sodas?
A Yes, and a bottle of water. How much is that?
B Six dollars and fifteen cents.
A Sorry? Fifty or fifteen?
B Fifteen. Six dollars and fifteen cents.

e Focus on the instructions and the form.

Put Sts in pairs and get them to interview each other. If Sts do not want to give their real address and phone number, tell them to invent one. Remind Sts that when we say phone numbers in English, we say the individual digits, and that 0 can be *oh* or *zero*. You might also want to check that Sts know how to say an email address, e.g., that @ = *at* and . = *dot*.

When they have finished, get Sts to show each other their forms to check the information.

Get some feedback.

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G simple present
V describing people: appearance and personality
P final -s / -es

1B Charlotte's choice

Lesson plan

In this lesson, the simple present (all forms) is reviewed in detail through a magazine article, *Who knows you better?* A family member and a friend both try to choose a good match partner for Charlotte, a single woman. The lesson begins with vocabulary. Basic language for physical description is reviewed, and in the Vocabulary Bank new language is presented, and adjectives of personality are introduced. Sts then read the article about Charlotte, and focus on the grammar of the simple present. They then listen to Charlotte describing her two dates. This is followed by a pronunciation focus on the 3rd person *-s* ending, and the lesson ends with Sts describing a member of their family in detail and writing a short description.

STUDY LINK
- **Workbook** 1B

Extra photocopiable activities

- **Grammar** Simple present *page 163*
- **Communicative** Ask me a question *page 210* (instructions *page 198*)
- **Vocabulary** Describing people *page 248* (instructions on *page 245*)
- **Song** *Ugly page 268* (instructions *page 263*)

Optional lead-in (books closed)

- Write on the board:

DIRECT FAMILY	*mother*
OTHER RELATIVES	*grandmother*
HUSBAND / WIFE'S FAMILY	*mother-in-law*

- Put Sts in pairs. Give them a minute to add more words to each category. Get feedback and write the words on the board.
- Remind Sts of the pronunciation of difficult words like *daughter*.

1 VOCABULARY describing people

a 1 9 Books open. Focus on the instructions and the three pictures. Tell Sts they are going to listen to Luke, who is describing his girlfriend. Play the audio for Sts to listen and choose the best picture.

Check answers, eliciting the words and phrases that helped Sts to identify the girl, e.g., *short dark hair*. Elicit / teach the meaning of *curly*.

Picture 1

1 9
F = friend, L = Luke
F Tell me about Molly. What does she look like?
L She's tall and she has short dark hair. It's very curly. And she has brown eyes and a beautiful smile.
F And what's she like?
L She's really nice – very friendly and extroverted. She has a lot of friends. I'm sure you're going to like her.

b Play the audio again. This time Sts must listen for the two questions asked by the friend and Luke's response to the second question.

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

The two questions are: What does she look like? What's she like?
Luke answers "She's really nice."

Now go through the ***What does she look like? What is she like?*** box with the class.

c Tell Sts to go to **Vocabulary Bank** ***Describing people*** on *page 150*. Focus on **1 Appearance** and get Sts to do **a** individually or in pairs.

1 10 Now do **b**. Play the audio for Sts to check answers. Make sure Sts understand the individual words in the descriptions, and give further practice of any words your Sts find difficult to pronounce, e.g., *beard*, *height*, etc.

1 10
Appearance
2 She has curly red hair.
3 She has long straight hair.
1 She has big blue eyes.
6 She has dark wavy hair.
5 He has a beard and a mustache.
4 He's bald.
7 He's very tall and thin.
9 He's short and a little overweight.
8 He's medium height and slim.

Now go through the information box with the class about ***thin* or *slim*? *fat* or *overweight*?** and **Using two adjectives together**.

You might also want to elicit from Sts different typical colors for hair, e.g., *brunette*, *blond*, *red*, *gray*, *light* / *dark brown*, *black*, *white*.

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

Check the answers to **a** before moving on to **b**.

2 talkative	4 kind	6 funny	8 shy
3 generous	5 lazy	7 smart	

Now Sts do **b** by putting the adjectives from the list into the **Opposite** column in **a**.

1 11 Now do **c**. Play the audio for Sts to check answers. Play again pausing for Sts to repeat the words. Give further practice of any words your Sts find difficult to pronounce.

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1 11

Personality

1	friendly, unfriendly	5	lazy, hardworking
2	talkative, quiet	6	funny, serious
3	generous, cheap	7	smart, stupid
4	kind, unkind	8	shy, extroverted

You might want to teach Sts *silly* as a softer version of *stupid*.

Focus on the ***nice*; *funny* or *fun?*** box and go through it with the class.

Finally, for **d**, put Sts in pairs and get them to ask and answer questions about a member of their family and a good friend. Get some feedback from 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.

2 READING

a Do this as an open-class question and elicit Sts' opinions. Tell them what you think, too.

b Focus on the magazine article and the photo. Ask Sts *What does Charlotte look like?*, etc. to review physical descriptions.

Give Sts a minute to read the introduction and first paragraph and answer questions 1–4 in pairs.

Check answers. Remind Sts of the *'s* in 3 *Alice is Charlotte's mother.*

1 Single people ask their mother and best friend to find them a partner.
2 Charlotte is a single, 25-year-old web designer, who is looking for a partner.
3 Alice is Charlotte's mother, and Katie is Charlotte's best friend.
4 Alice and Katie have to choose a man for Charlotte. Then Charlotte goes on a date with each man.

c Focus on the rest of the article (what Charlotte says). Remind Sts of the importance of guessing words from context when they are reading.

Tell Sts to read what she says, and as they read, try to guess the meaning of the highlighted words and phrases. Set a time limit.

Then get Sts to compare their guesses with a partner.

Check answers, by miming or translating into Sts' L1 if you prefer. Alternatively, Sts could check in their dictionaries.

Explain any other new vocabulary.

d Put Sts in pairs. Get them to cover the text and answer the four questions.

Check answers, eliciting as much information as possible.

1 She likes going to the movies and reading.
2 She's friendly, sociable, and has a good sense of humor.
3 She likes interesting men who can make her laugh. She likes men who are taller than her and have a nice smile. She likes men who are into literature, art, and classical music.
She doesn't like men with beards.
4 She doesn't know who is going to choose better. Katie might choose a man who is physically right for her, but Charlotte's mother has known her for longer.

Extra idea

- Get Sts to close their books and write the four questions on the board.

3 GRAMMAR simple present

a Focus on the instructions. Give Sts a few minutes to fill in the blanks.

Check answers.

1	doesn't	3	does	5	don't
2	goes	4	do		

b Put Sts in pairs and tell them to answer the three questions.

Check answers.

1 You add the letter *s*.
2 watches / studies / goes / has
3 **a** Do, don't **b** Does, doesn't

c 1 12 1 13 Tell Sts to go to **Grammar Bank 1B** on *page 126*. Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Additional grammar notes

Simple present

- Remind Sts:
  - of the difference in pronunciation between *do* /du/, *don't* /doʊnt/, and *does* /dʌz/.
  - of the pronunciation of *goes* /goʊz/ and *has* /hæz/.
  - that the contracted forms *don't* and *doesn't* are always used in conversation.

Adverbs and expressions of frequency

- You may want to point out that *usually* | *normally* and *sometimes* can also be used at the beginning of a simple present sentence, e.g., *Sometimes I get up late on Saturdays.*
- Other common *every* expressions of frequency are *every week*, *every month*, *every year.*
- In expressions like *once a month*, *twice a day*, etc. remind Sts that *once* and *twice* are irregular (NOT ~~*one time*~~, ~~*two times*~~). "Times" is used with all other numbers, e.g., *ten times*, *thirty times* (a year).

Focus on the exercises for **1B** on *page 127*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

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a
1 Does Anna like music?
2 My sister has a lot of hobbies.
3 I don't get along very well with my parents.
4 My brother studies at school.
5 My neighbors don't have any children.
6 When does the movie start?
7 He goes out twice a week.
8 We don't often talk about politics.
9 How often do you email your brother?
10 I don't go on Facebook very often.

b
1 I always go to bed before 11:00.
2 Kate hardly ever sees her family.
3 We never go shopping on Saturday.
4 I go to the dentist twice a year.
5 They sometimes have breakfast in the yard. / Sometimes they have breakfast in the yard.
6 We usually listen to the radio in the morning.
7 Alan runs in the park every day.
8 I never drink coffee after 4:00.
9 John doesn't often go to the movies.
10 I visit my mom once a month.

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

Extra support

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

d Get Sts to cover the text or close their books. Put them in pairs. Give them a minute to write down as many things as they can remember about the men Charlotte likes and doesn't like.

Check answers and then let Sts look back at the text.

e Focus on the photos of Alexander and Oliver. Elicit some adjectives to describe them.

Put Sts in pairs, **A** and **B**, and get them to sit face-to-face if possible. Tell them to go to **Communication *Alexander and Oliver***, **A** on *page 100*, **B** on *page 106*.

Go through the instructions carefully with them and make sure they know what they have to do.

Extra support

- Elicit the questions from the class first.

A asks his / her questions to **B** about Oliver.

B then asks **A** his / her questions about Alexander.

When they have finished, get them to compare books to check their answers.

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

f Do this as an open-class question and elicit Sts' opinions. Tell them what you think, too.

4 LISTENING

a 1.14 Tell Sts they are going to listen to Charlotte talking about when she met Alexander for the first time. Focus on the two questions. You could write the two questions on the board and get Sts to close their books.

Play the audio once the whole way through.

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

Check answers.

Extra support

- Read through the audioscripts and decide if you need to preteach any new lexis before Sts listen.

She really liked him, but physically he wasn't her type – there wasn't any chemistry between them.
Yes, as a friend, to go to a concert or the theater.

1.14
(audioscript in Student Book on *page 118*)
My first impression of Alexander was that he was much older than me. In fact, he was 32, but I thought he was older. But when we started talking, I really liked him. He was extroverted and funny, and he had a very good sense of humor. He works for a TV station, and he told me a lot of good stories about his work. He was also interested in the same things as me—art and music, and we talked a lot about that. Physically he wasn't really my type. It's hard to say why. He was tall and dark and very good-looking, and he had a nice smile, but there just wasn't any chemistry between us. I could imagine going to a concert or the theater with him, but as a friend. Sorry Mom, but no.

b Play the audio again for Sts to write down adjectives or expressions that Charlotte uses to describe Alexander's appearance and personality.

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

Appearance: tall, dark, very good-looking, nice smile
Personality: extroverted, funny, a very good sense of humor

c 1.15 Sts now listen to Charlotte talking about when she met Oliver for the first time. Focus on the two questions in **a**. Play the audio once the whole way through.

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

Check answers.

She thought he was attractive (more than Alexander), friendly, and generous.
No, because he smokes.

1.15
(audioscript in Student Book on *page 118*)
When I first saw Oliver I thought he looked warm and friendly, and more attractive than Alexander. He was tall with short, blond hair and he had amazing blue eyes, kind of like the actor Ryan Gosling. He was kind of shy and quiet at first, but when we started talking he relaxed, and we found we had a lot of things in common – we both like books and movies. He was generous, too – he wanted to pay for everything. I really enjoyed the evening. When it was time to go, he asked for my phone number and said he wanted to meet again.

We walked out of the restaurant and went to look for a taxi. And then something happened, and I knew that it was impossible for me to go out with him. He said "Finally!" and took out a pack of cigarettes. That was it. I could never have a boyfriend who was a smoker. I think maybe for my next date I'm going to choose the man myself. I don't think another person can really choose a partner for you.

Extra idea

- When you play the audio the first time, pause after "And then something happened, and I knew that it was impossible for me to go out with him." Ask Sts what they think happened. Then play the rest of the audio to see if they predicted correctly.

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Now play the audio again for Sts to write down adjectives or expressions that Charlotte uses to describe Oliver's appearance and personality.

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

Appearance: attractive, tall, short blond hair, amazing blue eyes
Personality: warm, friendly, kind of shy, quiet, generous

Extra support

- If there's time, you could get Sts to listen again to both parts of the audio with the audioscripts on *page 118*, 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 discussion and elicit that Charlotte is going to choose her next date herself.

Then ask for Sts' opinions. Tell them what you think too.

You may want to tell Sts that the text and listening were based on a real magazine experiment. Several single people took part in the experiment, and in 75 percent of the cases, the family member chose best.

5 PRONUNCIATION final *-s / -es*

Pronunciation notes

- The pronunciation rules for adding an *-s* (or *-es*) to verbs (e.g., *smokes*) and nouns (e.g., *books*) are the same.
- The difference between the /s/ and /z/ sounds is very small and only occasionally causes communication problems. The most important thing is for Sts to learn when to pronounce *-es* as /ɪz/.
- You may want to give Sts these rules:
  - the final *s* is pronounced /ɪz/ in verbs and nouns that end in /tʃ/ (*churches*), /s/ (*dresses*), /ʃ/ (*washes*), and /dʒ/ (*bridges*).
  - the *s* is pronounced /s/ after the unvoiced* sounds /k/, /p/, /f/, and /t/, e.g., *walks*, *stops*, *laughs*, *eats*.
  - in all other cases, the final *s* is voiced and pronounced /z/, e.g., *plays*, *parties*, etc.

*** Voiced and unvoiced consonants**

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

a 1 16 Explain that the final *-s* in the third person of the simple present and in plurals can be pronounced in three different ways.

Focus on the sound pictures. Elicit and drill the words and sounds: *snake* /s/, *zebra* /z/, and /ɪz/.

! Sts may have problems distinguishing between the /s/ and /z/ sounds. Tell them that the /s/ is like the sound made by a snake, and the /z/ is a bee or fly.

Play the audio once for Sts just to listen.

1 16
See sentences in Student Book on *page 7*

Then play it again, pausing for Sts to listen and repeat.

Now go through the **Pronunciation of the final *-s* / *-es*** box with the class.

b 1 17 Write the three phonetic symbols /s/, /z/, and /ɪz/ on the board. Elicit the third person pronunciation of the first verb in the list (*chooses*) and ask Sts which group it belongs to (group 3). Write it on the board under the correct heading. Get Sts to continue with the other verbs.

Then tell them to do the same thing with the plural form of the nouns.

Play the audio once the whole way through for Sts to listen and check their answers.

	/s/	/z/	/ɪz/
verbs:	cooks	goes	chooses
	stops	lives	teaches
	/s/	/z/	/ɪz/
nouns:	dates	boys	classes
	parents	friends	languages

1 17
chooses, cooks, goes, lives, stops, teaches, boys, classes, dates, friends, languages, parents

Highlight that the most important thing to get right is that *lives* and *dates* are pronounced /lɪvz/ and /deɪts/, NOT ~~/lɪvɪz/~~ and ~~/deɪtɪz/~~, but that in *chooses*, *teaches*, *languages*, and *classes*, the *-es* is pronounced /ɪz/.

Now play the audio, pausing after each word and sound for Sts to repeat.

Then repeat the activity, eliciting responses from individual Sts.

6 SPEAKING & WRITING

a Give Sts five minutes to make a few notes about a person they know well who is single and looking for a partner. Monitor and help with vocabulary.

Extra support

- Tell Sts to make notes about their person in the form.

b Put Sts in pairs, **A** and **B**. Remind Sts of the meaning of *compatible* and tell them to think of people who are possibilities for each other, e.g., if **A** has thought of a man, **B** should try to think of a woman.

A describes his / her person and **B** listens and asks for more information.

Sts change roles and **B** describes his / her person to **A**. Are the two people compatible?

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c This is the first time Sts are sent to the **Writing** 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) as homework.

Tell Sts to go to **Writing** ***Describing a person*** on *page 111*.

Focus on **a** and get Sts to read Charlie's email and correct the ten mistakes.

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

1	I am 21 years old.	6	can be
2	studying	7	don't
3	photo	8	much
4	brown	9	because
5	friends	10	English

Now do **b** and tell Sts to read the email again and then to cover it and answer questions 1–7.

Check answers.

1 He's from Mexico City.
2 Carlos.
3 His parents and his dog.
4 He's in college. / He's a student.
5 He has black hair and brown eyes.
6 He's positive and funny.
7 Watching TV and playing computer games.

Now focus on the chart in **c** and get Sts to write their own emails on a piece of paper.

In **d**, Sts check their work for mistakes before turning it in.

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

7 1 18 SONG *Ugly* ♫

This song was originally made famous by the Sugababes in 2005. For copyright reasons, this is a cover version. If you want to do this song in class, use the photocopiable activity on *page 268*.

1 18

Ugly
When I was seven they said I was strange
I noticed that my eyes and hair weren't the same.
I asked my parents if I was OK
They said you're more beautiful and that's the way
They show that they wish that they had your smile
So my confidence was up for a while,
I got real comfortable with my own style
I knew that they were only jealous 'cause

Chorus
People are all the same
And we only get judged by what we do
Personality reflects name
And if I'm ugly then so are you, so are you

There was a time when I felt like I cared
That I was shorter than everyone there
People made me feel like life was unfair
And I did things that made me ashamed
'Cause I didn't know my body would change
I grew taller than them in more ways
But there will always be the one who will say
Something bad to make them feel great.

Chorus (x2)

Everybody talks bad about somebody and
Never realizes how it affects somebody and
You bet it won't be forgotten
Envy is the only thing it could be

Chorus (x2)

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G present continuous
V clothes, prepositions of place
P /ə/ and /ər/

1C Mr. and Mrs. Clark and Percy

Lesson plan

In this lesson, Sts learn vocabulary for clothes and review prepositions of place and the present continuous in the context of a famous painting by David Hockney, which has an interesting story behind it. The lesson begins with clothes vocabulary, and a pronunciation focus on two common vowel sounds: /ə/ and /ər/. Focusing on the painting then leads them to the Grammar Bank, where they look at using the present continuous for things that are happening now, around now, and for describing what is happening in a picture. The present continuous is also contrasted with the simple present for habitual or permanent actions. Sts then have a listening activity where they hear about the story behind the painting. They then review prepositions of place, and all the language of the lesson is pulled together in a final speaking activity, where Sts describe paintings to each other.

STUDY LINK
- **Workbook** 1C
- **Online Practice**
- **iChecker**

Extra photocopiable activities

- **Grammar** Simple present or present continuous? *page 164*
- **Communicative** At an art gallery *page 211* (instructions *page 198*)
- **Vocabulary** Things to wear *page 249* (instructions *page 245*)

Optional lead-in (books closed)

- Write the word CLOTHES on the board (or play *Hangman* with it). Then ask Sts how to pronounce it (/kloʊðz/) and if it is singular or plural (plural). Explain that there is no singular form, and that if they want to talk about an item of clothing, they should refer to it by name, e.g., *a sweater*. Now draw a line before CLOTHES on the board, e.g., _____ CLOTHES, and ask Sts what verbs they can use with *clothes*. They should be able to produce *wear*, *buy*, *try on*, and possibly *put on* and *take off*.

1 VOCABULARY clothes

a Books open. Focus on the picture of the models and ask Sts to match the items of clothing and the words.

Check answers.

1 top	3 skirt	5 boots
2 shirt	4 pants	6 shoes

b Tell Sts to go to **Vocabulary Bank *Things you wear*** on *page 151*. Focus on the four sections (clothes, footwear, accessories, and jewelry) and make sure Sts know what they mean and how to pronounce them.

Now get Sts to do **a** individually or in pairs.

1 19 Now do **b**. Play the audio for Sts to check answers. Play it again, pausing after each word for Sts to repeat. Give further practice of words your Sts find difficult to pronounce.

1 19

Things you wear

Clothes	Footwear	Jewelry
12 cardigan	18 boots	30 bracelet
3 coat	19 flip-flops	29 earrings
2 dress	16 sandals	32 necklace
9 jacket	17 shoes	31 ring
5 jeans	15 sneakers	
11 pants	**Accessories**	
8 shirt	21 belt	
1 shorts	25 cap	
6 skirt	23 gloves	
7 suit	27 hat	
14 sweater	26 leggings	
4 top	24 scarf	
13 T-shirt	28 socks	
10 warm-up suit	22 tie	
	20 tights	

Highlight that plural clothes cannot be used with *a*, e.g., NOT ~~a pants~~. If Sts want to use an indefinite article, they should use *some*, e.g., *I bought some pants | some shoes*.

Extra challenge

- You could also teach *a pair of*, which is often used with plural clothes words.

Focus on **c**. Give Sts a minute to cover the words and test themselves or each other.

Finally, go through the ***wear, carry,* or *dress?*** box with the class.

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

Extra support

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

2 PRONUNCIATION /ə/ and /ər/

Pronunciation notes
- /ə/ is the most common sound in English.
- You may want to point out to Sts that /ə/ can be spelled by any vowel. It always occurs in unstressed syllables (never stressed ones).
- *-er* at the end of a word is always pronounced /ər/, e.g., *teacher*, *better*, etc.

a 1 20 Tell Sts to listen to the words in the two groups. Play the audio once for Sts just to listen.

1 20
See words in Student Book on *page 8*

Then play it again, pausing after each word for Sts to repeat.

Finally, repeat the activity, eliciting responses from individual Sts.

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b Put Sts in pairs. Give them a few minutes to decide if the highlighted sounds belong to 1 or 2 in **a**.

c 1 21 Play the audio for Sts to check their answers.

1 /ə/ chemistry, arrive, imagine, attractive, instrument, problem
2 /ər/ actor, first, painter, third, world, prefer

Play the audio again, stopping after each word or group for Sts to repeat.

d Tell Sts to go to the **Sound Bank** on *page 166*. Go through the spellings for /ə/ and /ər/.

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

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

Get some feedback from the class.

3 GRAMMAR present continuous

a Focus on the painting on *page 9* by David Hockney and ask Sts if they like it.

Give Sts a few minutes to answer the questions in pairs, either orally or in writing.

Get feedback, accepting all reasonable suggestions.

1 The woman has curly blond hair and she is medium height. The man has long dark hair and is slim.
2 The woman is wearing a long black and red dress. The man is wearing a shirt, a blue sweater, and pants. He isn't wearing shoes.
3 The woman is standing by the window. The man is sitting on a chair, and a white cat is sitting on his knee. They are looking at the painter.

b Focus on the sentences and give Sts a minute to choose the right form and discuss in pairs why the other is wrong.

Check answers.

1 isn't wearing (because we are describing a painting and saying what is happening at that moment)
2 wear (because it's something that happens habitually / frequently)
3 is sitting (because we are saying what is happening at the moment, now)
4 sits (because it's something that habitually happens)

c 1 22 1 23 Tell Sts to go to **Grammar Bank 1C** on *page 126*. Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Additional grammar notes

- Some languages do not have an equivalent to the present continuous and may always use the simple present. Typical mistake: *The man in the picture wears a hat. We live with friends right now because builders work on our house.*
- The present continuous is used to describe what is happening in a painting because it is as if we were looking at a scene through a window.
- The future use of the present continuous (*I'm leaving tomorrow.*) is presented in **3B**.

Focus on the exercises for **1C** on *page 127*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a 1 John is wearing a shirt today!
2 It's hot. Why are you wearing a coat?
3 Anna isn't sitting next to Jane today.
4 Hey! You're standing on my foot!
5 What book are you reading?
6 We are thinking of you right now.
7 Is she wearing makeup?
8 They are making a big mistake.
9 Is your mother shopping at the mall?
10 She isn't living with her parents right now.

b 1 doesn't bite
2 are ... wearing, 's raining
3 'm not listening
4 need, don't have
5 's putting
6 Do ... cook, eat
7 are ... doing, 'm waiting
8 want
9 works
10 live, 're staying

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

Extra support

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

d Tell Sts to look at the pictures on *page 4*, and to answer the two questions.

Extra support

- Give Sts some time to write three sentences about each picture.

Get some feedback from the class.

On the left there's a man. He's wearing a suit, and he's carrying a brief case. He's running. In front of him there's a woman. She's wearing a pink dress and a scarf. She's walking, etc.

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4 LISTENING

a 1 24 Tell Sts that they are going to find out more about the painting on *page 9*. Focus on the title, and ask them who they think Percy is (the cat).

Play the audio once the whole way through.

Ask Sts to tell you anything they can remember about the painting.

Extra support

- Read through the audioscript and decide if you need to preteach any new lexis before Sts listen.

1 24
(audioscript in Student Book on *page 118*)
Mr and Mrs Clark and Percy is by artist David Hockney, and it's considered to be one of the greatest British paintings of the 20th century.
It was painted in 1971 and it's a portrait of two of his friends, Ossie Clark and his wife Celia, and their cat Percy. Ossie Clark and Celia were fashion designers, and they had a very successful clothes store in London. In the 1960s, they dressed a lot of the famous pop stars of the time including The Rolling Stones and Eric Clapton.
Hockney painted Ossie and Celia a few months after they got married in their apartment at Notting Hill in London. He painted them in their bedroom because he liked the light there, and on the wall on the left of the window you can see one of his own paintings.
Mr and Mrs Clark and Percy is a very big painting, approximately 9 feet, 10 inches wide and 6 feet, 7 inches high. The couple is wearing typical clothes of the late 1960s. Celia is wearing a long dress, and in fact, she was expecting a baby at that time. Her husband isn't wearing any shoes, and he's putting his feet into the rug. This was because Hockney had a lot of problems painting his feet. He just couldn't get them right. Hockney said that his aim with this painting was to paint the relationship between the two people. Traditionally, when a painter paints a married couple the woman is sitting down and the man is standing up. In this painting, the man is sitting and the woman is standing. Usually in a painting, the married couple is close together, but in this painting they are separated by a big open window, which symbolizes the distance between them. The white cat, sitting on Mr. Clark, is a symbol of infidelity. It seems that Hockney didn't think that their marriage was going to be very happy, and in fact, the couple got divorced four years later.
Celia often posed as a model for Hockney, but she says that this painting, his most famous picture of her, is <u>not</u> her favorite. She said "It's a wonderful painting, but it makes me look too heavy."
In 1996, 25 years after this picture was painted, Ossie Clark died. He was murdered by his lover in his Kensington apartment.

b Give Sts a few minutes to read sentences 1–12.

Play the audio once the whole way through for Sts to mark the sentences T (true) or F (false).

Then play it again, pausing if necessary, for Sts to make notes.

Get Sts to compare with a partner, and then check answers, making sure (where relevant) Sts say why an answer is true or false.

1 T
2 T (They dressed a lot of the famous pop stars.)
3 F (He painted them in their bedroom.)
4 F (The painting is very big.)
5 T (She was expecting a baby.)
6 F (Hockney had problems painting his feet.)
7 T (Usually in a painting, a married couple is close together.)
8 F (It symbolizes the distance between them.)
9 T
10 T
11 F (She says it is wonderful, but not her favorite.)
12 F (He died in 1996.)

Extra support

- Pause the audio after each paragraph to give Sts time to take in the information.

Extra support

- If there's time, you could get Sts to listen again with the audioscript on *page 118*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

Finally, tell Sts that in 2005, this painting was voted one of the top ten greatest paintings in Britain, the only one in the top ten by a living artist.

5 VOCABULARY prepositions of place

a Tell Sts that when you are describing a picture, it's important to use the right prepositions to say where things are. Focus on the prepositions and phrases in the list and give Sts a few minutes to fill in the blanks.

Get Sts to compare with a partner.

Extra support

- If Sts don't remember the prepositions very well, you could spend a little more time recycling them using things in the classroom, e.g., *Where's the TV? It's on a shelf behind the table*, etc.

b 1 25 Play the audio for Sts to listen and check answers.

Check answers.

See prepositions in **bold** in audioscript 1.25

1 25
1 There are two people **in** the room.
2 The woman is standing **on the left**, and the man is sitting **on the right**.
3 **In the middle** of the painting, **between** the man and the woman, there's an open window.
4 A white cat is sitting **on** the man.
5 There's a rug **under** the man's chair.
6 There's a telephone **on** the floor **behind** the man's chair.
7 **Next to** the telephone there's a lamp.
8 **In front of** the woman there's a table, and a vase with flowers **in** it.

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Now put Sts in pairs. Get them to cover the sentences in **a** and to describe the painting, saying where the things and people are.

Get some feedback from the class.

Extra idea

- Write the following on the board as prompts for Sts to say where they are:
  THE CAT, MRS. CLARK, THE CARPET,
  THE TELEPHONE, THE LAMP, THE TABLE,
  THE VASE, THE FLOWERS

6 SPEAKING

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

Put Sts in pairs, **A** and **B**, and get them to sit face-to-face if possible. Then tell them to go to **Communication** ***Describe and draw***, **A** on *page 100*, **B** on *page 106*.

Go through the instructions with them carefully and make sure Sts are clear about what they have to do. Stress that they have to sketch the figures, objects, etc. according to their partner's description.

Give Sts a few minutes to look at their paintings and think about how they are going to describe them. Remind them to use the present continuous to say what the people are doing.

When Sts have finished, they can compare their drawing with their partner's painting to check that they followed the instructions correctly.

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

Extra idea

- You could do this activity using postcards of paintings from an art gallery.

b Put Sts in groups of four to ask and answer the questions. You could first answer the questions yourself to give Sts more listening practice and to model how they might answer.

Get feedback from a few groups.

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Function describing problems; asking for help
Language *There's a problem with... It isn't working, I'm sorry to bother you, etc.*

PRACTICAL ENGLISH

Episode 1 Hotel problems

Lesson plan

This is the first in a series of six Practical English lessons (one after each even-numbered File) that teach Sts functional language to help them "survive" in English in travel and social situations.

There is a storyline based on two characters, Jenny Zielinski, an American journalist who works in the New York City office of a magazine called *NewYork24seven*, and Rob Walker, a British journalist who works in London for the same magazine, but who is now in New York City for a month. If your Sts did *American English File* 1, they will already be familiar with the characters. If your Sts didn't do *American English File* 1, you might want to point out that in the You Say section of the lessons, they will be listening and then repeating what the people say. If the speaker is Jenny, they will be listening to an American accent, but if it is Rob, they will hear a British accent. They do not need to copy accents when they repeat phrases. The main focus of this lesson is on describing problems and asking for help.

These lessons can be used with *Class DVD*, *iTools*, or *Class Audio* (audio only).

STUDY LINK
- **Workbook** Hotel problems

Testing Program CD-ROM
- **Quick Test 1**
- **File 1 Test**

Optional lead-in (books closed)

- If your Sts did *American English File* 1, 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 when Sts do exercise **c**, they can see if Jenny mentions any of the points on the board.
- If your Sts didn't do *American English File* 1, introduce this lesson by giving the information in the Lesson plan.

1 VIDEO INTRODUCTION

a Focus on the two photos at the top of the page and tell Sts that the woman is Jenny and the man is Rob, and that they are the main characters in these lessons.

Get Sts to describe them, using language that they learned in **1B**, e.g., *Jenny is blond. She has long, straight hair*, etc.

b 1 26 Focus on the instructions and the six photos. Make sure Sts understand the meaning of *mention*. Give Sts a few minutes to think about which order to put them in.

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

Then play it again and get Sts to number them 1–6 in the order in which Jenny mentions them.

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

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

1 26
(script in Student Book on *page 118*)
My name's Jenny Zielinski. I live and work in New York. I'm the assistant editor of a magazine called *New York24seven*.
A few months ago, I visited our office in London to learn more about the company. I met the manager, Daniel O'Connor. I had lots of meetings with him, of course. And a working dinner on my birthday... But I spent more time with Rob Walker. He's one of the writers on the London magazine. We had coffees together. We went sightseeing.
I even helped Rob buy a shirt! He was fun to be with. I liked him a lot. I think he liked me, too. Rob isn't the most punctual person in the world, but he is a great writer. We invited him to work for the New York magazine for a month... and he agreed! So now Rob's coming to New York. I know he's really excited about it. It's going to be great to see him again.

c Focus on questions 1–7 and give Sts time to read them.

Play the audio again, so Sts can listen a second time and answer the questions.

Get Sts to compare with a partner, and then check answers. Make sure Sts understand the meaning of *punctual*. Model and drill the pronunciation /ˈpʌŋktʃuəl/.

1 She works for a magazine. / She is the assistant editor of a magazine.
2 She went to London.
3 Rob is one of the writers for the magazine.
4 They had coffees, went sightseeing, and went shopping.
5 She likes him a lot. He was fun.
6 He isn't very punctual.
7 He is going to be in New York for a month.

Extra support

- If there's time, you could get Sts to listen again with the audioscript on *page 118*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

2 VIDEO CALLING RECEPTION

a 1 27 Focus on the photo and ask Sts *Where is Rob?* (In his hotel room) *What is he doing?* (Making a phone call).

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 dialogue.

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

Rob calls reception because he has some problems in his room.

1 27 **1 28**
Re = **receptionist**, **R** = **Rob**
Re Hello, reception.
R Hello. This is room 613. (*repeat*)
Re How can I **help** you?
R There's a problem with the air-conditioning. (*repeat*) It isn't working, and it's very hot in my room. (*repeat*)
Re I'm sorry, sir. I'll **send** somebody up to look at it right now.
R Thank you. (*repeat*)
***
Re Good **evening**, reception.
R Hello. I'm sorry to bother you again. This is room 613. (*repeat*)
Re How can I help you?
R I have a problem with the Wi-Fi. (*repeat*) I can't get a signal. (*repeat*)
Re I'm sorry, sir. I'll **put** you through to IT.
R Thanks. (*repeat*)

b Now focus on the dialogue in the chart. Ask Sts *Who says the **You Hear** sentences?* and elicit that it is the receptionist. Ask *What nationality is he?* (American) Then ask *Who says the **You Say** sentences?* and elicit that here it is Rob. These phrases will be useful for Sts if they have a problem in a hotel.

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

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

See words in **bold** in audioscript 1.27

You might want to model and drill the pronunciation of *Wi-Fi* /ˈwaɪ faɪ/ and *signal* /ˈsɪgnəl/. Elicit / explain what *to put someone through* means and that *IT* stands for Information Technology, so here the people responsible for Wi-Fi.

Go through the dialogue line by line with Sts, helping them with any words or expressions they don't understand.

c **1 28** Now focus on the **You Say** phrases and tell Sts they're going to hear the dialogue again. They should repeat the **You Say** phrases when they hear the beep. Encourage them to copy the rhythm and intonation.

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

d Focus on the ***I'll*** information box and go through it with the class.

Put Sts in pairs, **A** and **B**. **A** is the receptionist. Get Sts to read the dialogue aloud, and then change roles.

e Put Sts in pairs, **A** and **B**. Tell Sts to read their instructions, and help them to understand exactly what they have to do.

A is the receptionist and has his / her book open. He / she reads the **You Hear** part with the new information. Elicit that he / she may need to change *Sir* to *Ma'am* if **B** is a woman.

B has his / her book closed. He / she should quickly read the **You Say** phrases again before starting.

Sts now role-play the dialogue. **A** starts. Monitor and help.

Extra idea

- Before Sts start the role-play, elicit some other things they could have in a hotel room, e.g., a TV, a towel, a chair, etc., and write them on the board. Then elicit some problems they might have with these things in the room, e.g., The TV doesn't work, there's no towel, the chair is broken, etc.

f When Sts have finished, they should change roles.

You could get a few pairs to perform in front of the class.

3 VIDEO JENNY AND ROB MEET AGAIN

a **1 29** Focus on the photo and ask Sts where they are and how Rob looks.

Focus on the instructions and on sentences 1–7. Go through them with Sts and make sure they understand .

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

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

1 F	3 T	5 F	7 F
2 F	4 F	6 T	

1 29
(audioscript in Student Book on *page 118*)
J = **Jenny, R** = **Rob**
J So, here you are in New York at last.
R Yeah, it's great to be here. It's really exciting.
J And how's your hotel?
R It's fine. My room is really... nice.
J Do you have a good view from your room?
R I can see lots of other buildings.
J Tomorrow I'm going to show you around the office and introduce you to the team. Barbara's looking forward to meeting you... You remember, Barbara, my boss?
R Oh... yeah, sorry.
J And then you can start thinking about your blog and the column. Have you got any ideas yet, Rob? ... Rob?
R What? Sorry, Jenny.
J You must be really tired.
R Yes, I am a bit. What time is it now?
J It's nine o'clock.
R Nine o'clock? That's two o'clock in the morning for me.
J Let's finish our drinks. You need to go to bed.
R I guess you're right.
J So, I'll see you in the office at eleven in the morning.
R At eleven?
J Is that OK?
R It's perfect. Thanks, Jenny.
J There's just one thing.
R What's that?
J Don't be late.
R By the way, it's great to see you again.
J Yeah. It's great to see you, too.

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

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

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1 Rob says the hotel is **fine**.
2 Jenny is going to show him around the **office** tomorrow.
4 Rob is **tired**.
5 It's **two** in the morning for Rob.
7 Jenny thinks that Rob is going to **be late**.

Extra support

- If there's time, you could get Sts to listen again with the audioscript on *page 118*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

c Focus on the **Social English phrases**. In pairs, get Sts to think about what the missing words could be.

Extra challenge

- Have Sts, in pairs, complete the phrases before they listen.

d 1 30 Play the audio for Sts to listen and complete the phrases.

Check answers.

1 30

Jenny	Here you **are** at last.
Rob	It's **great** to be here.
Jenny	Do you have a **good** view?
Jenny	Barbara's **looking** forward to meeting you.
Jenny	You **must** be really tired.
Rob	I guess you're **right**.
Rob	By the **way**...
Jenny	It's **great** to see you, too.

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

If you know your Sts' L1, you could get them to translate the phrases. If not, get Sts to look at the phrases again in context in the audioscript on *page 118*.

Finally, focus on the **Can you...?** questions and ask Sts if they feel confident that they can now do these things.

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G simple past: regular and irregular verbs
V vacations
P regular verbs: *-ed* endings

2A Right place, wrong person

Lesson plan

The simple past (regular and irregular verbs) is reviewed in detail in this lesson through the context of vacations, and an article about vacations where things go wrong because of not being with the right people. Sts begin by learning new vacation vocabulary, which is recycled through a short questionnaire. They then do a split reading, and tell each other about the vacation in their article. This is followed by a listening that gives the other side of the two stories. Sts then thoroughly review the simple past of both regular and irregular verbs. There is a pronunciation focus that reviews *-ed* endings in regular verbs, and finally Sts interview each other about their last vacation.

STUDY LINK
- **Workbook** 2A

Extra photocopiable activities

- **Grammar** Simple past: regular and irregular *page 165*
- **Communicative** Bingo *page 212* (instructions *page 199*)
- **Vocabulary** Vacations *page 250* (instructions *page 245*)

Optional lead-in (books closed)

- Write MY LAST VACATION on the board and tell Sts they have two minutes to find out from you as much as possible about your last vacation. Elicit questions in the simple past, e.g., *Where did you go?* etc.

1 VOCABULARY vacations

a Books open. Focus on the instructions and the examples. Highlight that the verbs are in the *-ing* form because they are things you like doing.

Give Sts a minute to write five things, and then get them to compare their list with a partner.

Elicit some of the verb phrases Sts have used and write them on the board, e.g., *swimming*, *going to restaurants*, *seeing new places*, etc.

Extra idea

- Tell Sts to decide which activity on the board is their favorite and take a vote with a show of hands.

b Tell Sts to go to **Vocabulary Bank** ***Vacations*** on *page 152*. Focus on **1 Phrases with *go*** and get Sts to do **a** individually or in pairs. Some of these phrases should already be familiar to them.

1 31 Now do **b**. Play the audio for Sts to check answers. Play it again, pausing after each phrase for Sts to repeat. Give further practice of words and phrases your Sts find difficult to pronounce.

Highlight the difference between *go out* (at night) = leave your house, e.g., go to a restaurant, a club, etc. and *go away* (for the weekend) = leave your town, e.g., go to the country, to another town, etc.

1 31
Phrases with *go*
10 go abroad
1 go away for the weekend
6 go by bus / go by car / go by plane / go by train
2 go camping
4 go for a walk
3 go on vacation
8 go out at night
5 go sightseeing
7 go skiing / go walking / go biking
9 go swimming / go sailing / go surfing

Focus on **c** and get Sts to cover the phrases and look at the pictures. They can test themselves or their partner.

Focus on **2 Other vacation activities** and get Sts to do **a** individually or in pairs.

1 32 Now do **b**. Play the audio for Sts to check answers. Give further practice of any phrases your Sts find difficult to pronounce.

1 32
Other vacation activities
stay in a hotel / **stay** at a campsite / **stay** with friends
take photos
buy souvenirs
sunbathe on the beach
have a good time
spend money / **spend** time
rent an apartment / **rent** a bicycle / **rent** skis
book flights / **book** hotels online

Now focus on **c**. Get Sts to test themselves by covering the verbs and remembering the phrases.

Focus on **3 Adjectives**. Elicit the meaning of the *What was the…like?* questions. Then give Sts a minute to match the questions and answers.

1 33 Now do **b**. Play the audio for Sts to check answers. Give further practice of any words or phrases your Sts find difficult to pronounce.

1 33
Adjectives
1 What was the weather like?
It was warm. It was sunny.
It was very windy. It was foggy. It was cloudy.
2 What was the hotel like?
It was comfortable. It was luxurious.
It was basic. It was dirty. It was uncomfortable.
3 What was the town like?
It was beautiful. It was nice.
It was noisy. It was crowded.
4 What were the people like?
They were friendly. They were helpful.
They were unfriendly. They were unhelpful.
5 What was the food like?
It was delicious.
It was nothing special. It was disgusting.

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Finally, go through the **General affirmative and negative adjectives** box with the class.

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.

c In pairs, Sts interview each other using the vacation questionnaire. Remind them to always ask for extra information.

Get some feedback from various pairs.

Extra support

- You could get Sts to interview you first. Make sure they ask you *Why?* and then give as much information as you can.

2 READING & SPEAKING

a Focus on the title of the lesson and the photos, and ask Sts what they think the title means (that somebody went to a nice place, but didn't enjoy it because of the person they were with). You could point out to Sts that the stories are based on real people, although their names have been changed.

Put Sts in pairs, **A** and **B**. Focus on the text. Tell all the **A**s to read about Joe and the **B**s about Laura. Remind them to try to guess new words from context as they read. They should all find the answers to questions 1–5 and either underline them in the text or make notes. Set a time limit for Sts to read their part.

b Tell Sts to stop reading and if possible, to sit face-to-face with their partner. They then tell each other about the text they read, using the answers to questions 1–5 to help them remember the important details.

c Now get Sts to read the text they didn't read earlier. In pairs, they should try to guess the meaning of the highlighted words and phrases.

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

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

Do the question as an open-class activity.

d Have Sts get into in pairs or small groups, to discuss the question. Tell the class if you have ever had a vacation you didn't enjoy.

Finally, get some feedback and find out if any Sts have ever been on vacation "in the right place, but with the wrong person."

3 LISTENING

a 1.34 Now tell Sts they are going to listen to Mia and Linda talking about the same vacations. Ask *Who is Mia?* to elicit *Joe's ex-girlfriend*, and *Who is Linda?* to elicit *Laura's friend*.

! If you are not doing this listening in the same class as the reading, get Sts to read the text again quickly and elicit what the problems were.

Tell Sts that they will hear Mia first and they should just listen to find out if she agrees with Joe about the vacation. Play the audio once the whole way through and check the answer.

Extra support

- Read through the audioscripts and decide if you need to preteach any new lexis before Sts listen.

Yes, Mia agrees with Joe about the vacation.

1.34
(audioscript in Student Book on *page 118*)
Mia
It was a really terrible vacation. It was my fault, I mean I wanted to go to Thailand, but I knew before I went that I didn't really want to have a serious relationship with Joe. And the vacation just showed how different we are. He irritated me all the time. He wanted to stay in some really cheap hostels because he thought the hotels were too expensive. I didn't want five-star luxury, but when I go on vacation I want to be comfortable. The places where Joe wanted to stay were very basic and had very small rooms. There's nothing worse than being in a very small room with someone when you're not getting along very well. Another thing I didn't like was that Joe got very jealous. When you're traveling, part of the fun is talking to other travelers, but he hated it if I talked to other people, especially other men.
And then he kept taking photos! Hundreds of them. Every time we saw a monument he said, "Go and stand over there so I can take a photo." I hate being in photos. I just wanted to enjoy the sights. The vacation was all a big mistake. Never go on vacation with a boyfriend if you're not sure about the relationship. It's sure to be a disaster!

b Now focus on the questions. Play the audio again and get Sts to answer the questions.

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

1 She didn't want to have a serious relationship with Joe.
2 She didn't like them. She prefers more comfortable hotels.
3 Mia liked talking to other travelers, but Joe was very jealous.
4 Joe took hundreds of photos. She didn't like this, as she hates being in photos.
5 Only go on vacation with a boyfriend if you are sure about the relationship.

c 1.35 Now repeat the process for Linda by playing the audio.

Elicit her opinion of the vacation.

Linda doesn't agree that the vacation was a disaster. She loved it.

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1 35
(audioscript in Student Book on *page 118*)
Linda
Oh, it was a wonderful vacation. I loved every minute! Costa Rica is just a paradise. We did everything – we went on a zipline tour, we did all kinds of fun nature activities, and we had some amazing meals. And you know, everyone says that Costa Rica is expensive, but I didn't think it was – it wasn't an expensive vacation at all. I thought it was pretty reasonable. We all got along very well. I think I'm going to suggest to Isabelle and Laura that we go on vacation together again next year...

Focus on the questions. Play the audio and get Sts to answer the questions.

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

1 Costa Rica is paradise and not expensive.
2 They went on a zipline tour, did some fun nature activities, and had amazing food.
3 It wasn't expensive.
4 She wants to go somewhere with Isabelle and Laura.

Extra support

- If there's time, you could get Sts to listen again to both parts of the audio with the audioscripts on *page 118*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

d Make sure Sts understand *sympathize* and ask them to discuss the questions in small groups or as an open class. You could finish by telling them what you think.

Get some feedback from the class.

4 GRAMMAR simple past: regular and irregular verbs

a Focus on the verbs and tell Sts they are a mixture of regular and irregular verbs. Make sure Sts know what they mean, but don't spend too much time on the pronunciation, as Sts will be focusing on this later. Elicit the simple past of the first one (*went*) and then give Sts a minute to do the others in pairs. Encourage Sts to do as many as they can without looking back at the text, and then they check their answers in Joe's text.

Check answers as a class.

go – went	begin – began
spend – spent	leave – left
want – wanted	be – was, were
stay – stayed	think – thought
know – knew	argue – argued
sunbathe – sunbathed	take – took

b Focus on the instructions and tell Sts to find and underline the affirmative simple past verbs in Laura's text. Tell Sts that some verbs are repeated, but they only need to underline them once.

Check answers and then elicit the base forms.

booked – book	cost – cost
rented – rent	complained – complain
asked – ask	wanted – want
could – can	bought – buy
felt – feel	ate – eat
had – have	invited – invite
said – say	chose – choose
was – be	paid – pay
went – go	

c Put Sts in pairs. Tell them to find and underline two negative simple past verbs. Give them a minute to remember how to make negatives and questions.

Check answers.

Joe's text: didn't show Laura's text: didn't want

normal verbs:
[–] = *didn't* + base form, e.g., *I didn't show them, I didn't want it.*
[?] = *Did* (*you*, etc.) + base form?, e.g., *Did you go...?*
was / were:
[–] = *wasn't* or *weren't*, e.g., *It wasn't cold.*
[?] = *Were* (*you*, etc.)?, *Was* (*he*, etc.)?, e.g., *Was it nice?*
could:
[–] = *couldn't*, e.g., *We couldn't stay very long.*
[?] = *Could* (*I*, *you*, etc.)?, e.g., *Could you swim there?*

d 1 36 Tell Sts to go to **Grammar Bank 2A** on *page 128*. Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Additional grammar notes

- You may also want to remind Sts:
  - that irregular forms (*went*, *had*, etc.) are only used in [+] sentences.
  - that the vast majority of verbs are regular. The irregular verbs need to be learned, but Sts already know the most common ones.
- Tell Sts to go to **Irregular verbs** on *page 164* 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 didn't know or had forgotten the past form of. Let Sts test each other or test around the class. You could use audio 5.29 to drill the pronunciation of the irregular verbs.

Focus on the exercises for **2A** on *page 129*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a
1 drove
2 broke
3 spent
4 got
5 couldn't
6 were
7 didn't know
8 found
9 stayed
10 saw
11 went
12 bought
13 wanted
14 didn't have
15 was
16 wasn't
17 started
18 left

b
1 Did you have a good time?
2 Who did you go with?
3 Where did you stay?
4 How much did the plane ticket cost?
5 What was the weather like?
6 What did you do at night?

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

Extra idea

- Remind Sts that a very good way of learning irregular verbs is through reading stories. Show them a few Graded Readers if you can, and if you have a class library, encourage them to take out a book to read at home.

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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5 PRONUNCIATION regular verbs: *-ed* endings

Pronunciation notes

- The regular simple past ending *-ed* can be pronounced in three different ways:
  1. *-ed* is pronounced /t/ after verbs ending in these unvoiced sounds: /k/, /p/, /f/, /s/, /ʃ/, and /tʃ/, e.g., *looked*, *hoped*, *laughed*, *passed*, *washed*, *watched*.
  2. After voiced* endings, *-ed* is pronounced /d/, e.g., *arrived*, *changed*, *showed*. This group is the largest.
  3. After verbs ending in /t/ or /d/, the pronunciation of *-ed* is /ɪd/, e.g., *hated*, *decided*.
- The difference between 1 and 2 is very small, and only occasionally causes communication problems. The most important thing is for Sts to be clear about rule 3.

***Voiced and unvoiced consonants**

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

a 1.37 Remind Sts of the three different pronunciations of the *-ed* ending (see **Pronunciation notes**).

Focus on the three groups of sentences. Play the audio once for Sts just to listen.

> 1.37
> See sentences in Student Book on *page 13*.

Then play it again for Sts to listen and repeat.

b Put Sts in pairs. Give them a minute to practice saying the verbs in the list in the past.

c 1.38 Play the audio for Sts to listen and check.

ended, invited, needed, started

Elicit that you only pronounce the *e* in *-ed* endings when verbs finish in a /t/ or /d/ sound, and then the *-ed* ending is pronounced /ɪd/.

> 1.38
>
arrived	loved
asked	needed
ended	parked
invited	started
liked	stayed

Extra challenge

- Draw three columns on the board for the sounds. Get Sts to write the verbs in the right column. Then play the audio for them to listen and check.

Finally, go through the **Regular simple past verbs** box with the class.

6 SPEAKING

a Focus on the questions and elicit what the missing words are (*did you* in most questions and *was* in others).

Add *did you* to all the questions except 5 and 6 where it is *was* (*What was the food like? What was the weather like?*).

Drill the complete questions quickly around the class.

b Give Sts time to think about their answers to the questions. Tell them that they can talk about another vacation they remember well, not necessarily their last vacation or they could talk about a vacation where they were in the right place with the wrong person.

Extra support

- Give Sts enough time to make notes or write full answers to the questions.

c Focus on the **Useful language for showing interest** box and go through it with the class. Model and drill the expressions and encourage Sts to use appropriate intonation.

Put Sts in pairs, **A** and **B**. **A**s answer **B**s' questions. **B**s must try to show interest and ask for more information. Monitor and correct.

Sts change roles.

Get some feedback from the class.

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G past continuous
V prepositions of time and place: *at*, *in*, *on*
P sentence stress

2B The story behind the photo

Lesson plan

This lesson is based on two photos by well-known newspaper photographers, both of which show large groups of people living a historic moment. The first photo, which shows people of all races in Chicago waiting to see if the first African American president will be elected on November 4, 2008, provides the context for the presentation of a new structure, the past continuous. Sts then focus on vocabulary, the correct use of the prepositions *at*, *in*, and *on*, both for time (review) and place. This is then linked to the past continuous in a pronunciation exercise, where the focus is on sentence stress and weak forms, and Sts ask each other where they were and what they were doing at different times on the previous day. The second photo, which shows students demonstrating in Paris in the famous May '68 revolt, gives Sts a chance to speculate about what was happening when it was taken, and leads into a listening activity, where Sts discover why this photo resulted in the girl in it losing a fortune. The lesson ends with Sts talking about their own favorite photos, and then writing about one of them.

STUDY LINK
- **Workbook** 2B

Extra photocopiable activities

- **Grammar** Past continuous *page 166*
- **Communicative** Fake or real? *page 213* (instructions *page 199*)
- **Vocabulary** Prepositions *in*, *at*, *on page 251* (instructions *page 245*)

Optional lead-in (books closed)

- Write PHOTO on the board. Ask Sts what it is short for (*photograph*) and elicit the verb we use with it (*take*). Elicit / teach the words for a person who takes photos (*photographer*) and the subject (*photography*). Write them on the board and model the pronunciation. Ask Sts how the syllable stress changes and underline it on the board.
  photograph photographer photography

1 READING

a Books open. Focus on the photo on *page 14*. Get Sts to cover the text and discuss the question with the whole class. Elicit answers / ideas and write them on the board, but do not tell Sts if they are right or not yet.

b Get Sts to read the text and check their answer to **a** (People are looking at a screen in Chicago to see if Barack Obama has won the elections on November 4, 2008).

Explain any new vocabulary that is causing problems, e.g., *a press pass*, *screen*, *hold hands*, *go crazy*, etc.

c Focus on the instructions and get Sts to answer questions 1–7.

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

1 To photograph Obama and his family at the convention center.
2 He didn't have his press pass.
3 It was warm.
4 In the park outside the convention center.
5 On TV screens.
6 No.
7 Everyone went crazy.

d Do this as an open-class question. You could then tell the class what you think and why.

2 GRAMMAR past continuous

a Focus on the highlighted verbs in the extract. Elicit / explain that the verbs describe actions that were in progress at the same time as Pilston took the photo.

b

Extra idea

- Draw a time line on the board to help Sts to understand the concept:

He took the photo.
↓
————————————X————————
Everybody was looking at the TV screens.

b 1 39 1 40 Tell Sts to go to **Grammar Bank 2B** on *page 128*. Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Additional grammar notes

- If Sts have an equivalent of the past continuous in their L1, then it doesn't normally cause problems. If they don't, it's important to make the use very clear.
- We often use the past continuous at the beginning of a story to set the scene and to say what was happening, e.g., *On April 1st, I was staying with some friends in the country. It was a sunny day, and we were sunbathing in the backyard.*
- Very often these "actions in progress" (past continuous) are "interrupted" by a short, completed action (simple past), e.g., *We were having lunch in the backyard when suddenly it started to rain.*
- Highlight the similarity in form with the present continuous. It is identical except for using *was / were* instead of *am / is / are*.
- You may also want to remind Sts of the spelling rules for the *-ing* form (see **Grammar Bank 1C**).

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Focus on the exercises for **2B** on *page 129*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a	1	was working	5	was shining
	2	was living	6	were … doing
	3	weren't waiting	7	wasn't listening
	4	Was … wearing	8	weren't watching
b	1	broke, was playing	5	called, was talking
	2	Were … driving, stopped	6	were studying, met
	3	was snowing, left	7	Were … living, had
	4	didn't see, was working		

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.

c 1 41 Focus on the instructions and the example. Make sure Sts understand they are only going to hear sound effects and that they must write a sentence using the past continuous and the simple past. Put Sts in pairs. Play the audio, pausing after each sound effect to give Sts time to discuss what they think was happening and to write a sentence.

Check answers and write the sentences on the board.

Possible answers
1 They were playing tennis when it started to rain.
2 She was driving when somebody called her.
3 They were having a party when the police came.
4 He was taking a shower when somebody knocked on the door.
5 They were sleeping when the baby started crying.
6 She was walking her dog when she met a friend.

1 41
Sound effects to illustrate the following:
1 They were playing tennis when it started to rain.
2 She was driving when somebody called her.
3 They were having a party when the police came.
4 He was taking a shower when somebody knocked on the door.
5 They were sleeping when the baby started crying.
6 She was walking her dog when she met a friend.

3 VOCABULARY *at, in, on*

a Focus on the instructions and give Sts time to answer the questions.

b Get Sts to compare their answers to **a** with a partner, and then check in the text.

Finally, check together.

1 on 2 at 3 in 4 in

Now focus on the questions in **b** and give Sts time to answer them.

Check answers. Point out that we don't use an article with *at home*, *at work*, *at school*.

1 in 2 on 3 at

c Tell Sts to go to **Vocabulary Bank *Prepositions*** on *page 153* and do **part 1 *at* / *in* / *on***.

Focus on **a** and get Sts to complete the left-hand column of the chart.

1 42 Now do **b**. Play the audio for Sts to check answers.

! Years from 2000 to 2010 are usually *two thousand* (*and*) *one*, etc. From 2011 onward, we normally say *twenty eleven*, *twenty twelve*, etc.

1 42
at* / *in* / *on
1 in
in Peru, in Lima
in the kitchen
in a store, in a museum
in a park, in a yard, in a car
in February, in June
in winter
in 2011
in the morning, in the afternoon, in the evening
2 on
on a bike, on a bus, on a train, on a plane, on a ship
on the floor, on a table, on a shelf, on the balcony, on the roof, on the wall
on March first
on Tuesday, on New Year's Day, on Valentine's Day
on the weekend
3 at
at school, at home, at work, at college
at the airport, at the train station, at a bus stop
at a party, at the door
at 6 o'clock, at two-thirty, at 7:45
at night, at midnight, at lunch

! With stores and buildings, e.g., the supermarket, the library, you can use *at* or *in* when you answer the question *Where were you?* With *airport* and *station*, we normally use *at*.

Focus on **c**. Put Sts in pairs, **A** and **B**. **A** (book open) tests **B** (book closed) for two minutes. Then they change roles. Allow at least five minutes for Sts to test each other. Then get Sts to close their books and test them around the class, saying a word, e.g., *home*, for Sts to say the preposition *at*.

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 Vocabulary photocopiable activity at this point.

d Put Sts in pairs, **A** and **B**, and tell them to go to **Communication *at, in, on***, **A** on *page 100*, **B** on *page 106*.

Go through the instructions with them carefully.

Sit **A** and **B** face-to-face. **A** asks his / her questions to **B**, who replies using a preposition and then asks *What about you?*

B then asks **A** his / her questions.

When they have finished, get some feedback from the class.

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

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4 PRONUNCIATION sentence stress

Pronunciation notes

- Remind Sts that information words are the ones that are usually stressed in a sentence. These are the words you hear more clearly when somebody speaks to you. The unstressed words are heard much less clearly or sometimes hardly at all.

! Short prepositions (*up*, *for*, *in*, etc.) are not normally stressed except when they occur at the end of a sentence. Compare *Where are you from?* (*from* is stressed) and *I'm from Munich* (*from* is unstressed).

a 1 43 Play the audio once for Sts just to listen.

1 43
See dialogue in Student Book on *page 15*.

Now play it again, pausing after each line for Sts to listen and repeat, copying the stress. Encourage Sts to say the unstressed words as fast as they can.

b Focus on the instructions and speech bubbles. Explain that Sts are going to practice the dialogue in **a** with different times. First, focus on the times and elicit that where they see "a.m." they should say *in the morning*, and where they see "p.m." they should say *in the afternoon* or *at night* for 10:00p.m.

Put Sts in pairs, **A** and **B**. **A** asks the questions for the first time (6:30 a.m.), and then **B** asks the questions for 11:00 a.m., etc.

When Sts have finished, get some feedback from the class.

Extra support

- Get Sts to ask you the questions first, and correct any pronunciation errors. Answer the questions, giving more information where you can as a model for Sts when they answer themselves.

5 LISTENING

a Focus on the instructions and the photo. Elicit some opinions from the class. You may want to teach (*to be | go on*) *a demonstration*. Highlight that this is a true story.

b Tell Sts to read the beginning of the article and answer the question. Elicit that the title could mean either that the photo was very expensive or that it cost the woman a lot of money, i.e. that she lost a lot of money because of it.

Tell Sts they will find out exactly what the title means when they listen to the woman. Do not tell Sts the answer yet.

c 1 44 Tell Sts to focus on the photo and to listen to the woman in the photo talking about it. Play the audio once the whole way through.

Check answers to **b**.

Extra support

- Read through the audioscript and decide if you need to preteach any new lexis before Sts listen.

It is called "The image that cost a fortune" because the woman's grandfather saw the photo on the cover of a magazine and then decided not to leave her any money when he died.

1 44
(audioscript in Student Book on *page 118*)
En mai 1968 je suis rentré à Paris.
In May 1968, I came back to Paris. It was a very exciting time. There were a lot of demonstrations, and fighting between students and the police. I wasn't really interested in politics – I wasn't a communist or an anarchist. But I loved the atmosphere. All the students were fighting for freedom, for revolution, and the French police were everywhere. On May the 15th, I was with thousands of other young people. We were walking toward the Place de la Bastille. I was tired, so a friend picked me up and I sat on his shoulders. Another boy who was walking next to us was carrying a Vietnamese flag (it was the time of the Vietnam War) and he said to me, "Hey, could you carry the flag for me?" and I said, "OK." There was so much happening that I didn't notice all the photographers. The next day the photo was on the cover of magazines all over the world. When my grandfather saw it, he immediately ordered me to come to his house. He was furious – really really angry. He said, "That's it! You are a communist! I'm not going to leave you anything. Not a penny!" I walked out of the room, and I never saw him again. Six months later he died, and I didn't get any money from him. Nothing.

d Focus on the multiple choice sentences and give Sts a few moments to read them before you play the audio again.

Play the audio again if necessary.

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

1 a 2 c 3 a 4 b 5 c

Extra support

- If there's time, you could get Sts to listen again with the audioscript on *page 118*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

e Do this as an open-class question. You could tell Sts that according to the press she would have inherited about $15.5 million, but she says that she has no regrets and has had a very happy life.

6 SPEAKING & WRITING

a Focus on the questions. Make sure Sts understand all the vocabulary, e.g., *to upload a photo*, *a screen saver*, etc. Demonstrate the activity by getting Sts to ask you the questions. Then get Sts to discuss the questions in pairs. Encourage them to give more information if they can.

Get feedback from a few pairs.

Extra idea

- You could ask Sts to bring one or two favorite photos to the next class to show other Sts and talk about them, or to show each other photos they have on their phones.

b Tell Sts to go to **Writing *My favorite photo*** on *page 112*.

Focus on the information at the top of the image and establish that this is for a photo competition on the Internet.

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Now focus on **a** and get Sts to match the questions with paragraphs 1–5. Tell them not to worry about the blanks.

Check answers.

1 What's your favorite photo?
2 Who took it? When? Where?
3 What was happening when you took the photo?
4 Why do you like it?
5 Where do you keep it?

Now focus on **b** and get Sts to fill in the blanks with *in*, *of*, *on*, or *around*.

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

2 in, on, in
3 in, around
5 in, on, of

Focus on the **You can keep a photo** box and go through it with the class.

Assign the writing in **c** in class or as homework and ask Sts to include a photo. Tell Sts to answer the questions in **a** in the right order and not as they appear on the page, so the first question they write about is *What's your favorite photo?*

In **d**, Sts first check their writing for mistakes and attach the photo if they have one. Then Sts exchange their descriptions and see if their photos are similar or not.

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G time sequencers and connectors
V verb phrases
P word stress

2C One dark October evening

Lesson plan

In this lesson, Sts learn to use time sequencers, e.g., *after that*, *later*, etc. and the connectors *so*, *because*, *but*, and *although*. They also review the simple past and continuous. The context is a short story with a twist. After Sts have read most of the story and worked on the grammar, they have a pronunciation focus on word stress in two-syllable words. Then in Vocabulary they expand their knowledge of verb phrases. The language is then pulled together in the speaking activity, where they use picture prompts to retell the story so far. They then decide as a class whether they want to hear a happy or a sad ending to the story, and then they listen to the one they have chosen. The lesson ends with the song mentioned in the story, *Blue As Your Eyes*.

STUDY LINK
- **Workbook** 2C
- **Online Practice**
- **iChecker**

Extra photocopiable activities

- **Grammar** Time sequencers and connectors page 167
- **Communicative** Sentence race page 214 (instructions page 199)
- **Song** *Blue As Your Eyes* page 269 (instructions page 263)

Optional lead-in (books closed)

- Elicit song titles with colors in them and write them on the board, for example *Yellow* by Coldplay, *White Flag* by Dido, *Blue Eyes* by Elton John, *Purple Rain* by Prince, etc.
- Then tell Sts that they are going to read a short story where a song with a color plays a part.

1 GRAMMAR

time sequencers and connectors

a 1 45 Books open. Focus on the text and tell Sts that they are going to listen to a story, but that first they have to read it and fill in the blanks. Tell them that the end of the story is on audio, so the last paragraph here is not the end of the story.

Give Sts five minutes to read the paragraphs.

Get them to compare with a partner, and then play the audio for Sts to listen to the story and check answers.

2 When
3 The next day
4 After that
5 One evening in October
6 Suddenly

1 45
Hannah met Jamie in the summer of 2010. It was Hannah's 21st birthday, and she and her friends went to a club. They wanted to dance, but they didn't like the music, so Hannah went to speak to the DJ. "This music is awful," she said. "Could you play something else?" The DJ looked at her and said, "Don't worry, I have the perfect song for you."
Two minutes later he said, "The next song is by Scouting For Girls. It's called *Blue As Your Eyes*, and it's for a beautiful girl who's dancing over there." Hannah knew that the song was for her.
When Hannah and her friends left the club, the DJ was waiting for her at the door. "Hi, I'm Jamie," he said to Hannah. "Can I see you again?" So Hannah gave him her phone number.
The next day Jamie called Hannah and invited her to dinner. He took her to a very romantic restaurant, and they talked all evening. Although the food wasn't very good, they had a wonderful time.
After that Jamie and Hannah saw each other every day. Every evening when Hannah finished work, they met at 5:30 in a coffee shop on Bridge Street. They were madly in love.
One evening in October, Hannah was at work. As usual she was going to meet Jamie at 5:30. It was dark and it was raining. She looked at her watch. It was 5:20! She was going to be late! She ran to her car and got in. At 5:25 she was driving along Bridge Street. She was going very fast because she was in a hurry. Suddenly, a man ran across the street. He was wearing a dark coat, so Hannah didn't see him at first. Quickly she put her foot on the brake...

b Tell Sts to read the story again if necessary and answer questions 1–8. They can answer orally in pairs, or in writing.

Check answers.

1 Because she didn't like the music.
2 Because Hannah has blue eyes.
3 Jamie was waiting at the door and asked to see Hannah again.
4 It was very romantic, but the food wasn't very good.
5 To a coffee shop on Bridge Street.
6 It was dark and raining.
7 Because she was in a hurry.
8 Because he was wearing a dark coat.

Extra challenge

- Get Sts to answer the questions in pairs before they read the story again. They then reread the story to check.

c Focus on the three sentences. Tell Sts <u>not</u> to look back at the story, but to try and complete the sentences from memory.

Check answers and elicit / explain the meaning of the missing words or ask Sts how to say them in their L1. Model and drill the pronunciation of *so*, *because*, and *although*. Write them on the board and underline the stressed syllable, or write them in phonetics (/soʊ/, /bɪ'kɔz/, and /ɔl'ðoʊ/).

1 because
2 Although
3 so

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d 1 46, 1 47 and 1 48 Tell Sts to go to **Grammar Bank 2C** on *page 128*. Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Additional grammar notes

- We usually put a comma before *so*, *although*, and *but*, e.g., *She was tired, so she went to bed.*
- Sts may also ask you about *though*, which is a colloquial, abbreviated form of *although*. *Though* is not usually used at the beginning of a sentence. It is probably best at this level if Sts just learn *although*.

! *So* has another completely different meaning, which is to intensify adjectives, e.g., *He was so tired that he went to bed at 9:00*. You may want to point out this meaning, too, in case Sts get confused.

Now focus on the exercises for **2C** on *page 129*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a 2 g 3 b 4 e 5 a 6 f 7 h 8 d

b 1 Although 2 because 3 but 4 Although 5 so 6 because 7 but 8 so 9 Although

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

Extra support

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

e Tell Sts to look at the six sentences and to complete them with their own ideas.

When Sts have finished, get them to trade pieces of paper with a partner.

Get some feedback from the class. You could write some of the sentences on the board.

2 PRONUNCIATION word stress

a Focus on the **Stress in two-syllable words** box and go through it with the class.

Now focus on the task and give Sts time, in pairs, to underline the stressed syllable.

b 1 49 Play the audio for Sts to listen and check.

Pause the audio after each word, elicit the answer, and write the word on the board with the stressed syllable underlined.

1 49

across, after, again, along, although, awful, because, birthday, evening, invite, perfect, second

Play the audio again, pausing after each word for Sts to repeat.

3 VOCABULARY verb phrases

a Focus on the two boxes and the example. Tell Sts that by combining a verb from **1** with a phrase from **2**, they will make verb phrases from the story.

Put Sts in pairs and give them a few minutes to match the verbs and phrases. Tell them that sometimes two verbs may be possible with a phrase, but to try to remember the phrases from the story.

Check answers.

have a wonderful time
drive along Bridge Street (also in a hurry)
meet in a coffee shop
give somebody your email / phone number
take somebody to a restaurant
wait for somebody (also in a coffee shop)
be in a hurry
play a song
leave the club very late (also in a hurry)
run across the street (also along Bridge Street)

b Get Sts to test themselves by covering box **1** and remembering the verbs for each phrase.

4 SPEAKING & LISTENING

a Retelling a story gives Sts the opportunity for some extended oral practice, and in this case to recycle the tenses and connectors they have been studying.

Focus on the pictures and tell Sts they are going to retell the story of Hannah and Jamie. Give them a few minutes to re-read the story on *page 16*.

b Put Sts in pairs, **A** and **B**. Get **A**s to cover the text and focus on the pictures. Tell them to tell as much of the story as they can for pictures 1, 2, and 3 while **B**s look at the story on *page 16* to prompt / correct. They then change roles for pictures 4 and 5.

Get individual Sts to tell the class about each picture.

c Tell Sts they are now going to hear the end of the story. First, Sts have to vote with a show of hands on whether they want to hear a happy ending or a sad ending.

If Sts vote for the happy ending, play audio 1.50. If they vote for the sad ending, play audio 1.51.

d 1 50 or 1 51 Before playing the ending chosen by Sts, elicit ideas from the class about what they think happened, but don't tell them if they are right or wrong to help build suspense.

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

Extra support

- Read through the audioscript and decide if you need to preteach any new lexis before Sts listen.

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1.50
(audioscript in Student Book on *pages 118–119*)
Happy ending
N = **Narrator**, **H** = **Hannah**, **J** = **Jamie**, **W** = **waiter**

N Suddenly, a man ran across the street. He was wearing a dark coat, so Hannah didn't see him at first. Quickly she put her foot on the brake. She stopped just in time. She got out of her car and shouted at the man.
H Don't you usually look before you cross the street? I almost hit you. I didn't see you until the last minute.
J Sorry! Hey, Hannah, it's me. It's Jamie.
H Jamie! What are you doing here? I almost killed you!
J I was buying something. I was in a hurry, and I crossed the street without looking.
H Come on. Get in!
N Hannah and Jamie drove to the coffee shop. They sat down in their usual seats and ordered two cups of coffee.
W Here you are. Two cappuccinos.
H and J Thanks.
H What an evening! I almost killed you.
J Well, you didn't kill me, so what's the problem?
H But what were you doing on Bridge Street? I thought you were here, in the cafe, waiting for me.
J I went to the theater to buy these tickets for the Scouting For Girls concert. I know you wanted to go. And it's on October 15th – next Saturday. Our anniversary.
H Our anniversary?
J Yes. Three months since we first met. We met on Saturday, July 15th. Remember?
H Gosh, Jamie. I can't believe you remember the exact day! What a romantic! It's lucky I didn't hit you on the street...

1.51
(audioscript in Student Book on *page 119*)
Sad ending
N = **Narrator**, **H** = **Hannah**, **P** = **police officer**

N Suddenly, a man ran across the street. He was wearing a dark coat, so Hannah didn't see him at first. Quickly she put her foot on the brake. Although Hannah tried to stop, she couldn't. She hit the man. Hannah panicked. She drove away as fast as she could.
When she arrived at the coffee shop, Jamie wasn't there. She called him, but his cell phone was turned off. She waited for ten minutes and then she went home.
Two hours later a car arrived at Hannah's house. A police officer knocked at the door.
P Good evening, ma'am. Are you Hannah Davis?
H Yes, I am.
P I'd like to speak to you. Can I come in?
N The police officer came in and sat down on the sofa.
P Are you a friend of Jamie Dixon?
H Yes.
N said Hannah.
P Well, I'm afraid I have some bad news for you.
H What? What's happened?
P Jamie had an accident this evening.
H Oh, no. What kind of accident?
P He was crossing the street and a car hit him.
H When... When did this happen? And where?
P This evening at five twenty-five. He was crossing Bridge Street by the theater.
H Oh, no! How is he?
P He's in the hospital. He has a bad injury to his head and two broken legs.
H But is he going to be OK?
P We don't know. He's in intensive care.
H Oh, no. And the driver of the car?
P She didn't stop.
H She?
P Yes, it was a woman in a white car. Somebody saw the car's license plates. You have a white car outside, don't you, ma'am? Is your number plate XYZ 348S?
H Yes... yes, it is.
P Can you tell me where you were at five twenty-five this evening?

At the end of the story, get Sts to tell you what happened.

Extra support

- If there's time, you could get Sts to listen again with the audioscript on *pages 118–119*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

e If Sts chose the happy ending (1.50), tell them to go to **Communication *Happy ending*** on *page 101*.
If Sts chose the sad ending (1.51), tell them to go to **Communication *Sad ending*** on *page 109*.

Play the end of the story again. Set a time limit for Sts to answer questions 1–8 in pairs.

Check answers.

Happy ending
1 Because he was wearing a dark coat.
2 Jamie.
3 He was in a hurry.
4 To a coffee shop.
5 Two cappuccinos.
6 He was buying tickets for a concert.
7 It was the Scouting For Girls concert on October 15th.
8 October 15th was their three-month anniversary.

Sad ending
1 Because he was wearing a dark coat.
2 She hit him.
3 She went to the coffee shop and called Jamie.
4 The police. / A police officer.
5 That Jamie was in a car accident.
6 He had a bad injury to his head and two broken legs. / He was in intensive care.
7 The car was white and the driver a woman.
8 She asked Hannah about the license plate of her car and where she was at 5:25 p.m.

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

5 1.52 SONG *Blue As Your Eyes*

This song was originally made famous by the English band Scouting For Girls in 2010. For copyright reasons, this is a cover version. If you want to do this song in class, use the photocopiable activity on *page 269*.

1.52
Blue As Your Eyes

Am I falling apart?
Is this falling in love? Am I going insane?
You're scratched on my heart.
You're scratched on my heart; you're etched on my brain.

And every word;
Every word that you said goes 'round
'Round in my head
'Round like a cyclone in my mind.

Chorus
I've been trying to get a hold on you.
I've been trying to get a hold on you.
I've been trying to get a hold on you.
On this crazy world of mine, every day.
Right from the start. When I showed you my hand,
I gave you my heart. Falling in love,
Feeling alive, clear as the mud,
I'm blue as your eyes, blue as your eyes.

Is it all in my head?
You turn me away, you beg me to stay.
Is it something I said?
You want it to change, you want it the same.

Chorus (x2)

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1 & 2 Review and Check

There are two pages of review and consolidation after every two Files. The first page reviews the grammar, vocabulary, and pronunciation of the two Files. These exercises can be done individually or in pairs, in class or at home, depending on the needs of your Sts and the class time available. The second page presents Sts with a series of skills-based challenges. First, there is a reading text that is of a slightly higher level than those in the File, but that reviews grammar and vocabulary Sts have already learned. Then Sts can watch or listen to five unaudioscripted street interviews, where people are asked questions related to the topics in the File. You can find these on the *Class DVD*, *iTools*, and *Class Audio* (audio only). Finally, there is a speaking challenge, which measures Sts' ability to use the language of the File orally. We suggest that you use some or all of these activities according to the needs of your class.

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

Testing Program CD-ROM

- **Quick Test 2**
- **File 2 Test**

GRAMMAR

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

VOCABULARY

a

1	do	6	book
2	look	7	invite
3	wear	8	drive
4	take	9	play
5	stay	10	leave

b

1	on	3	in	5	at	7	on
2	in	4	on	6	at		

c
1 beard (the others are about hair)
2 lazy (the others are affirmative adjectives)
3 friendly (the others are negative adjectives)
4 tie (the others are normally worn by women)
5 gloves (the others are worn on your feet)
6 scarf (the others are pieces of jewelry)
7 dirty (the others are about the weather)
8 luxurious (the others are negative)

PRONUNCIATION

a

1	J	3	lives	5	actor
2	shorts	4	weight		

b

1	talkative	3	prefer	5	comfortable
2	mustache	4	disgusting		

CAN YOU UNDERSTAND THIS TEXT?

a A bad thing

b

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

CAN YOU UNDERSTAND THESE PEOPLE?

1 53

1 b 2 c 3 c 4 b 5 b

1 53

1
I = **interviewer**, **J** = **Justin**
I Who do you look like in your family?
J I looked more like my mother when I was younger, now I look like my father.

2
I = **interviewer**, **Jo** = **Joanna**
I Do you have a favorite painting? Can you describe it?
Jo Yes, it's a life-size painting of a horse that's standing on its back legs. It's by a painter called *Whistler*.

3
I = **interviewer**, **Je** = **Jeanna**
I Where did you go for your last vacation?
Je Las Vegas.
I Did you have a good time?
Je Yes, I did. It was short, but it was good.

4
I = **interviewer**, **D** = **David**
I Do you take a lot of photos?
D I don't, but my wife does.
I What does she take photos of?
D Mostly buildings and some of me. She doesn't like to be in photos herself, so I have to do all the modeling.

5
I = **interviewer**, **A** = **Yoni**
I Do you prefer movies with a happy or a sad ending?
A I think I prefer films with a sad ending
I Why?
A Because it's more like real life.

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G *be going to* (plans and predictions)
V airports
P sentence stress and fast speech

3A Plans and dreams

Lesson plan

In this lesson, Sts review *going to*, which they learned in Level 1 to talk about plans and predictions. The context is a listening based on interviews with people at an airport, who are all questioned about their plans. The lesson begins with vocabulary, and Sts learn useful vocabulary related to airports. They then listen to the interviews, which leads them into the grammar, which is reviewed and practiced. The pronunciation focus is on sentence stress and fast speech, which helps Sts to recognize the contraction of *going to* (*gonna*), and Sts then ask and answer questions about their plans. The lesson ends with an article about the world's top airports, and what makes them special.

STUDY LINK
- **Workbook** 3A

Extra photocopiable activities

- **Grammar** *be going to* (plans and predictions) *page 168*
- **Communicative** Find a partner *page 215* (instructions *page 200*)
- **Song** *This is the Life page 270* (instructions *page 263*)

Optional lead-in (books closed)

- Write AIRPORT on the board. Put Sts in pairs and give them two minutes to think of five things people do at an airport, e.g., *catch a plane*, *leave*, *arrive*, *meet somebody*, *check-in*, *board*, *fly*, etc. Elicit answers and write some of their suggestions on the board.

1 VOCABULARY airports

a Books open. Focus on the questions. Sts can answer them in pairs or do them as an open class.

b Focus on the instructions and tell Sts to look at the 12 signs and to match them with the words and phrases.

Get Sts to compare their answers with a partner.

c 1 54 Play the audio for Sts to listen and check.

1 54
3 Arrivals
7 Baggage check-in
1 Baggage claim
9 Check-in
8 Customs
2 Departures
11 Gates
5 Elevators
10 Passport control
4 Terminal
12 Restrooms
6 Cart

Then tell Sts to cover the words and look at the symbols, and try to remember the words.

2 LISTENING

a Focus on the three people in the picture and the caption. Make sure the term NGO (non-governmental organization) is clear; you might want to tell Sts that NGOs are non-profit voluntary organizations, which often have humanitarian goals.

Elicit some opinions to the question and get Sts to say why, but do not tell them the answer.

b 1 55 Now play the audio for Sts to check their answer to **a**.

Extra support

- Read through the audioscript and decide if you need to preteach any new lexis before Sts listen.

Olivia is going to work abroad for an NGO.
Matthew is going to do a photo shoot.
Lily is going to see an ex-partner.

1 55
(audioscript in Student Book on *page 119*)
I = Interviewer, O = Olivia, M = Matthew, L = Lily

Olivia
I Excuse me, do you have a minute?
O Yes, sure.
I Where are you going?
O To Nicaragua.
I For a vacation?
O No, I'm going to do volunteer work. I'm going to teach English to young children.
I Where exactly in Nicaragua are you going?
O To a town called Estelí. It's about 93 miles from Managua.
I How long are you going to be there for?
O I'm going to be in Estelí for six weeks, and after that I'm going to travel around Nicaragua for a month.
I That sounds amazing.
O Yes, I'm really looking forward to it.
I Are you feeling nervous at all?
O A little, because I don't speak much Spanish. But they're going to give us a 40-hour language course when we arrive, so I hope that's enough to start with.
I Well, good luck and have a great time.
O Thanks. I'm sure it's going to be an amazing experience.

Matthew
I Excuse me, do you have a minute?
M Yeah, OK.
I Where are you going?
M To Australia.
I That's a long flight. Are you going to stop on the way?
M No, I'm going direct to Melbourne.
I Why Melbourne?
M I'm going to work there. I'm a model and we're going to do a photo shoot for a magazine.
I That sounds exciting. What kind of clothes are you going to model?
M Winter clothes, for next season. It's winter in Australia now, so it's going to be pretty cold. That's why we're going there.
I Of course, it's their winter. How cold do you think it's going to be?
M I'm not really sure. About 45 to 50 degrees Farenheit during the day and colder at night, I suppose.
I Well, have a good trip, and I hope the photos are fabulous!
M Thanks.

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Lily
I Excuse me, do you have a minute?
O OK, sure.
I Where are you going?
L To San Francisco.
I Why are you going there?
L I'm going to a conference.
I So it's a work trip.
L Yes. But I'm also going to see an old friend there. Actually, an old boyfriend. Someone I went out with a long time ago.
I When did you decide to meet up again?
L Well, I knew he was working at the University of San Francisco, so when the conference came up about a month ago I got in touch with him on Facebook.
I Is he going to meet you at the airport?
L I don't think so! But who knows?
I How do you feel about it?
L Pretty excited. It's going to be strange meeting again after all these years.
I Well, good luck. I'm sure you're going to have a great time. And enjoy the conference, too.
L Thank you very much.

Now play the audio again and get Sts to complete the chart on a piece of paper. Pause the audio after each section to give Sts time to write.

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

Olivia	Nicaragua. To teach English to children / To do volunteer work. She is going to travel for a month.
Matthew	Australia. To do a photo shoot for a magazine. He is going to model winter clothes.
Lily	San Francisco. To go to a conference. She is going to meet her ex-boyfriend from a long time ago.

Extra support

- If there's time, you could get Sts to listen again with the audioscript on *page 119*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

3 GRAMMAR

be going to (plans and predictions)

a 1.56 Focus on the instructions and give Sts time to fill in the blanks with the correct form of *be going to*.

Get Sts to compare with a partner. Then play the audio for them to check their answers.

1.56
1 **I'm going to teach** English to young children.
2 How long **are you going to be** there for?
3 It's winter in Australia now, so **it's going to be** pretty cold.
4 **Is he going to meet** you at the airport?
5 I'm sure **you're going to have** a great time.

b First, make sure that Sts are clear about what the difference is between a plan (something you intend to do) and a prediction (something that you think will happen).

Now, in pairs, Sts focus on whether sentences 1–5 in **a** are plans (PL) or predictions (PR).

Check answers.

1 PL 2 PL 3 PR 4 PL 5 PR

c 1.57 Tell Sts to go to **Grammar Bank 3A** on *page 130*. Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Additional grammar notes

- *Be going to* is reviewd here with its two main uses: plans (*I'm going to stay for six months.*) and predictions (*It's going to be a big surprise for him.*).

Focus on the exercises for **3A** on *page 131*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a 1 Is ... going to learn
2 're going to be
3 aren't going to go, 're going to stay
4 're going to take
5 'm going to cook
6 'm not going to listen
7 are ... going to do

b 1 're going to be
2 's going to be
3 're going to love

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 Grammar photocopiable activity at this point.

4 PRONUNCIATION & SPEAKING

sentence stress and fast speech

Pronunciation notes

- The first exercise gives Sts more practice in sentence stress and shows them which words are normally stressed in sentences with *be going to*. In the second exercise, the focus is on how native speakers often pronounce *going to*, i.e. as *gonna*. Point out to Sts that they need practice in understanding *gonna*, but that it is probably not a good idea for them to pronounce it in this way. It will not sound natural unless they speak very fast, which they will probably not be able to do yet.

a 1.58 Remind Sts that in English we stress (pronounce more strongly) the words in a sentence that are the most important for communication, i.e. the information words, and we say the other words more lightly.

Focus attention on the first question and ask Sts to tell you which words are the most important for communication. (*What*, *going*, *do*, and *tonight*), and highlight that these are the four words you have to stress in the question.

Play the audio once for Sts just to listen.

1.58
See sentences in Student Book on *page 21*

Now play it again, pausing after each line for Sts to listen and repeat.

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b 1 59 Focus on the **Fast speech:** ***gonna*** box and go through it with the class.

This dictation is for recognition (not production) of *gonna*. Tell Sts they are going to listen to six sentences or questions read at normal speed, and they must write them down. Play the audio, pausing after each one to give Sts time to write.

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

1 59
1 It's going to be difficult.
2 What are we going to do now?
3 Is it going to rain?
4 Where are we going to go?
5 They aren't going to come.
6 What's going to happen?

c Tell Sts to go to **Communication *What are your plans?***, **A** on *page 101*, **B** on *page 107*. Go through the instructions with them carefully, and elicit the words missing from the question prompts (*are* and *going to*).

Sit **A** and **B** face-to-face. **A** asks **B** his / her questions.

B now asks **A** his / her questions.

Monitor and help, correcting any errors they make with *going to*.

When they have finished, get feedback from some pairs.

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

5 READING

a Focus on the questions and elicit answers from the class.

b Now focus on the article and the photo. Read the introduction aloud (or get a student to read it) and establish that the rest of the article describes the facilities at various top airports around the world. Look at the names of the cities and establish which country they are in (Singapore, Hong Kong – China, Seoul – South Korea, Munich – Germany, Osaka – Japan, Vancouver – Canada).

Give Sts two minutes to read the whole article and answer questions 1–7.

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

1 Osaka
2 Munich
3 Incheon
4 Osaka
5 Hong Kong
6 Vancouver
7 Singapore

c Now get Sts to read the article again and work with a partner to decide what the highlighted words and phrases mean. Encourage Sts to use the context, and any part of the sentence that they know to help them.

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

Explain any other new vocabulary.

Extra support

- To check comprehension, ask some more questions on each text, e.g., *Which is the best airport for people who like flowers?* (Singapore) *Which airport offers free drinks?* (Munich), etc.

d Focus on the instructions and set the scene. Put Sts in pairs and give them time to do the role-play. Monitor and help, encouraging Sts to use *be going to*.

You could get some pairs to role-play in front of the class.

6 1 60 SONG *This is the Life* ♫

This song was originally made famous by Scottish singer Amy Macdonald in 2007. For copyright reasons, this is a cover version. If you want to do this song in class, use the photocopiable activity on *page 270*.

1 60
This is the Life

Oh the wind whistles down
The cold dark street tonight
And the people they were dancing
To the music vibe
And the boys chase the girls with the curls in their hair
While the shy tormented youth sit way over there
And the songs they get louder, each one better than before

Chorus
And you're singing the songs, thinking this is the life
And you wake up in the morning and your head feels twice the size
Where you gonna go? Where you gonna go? Where you gonna sleep tonight?

(repeat)
So you're heading down the road in your taxi for four
And you're waiting outside Jimmy's front door
But nobody's in and nobody's home till four
So you're sitting there with nothing to do
Talking about Robert Riger and his motley crew
And where you're gonna go and where you're gonna sleep tonight

Chorus

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G present continuous (future arrangements)
V verbs + prepositions, e.g., *arrive in*
P sounding friendly

3B Let's meet again

Lesson plan

In this lesson, Sts learn a new use of the present continuous: to talk about set plans and arrangements. The context is the continuation of the story of Lily, one of the people they listened to in **3A**, who was going to a conference and hoping to meet up with an ex-boyfriend. They begin this lesson reading messages between her and Ben, the ex-boyfriend, in which they make contact, and Sts then listen to her leaving him a voicemail about her travel arrangements. After focusing on the grammar, they get more practice through a listening activity where Lily and Ben arrange to see each other, and finally they hear what happens when they actually meet. The lesson continues with a pronunciation focus on friendly intonation, and Sts then complete a calendar and try to make arrangements to go out with other Sts in the class. The lesson ends with a vocabulary focus on verbs that are normally followed by prepositions, and Sts then use both the grammar and the vocabulary to write an email about travel arrangements.

STUDY LINK
- **Workbook** 3B

Extra photocopiable activities

- **Grammar** Present continuous (future arrangements) *page 169*
- **Communicative** Come fly with me! *page 216* (instructions *page 200*)
- **Vocabulary** What's the preposition? *page 252* (instructions *page 245*)

Optional lead-in (books closed)

- Quickly review months. Write SPRING, SUMMER, FALL, and WINTER on the board and tell Sts, in pairs, to write three months in each season. Check answers and model and drill the pronunciation of any that Sts find difficult, e.g., *February* /ˈfɛbruɛri/, *July* /dʒʊˈlaɪ/, etc.

1 READING & LISTENING

a 1 61 Focus on the dates and elicit the first one from the class (May third). Then put Sts in pairs, and get them to practice saying the other dates.

Play the audio for them to listen and check.

1 61
May third
August twelfth, two thousand twelve
December thirty-first
June twenty-second
February fifth
July twentieth, nineteen ninety-eight

Remind Sts that we use ordinal numbers to say the date. Now play the audio again, pausing after each date for Sts to listen and repeat.

Extra support

- Get Sts to count around the class using ordinal numbers from 1st to 31st.

b Focus on the instructions. Ask Sts if they recognize Lily (she is the woman from the Listening in **3A**). Elicit what Sts can remember about her (She is going to San Francisco for a conference. She is going to meet an old friend, who works at the University of San Francisco.)

Show Sts that the first message has been numbered for them and ask them to continue putting them in order.

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

2 Lily! Great to hear from you...
3 It's from May 3rd to 7th...
4 It depends on the day...
5 Great. I'm going to book...
6 OK. Why don't you...
7 Wonderful...

c Get Sts to read the messages again in the right order and to answer the two questions.

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

She wants to see him when she is in San Francisco.
They are planning to meet for dinner in a restaurant that Ben knows.

Extra idea

- Put Sts in pairs, **A** and **B**. Assign them a role each—**A** is Lily and **B** is Ben. They should read the messages out loud in the correct order. Then they answer the questions.

Extra support

- To check comprehension, ask some more questions about the messages, e.g., *Does Ben like San Francisco?* (Yes, he says it is a great city.) *How long is Lily's conference?* (Five days.) *How long is Ben going to stay in Los Angeles?* (One day.), etc.

d Focus on the task and get Sts to match the highlighted words and phrases in the messages to meanings 1–6.

Check answers.

1	for ages	3	I'm still	5	both
2	arrangements	4	perhaps	6	set a day

Explain any other new vocabulary.

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e 1.62 Ask Sts *What does Lily say in her last message to Ben on Facebook?* (She is going to book her tickets and then let Ben know the flight times). Now focus on the instructions and make sure Sts understand the expression *leave a message*.

Play the audio for Sts to listen and complete the flight details. Play again if necessary.

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

Going out:
Date: (Sunday) **May 2nd**
Arrive San Francisco at **2:40 p.m.**
Going back:
Date: (Saturday) **May 8th**
Depart: San Francisco at **12:35 p.m.**
Hotel reservations: Six nights at Hotel **Nikko**.

1.62
(audioscript in Student Book on *page 119*)
Ben Hi. This is Ben West. Sorry I can't take your call. Please leave a message.
Lily Hi, Ben. It's me, Lily. Hope you're OK. I've booked my flight and hotel. I'm coming on Sunday, May 2nd – I couldn't get a flight on the first. I'm flying from Boston on JetBlue; and I'm arriving in San Francisco at 2:40 p.m. I'm going back on Saturday the 8th leaving at 12:35 p.m. I'm staying at a hotel, near the convention center. It's called the Hotel Nikko or Neekko– I'm not sure how you pronounce it, but it's N-I-K-K-O. I'm sure you know it. I'll call you on Sunday night when I get there. See you soon – I'm really looking forward to seeing you again.

Extra support

- If there's time, you could get Sts to listen again with the audioscript on *page 119*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

2 GRAMMAR present continuous (future arrangements)

a Tell Sts to look back at the Facebook messages in **1** and, in pairs, to underline five present continuous verbs. Then they should answer the two questions.

Check answers.

1 Are you still working at the University of San Francisco?
2 I'm going to Los Angeles.
3 I'm coming back the same day.
4 What are you doing that week?
5 ...it's going really well...

"Are you still working...?" and "...it's going really well..." are about now.
The other three refer to the future.

Explain briefly that the present continuous has two main uses:

1 To talk about temporary actions happening now and around now (e.g., *It's raining*). Sts reviewed this use in **1C**.

2 To talk about future actions (*I'm leaving tomorrow*).

b 1.63 Now Sts focus on three sentences from the message Lily left Ben and fill in the three blanks.

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

1 flying 2 arriving 3 staying

1.63
1 I'm flying from Boston on JetBlue.
2 I'm arriving in San Francisco at 2:40 p.m.
3 I'm staying at a hotel near the convention center.

c 1.64 Tell Sts to go to **Grammar Bank 3B** on *page 130*. Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Additional grammar notes

- Sts already know how to use the present continuous to talk about things happening now, but they may find this future use (*What are you doing this evening?*) strange. They may find it more natural to use the simple present tense for this. Typical mistake: *What do you do this evening? I go to the movies.*
- The difference between using *be going to* and the present continuous is very subtle, so it is probably worth stressing that they can often be used as alternative forms when we talk about plans and arrangements, e.g., *What are you going to do tonight? | What are you doing tonight?*
- You may want to point out that whereas it is very common to use the present continuous with verbs such as *leave*, *arrive*, *go*, *come* because these often refer to previously made travel arrangements, *be going to* is more common with actions for which you don't often make special arrangements, e.g., *I'm going to wash my hair tonight* is more common than *I'm washing my hair tonight*.
- It is also important to highlight that the present continuous is not used for predictions, e.g., *I'm sure you're going to find a job.* NOT ~~*I'm sure you're finding a job.*~~

Focus on the exercises for **3B** on *page 131*. Sts do the exercises individually or in pairs.

Check answers by getting Sts to read the full sentences.

a 1 N
2 F
3 F
4 N
5 N
6 F
7 F
8 N

b 1 'm packing
2 'm flying
3 are you going
4 'm seeing
5 are you meeting
6 'm working

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

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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.

d 1 65 Focus on the instructions. You could ask Sts *What day of the week is it when Lily calls?* (Sunday) *What's the date?* (May 2nd).

Now play the audio for Sts to listen to Lily and Ben's conversation. They must answer the question *What day do they arrange to meet?*

Check the answer.

Thursday

1 65
B = Ben, L = Lily
B Hello.
L Hi, Ben. It's me.
B Lily! How are you? How was your flight?
L Oh, fine. No problems at all.
B Are you at the hotel?
L Yes, and it's wonderful. It has an amazing swimming pool.
B Yes, I know. I've been there.
L So, when can we meet?
B Let's see – well, tonight's impossible; I'm seeing Paul, a Canadian friend. He invited me to dinner ages ago.
L That's fine – I'm a little tired anyway.
B How about tomorrow? I'm meeting students during the day, but I'm free in the evening.
L I have a conference dinner tomorrow night. Are you doing anything on Tuesday night?
B Sorry, but I'm playing tennis with three of my friends. We always play on Tuesday nights, so I can't cancel it. And I'm going to Los Angeles on Wednesday, like I told you, and I don't get back until very late, so Wednesday's out. What about Thursday night?
L Thursday's fine. Are you going to take me to that restaurant you mentioned?
B Restaurant – yes, yes of course.
L And then perhaps you can show me around a little on Friday? I'm free in the afternoon – the conference ends at lunchtime.
B Sorry, Friday afternoon's no good. I'm going to the dentist at four.
L Oh, poor you!
B But maybe after dinner on Thursday we can go for a walk and you can see San Francisco at night.
L Great!
B I can pick you up at the hotel at about 7:30. Is that OK?
L Perfect, see you there. Looking forward to it. It's been ages since I last saw you. Bye.

e Focus on Ben's calendar and elicit / teach *calendar*. Highlight how Ben has made the first entry, i.e. that he has left out *I am* before *seeing*, and just written the *-ing* form of the verb. Then tell Sts they are going to listen to the telephone conversation again and they need to complete Ben's calendar for the other days in the same way.

Play the audio once or twice if necessary.

Check answers and copy his calendar onto the board.

Monday	meeting students (during the day)
Tuesday	playing tennis (with three friends)
Wednesday	going to Los Angeles
Thursday	meeting Lily
Friday	going to dentist (at 4 p.m.)

f Focus on the instructions and the example.

Then get Sts to cover the calendar (and erase the answers from the board). In pairs, Sts test each other on what Ben is doing each day.

g 1 66 Focus on the task. You could ask Sts to predict if they think the meeting is going to be a success, what they think is going to happen, etc.

Play the audio once the whole way through.

Check answers.

Ben arrives to take Lily to the restaurant, and Lily is very pleased to see him. But Ben is not alone; he is with his girlfriend, Erika.

1 66
B Hi, Lily.
L Hi, Ben. How are you?
B I'm fine. And you? Not too tired from the conference?
L No, I'm fine. You look really well. Just the same as always.
B Thanks, you too.
L So, where are we going?
B A restaurant called Luella . It's really good.
L Wonderful. Let's go then.
B My car's outside. That one there. The blue Toyota. Uh, this is Erika. She's my...
Erika Hello, Lily. It's so nice to meet you. Ben has told me a lot about you.
L Hi, Erika.
B OK, everybody... get in. Let's go!

3 PRONUNCIATION & SPEAKING

sounding friendly

a 1 67 Tell Sts that sounding friendly often depends on intonation (the tone and movement of our voice up and down) and not always the words used. Emphasize that even if you use the right words, you may sound unfriendly or bored if your voice is too flat or monotone.

Focus on the dialogue and play the audio once for Sts just to listen.

1 67
See dialogue in Student Book on *page 23*

Now play the audio again, pausing after each sentence for Sts to listen and repeat. Encourage Sts to pay particular attention to copying the intonation and to try to use a wide voice range.

b In pairs, Sts practice the dialogue in **a**. Monitor and help with intonation.

c Focus on the instructions. Get Sts to complete three evenings in their calendar with activities. Encourage them just to write the *-ing* form of the verb, as in Ben's calendar.

Extra support

- Elicit a list of different activities they might be doing in the evening and write them on the board, e.g., *going to the movies, meeting friends, having dinner with…, going to a concert, studying for an exam,* etc.

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d Focus on the instructions and the example. Tell Sts they need to find another student who is free the same evening as them and do an activity together. When they agree, they both write it on their calendars. They then continue talking to other Sts to try to fill all their free evenings.

Demonstrate the activity by asking individual Sts *Are you free on Wednesday night?* Elicit either *Sorry, I'm…* or *Yes, I am*. If they are free, invite them to do something.

Tell Sts to stand up and talk to other Sts.

When they have finished, get some feedback from the class.

Extra support

- Write on the board ways of making suggestions / inviting to remind Sts, e.g., *Would you like to…?*, *Let's…*, *Why don't we…?*

4 VOCABULARY verbs + prepositions

a Focus on the three extracts from Lily and Ben's conversations and elicit that in each sentence there is a preposition missing. Highlight the fact that certain verbs are often followed by a particular preposition, e.g., *It depends **on** the weather.*

In pairs, Sts complete the sentences and then check answers.

1 on 2 in 3 to

b Tell Sts to go to **Vocabulary Bank *Prepositions*** on *page 153* and do **part 2 Verbs + prepositions**.

Focus on **a** and get Sts to complete the **Prepositions** column, individually or in pairs.

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

1.68

Verbs + prepositions

1 I arrived **in** New York City on Friday night.
2 I was very tired when I arrived **at** the hotel.
3 I hate waiting **for** people who are late.
4 **A** What are you going to do **on** the weekend?
B I don't know. It depends **on** the weather.
5 I'm sorry, but I really don't agree **with** you.
6 I asked **for** a chicken sandwich, but this is tuna.
7 Let's invite Debbie and Tim **to** the party.
8 Who's going to pay **for** the meal?
9 I need to speak **to** Martin **about** the meeting.
10 I don't spend much money **on** food.
11 Are you going to write **to** him soon?
12 Don't worry **about** the exam. It isn't very hard.
13 She fell **in** love **with** a man she met on the Internet.
14 You're not listening! What are you thinking **about**?
15 **A** What do you think **of** Shakira?
B I really like her. I think she's great.

Focus on **c** and get Sts to cover the **Prepositions** column and test themselves or each other.

Finally, go through the ***arrive in* or *arrive at*?** box with the class.

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

Extra support

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

c Get Sts to complete the questions with a preposition, and check answers.

1 for 2 for 3 to, about 4 on, on 5 in, with

Now put Sts in pairs and get them to ask and answer the questions.

Finally, get some feedback from the class.

5 WRITING

Tell Sts to go to **Writing *An informal email*** on *page 113*.

a Focus on the instructions. Get Sts to read the email and help them with any vocabulary, e.g., *your own room*, *to share a room*, *attaching*, etc.

Then focus on the expressions in the list and give Sts a few minutes in pairs to fill in the blanks.

Check answers. Make sure Sts understand the meaning of the expressions.

1 Dear Omar
2 Looking forward to hearing from you
3 Best wishes
4 P.S.

b Now get Sts to read the email again and answer questions 1–7.

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

1 In the summer
2 By plane
3 The Barnes family
4 No
5 a
6 b
7 So he can recognize them at the airport.

c Now focus on the instructions and tell Sts they are going to write an email to Mrs. Barnes. Go through the layout of the email with the class, pointing out the three different paragraphs.

Assign the writing in class or as homework.

d Make sure Sts check their emails for mistakes before handing them in.

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G defining relative clauses
V expressions for paraphrasing: *like*, *for example*, etc.
P pronunciation in a dictionary

3C What's the word?

Lesson plan

The topic of this lesson is words. First, Sts are introduced to simple, defining relative clauses through the context of a TV game show, where contestants have to define words to each other. This context shows Sts that relative clauses can help them with the essential language skill of paraphrasing. After practicing the grammar, they go on to learn other useful phrases that will help them keep going in a conversation when they don't know the exact word for something. Sts then read an article about new words that come into the language each year; and, finally, Sts see how a dictionary can help them pronounce new words correctly.

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

Extra photocopiable activities

- **Grammar** Defining relative clauses *page 170*
- **Communicative** Can you explain the word? *page 217* (instructions on *page 200*)

Optional lead-in (books closed)

- Tell Sts you are going to play a word game.
- Play *Hangman* with the word DICTIONARY.

! If you don't know how to play *Hangman*, see Level 1 Teacher's Book *page 23*.

- Tell Sts that the first part of the lesson is going to be about word games.

1 LISTENING

a Books open. Focus on the questions. Do the first one in pairs or as an open-class question.

Now give Sts, in pairs, three minutes to find as many words of four letters or more as possible.

Get some possible answers.

BRING, GREAT, DISH, CLEAN, SHINE, BLOND, etc.

Extra challenge

- You could play other word games with these letters, e.g., give Sts three minutes to try to make the longest word they can, and the highest scoring word they can (the numbers on each letter are the number of points the letters score, so e.g., BET scores 5).

b 2 2 Focus on the instructions and the question.

Play the audio for Sts to listen to the rules of the game.

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

Elicit the rules of the game show by asking these questions:

1 *How many contestants are there?* (two – Lola and Martin)
2 *How many words can Martin see on the TV screen?* (six)
3 *Who is going to give definitions, the host or Martin?* (Martin)
4 *Who is going to guess the words?* (Lola / the contestant)
5 *Which words can't Martin use?* (the words on the TV screen)

To make the rules absolutely clear, demonstrate the game to the class by drawing a card on the board and writing TAXI DRIVER on it. Explain that Martin can't use *taxi* or *driver* (or *drive*) in his definition. Elicit a possible definition, e.g., *A person who is in a car every day. He takes you to places and you pay him.*

Extra support

- Read through the audioscripts and decide if you need to preteach any new lexis before Sts listen.

2 2
(audioscript in Student Book on *page 119*)
H = Host, L = Lola
H Good evening, ladies and gentlemen, and welcome to *What's the Word?* And our first contestants tonight are Martin and Lola. Hello to you both. Are you nervous?
L Just a little.
H Well, just try and relax and play *What's the Word?* with us. If you're watching the show for the first time, here's how we play the game. As you can see, Martin has a TV screen in front of him and six words are going to appear on the screen. Martin has two minutes to describe the words to Lola so that she can guess what they are. But he can't use any part of the words on the screen. So, for example, if the word is *taxi driver*, he can't use the word *taxi* or *driver* or *drive*.
Martin, Lola, are you ready?

c 2 3 Sts now listen to the rest of the show. Tell them that they have to listen to Martin's definitions. They will not hear Lola's answers, so they have to guess the six words on the TV screen.

Tell Sts you are going to play the audio twice. Explain that the first time you are going to play all of the show and Sts should try to write down some of the words. Tell Sts not to call out the answers. Tell Sts that the second time you are going to pause the audio to give them time to write down each word.

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Play the audio.

Get Sts to compare with a partner, but do not check answers yet.

2 3
(audioscript in Student Book on *page 119*)
H = Host, L = Lola, M = Martin
H Martin, Lola, are you ready?
M and L Yes.
H OK, Martin, you have two minutes to describe your six words, starting now!
M OK, word number one. It's a person. It's somebody who works in a hospital.
L A doctor.
M No, no, no... it's the person who helps the doctor and takes care of the patients.
L Oh, a (bleep).
M That's right. Word number two. It's a place. It's somewhere where people go when they want to buy things.
L A store.
M Not exactly. It's bigger and you can buy all kinds of different things there, especially food.
L A (bleep)?
M Yes, good job. OK, word number three. It's a thing... mmm. It's something that we use for everything nowadays. For the Internet, for talking to people, for taking photos... It's a kind of gadget. Everyone has one.
L A (bleep)?
M That's it! Word number four. It's an adjective. It's the opposite of dark.
L Light?
M It's like light, but you only use it to describe hair.
L (bleep)?
M Yes! Word number five. It's an adjective again. Uh... You use it to describe a person who's... uh, who's quick at learning things.
L Intelligent?
M No, but it's similar to intelligent. It's the opposite of stupid.
L (bleep)!
M Yes, right. And word number six, the last one. OK. It's a verb. For example, you do this to the TV.
L Watch?
M No... It's what you do when you finish watching TV at night.
L Uh... go to bed?
M No! Come on! You do it to the TV before you go to bed.
L Oh, (bleep)?
M Yes!

d 2 4 Tell Sts that they are going to listen to Lola and Martin again, but this time they will hear Lola's answers. They must compare their answers to Lola's.

Play the audio the whole way through for Sts to compare their answers.

Check answers.

1	a nurse	3	a smartphone	5	smart
2	a supermarket	4	blond	6	turn off

2 4
H Martin, Lola, are you ready?
M and L Yes.
H OK, Martin, you have two minutes to describe your six words, starting now!
M OK, word number one. It's a person. It's somebody who works in a hospital.
L A doctor.
M No, no, no... it's the person who helps the doctor and takes care of the patients.
L Oh, a nurse.
M That's right. Word number two. It's a place. It's somewhere where people go when they want to buy things.
L A store.
M Not exactly. It's bigger and you can buy all kinds of different things there, especially food.
L A supermarket?
M Yes, good job. OK, word number three. It's a thing... mmm. It's something that we use for everything nowadays. For the Internet, for talking to people, for taking photos... It's a kind of gadget. Everyone has one.
L A smartphone?
M That's it! Word number four. It's an adjective. It's the opposite of dark.
L Light?
M It's like light, but you only use it to describe hair.
L Blond?
M Yes! Word number five. It's an adjective again. Uh...You use it to describe a person who's... uh, who's quick at learning things.
L Intelligent?
M No, but it's similar to intelligent. It's the opposite of stupid.
L Smart!
M Yes, right. And word number six, the last one. OK. It's a verb. For example, you do this to the TV.
L Watch?
M No... It's what you do when you finish watching TV at night.
L Uh... go to bed?
M No! Come on! You do it to the TV before you go to bed.
L Oh, turn off?
M Yes!

Extra support

- If there's time, you could get Sts to listen again to all three parts of the audio with the audioscripts on *page 119*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

2 GRAMMAR

defining relative clauses

a Focus on the three sentences from the audioscript of *What's the Word?* and get Sts to fill in the blanks.

Check answers and elicit what they refer to.

1 that 2 where 3 who
1 = a smartphone, 2 = a supermarket, 3 = a nurse

b Get Sts to focus on the three sentences in **a** and to look at when the words *who*, *that*, and *where* are used.

Get feedback.

We use *who* with people, *that* with people or things, and *where* with places.

c 2 5 Tell Sts to go to **Grammar Bank 3C** on *page 130*. Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Additional grammar notes

- You may want to point out that in conversation and informal writing, native speakers often use *that* instead of *who*, e.g., *A waiter is somebody that works in a restaurant.*

! The relative pronoun can be omitted in sentences like *This is the book I told you about*, where the subject of the relative clause changes, but this is not focused on at this level.

Focus on the exercises for **3C** on *page 131*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

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a 1 that 3 who 5 who 7 where
2 that 4 where 6 that

b 1 That's the dog that always barks at night.
2 That's the store where I bought my wedding dress.
3 That's the actor who was in *Glee*.
4 They're the children who live next door to me.
5 This is the restaurant where they make great pizza.
6 That's the switch that controls the air-conditioner.
7 He's the teacher who teaches my sister.
8 That's the room where we have our meetings.
9 This is the light that is broken.

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

Extra support

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

3 VOCABULARY paraphrasing

a Focus on the question and go through the possible answers a–c, making sure Sts understand them.

Elicit answers and try to get a mini discussion going about the relative merits of each one.

You may want to point out to Sts that the word to describe option **c** is *paraphrasing* (the subheading of this section).

b 2 6 Tell Sts that they are going to learn some useful expressions to help them explain words they don't know. In pairs, Sts complete the eight expressions using the words in the list.

Play the audio for Sts to listen and check.

2 6
1 It's **somebody** who works in a hospital.
2 It's **something** that we use for everything nowadays.
3 It's **somewhere** where people go when they want to buy something.
4 It's a **kind** of gadget.
5 It's the **opposite** of dark.
6 It's **like** light, but you use it to describe hair.
7 It's **similar** to intelligent.
8 For **example**, you do this to the TV.

Extra idea

- Play the audio again, pausing after each sentence, and elicit the word being defined – they are all from **1 Listening**.

c Focus on the six words and make sure Sts know what they mean.

In pairs, Sts write definitions for the words.

Elicit some of their answers onto the board.

Possible answers
1 It's somebody who plays music on the radio or in a club.
2 It's somewhere where you see paintings.
3 It's something that you use to take photos.
4 It's a kind of machine that you use to go from one floor of a building to another.
5 For example, you do this when you are on the beach.
6 It's the opposite of *straight*.

4 SPEAKING

Put Sts in pairs, **A** and **B**, and get them to sit face-to-face. Tell them to go to **Communication *What's the word?***, **A** on *page 101*, **B** on *page 107*.

Go through the instructions with them carefully and make sure Sts are clear what they have to do.

! If Sts don't know what any of their words mean, they should raise their hand for you to go and help them.

A starts by defining his / her first word, and **B** guesses and writes it down. When **A** has finished defining all six words, they change roles.

When Sts have finished, they show each other their guesses to make sure they have the right answers.

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

5 READING

a Focus on the article and the title. Ask Sts if they can think of a new word that has come into their language recently, and say what it means. Then ask them if they can think of an English word that has come into use in the last five years.

Now focus on the two questions. Tell Sts to read the article to find the answers.

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

The article mentions four ways to create new words:
1 by combining two words
2 by changing nouns into verbs
3 by adopting foreign words
4 from the names of brands or companies.

b Now focus on the highlighted words. Tell Sts, in pairs, to look at them in context and try to guess what they mean, and then to match them to definitions 1–6.

Check answers.

1 boy toy 3 barista 5 latte
2 to text 4 road rage 6 gastropub

c Finally, focus on the words in the list. Model and drill the pronunciation. Tell Sts to be careful with *iPod* /'aɪpɑd/ and *Wi-Fi* /'waɪ faɪ/, as they may be pronounced with a different vowel sound in their language.

Put Sts in pairs and give them two minutes to think of good definitions.

Check answers and pronunciation of these words. Accept any suggestions that define the words well.

Possible answers
emoticon – a symbol that expresses or shows a feeling, e.g., happy or sad
to tweet – to write something on *Twitter*
iPod – something people use to listen to music that they download from the Internet
to google – to look for information on the Internet using Google
Wi-Fi – a way of getting the Internet without cables
ringtone – the sound a cell phone makes when it rings
smartphone – a cell phone that also has Internet

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6 PRONUNCIATION

pronunciation in a dictionary

Pronunciation notes

- Although many Sts will still be using a bilingual dictionary, many also with audio on their phone, it is also useful for them to be able to recognize phonetic symbols so that they can figure out the pronunciation of words in their dictionary.
- Encourage Sts to use their dictionaries to check pronunciation of new words.

a Focus on the two dictionary extracts and establish what abbreviations 1–4 mean. You might want to tell Sts that the first extract is from a monolingual dictionary, and the second one is from a English – Spanish dictionary.

1 verb 2 adjective 3 somebody 4 something

b Focus on the phonetic transcription of the two words in **a** (*search* and *busy*) and elicit the pronunciation. Ask *Why doesn't* search *have a stress mark in it?* (because it only has one syllable). For *busy*, show the correct stress by writing it on the board with the stressed syllable underlined (*busy*).

c 2 7 Focus on the **Checking pronunciation in a dictionary** box and go through it with the class.

Then put Sts in pairs and give them a couple of minutes to decide how the six words are pronounced, using the **Sound Bank** on *pages 166–167* to help them with phonetic symbols.

Now play the audio for Sts to listen and check. Also check to be sure Sts know what the words mean.

Then play it again, pausing after each word for Sts to repeat.

2 7
See words in Student Book on *page 25*.

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Vocabulary restaurants: *menu*, *bill*, etc.
Function ordering food and a drink; explaining when there is a problem
Language *I'm sorry, but...*, etc.

PRACTICAL ENGLISH

Episode 2 Restaurant problems

Lesson plan

In this lesson, Sts practice ordering food and then explaining that there is a problem. The Rob and Jenny story develops. Jenny shows Rob around the New York office and introduces him to Barbara, the boss. Jenny and Rob go out for lunch, and Holly, Jenny's co-worker, joins them and takes over the conversation!

STUDY LINK
- **Workbook** Restaurant problems

Testing Program CD-ROM
- **Quick Test 3**
- **File 3 Test**

Optional lead-in (books closed)

- Before starting Episode 2, elicit what Sts can remember about Episode 1. Ask *Who's Rob?, Where does he work / live?, Who's Jenny?, Where is she from?*, etc.
- Alternatively, you could play the last scene of Episode 1.

1 VIDEO IN THE NEW YORK OFFICE

a 2 8 Focus on the photo and ask Sts to guess where Rob is and who the people are.

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

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

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

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

2 8
(audioscript in Student Book on *pages 119–120*)
J = **Jenny**, **R** = **Rob**, **B** = **Barbara**, **H** = **Holly**

J Well, I think that's everything. What do you think of the office?
R It's brilliant. And much bigger than our place in London.
J Oh, here's Barbara. Rob, this is Barbara, the editor of the magazine.
B It's good to finally meet you, Rob.
R It's great to be here.
B Is this your first time in New York?
R No, I came here when I was 18. But only for a few days.
B Well, I hope you get to know New York much better this time!
J Barbara, I'm going to take Rob out for lunch. Would you like to come with us?
B I'd love to, but unfortunately I have a meeting at one. So, I'll see you later. We're meeting at three, I think.
J That's right.
B Have a nice lunch.
***
H Hey, are you Rob Walker?
R Yes.
H Hi, I'm Holly. Holly Tyler.
R Hello, Holly.
H We're going to be working together.
J Really?
H Didn't Barbara tell you? I'm going to be Rob's photographer!
J Oh, well... We're just going for lunch.
H Cool! I can come with you. I mean, I had a sandwich earlier, so I don't need to eat, but Rob and I can talk. Is that OK?
J Sure.
H So, let's go.

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

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

1 The New York office is **much bigger**.
2 Barbara is the **editor** of the magazine.
3 Rob **has been** to New York before.
4 **Holly** is going to have lunch with Rob and Jenny.
6 Holly wants to go to the restaurant because she wants **to talk to Rob**.

Extra support

- If there's time, you could get Sts to listen again with the audioscript on *pages 119–120*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

2 VOCABULARY restaurants

Put Sts in pairs and tell them to answer the questions in the restaurant quiz.

Check answers.

What do you call...?
1 the menu
2 courses
3 a waiter / waitress
4 the check
5 the tip

What do you say...?
1 A table for four, please.
2 Can / Could I have the...? / I'll have the... / I'd like the...
3 Can / Could we have the check, please?

Extra idea

- You could do the quiz as a competition. Set a time limit, and the pair with the most correct answers wins.

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3 VIDEO AT THE RESTAURANT

a 2.9 Focus on the photo and ask Sts *Where are they?* (At the restaurant), *Who are the three people?* (Rob, the waitress, and Jenny).

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

Play the audio once the whole way through, and then check answers. You might want to point out that the waitress has an Australian accent.

1 Jenny orders tuna and a green salad. Rob orders steak and fries. Holly doesn't order anything.
2 The waitress gives Jenny fries instead of a salad, and Rob's steak is rare, not well done.

2.9 2.10

W = **waitress**, **J** = **Jenny**, **R** = **Rob**, **H** = **Holly**
W Are you ready to **order**?
J Yes, please. (*repeat*)
W Can I get you something to **start** with?
J No, thank you. (*repeat*) I'd like the tuna with a green salad. (*repeat*)
W And for you, sir?
R I'll have the steak, please. (*repeat*)
W Would you like that with fries, or a baked **potato**?
R Fries, please. (*repeat*)
W How would you like your steak? Rare, **medium**, or well done?
R Well done. (*repeat*)
H Nothing for me. (*repeat*)
W OK. And to **drink**?
J Water, please. (*repeat*)
W **Still** or sparkling?
J Sparkling. (*repeat*)
***
W The tuna for you ma'am, and the steak for you, **sir**.
J I'm sorry, but I asked for a green salad, not fries. (*repeat*)
W No problem. I'll **change** it.
R Excuse me. (*repeat*)
W Yes, sir?
R Sorry, I asked for my steak well done and this is rare. (*repeat*)
W I'm really sorry. I'll **take** it back to the kitchen.

b Focus on the dialogue in the chart. Elicit who says the **You Hear** phrases (the waitress) and who says the **You Say** phrases (the customer, or here, Jenny, Rob, and Holly). These phrases will be useful for Sts if they need to order food / a drink and if they then have problems. Point out the **American and British English** box on the page. You might also want to point out the difference between "ma'am" in American English, and "madam" in British English.

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

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

See words in **bold** in script 2.9.

Go through the dialogue line by line with Sts, helping them with any words or expressions they don't understand. Make sure Sts understand that *rare*, *medium*, and *well done* refer to the different ways a steak can be cooked. Also remind Sts of the two kinds of mineral water, *still* (= no bubbles) and *sparkling* (= with bubbles).

c 2.10 Now focus on the **You Say** phrases and tell Sts they're going to hear the dialogue again. They should repeat the **You Say** phrases when they hear the beep. Elicit / explain the two ways of ordering, e.g., *I'd like* (I would like) *the tuna with a green salad* or *I'll have the steak, please*. Elicit what Holly says (*Nothing for me.*) and ask Sts why she says that (She had a sandwich earlier).

Play the audio, pausing if necessary for Sts to repeat the phrases. Encourage them to copy the rhythm and intonation, but probably not to try to copy Rob's British accent.

d Put Sts in pairs, **A** and **B**. **A** is Jenny, Rob, and Holly, and **B** is the waiter / waitress. Get Sts to read the dialogue aloud, and then change roles.

e Focus on the instructions. **B** (book open) is the waiter / waitress. **A** (book closed) should decide what to eat and then respond when **B** starts with *Are you ready to order?*

Sts now role-play the dialogue.

f When they have finished, they should change roles.

You could get a few groups to perform in front of the class.

4 VIDEO HOLLY AND ROB MAKE FRIENDS

a 2.11 Focus on the photo and the question.

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

Rob and Holly enjoy the lunch, but Jenny doesn't.

2.11

(audioscript in Student Book on *page 120*)
H = **Holly**, **R** = **Rob**, **J** = **Jenny**, **W** = **waitress**
H So tell me, Rob. What are you going to write about?
R Well, to start with, my first impressions of New York. You know, the nightlife, the music, things like that.
H Are you planning to do any interviews?
R I'd like to. Do you have any suggestions?
H Well, I know some great musicians.
R Musicians?
H You know, guys in bands. And I also have some contacts in the theater and dance.
R That would be great.
H Maybe we could go to a show, and after you could talk to the actors.
R I really like that idea.
W Can I bring you anything else?
J Could we have the check, please?
W Yes, ma'am.
***
W Here's your check.
J Thanks.
***
J Excuse me. I think there's a mistake. We had two bottles of water, not three.
W You're right. I'm really sorry. It's not my day today! I'll get you a new check.
J Thank you.
H We're going to have a fun month, Rob.
R Yeah, I think it's going to be fantastic.
J OK, time to go. You have your meeting with Barbara at three.
R Oh yeah, right.

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b Focus on questions 1–6 and give Sts time to read them.

Before playing the audio again, focus on the **American and British English** box and go through it with the class.

Now play the audio again, so Sts can listen a second time and answer the questions.

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

1 He's going to write about his first impressions of New York, the nightlife, and music.
2 Holly says she can introduce him to musicians, and she also knows people in the theater and dance.
3 She says they could go to a show.
4 It says three bottles of water, but they only had two.
5 Because Rob has a meeting with Barbara (and maybe because she is getting tired of Holly).
6 No, she wanted to be alone with Rob.

Extra support

- If there's time, you could get Sts to listen again with the audioscript on *page 120*, 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, Sts think about what the missing words could be.

Extra challenge

- In pairs, Sts complete the phrases before they listen.

d 2 12 Play the audio for Sts to listen and complete the phrases.

Check answers.

2 12

Holly	**So**, tell me, Rob...
Rob	Well, to **start** with...
Rob	Do you have any **suggestions**?
Rob	That would **be** great.
Jenny	**Could** we have the check, please?
Jenny	Excuse me. I think there's a **mistake**.
Jenny	OK, **time** to go.

If you know your Sts' L1, you could get them to translate the phrases. If not, get Sts to take a look at the phrases again in context in the audioscript on *page 120*.

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

Finally, focus on the **Can you...?** questions and ask Sts if they feel confident they can now do these things.

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G present perfect + *yet* and *already*
V housework, *make* or *do*?
P /y/ and /dʒ/

4A Parents and teenagers

Lesson plan

This lesson presents the present perfect to talk about the recent past, and Sts also learn to use it with *yet* and *already*. Sts who completed *American English File* 1 will have already seen the present perfect (though not *yet* and *already*), but for other Sts this will be completely new. The context is problems between teenagers and parents, from both points of view. Sts begin with an article to read, where they have to decide whether the problems referred to are teenagers talking about their parents, or vice versa. There is then a vocabulary focus on common verb phrases for housework, and collocations with *make* and *do*. The grammar is then presented through four short dialogues. This is followed by a pronunciation focus on two consonant sounds, /y/ and /dʒ/, and the lesson ends with a listening about teenagers who take care of their parents.

STUDY LINK
- **Workbook** 4A

Extra photocopiable activities

- **Grammar** Present perfect + *yet* and *already* *page 171*
- **Communicative** Find the response *page 218* (instructions *page 200*)
- **Vocabulary** Housework, *make* and *do* page 253 (instructions *page 246*)

Optional lead-in (books closed)

- Write MY FAMILY'S ANNOYING HABITS on the board and establish the meaning of *annoying habits*. Give examples to help, e.g., *My sister spends hours in the bathroom in the morning. My father changes TV channels all the time.*
- Elicit some annoying habits that your Sts' families have and write them on the board.

1 READING

a Books open. Focus on the definition of *teenager*. Elicit its pronunciation, and then model and drill. Elicit a similar word in Sts' L1 if there is one. Find out how many teenagers there are in your class and, if you have adults, how many of them have teenage children.

b Focus on the title of the article and, if you didn't do the **Optional lead-in**, elicit / explain the meaning of *annoying habits* (= things people do regularly that others don't like). Then focus on the task and make sure Sts are clear that they have to write P if they think the sentence is a parent complaining about a teenager, and T if it is a teenager complaining about his / her parents. Set a time limit for them to read the article and do the task.

c Get Sts to compare their guesses with a partner, and see if they agree with each other.

Check answers. Although this is who was speaking in the original article, Sts (especially teenagers) may argue that some of them could refer to either, e.g., 1 and 3.

1 T	3 T	5 P	7 T
2 P	4 P	6 T	8 P

d Now focus on the highlighted verbs and verb phrases and get Sts in pairs to try to guess their meaning from the context.

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

Explain any other new vocabulary.

e Do this as an open-class activity and elicit opinions and ideas about what annoys your Sts, and tell the class what you think.

2 VOCABULARY housework, *make* or *do*?

a Tell Sts to look back at the highlighted verb phrases in the article and to find three connected with housework.

Check answers.

1 to clean it 2 pick up dirty clothes 3 do the dishes

b Tell Sts to go to **Vocabulary Bank *Housework, make or do?*** on *page 154*. Focus on **1 Housework** and get Sts to match the verb phrases and pictures in **a**.

2 13 Now do **b**. Play the audio for Sts to check answers. Play it again, pausing after each phrase for Sts to repeat. Give further practice of words and phrases your Sts find difficult to pronounce.

You may want to point out that *wash* and *wash* can be used instead of *do*, e.g., *wash the dishes*, *wash (my) clothes*.

2 13
Housework
7 clean the floor
9 clean your room
8 do the dishes
6 do the ironing
2 do the laundry
3 do the shopping
12 make lunch
4 make the beds
10 pick up dirty clothes
5 put away your clothes
1 set the table
11 take out the garbage

Finally, do **c** and get Sts to cover the phrases and look at the pictures. They can test themselves or a partner.

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Now focus on **2** ***Make* or *do*?** and get Sts to do **a**.

2 14 Now do **b**. Play the audio for Sts to check answers. Then play it again, pausing after each phrase for Sts to repeat. Give further practice of any words your Sts find difficult to pronounce.

2 14
***Make* or *do*?**
1 **do** a crossword
2 **make** a mistake
3 **do** an exercise / **do** homework
4 **make** a noise
5 **make** a phone call
6 **do** housework
7 **make** friends
8 **make** lunch / **make** dinner
9 **do** yoga
10 **make** plans

Suggest that when Sts aren't sure whether to use *make* or *do*, they should bear in mind that *make* often has the meaning of "creating" something that wasn't there before, e.g., *make dinner*, *make a noise*, *make a cake*, etc. whereas *do* has the meaning of fulfilling a task that already exists, e.g., *do an exercise*, *do housework*, *do yoga*, etc. This rule of thumb is generally true, although there are a few exceptions, e.g., *make the bed*.

Finally, do **c** and get Sts to cover the phrases and look at the pictures. They can test themselves or a partner.

Focus on **d** and make sure Sts understand the questions. Then Sts discuss them in pairs.

Get some feedback from the class.

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 Vocabulary photocopiable activity at this point.

3 GRAMMAR

present perfect + *yet* and *already*

a 2 15 Get Sts to cover the dialogues in **b** and focus on the pictures. Remind Sts of the meaning of *argue* and model and drill pronunciation. Ask them to discuss what they think the people are arguing about.

Elicit some ideas, but do not tell Sts if they are right.

Now play the audio once for Sts to check their guesses.

Check answers.

1 The daughter borrowed her mother's sweater.
2 The father thinks the son hasn't done his homework.
3 The father thinks his daughter is spending too long in the bathroom.
4 The boy is making a mess with his sandwich.

2 15
1 **A** Have you seen my yellow sweater? I can't find it.
B No, I haven't. Have you looked in your closet?
A Of course I have. What's that under your bed?
B Oh, yeah. I remember now. I borrowed it.
2 **A** Why aren't you doing your homework?
B I've already done it.
A Really? When?
B I did it on the bus this afternoon.
3 **A** Have you finished yet?
B Almost.
A I need the bathroom now.
B But I haven't dried my hair yet.
A Well, hurry up then.
4 **A** I've already asked you to get a plate for that sandwich? I just cleaned the floor, you know.
B OK. Oops – too late. Sorry!

b Focus on the dialogues and the list of verbs. Explain that these are past participles. Give Sts time to complete the four dialogues.

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

Check answers and elicit the base form of each verb.

1 looked (look)
2 done (do)
3 finished (finish), dried (dry)
4 asked (ask)

c Focus on the instructions. Give Sts time to look at the questions.

Check answers. Elicit / explain that the verbs are in the present perfect.

b

d Give Sts time to underline *yet* and *already* in dialogues 2–4.

Check answers.

If you know your Sts' L1, you could elicit the translation of *yet* and *already*.

yet = until now
already = earlier than expected

e 2 16 2 17 Tell Sts to go to **Grammar Bank 4A** on *page 132*. Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

If your Sts are new to the present perfect, when you go to the **Irregular verbs** list on *page 164*, get them to underline or highlight the verbs where the past participle is different from the simple past, e.g., *be*, *become*, etc.

Additional grammar notes

- For some Sts, the present perfect may be new. They may have something similar in their L1 or they may not, and the use is likely to be different. It takes time for Sts to learn and use the present perfect correctly, but this use (for things that have happened recently with no time mentioned) is probably the simplest to understand, and Sts will probably already be used to you asking them, e.g., *Have you finished?*, etc.
- *Yet* / *already* may not have an exact equivalent in Sts' L1, and the meaning is not that easy to explain, as they are words that simply add emphasis. There is not much difference between *I haven't finished* and *I haven't finished yet*, but adding *yet* implies that you are going to finish.

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- Lesson **4B** focuses on the present perfect for past experience with *ever* / *never*, and contrasts it with the simple past. Later in the course (**9B**), Sts are introduced to the present perfect with *for* and *since* for unfinished actions, and this is again contrasted with the simple past in **9C**.

Focus on the exercises for **4A** on *page 133*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a
1 She's bought a new jacket.
2 He hasn't found a job yet.
3 Have you spoken to Mr. Jackson?
4 We've found a great hotel.
5 They haven't finished eating.
6 Have you seen Peter this morning?
7 Have you done your homework this week?
8 We haven't replied to Ms. Jones's email yet.

b
1 I've already had breakfast.
2 Have you finished your homework yet?
3 The movie has already started.
4 I haven't met his wife yet.
5 They've already bought their math books.
6 He's already gone home.
7 Have you spoken to him yet?
8 I haven't read his new book yet.

Tell Sts to go back to the main lesson **4A**.

Extra support

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

f 2 18 Focus on the instructions and examples. Play the audio, pausing after each sentence for Sts to make the appropriate change.

Get Sts to repeat the new sentence when they have heard it.

2 18
1 I've finished. (*pause*) I haven't finished.
2 It hasn't rained. (*pause*) It's rained.
3 You haven't changed. (*pause*) You've changed.
4 He's arrived. (*pause*) He hasn't arrived.
5 We haven't argued. (*pause*) We've argued.
6 It's started. (*pause*) It hasn't started.
7 They haven't landed. (*pause*) They've landed.
8 She hasn't passed. (*pause*) She's passed.
9 I haven't studied a lot. (*pause*). I've studied a lot.
10 It hasn't stopped raining. (*pause*) It's stopped raining.

Then repeat the activity, eliciting responses from individual Sts.

4 PRONUNCIATION & SPEAKING /y/ and /dʒ/

Pronunciation notes

- Remind Sts that:
  - *y* at the beginning of a word is always pronounced /y/.
  - the letter *j* is always pronounced /dʒ/.
  - *g* before *i* or *e* is also often pronounced /dʒ/, e.g., *manager*, *general*, *giraffe*, *German*, etc.

a 2 19 Focus on the sound pictures and elicit the words and sounds: *yacht* /y/ and *jazz* /dʒ/.

Then play the audio once for Sts just to listen.

2 19
yacht /y/ jazz /dʒ/

Play the audio again, pausing after each word and sound for Sts to repeat.

b 2 20 Get Sts to look at the list of words and put them in the right column. Remind Sts that this kind of exercise is easier if they say the words aloud to themselves.

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

2 20
yacht yet, yellow, use, uniform, year, yoga, beautiful, young, argue
jazz just, college, change, teenager, enjoy, jacket, bridge

Now play the audio again for Sts to listen and repeat the words.

c Read the two sentences out loud for Sts. Then read the first and get Sts to repeat it. Do the same with the second.

Get Sts to practice saying the sentences in pairs.

Get some feedback.

d Tell Sts to go to **Communication *Has he done it yet?*** on *page 101*. Give Sts one minute to look at and remember the picture.

Now tell Sts to go to *page 102*. Go through the instructions. They should write their nine sentences with either *yet* or *already*.

When Sts have written their sentences, put them into pairs. They read their sentences aloud to each other to see if they have written the same. Monitor to check that they are forming the present perfect correctly and are putting *yet* and *already* in the right place.

Finally, Sts check with the picture to see how many of their sentences were right.

Get feedback.

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Things Max has already done
1 He has already made the bed.
2 He has already taken the dog for a walk.
3 He has already taken a shower.
4 He has already had breakfast.

Things Max hasn't done yet
1 He hasn't washed his coffee cups yet.
2 He hasn't cleaned up his desk yet.
3 He hasn't picked up his towel yet.
4 He hasn't turned off his computer yet.
5 He hasn't put his clothes in the closet yet.

Tell Sts to go back to the main lesson **4A**.

e 2 21 Tell Sts they are going to hear some sound effects of things that have recently happened. Put Sts in pairs and tell them first to listen and make notes only. Play the audio once.

Then play the audio again, pausing after each sound effect for Sts to write a sentence with the present perfect.

Check answers. Accept all correct and possible sentences.

2 21
Sound effects to illustrate the following sentences:
1 Someone's broken a glass.
2 They've gotten married.
3 He's taken a photo.
4 She's seen a mouse.
5 The movie has finished.
6 A dog has seen a cat.

5 LISTENING

a 2 22 Focus on the instructions and elicit / explain that *teenage caregivers* = teenagers who have to take care of family members. Sts should listen and answer questions 1–3. Make sure they understand *reputation* (= what people think or say about sby or sth).

Play the introduction to the program.

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

Play the audio again if necessary.

Extra support

- Read through the audioscripts and decide if you need to preteach any new lexis before Sts listen.

1 They have a bad reputation, e.g., for being lazy, messy, etc.
2 1.4 million.
3 feeding, washing, and taking care of family members.

2 22
(audioscript in Student Book on *page 120*)
H = host
H Teenagers today have a bad reputation. People say that they are lazy and messy and that they do very little to help their parents around the house. But there are some teenagers for whom this description is just not true at all. It is estimated that there are more than 1.4 million teenagers in the US who have to look after a member of their family, their mother or father or brother or sister. In many cases these young helpers, or "caregivers" as they are called, are doing things like feeding, washing, and taking care of family members, as well as doing their school work.

b 2 23 Now tell Sts they are going to listen to the rest of the program, which is an interview with two teenagers. The first time they listen, they should answer the two questions.

Play the audio once the whole way through.

Check answers.

They both take care of their mothers and do housework. They feel positive.

2 23
(audioscript in Student Book on *page 120*)
H = host, **A = Alice**, **D = Daniel**
H I'd like to welcome to the program two of these teenagers, Alice and Daniel, who are 17 years old, and who both take care of family members. Hello, Alice, hello, Daniel.
A and D Hi.
H Who do you take care of?
A I take care of my mom. She has M.E. – it's a disease – it means that she feels tired all the time and she can't walk very well. And I also take care of my younger brother and sister. He's six and she's four.
D I take care of my mom, too. She had a bad car accident seven years ago and she can't walk. I also take care of my little sister.
H You both do a lot of housework. What exactly do you do?
A On a normal day, I get up early and I clean the house and I do the ironing. After school, I sometimes take my mom to the store in her wheelchair. In the evening my dad makes the dinner – I'm not very good at cooking! But I make sure my brother and sister eat their dinner and then I put them to bed.
D My day's pretty similar. I clean the house and iron, but I also do the cooking and the grocery shopping. My dad left home four years ago, so we're on our own. I take my sister to school and make sure that my mom is OK. I have to give her massages every evening.
H How do you feel about the way you live?
A I don't really mind taking care of my mom. She's sick and she needs my help. But sometimes I feel a little sad when I can't go out because there are things to do around the house. And I sometimes get angry with my school friends. They don't really understand the problems I have at home. All they think about is clothes, boys, and going out.
D I like what I do because I'm helping my mom and I'm helping my sister at the same time. Of course, it's true that I can't go out much, because I need to spend most of my time at home. I sometimes go out with my friends, but I don't like leaving my mom by herself. I always make sure that I have my cell phone. If my mom needs anything, she calls me and I go back home. It's not a problem for me. It's just part of my life.
H You're both doing a great job. Thanks very much for coming on the program...

c Now tell Sts they are going to listen to the interview again, and they need to decide who 1–8 refer to and write the appropriate initial next to each one. Give Sts a minute to read 1–8, and then play the audio.

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

Check answers.

1 B	3 B	5 D	7 A
2 A	4 A	6 D	8 D

Extra support

- If there's time, you could get Sts to listen again with the audioscripts on *page 120*, 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 and answer the questions yourself if you know any teenagers who are caregivers.

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G present perfect or simple past? (1)
V shopping
P *c* and *ch*

4B Fashion and shopping

Lesson plan

In this lesson, Sts look at the present perfect for past experience with *ever* / *never* and contrast it with the simple past. Again, for Sts who completed *American English File* 1, this will be review. The context of the lesson is fashion and shopping. Sts begin by reading an interview (exclusive to *American English File*) with a designer who designs clothes for celebrities, and through this the grammar is presented. Sts then listen to four different people answering the question *Have you ever bought something that you've never worn?* The vocabulary focus is on shopping, and the pronunciation is on different ways of pronouncing the letters *c* and *ch*. Finally, Sts have a mingle activity where they ask other Sts some shopping-related *Have you ever…?* questions, which they then follow up with simple past questions.

STUDY LINK
- **Workbook** 4B

Extra photocopiable activities

- **Grammar** Present perfect or simple past? page 172
- **Communicative** Have you ever...? page 219 (instructions *page 201*)
- **Vocabulary** Shopping page 254 (instructions *page 246*)

Optional lead-in (books closed)

- Quickly review vocabulary for clothes. Tell Sts to test each other using the **Vocabulary Bank** on *page 151*.

1 READING

a Books open. Focus on the questions and get Sts to answer them in pairs.

Get some feedback.

Some possible answers
Coco Chanel: French, designs for women; clothes, perfume, bags, sunglasses, etc.
Giorgio Armani: Italian, designs for men and women; clothes, perfume, sunglasses, etc.
Donna Karan: American, designs for women; clothes, perfume

b Focus on the introduction and the photos. In pairs or as a class, Sts say whether they like the clothes in the photos. You could tell the class what you think, too.

Extra idea

- If Sts know who Sarah Ferguson and Kate Middleton (now the Duchess of Cambridge) are, ask them if they like the way they dress.

c Focus on the instructions and the **Glossary**. Before Sts read the interview, you might also want to check that they understand all the lexis in sentences A–F, e.g., *sewing* and *chic*. You might also want to model and drill their pronunciation, /ˈsoʊɪŋ/ and /ʃik/.

Then give Sts time to read the interview and fill in blanks 1–6 with sentences A–F.

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

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

d Tell Sts to read the interview again and look at the highlighted words and phrases. They should try to guess their meaning from context. Remind them that all the words and phrases are related to fashion and shopping.

In pairs, Sts should compare their guesses.

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

Explain any other new vocabulary.

2 GRAMMAR present perfect or simple past? (1)

a Tell Sts to look back at the last four questions in the interview and, in pairs, to answer questions 1–3.

Check answers.

1 Have you ever fallen because you were wearing very high heels? Have you ever designed clothes for a man?
2 What did you do? When was it?
3 at any time

b 2.24 2.25 Tell Sts to go to **Grammar Bank 4B** on *page 132*. Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Additional grammar notes

- This use of the present perfect, to talk about past experiences when we don't mention a time, is usually easy for Sts to understand. However, they may have problems with the switch to the simple past to talk about the specific experience / time, as in some Sts' L1 they may be able to continue with the present perfect.
- If this is your Sts' first exposure to the contrast, don't expect too much oral accuracy yet. The contrast between present perfect and simple past for unfinished and finished actions is also studied in **9C**.

Focus on the exercises for **4B** on *page 133*. Sts do the exercises individually or in pairs.

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Check answers, getting Sts to read the full sentences.

a	1	Have … bought	6	've gone
	2	've … wanted	7	hasn't flown
	3	haven't read	8	hasn't met
	4	haven't been	9	Have … eaten
	5	Has … lived	10	has gone
b	1	did you see	4	saw
	2	went	5	Did you enjoy
	3	haven't been	6	loved
c	1	gone	3	been
	2	been	4	gone
			5	been

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.

3 LISTENING

a 2 26 Tell Sts that they're going to hear four people being asked the same question, *Have you ever bought something that you've never worn?* Tell them just to listen for the items of clothing and to number them in the list.

Play the audio once the whole way through.

Check answers.

Extra support

- Read through the audioscript and decide if you need to preteach any new lexis before Sts listen.

1 some pants	3 a shirt
2 some sports clothes	4 a coat

2 26
(audioscript in Student Book on *page 120*)
I = interviewer, M = man, W = woman

1 **I** Have you ever bought something that you've never worn?
M1 Yes. Hasn't everyone? I remember some pants I bought that I never wore.
I What was the problem with them?
M1 They were very tight, black leather pants that I bought from a second-hand store when I was about 20 years old. I remember when I was in the fitting room I thought they looked amazing. I thought I looked like Jim Morrison from The Doors. But when I got home, in the cold light of day, I realized that I looked more like one of the women from Abba! That's why I never wore them.

2 **I** Have you ever bought something that you've never worn?
W1 Yes, a karate uniform. I decided that I wanted to do karate, and I signed up for lessons and bought the uniform and the orange belt, but then I changed my mind and decided not to take the lessons.
I Why not?
W1 I was worried that someone would knock my teeth out.
I Do you still have the uniform?
W1 No, I sold it on eBay.

3 **I** Have you ever bought something that you've never worn?
M2 Sadly it happens to me a lot because I hate clothes shopping, and I never try things on. For example, I have a shirt in my closet now that I've never worn.
I Why not?
M2 Well, I bought it in a hurry a few months ago, and then I put it away in my closet. A few weeks later, I took it out and looked at it and I thought "Why did I buy this?" It's awful – pink and purple stripes. And of course I didn't have the receipt, so I couldn't take it back.

4 **I** Have you ever bought something that you've never worn?
W2 A lot of things, actually. The last one was a brown leather coat.
I What was wrong with it?
W2 Well, I bought it online from a website that has cheap deals, but when it arrived, it looked completely different from what it looked like on the computer screen, and I decided I didn't like it. So it's in my closet. I'm sure I'm never going to wear it, but maybe I'll give it to someone as a present.

b Before playing the audio again, get Sts, in pairs, to talk about what they understood from the first listening, and to see if they already know what the problem was with each item.

Play the audio again. Stop after each speaker to give Sts time to number the right answer. Play again if necessary.

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

1 wanted to look like a famous singer…
2 suddenly didn't need the new clothes anymore.
3 bought the clothes too quickly…
4 bought something online…

Extra support

- If there's time, you could get Sts to listen again with the audioscript on *page 120*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

c You could answer the questions yourself first and then put Sts in pairs or small groups.

Get some feedback from the class.

4 VOCABULARY shopping

a 2 27 Tell Sts they are going to hear five sentences from the listening and that they need to fill in the blanks.

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

Check answers.

1 fitting	3 try	5 online
2 sold	4 take	

2 27
1 I remember when I was in the fitting room I thought they looked amazing.
2 I sold it on eBay.
3 I hate clothes shopping, and I never try things on.
4 I didn't have the receipt, so I couldn't take it back.
5 Well, I bought it online from a website that has cheap deals.

Extra challenge

- Get Sts to fill in the blanks first and then play the audio for them to listen and check their answers.

In pairs, Sts try to guess the meanings of the highlighted phrases.

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

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b Tell Sts to go to **Vocabulary Bank *Shopping*** on *page 155* and do **1 In a shop or store**. Elicit / explain that *store* is used more often in American English, while *shop* is more common in the UK.

Focus on **a** and get Sts to match the words and pictures.

2 28 Now do **b**. Play the audio for Sts to check answers. Play it again, pausing after each phrase for Sts to repeat. Point out to Sts that the *p* in *receipt* is silent. Give further practice of words and phrases your Sts find difficult to pronounce.

2 28
In a shop or store
3 checkout
4 customer
5 fitting rooms
2 receipt
8 salesperson
7 shopping cart / basket
1 take something back
6 try something on

Focus on **c** and get Sts to cover the words and look at the pictures. They can test themselves or each other.

Finally, go through the ***fit* or *suit?*** box with the class. Model and drill the pronunciation of *suit* /sut/.

Now do **2 Online**. Focus on **a** and get Sts to fill in the blanks.

2 29 Now do **b**. Play the audio for Sts to check their answers. Give further practice of any words your Sts find difficult to pronounce.

2 account	5 cart	8 payment
3 item	6 checkout	9 auction
4 size	7 delivery	

2 29
Shopping online
When you are shopping online, first you go to the website. The first time you use a site, you usually have to create an account where you give your personal information. You then choose what you want to buy and click on each item. If you are buying clothes, make sure you get the right size! Everything you buy goes into your shopping bag or cart, usually at the top right of the page. When you are ready to pay you click on "proceed to checkout." You then have to give your delivery address where you want them to send your things and give your payment information, for example your credit card number and expiration date. Many people today also buy and sell things online at auction sites like *eBay*.

Tell Sts to go back to the main lesson **4B**.

Extra support

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

5 PRONUNCIATION *c* and *ch*

a Write on the board CUT and CENT and elicit their pronunciations. Highlight that *c* can be pronounced /k/ or /s/.

Focus on the two sound pictures and elicit the words and sounds: *key* /k/ and *snake* /s/. Give Sts a few minutes to put the words in the right rows. Encourage them to say the words aloud as they do this.

b 2 30 Get Sts to compare with a partner.

Now play the audio for them to listen and check.

2 30
key /k/ account, auction, click, clothes, credit card, customer
snake /s/ city, decide, nice, proceed, receipt

Play the audio again, pausing after each word for Sts to repeat.

Then focus on the question and check the answer.

c is usually /s/ before *e* and *i*, e.g., *city*, *center*, etc.

c 2 31 Focus on the first question and elicit the answer.

The letters *ch* are usually pronounced /tʃ/.

Now play the audio for Sts to listen to the words and circle the two that are pronounced differently.

Check answers.

chemistry and *chic* are pronounced differently.
In *chemistry*, the letters *ch* are pronounced /k/, and in *chic*, they are pronounced /ʃ/.

2 31
change, cheap, checkout, chemistry, chic, choose

Extra challenge

- Elicit some more words where *ch* is pronounced /k/ or /ʃ/. They should know, e.g., *architect*, *mechanic*, (*ch* = /k/), and *machine*, *chef* (*ch* = /ʃ/).

d Get Sts to practice saying all the words in **a** and **c**.

Get some feedback.

6 SPEAKING

a Focus on the instructions. Do question 1 with the whole class and elicit the missing past participles (*bought* and *sold*). Sts should complete questions 2–8 with the missing participles.

Check answers.

2 bought	4 tried	6 bought	8 lost
3 had	5 taken	7 gotten	

b Focus on the follow-up question(s) after each present perfect question in **a** and point out that they are in the simple past.

Get Sts to interview you with the first three or four questions.

Finally, get Sts to stand up and move around the class. When somebody answers *Yes, I have* to the present perfect question, Sts should ask the follow-up questions.

Get some feedback from the class.

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G *something, anything, nothing,* etc.
V adjectives ending *-ed* and *-ing.*
P /ɛ/, /oʊ/, and /ʌ/

4C Lost weekend

Lesson plan

In this lesson, Sts learn how to use *something, anything, nothing,* etc. These words will be familiar to Sts by this stage, but here they are focused on in detail. The context is a (true) story about a man who spent the weekend trapped in an elevator, and an article about the fact that many people today invent what they did on the weekend to make it sound more exciting.

After listening to the story and focusing on the grammar, Sts focus on some vowel sounds in order to be able to pronounce the key grammar expressions correctly. They read the article and then talk about their own weekends. Finally, in Vocabulary Sts focus on the contrast between *-ed* and *-ing* adjectives.

STUDY LINK
- **Workbook**
- **Online Practice**
- **iChecker**

Extra photocopiable activities

- **Grammar** *something, anything, nothing,* etc. *page 173*
- **Communicative** The same or different? *page 220* (instructions *page 201*)
- **Song** *If You Love Somebody Set Them Free page 271* (instructions *page 264*)

Optional lead-in (books closed)

- Write the following sentence on the board, completing the start and finish times for you.
  MY _____ STARTS ON FRIDAY AT (time) AND FINISHES ON SUNDAY AT (time).
- Elicit the missing word (*weekend*) and explain why it starts and finishes at these times for you, e.g., because you finish work on Friday evening and start again on Monday morning.
- Then put Sts in pairs to tell each other when their weekends start and finish, and why. Get feedback to see who has the longest / shortest weekend.

1 LISTENING

a 2 32 Books open. Here Sts listen to a true story about a man who was stuck in an elevator for a whole weekend. The story introduces some of the words from the new grammar.

Focus on the photo and ask Sts *What do you think the story is about?*

Now play the audio once the whole way through.

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

Extra support

- Read through the audioscript and decide if you need to preteach any new lexis before Sts listen, e.g., *elevator, press the button, alarm,* etc.

He spent the weekend in an elevator at his office. He was there from Friday evening to Monday morning.

2 32
(audioscript in Student Book on *page 120*)
S = Steve, K = Kate

N Last Friday Steve, a businessman from Seattle, was looking forward to a relaxing two days in the mountains. He and his wife had arranged a skiing weekend in a luxury hotel. But the weekend didn't work out exactly as they had planned. Steve worked until late on Friday evening. His office was on the 12th floor. When he finished, at eight o'clock, he locked his office and got into the elevator... and he didn't get out again until Monday morning!

S I pressed the button for the first floor, and the elevator started going down, but then it stopped. I pressed the button again, but nothing happened. I pressed the alarm and shouted, but nobody heard me. Most people had already gone home. I tried to call my wife, but my cell phone didn't work in the elevator... I couldn't do anything. I just sat on the floor and hoped maybe somebody would realize what had happened. But on Saturday and Sunday, I knew nobody would be there. I slept most of the time to forget how hungry I was.

N Meanwhile, Steve's wife, Kate, was waiting for her husband to come home.

K I was very worried when he didn't come home on Friday evening, and I couldn't understand why his cell phone wasn't working. I called the police, and they looked for him, but they couldn't find him anywhere. I thought maybe he was with another woman.

N So Steve was in the elevator the whole weekend from Friday evening until Monday morning. At eight o'clock, when the office workers arrived, they called the emergency number, and somebody came and repaired the elevator.

S I was very happy to get out. I hadn't eaten since Friday afternoon, and I was very hungry. It's lucky that I am not claustrophobic because the elevator was very small. The first thing I did was to call my wife to say that I was OK.

N Steve will soon be the fittest man in his office – from now on he's going to take the stairs every day – even though it's 12 floors.

b Give Sts time to read questions 1–7.

Now play the audio again. Then get Sts to compare with a partner, and check answers.

1 Steve is a businessman.
2 His office was on 12th floor.
3 The elevator started going down, and then it stopped.
4 He pressed the alarm. He shouted. He tried to call his wife.
5 She thought maybe he was with another woman.
6 Office workers called the emergency number, so somebody came and repaired the elevator. He was very happy and hungry.
7 He is going to walk up the stairs.

Extra support

- If there's time, you could get Sts to listen again with the audioscript on *page 120*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

c Do this as an open-class activity and elicit any stories.

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2 GRAMMAR *something, anything, nothing,* etc.

a 2 33 Focus on the instructions and give Sts time to try to complete the sentences.

Then play the audio for Sts to listen and check. Tell Sts that for number 3, both *somebody* and *someone* are possible.

> 2 33
> 1 I pressed the button again, but **nothing** happened.
> 2 The police couldn't find him **anywhere**.
> 3 They called the emergency number and **somebody** came and repaired the elevator.

b Focus on the instructions and give Sts a few minutes to complete the rules in pairs.

Check answers.

1 things 2 people 3 places

c 2 34 Tell Sts to go to **Grammar Bank 4C** on *page 132*. Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Additional grammar notes

- Sts may have problems with the negative form. The typical mistakes are:
  1 using *nobody | nothing | nowhere* with a negative verb, e.g., *I didn't see nobody*. Highlight that you cannot use a "double negative" in English.
  2 using *anybody | anything | anywhere* in one-word answers to convey a negative meaning, e.g., *Who did you see? Anybody.*
- To talk about people, there are two alternative forms: *-body* and *-one*, e.g., *somebody | someone*. They are identical in meaning.

! *something* (like *some*) is also used in questions to make an offer or request, e.g., *Would you like something to drink? Could you go somewhere for me this afternoon?* To avoid overloading Sts, it may be best to focus on this rule only if Sts bring it up.

Focus on the exercises for **4C** on *page 133*. Sts do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

a 1 anybody 2 Somebody 3 somewhere 4 nothing 5 anybody 6 somewhere 7 something 8 nobody 9 anything 10 nowhere

b 1 Nothing. 2 Nowhere. 3 Nobody.

c 1 I didn't do anything.
2 I didn't go anywhere.
3 I didn't see anybody.

Tell Sts to go back to the main lesson **4C**.

Extra support

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

3 PRONUNCIATION /ɛ/, /oʊ/, and /ʌ/

a Focus on the three sound pictures and elicit the words and sounds: *egg* /ɛ/, *phone* /oʊ/, and *up* /ʌ/.

Focus on sentences 1–6 and the pink letters. Give Sts, in pairs, a few minutes to say them out loud to each other and decide which sound they are (a, b, or c).

b 2 35 Play the audio for Sts to listen and check.

Check answers.

1 b 2 c 3 a 4 c 5 a 6 b

> 2 35
> 1 b Nobody knows where he goes.
> 2 c Somebody's coming to lunch.
> 3 a I never said anything.
> 4 c I've done nothing since Sunday.
> 5 a Don't tell anybody about the message.
> 6 b There's nowhere to go except home.

Play the audio again, pausing after each sentence for Sts to listen and repeat.

Give Sts time to practice saying the sentences.

Finally, get individual Sts to say them out loud.

c 2 36 Focus on the example and tell Sts they are going to hear a question and they must answer it first with a one-word negative answer, and then with a full sentence using a negative verb. You might want to stress that this is a drill, so Sts must always answer in the negative and not think about themselves.

Play the audio, pausing after each question to give Sts time to respond.

> 2 36
> 1 What did you buy? (*pause*) Nothing. I didn't buy anything.
> 2 Where did you go? (*pause*) Nowhere. I didn't go anywhere.
> 3 Who did you see? (*pause*) Nobody. I didn't see anybody.
> 4 What did you eat? (*pause*) Nothing. I didn't eat anything.
> 5 Who did you speak to? (*pause*) Nobody. I didn't speak to anybody.
> 6 Where did you walk? (*pause*) Nowhere. I didn't walk anywhere.
> 7 Who did you meet? (*pause*) Nobody. I didn't meet anybody.
> 8 What did you say? (*pause*) Nothing. I didn't say anything.

Then repeat the activity, eliciting responses from individual Sts.

Extra support

- Write *Nothing, Nobody, Nowhere,* and *I didn't…any-* on the board to give Sts something to focus on and to help elicit the response.

4 READING

a Focus on the instructions and make sure Sts understand the word *summary* as well as the three options.

Tell Sts to read the article quickly and say what the best summary is.

Check answers.

The best summary is c.

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b Focus on the article and tell Sts to read it again and answer the multiple choice questions.

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

1 b 2 a 3 a 4 b

Extra support

- Before Sts read the article a second time, you could preteach some vocabulary, e.g., *a co-worker, jealous, invent something, a survey, lie* (here "not tell the truth"), etc.

c Do this as an open-class question and elicit opinions.

5 SPEAKING

a Tell Sts to look at all the questions in **b** about last weekend. Sts must think about their answers; they must tell the truth when answering all the questions except for one. This "lie" must make their day sound very exciting.

b Now put Sts in pairs and get them to interview each other. Monitor and help, when necessary. Before Sts change roles, the student asking the questions should try to guess the lie.

Get feedback from the class.

6 VOCABULARY adjectives ending *-ed* and *-ing*

a Several common adjectives in English have two forms that have different meanings, e.g., *tired* and *tiring*. The *-ed* form has a passive meaning, that is, it describes a person who feels this way. The *-ing* form has an active meaning and describes the person or thing that produces the feeling.

Focus on the two sentences in the text and elicit the answers to the questions.

tired = describes how you feel
tiring = describes people, things, and situations

Highlight that we use the *-ed* adjectives mainly for people, because they refer to feelings, e.g., *I'm bored*. We use the *-ing* adjectives for things (and sometimes people), that produce the feeling, e.g., *This book is boring*.

! Not all adjectives that end in *-ed* also exist ending in *-ing*, e.g., *I'm feeling stressed. My job is very stressful.* NOT ~~*My job is very stressing*~~.

b 2 37 Get Sts to read questions 1–10 and circle the right adjective.

Play the audio for Sts to listen and check their answers, making sure that Sts understand the meaning of all the adjectives.

! Be careful with *excited | exciting*. It is a false friend in some languages.

1	boring	6	relaxed
2	bored	7	interesting
3	depressed	8	interested
4	depressing	9	excited
5	relaxing	10	exciting

2 37

1 Do you think Sundays are usually boring?
2 Are you bored with your job or studies?
3 What kind of weather makes you feel depressed?
4 Why do you think the news is often depressing?
5 What activity do you find most relaxing?
6 Do you usually feel relaxed at the end of the weekend? Why (not)?
7 What is the most interesting book you've read recently?
8 What sports are you interested in?
9 Are you excited about your next vacation?
10 What's the most exciting sporting event you've ever watched?

Drill the pronunciation of the adjectives. Remind Sts that the *-ed* is pronounced in the same way as regular past verbs, i.e. /t/, /d/, or /ɪd/.

Extra challenge

- You could elicit | teach some more *-ed | -ing* adjectives, e.g., *surprised | surprising, frightened | frightening*, etc.

c Now put Sts in pairs and get them to ask and answer the ten questions. They should give extra information when possible.

Get some feedback from the class.

7 2 38 SONG *If You Love Somebody Set Them Free*

This song was originally made famous by the English singer Sting in 1985. For copyright reasons, this is a cover version. If you want to do this song in class, use the photocopiable activity on *page 271*.

2 38

If You Love Somebody Set Them Free

If you need somebody, call my name
If you want someone, you can do the same
If you want to keep something precious
You got to lock it up and throw away the key
If you want to hold onto your possessions,
Don't even think about me

Chorus
If you love somebody
If you love someone
If you love somebody
If you love someone
Set them free

If it's a mirror you want, just look into my eyes
Or a whipping boy, someone to despise
Or a prisoner in the dark
Tied up in chains you just can't see
Or a beast in a gilded cage
That's all some people ever want to be

Chorus

You can't control an independent heart
Can't tear the one you love apart
Forever conditioned to believe that we can't live
We can't live here and be happy with less
So many riches, so many souls
Everything we see that we want to possess

If you need somebody, call my name
If you want someone, you can do the same
If you want to keep something precious
You got to lock it up and throw away the key
If you want to hold onto your possession,
Don't even think about me

Chorus

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3 & 4 Review and Check

For instructions on how to use these pages, see *page 39*.

Testing Program CD-ROM

- **Quick Test 4**
- **File 4 Test**

GRAMMAR

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

VOCABULARY

a
1 in
2 for
3 for
4 on
5 for

b
1 do
2 make
3 do
4 do
5 make

c
1 set
2 dishes
3 try on
4 receipt
5 fit
6 gate
7 cart
8 check-in
9 Terminal
10 elevators

d
1 boring
2 relaxed
3 exciting
4 depressed
5 interested

PRONUNCIATION

a
1 socks
2 worry
3 chemistry
4 customer
5 yet

b
1 arrivals
2 opposite
3 teenager
4 delivery
5 arrangement

CAN YOU UNDERSTAND THIS TEXT?

a a) expensive designer shoes (only the left ones)
b) expensive designer shoes (only the right ones)

1 Malmö.
2 Two men. They stole expensive designer shoes – the left ones only.
3 The store's salespeople.
4 30 minutes.
5 Because in Sweden, stores display left shoes, and in Denmark, stores display right shoes.
6 Yes, they did.
7 Because many stores have fewer salespeople.
8 Because the thieves will then go to Germany.

CAN YOU UNDERSTAND THESE PEOPLE?

2 39

1 a 2 c 3 c 4 a 5 c

2 39

1
I = **interviewer**, **P** = **Paul**
I When was the last time you were at an airport?
P Two weeks ago.
I Were you going somewhere or meeting someone?
P I flew in from Frankfurt to London Heathrow.

2
I = **interviewer**, **G** = **Gurjot**
I Do you have any plans for tonight?
G Yes, I'm meeting an old friend who I haven't seen in a while and we're going to have Domino's Pizza.

3
I = **interviewer**, **E** = **Ellie**
I What housework do you hate doing?
E Cleaning the bathroom.
I Is there anything you don't mind doing?
E I like ironing.

4
I = **interviewer**, **E** = **Elise**
I Have you ever bought something online and had a problem?
E Yes, I just bought a pair of shoes online and they didn't fit and they were the wrong color.

5
I = **interviewer**, **J** = **Justin**
I Did you do anything nice last weekend?
J I went to the movies... I went to the beach... and just relaxed.

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G comparative adjectives and adverbs, *as…as*
V time expressions: *spend time*, etc.
P sentence stress

5A No time for anything

Lesson plan

In this lesson, Sts review comparative adjectives and learn to use comparative adverbs and the structure (*not*) *as…as* to compare things. The context is some pieces of information based on recent research that shows how the pace of life has increased in recent years. Sts start by doing a questionnaire and then reading the article, which has a vocabulary focus on expressions with *time*, e.g., *waste time*. This leads them to the grammar, and after it has been presented and practiced, there is a pronunciation focus on the /ə/ sound in unstressed syllables and words. Sts then compare their lives today to their lives five years ago, to see if they are living faster, and the lesson ends with a listening where a lifestyle expert gives advice on how to slow down.

STUDY LINK
- **Workbook** 5A

Extra photocopiable activities
- **Grammar** Comparative adjectives and adverbs, *as…as page 174*
- **Communicative** Which do you prefer? Why? *page 221* (instructions *page 201*)

Optional lead-in (books closed)

- Write on the board WORKING / STUDYING, EATING, SLEEPING, RELAXING.
  Sts, in pairs, say how long they spend doing these things in a typical day.
  Get feedback and ask Sts if they think they have enough free time.

1 READING & VOCABULARY

time expressions

a Books open. Focus on the article and headings, and check that Sts know who Snow White (from the fairy tale *Snow White and the Seven Dwarfs*) and Van Gogh (Dutch painter) are. Now tell Sts to read the article and match the headings to the paragraphs.

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

1 No time to stop	4 No time to write
2 No time for Snow White	5 No time for Van Gogh
3 No time to wait	6 More time on the road

b Focus on the task and tell Sts to read the article again and see if they can find the one piece of invented information.

Elicit some opinions and then tell Sts what it is.

Paragraph 4 (there is no such new networking site)

Ask Sts if they were surprised by any of the information.

c Now focus on the highlighted time expressions and get Sts, in pairs, to try to guess their meaning from the context.

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

Explain any other new vocabulary.

d Put Sts in pairs and get them to look at the headings in **a**, or write the headings on the board in the right order. Sts try to remember what each paragraph was about.

Get some feedback from the class.

Extra support
- Put Sts in pairs, **A** and **B**. **A** talks about the first three headings, and **B** helps by looking at the article. Then they change roles, and **B** looks at the next three headings while **A** helps.

Get Sts to answer the question in pairs, or do it as an open class.

e Now focus on the instructions and the questionnaire. You might want to check that Sts understand *get impatient*, *feel frustrated*, and *get irritable*. Tell Sts that they should answer with *often*, *sometimes*, or *never* and then explain why or give examples.

Put Sts in pairs and get them to ask and answer the questions. Tell Sts they must make a note of their partner's answers, as they will need them later.

Extra support
- Get Sts to interview you first, so you can model how you want them to answer.

f When Sts have answered the questions in **e**, tell them to go to **Communication *How fast is your life?*** on *page 101*.

Go through the instructions with them carefully. Sts should add up their partner's score and tell them what it is.

Sts then read their own results. While they read, go around monitoring and helping with any vocabulary problems, e.g., *lane*, *pace of life*, *rushing*, etc.

When they have finished, Sts should tell their partner if they agree with what they read.

Get feedback from some pairs.

Finally, with a show of hands, find out how many people belong to each category (the slow lane, medium lane, and the fast lane).

Tell Sts to go back to the main lesson **5A**.

Extra support
- Before telling Sts to go to **Communication**, you might want to preteach *slow lane* and *fast lane*.

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2 GRAMMAR comparative adjectives and adverbs, *as…as*

a Tell Sts to look at the list of words from the text and decide if they are adjectives, adverbs, or both.

Check answers.

quickly = adverb	bad = adjective
fast = both	slowly = adverb
busy = adjective	stressed = adjective
patient = adjective	

b Focus on the instructions. Give Sts a few minutes to read sentences 1–6 and decide which form is correct.

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

1 faster	3 busier	5 ✓
2 worse	4 more stressed	6 as patient as

c 2 40 Tell Sts to go to **Grammar Bank 5A** on *page 134*. Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Additional grammar notes

- Although Level 2 Sts will usually have studied comparative adjectives before, they will probably need reminding of the rules, especially for one-syllable adjectives. Typical mistakes: *more big*, *more easy*, etc.
- Point out that the rules for adverbs are very similar. The only difference is that two-syllable adverbs ending in *y*, e.g., *slowly,* form the comparative with *more*, e.g., *more slowly,* NOT ~~*slowlier*~~.
- The structure *as…as* is more common in the negative but can also be used in the affirmative, e.g., *She's as tall as I am*. It is also very common with *much* and *many*, e.g., *I don't eat as much as you*.
- You may also want to teach *the same as…*, e.g., *Your book is the same as mine.*

Focus on the exercises for **5A** on *page 135*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a 1 faster than	6 better than	
2 taller than	7 harder than	
3 busier this week than	8 more boring than	
4 farther/further from Los Angeles than San Diego.	9 bigger than	
5 worse than	10 more slowly than	
b 1 Jerry isn't as short as Adam.		
2 My bag isn't as nice as yours.		
3 London isn't as big as Tokyo.		
4 Volleyball isn't as popular as tennis.		
5 Adults don't learn languages as fast as children.		
6 You don't work as hard as me.		
7 The Knicks didn't play as well as The Lakers.		

Tell Sts to go back to the main lesson **5A**.

Extra support

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

3 PRONUNCIATION sentence stress

Pronunciation notes

- If you encourage Sts to get the stress right both in words and sentences, then you should find that they will start producing the /ə/ sound very naturally.

a 2 41 Go through the **/ə/ sound** box with the class, and remind Sts that it is the most common sound in English.

Now focus on the sentences. Play the audio once for Sts just to listen.

Elicit that the pink letters are the /ə/ sound.

2 41
See sentences in Student Book on *page 37*.

Now play it again, pausing after each sentence for Sts to repeat and copy the rhythm.

Then repeat the activity, eliciting responses from individual Sts.

b Focus on sentence 1 and say whether it is true for you or not, and give reasons.

Then put Sts in pairs or small groups and get them to say whether the sentences in **a** are true for them.

Get some feedback from the class.

4 SPEAKING

a Focus on the instructions and tell Sts to read the questionnaire all the way through. You could talk about some of the prompts in question 1 yourself to give Sts an example. Give Sts some time to think about their answers.

Extra support

- Get Sts to think first about their answers to question 1. They could make notes, e.g., write M (more) or L (less), or S (for the same) next to each thing.

b Put Sts in pairs and get them to answer the questionnaire together. Monitor and make sure Sts are forming the comparative correctly and using the expressions with time.

Get feedback from a few pairs and find out whose life has changed more.

5 LISTENING

a Focus on the task and give Sts some time to guess the missing words. Elicit some ideas, but do not tell Sts if they are right yet.

b 2 42 Play the audio once the whole way through for Sts to check their guesses. Tell them not to worry about the example yet.

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

Extra support

- Read through the audioscript and decide if you need to preteach any new lexis before Sts listen.

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1 slow down
2 most important
3 two things
4 nothing
5 water

2 42

(audioscript in Student Book on *pages 120–121*)
I = interviewer, L = Laurel Reece

I Today we talk to Laurel Reece, who's writing a book about how to live more slowly. She's going to give us five useful tips.

L My first tip is something that is very simple to say, but more difficult to do in practice. Whatever you're doing, just try to slow down and enjoy it. If you are walking somewhere, try to walk more slowly; if you are driving, make yourself drive more slowly. It doesn't matter what you are doing, cooking, taking a shower, exercising in the gym, just slow down and really enjoy the moment.
We all try to do too many things that we just don't have time for. So my second tip is make a list of the three things that are most important for you, your priorities in life. Then when you've made your list, make sure that you spend time doing those things. Imagine, for example, that your three things are your family, reading, and playing sports. Then make sure that you spend enough time with your family, that you have space in your life for reading, and that you have time to play sports. And forget about trying to do other things that you don't have time for.
Tip number three is don't try to do two things at the same time. The worst thing you can do is to multitask. So, for example, don't read your email while you are talking to a friend on the phone. If you do that, you aren't really focusing on your email or your friend, and you aren't going to feel very relaxed either.
Tip number four is very simple: once a day, every day, sit down and do nothing for half an hour. For example, go to a cafe and sit outside, or go to a park and sit on a bench. Turn off your phone so that nobody can contact you, and then just sit and watch the world go by. This will really help you to slow down.
OK. My fifth and final tip. One of the most relaxing things you can do is to be near water or even better, to be on water. So if you live near a lake or river, go and sit by the river or go boating. If you live near the ocean, go and sit on the beach. Relax and listen to the sound of the wind and the water. You will feel your body and mind slowing down as the minutes go past.

Now tell Sts they are going to listen again and they should not to try to write down everything the speaker says for the example, but just some key words. Then play the audio again, pausing after each tip to give Sts time to write the example.

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

Possible answers
1 Example: Try to walk or drive more slowly.
2 Example: Make sure that you spend enough time with your family, and have time for reading and sports.
3 Example: Don't read your email while you are talking to a friend on the phone.
4 Example: Go to a cafe or a park and sit down. Turn off your phone and watch the world go by (look around you).
5 Example: If you live near a lake or river, go and sit by the river or go boating. If you live near the ocean, go and sit on the beach. Relax and listen to the sound of the wind and the water.

Extra support
- If there's time, you could get Sts to listen again with the audioscript on *pages 120–121*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

c Do this as an open-class question, or get Sts to discuss the tips with a partner and then get some feedback.

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G superlatives (+ *ever* + present perfect)
V describing a town or city
P word and sentence stress

5B Superlative cities

Lesson plan

In this lesson, Sts move from comparatives to superlatives. Sts who did not use Level 1 may not have studied superlatives before, in which case you will probably need to spend more time on them. The context is a travel survey on American cities, and a light-hearted article in which a journalist goes to four big cities—Chicago; Washington, D.C.; New Orleans; and Miami—to find out which is the friendliest toward tourists. The present perfect is also recycled in expressions like *the most beautiful place I've ever been to*. The lesson begins with the grammar presentation through the travel survey, which is followed by a pronunciation focus on word stress in superlative sentences. Sts then do a split reading on three of the cities the journalist visited, and then listen to his account of the fourth. There is then a vocabulary focus on language used to describe a city, which Sts use to write a description of the place where they live. The lesson ends with the song *Nobody Does It Better*.

STUDY LINK
- **Workbook** 5B

Extra photocopiable activities

- **Grammar** Superlatives (+ *ever* + present perfect) *page 175*
- **Communicative** Superlative questions *page 222* (instructions *page 201*)
- **Vocabulary** Describing a town or city *page 255* (instructions *page 246*)
- **Song** *Nobody Does It Better page 272* (instructions *page 264*)

Optional lead-in (books closed)

- Ask Sts *What are the biggest cities in your country?* and write them on the board.
- Then ask Sts *Which city do you think has the friendliest people?* and elicit opinions and reasons.

1 GRAMMAR superlatives (+ *ever* + present perfect)

a Books open. Focus on the photos. Then do the questions as an open-class activity (or in pairs). You could then tell Sts what you know about these places, and if you've been to any of them.

b Before Sts read the article, ask them if they know the website *Travel and Leisure*, and if so, what they think of it.

Then focus on the article. Go through the first paragraph with Sts, and then get them to read the rest of the article and fill in the blanks with a city from **a**.

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

1 Washington, D.C. 3 Miami 5 Minneapolis/St. Paul
2 New Orleans 4 Chicago

Go through the last paragraph (the quote) with them, and explain any vocabulary problems.

If your Sts have been to any of these cities, ask them if they agree with the survey.

c Tell Sts to look at 1–5 in **b** and think about their country / continent. Can they think of a city for each one?

In pairs or small groups, Sts tell each other their choices.

Get some feedback from the class, and tell them what you think.

d Focus on the instructions and get Sts to figure out the rules.

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

1 Add *-est* to the adjective
2 Change the *y* to *i* and add *-est*
3 Add *the most* before the adjective
4 Change them to *the best* and *the worst*

e 2 43 Tell Sts to go to **Grammar Bank 5B** on *page 134*. Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Additional grammar notes

- Remind Sts that the rules for making superlatives are similar to comparatives, but they will add *-est* instead of *-er*, or use *most* instead of *more*. Remind them to use *the* before superlatives.
- Sts sometimes use comparatives where they should use superlatives. Typical mistake: *the more expensive city in Europe*, etc.
- Highlight that Sts must always think if they are comparing two things (comparative), or more than two (superlative) when deciding which form to use, e.g., *The most beautiful city I've ever been to.*
- Some languages use *never* (not *ever*) in this structure. Typical mistake: *The most beautiful city I've never been to.*
- Adverbs can also be used in the superlative, e.g., *He drives the fastest.*

Focus on the exercises for **5B** on *page 135*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

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a
1 the most polite
2 the hottest
3 the worst
4 the friendliest
5 the most important
6 The best
7 the most polluted
8 The farthest / furthest
9 the funniest
10 the prettiest

b
1 It's the hottest country I've ever been to.
2 She's the most unfriendly person I've ever met.
3 It's the easiest exam he's ever taken.
4 They're the most expensive pants I've ever bought.
5 It's the longest movie I've ever watched.
6 He's the most attractive man I've ever seen.
7 It's the worst meal I've ever eaten.
8 He's the most interesting teacher I've ever had.
9 It's the most exciting job we've ever done.

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.

2 PRONUNCIATION word and sentence stress

a Focus on the task and give Sts time, in pairs, to underline the stressed syllable in the adjectives in 1–8.

Get Sts to compare with a partner.

b 2.44 Play the audio for Sts to listen and check. Write the adjectives on the board with the stress underlined and drill pronunciation. Remind Sts of the silent syllable in interesting /ˈɪntrəstɪŋ/.

1 beautiful
2 expensive
3 impatient
4 generous
5 frightening
6 exciting
7 interesting
8 romantic

2.44
1 What's the most beautiful city you've ever been to?
2 What's the most expensive thing you've ever bought?
3 Who's the most impatient person you know?
4 Who's the most generous person in your family?
5 What's the most frightening movie you've ever seen?
6 What's the most exciting sport you've ever played?
7 What's the most interesting book you've read recently?
8 What's the most romantic restaurant you've ever been to?

Play the audio again for Sts to hear which words are stressed. Check answers. Highlight that the prepositions *to* and *at*, which are not normally stressed, are stressed here because of their end position.

See underlining in audioscript 2.44

Finally, play the audio again, pausing after each question for Sts to copy the rhythm. Then repeat the activity, eliciting responses from individual Sts.

c Focus on the instructions and speech bubbles. Do 1 yourself with Sts as an example, and elicit follow-up questions. Put Sts in pairs, **A** and **B**. Tell **A** to answer 1 with a full sentence, and tell **B** to ask extra questions. Then they change roles, before moving on to 2.

Get some feedback from the class.

3 READING & SPEAKING

a Focus on the instructions and the three questions. Get Sts to read the article and answer 1–3 in pairs.

Check the answer to 1 and elicit ideas for 2 and 3.

1 A photo test, a shopping test, and an accident test

Extra idea

- You could also ask Sts if there are any differences between people from the nearest big city and people from their town, or if they live in the city, between them and people from small towns and villages.

b Put Sts into groups of three, **A**, **B**, and **C**. If your class doesn't divide into threes, you may need to have one or two pairs. Get them to take the role of **A** and **B**, and then to read **C**'s text (Rome) together.

Tell Sts to go to **Communication *The friendliest city***, **A** on *page 102*, **B** on *page 107*, and **C** on *page 110*. Explain that all the **A**s are going to read about London, the **B**s about Paris, and the **C**s about Rome.

Go through the instructions with them carefully.

When Sts have read their texts, put them back into their groups so they can tell each other what happened in their city.

When they have finished, they should decide which city of the three is the friendliest.

When all the groups have finished, take a vote with a show of hands for their choice of friendliest city so far.

Tell Sts to go back to the main lesson **5B**.

4 LISTENING

a 2.45 Tell Sts they are going to listen to the journalist describe what happened in the fourth city, New York City. Ask Sts if anyone has been to New York City, and if they think it will be more or less friendly than the other three cities.

Focus on the question and tell Sts to just listen and not write the first time.

Check answers.

Extra support

- Read through the audioscript and decide if you need to preteach any new lexis before Sts listen.

The photo test: very well
The shopping test: very well
The accident test: very well

2.45
(audioscript in Student Book on *page 121*)
First, I did the photo test. I asked an office worker who was eating his sandwich to take a photo of me. He was really friendly and said, "Of course I'll take your picture." When I asked him to take more photos, he said, "Sure! No problem!" When he gave me my camera back, he said, "Have a nice day!"

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Next, it was the shopping test. I went shopping near Times Square, and I bought an "I love New York" T-shirt and some drinks from two different people. I gave them too much money, but they both gave me the exact change back. Finally, it was time for the accident test. For this test, I went to Central Park, and I fell down on the ground. I only had to wait about 30 seconds before a man came to help me. "Is this your camera?" he said. "I think it's broken."

b Before playing the audio again, give Sts some time to read questions 1–10.

Play the audio once the whole way through. Then play it again, pausing after each section for Sts to make notes.

Check answers.

1 An office worker.
2 "Of course I'll take your picture."
3 The man said, "Sure! No problem!"
4 Near Times Square.
5 A T-shirt and drinks.
6 Two.
7 Yes.
8 In Central Park.
9 Yes.
10 "Is this your camera? I think it's broken."

Elicit now how New York City compared to the other three cities and elicit that it was the friendliest.

Extra support

- If there's time, you could get Sts to listen again with the audioscript on *page 121*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

c In pairs or small groups, Sts discuss what they think would happen if they used the three tests in their nearest big city.

Get some feedback from pairs / groups.

5 VOCABULARY describing a town or city

a Focus on the task and give Sts time, in pairs, to answer the questions.

Get some feedback from a few pairs.

b Tell Sts to go to **Vocabulary Bank** ***Describing a town or city*** on *page 156*.

Focus on **1 Where is it? How big is it?**

In **a** tell Sts they are going to read about a town called Reading /redɪŋ/, and get them to circle the correct words or phrases.

2 46 Now do **b**. Play the audio for Sts to check their answers.

2 46
Where is it? How big is it?
Reading is a city in the **east** of the state of Pennsylvania in the US, **on the Schuykill River**. It is about 60 miles **west** of Philadelphia. It is a **small** city, and it has a population of about 88,000. It is famous for its discount outlet shopping malls, which were the first in the US.

Now do **2 What's it like?** and focus on **a**, where Sts match the adjectives and sentences.

Extra support

- Check Sts' answers to **a** before they match the opposites.

1	noisy	3	crowded	5	boring
2	polluted	4	modern	6	dangerous

Now do **b** and get Sts to match the adjectives in the list with their opposites in **a**.

2 47 Then do **c**. Play the audio for Sts to check answers to **a** and **b**. Play it again, pausing after each phrase for Sts to repeat. Give further practice of words and phrases your Sts find difficult to pronounce.

You may want to elicit / explain the difference between *crowded* and *full* (crowded = full of people), and *polluted* and *dirty* (polluted = dirty because of contamination).

2 47
What's it like?

5	boring	exciting	interesting
3	crowded	empty	
6	dangerous	safe	
4	modern	old	
1	noisy	quiet	
2	polluted	clean	

Finally, do **d** and get Sts to cover the words and look at sentences 1–6. They can test themselves or each other.

Now do **3 What is there to see?** and tell Sts to look at the two photos and ask them what they can see. The photo on the left is the Guggenheim Museum in Bilbao, and the photo on the right is Casa Loma in Toronto, Canada.

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

2 48 Then do **b**. Play the audio for Sts to check answers. Play it again, pausing after each word or phrase for Sts to repeat. Give further practice of words and phrases your Sts find difficult to pronounce.

2 48
What is there to see?
Religious buildings: cathedral, church, mosque, temple
Places where you can buy things: department store, market, shopping mall
Historic buildings and monuments: castle, museum, palace, statue, town hall

Extra challenge

- Elicit more words for each column, e.g., *synagogue*, *drugstore*, *(clock) tower*, etc.

Finally, do **c** in pairs or small groups. Then get some feedback from individual Sts.

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.

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6 WRITING

Tell Sts to go to **Writing** ***Describing where you live*** on *page 114*.

a Tell Sts to read the text and fill in the blanks with the words in the list.

Check answers.

2 population	6 weather
3 area	7 food
4 historic	8 nature
5 modern	9 rivers

b Now tell Sts to match the questions with paragraphs 1–5.

Check answers.

1 Where do you live? Where is it? How big is it?
2 What's your hometown like? What is there to see there?
3 What's the weather like?
4 What's it famous for?
5 What's the best thing about it? Do you like living there?

c You may want to have Sts do the writing in class or you could assign it as homework. Get them to write a description of where they live, making sure they write five paragraphs by answering the questions in **b** in the right order.

d Sts should check for mistakes, and if they can, attach a photo or photos.

Sts should exchange their pieces of writing and decide which places they would like to visit.

Get some feedback.

Tell Sts to go back to the main lesson **5B**.

7 2 49 SONG *Nobody Does It Better*

This song was originally made famous by the American singer Carly Simon in 1977. For copyright reasons, this is a cover version. If you want to do this song in class, use the photocopiable activity on *page 272*.

2 49

Nobody Does It Better

Nobody does it better
Makes me feel sad for the rest
Nobody does it half as good as you
Baby, you're the best

I wasn't looking but somehow you found me
I tried to hide from your love light
But like heaven above me, the spy who loved me
Is keeping all my secrets safe tonight

And nobody does it better
Though sometimes I wish someone could
Nobody does it quite the way you do
Why do you have to be so good?

The way that you hold me
Whenever you hold me
There's some kind of magic inside you
That keeps me from running, but just keep it coming
How'd you learn to do the things you do?

And nobody does it better
Makes me feel sad for the rest
Nobody does it half as good as you
Baby, baby, darling, you're the best

Baby, you're the best
Baby, you're the best
Sweet thing, you're the best
Darling, you're the best (x2)
Sweet thing, you're the best

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G quantifiers, *too, not enough*
V health and the body
P /ʌ/, /u/, /aɪ/, and /ɛ/

5C How much is too much?

Lesson plan

In this lesson, Sts review quantifiers and learn to use *too much | many*, and (*not*) *enough*. The context is a magazine article about how some things commonly considered bad for you can, in the right quantities, be good for you. The lesson begins with a lifestyle questionnaire focusing on the five things (coffee, sun, video games, chocolate, and TV) that Sts will go on to read about and listen to in the article *Everything bad is good for you*. In this article, there is also a vocabulary focus on health and the body. Sts then work on the grammar, followed by a pronunciation focus on four vowel sounds that are often mispronounced in some of the quantifiers. The lesson ends with a speaking activity where Sts discuss more general lifestyle habits using the new quantifiers. Depending on the level of your class, you may want to do more or less review of countability and basic quantifiers (see **Optional lead-in** and **Extra support**).

STUDY LINK
- **Workbook** 5C
- **Online Practice**
- **iChecker**

Extra photocopiable activities

- **Grammar** Quantifiers, *too, not enough page 176*
- **Communicative** How old is your body? *page 223* (instructions *page 202*)

Optional lead-in (books closed)

- Review countability. Write on the board in two columns:

1	2
COFFEE	VEGETABLES
BREAD	COOKIES
CHOCOLATE	SWEETS

- Ask Sts *What's the difference between the words in columns 1 and 2?* and elicit that the words in column 1 are uncountable, and normally used in the singular, but the words in column 2 are countable and can be used in singular and plural. Elicit a few more words for each column, e.g., *water*, *rice*, *apples*, etc.
- Ask Sts *When do we use a*, some, *and* any? and elicit that you use *a* with singular countable nouns, *some | any* with plural countable nouns and uncountable nouns, *some* in positive sentences, and *any* in negatives and questions, e.g., *I ate a cookie and some bread. I didn't eat any vegetables or any fruit.*

1 SPEAKING

a Books open. Focus on the questionnaire and its title. Go through the questions, making sure Sts understand any unfamiliar words, e.g., *sunscreen*.

Put Sts in pairs and give them time to answer the questions.

b In their pairs, Sts now discuss whether they think their habits are unhealthy.

Get some feedback from various pairs.

Extra support

- You could get Sts to ask you some of the questions from the questionnaire and then ask them if they think your habits are healthy or not.

2 READING & LISTENING

a Focus on the title of the article and ask Sts to predict what it's going to be about. Then set a time limit for Sts to read it once.

Focus on the question, and elicit answers from the class.

b Now get Sts to read the article again and to match the highlighted words to a picture or definition.

Get Sts to compare their answers with a partner.

c 2 50 Play the audio once for Sts to listen and check their answers to **b**.

2 50

1 bones	4 skin	7 anxious
2 face	5 prevent	
3 brain	6 illness	

Then play it again, pausing after each word for Sts to listen and repeat.

Finally, get Sts to practice saying the words.

Explain any other new vocabulary in the three paragraphs.

d Focus on questions 1 and 2. Tell Sts to cover the text and, in pairs, to answer them.

Get some feedback.

Possible answers
1 Good about coffee: wakes you up, helps prevent some illnesses
Good about sunlight: helps produce vitamin D, good for bones and healthy immune system, makes you feel happier
Good about computer games: stimulate the brain, help learn important skills, e.g., solving problems and making decisions
2 Bad about coffee: can make you feel anxious, or keep you awake at night
Bad about sunlight: too much can give you skin cancer
Bad about computer games: can waste time

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Extra idea

- Write the three headings from the article on the board. Put Sts into groups of three. **A** (book closed) says as much as he / she can remember about the first topic. **B** and **C** (books open) prompt and correct. They change roles for the other topics.

e 2 51 Put Sts in pairs and get them to write a list of how chocolate and watching TV can be good for you.

Elicit some ideas and write them on the board.

Now tell Sts they are going to listen to a radio program in which two experts talk about chocolate and TV. They must listen and check which answers on the board they hear. You might want to preteach *antioxidant* and *reality TV*.

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

Check answers.

Extra support

- Read through the audioscript and decide if you need to preteach any new lexis before Sts listen.

Chocolate: protects from illnesses and reduces bad cholesterol
Watching TV: makes us more intelligent and teaches us about group psychology

2 51
(audioscript in Student Book on *page 121*)
H = host, J = Jane, T = Tony

H Next in our list of things that you thought were bad for you is chocolate. Jane, our food expert, is going to tell us why actually it can be good for us.
J Well, there have been a lot of studies recently about chocolate. Remember, chocolate is something that we've been eating for hundreds of years—it's not a modern invention. And the studies show that chocolate, like grape juice, contains antioxidants. In fact, chocolate has more antioxidants than grape juice. These antioxidants can protect us against illnesses like heart disease.
H Really?
J Yes, but, and this is very important, all the good antioxidants are only in dark chocolate. So don't eat milk chocolate or white chocolate – they aren't healthy at all. And of course, you also need to remember that although dark chocolate is good for you, it contains a lot of calories, so if you're worried about your weight, don't eat too much. One or two pieces a day is enough.
H Great news for me because I love chocolate! And now to Tony, our TV journalist. Tony, newspaper articles are always telling us about studies that say that we watch too much TV, that we spend too much time sitting in front of the TV, and that as a result, we don't exercise enough. They also say that watching TV makes us stupid. Is this all true, Tony?
T Well, it's almost certainly true that we watch too much television, but it probably isn't true that watching TV makes us stupid. I've just finished reading a book by a science writer, Steven Johnson, called *Everything Bad Is Good for You*. One thing he says in his book is that modern TV series like *The Sopranos* or *House* or *Mad Men* are more intellectually stimulating than TV series were 20 years ago. He says that these shows are complicated and very smart and that they help to make us more intelligent.
H Well, I can believe that, but what about reality shows that are so popular on TV. I can't believe that these are good for us.
T Well, Steven Johnson says that we can even learn something from reality shows – he says this kind of TV show can teach us about group psychology, about how people behave when they are in a group.
H Well, thank you, Tony and Jane. So now you know what to do this evening. You can sit down in front of the TV with a box of dark chocolates...

f Tell Sts they are going to listen to the radio program again, and this time they must answer questions 1–4.

Play the audio, pausing when Jane has finished talking about chocolate to give Sts time to answer 1 and 2. Then play the rest of the audio.

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

1 It contains antioxidants.
2 Dark chocolate is good for you; milk and white chocolate aren't good for you.
3 They are complicated and very smart. They can help to make us more intelligent.
4 How people behave in groups.

Extra support

- If there's time, you could get Sts to listen again with the audioscript on *page 121*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

g In pairs, small groups, or as an open-class activity, Sts discuss the question.

3 GRAMMAR quantifiers, *too*, *not enough*

Extra support

- If you didn't do the **Optional lead-in**, you could do it here.

a This exercise reviews what Sts should already know. Focus on the instructions. Stress that Sts, in pairs, must say why one is right and the other is wrong while they are doing the exercise.

Check answers, and elicit the rules from them.

1	many	Use *many* with plural countable nouns.
2	much	Use *much* with uncountable nouns.
3	a lot of	Use *a lot of* + uncountable or countable nouns.
4	a little	Use *a little* + uncountable nouns.
5	a few	Use *a few* + countable nouns.
6	a lot	Use *a lot* after a verb when it's without a noun.

b Here the new language of the lesson is introduced. Focus on the instructions and get Sts, in pairs, to match the bold phrases with the meanings.

Check answers. You may want to elicit here that we use *too much* and *too many* with nouns, and *too* with adjectives.

1 B 2 A

c Tell Sts to look at the sentences in **b** and to focus on the position of the word *enough*.

Check answers.

a *Enough* comes before a noun.
b *Enough* comes after an adjective.

d 2 52 2 53 Now tell Sts to go to **Grammar Bank 5C** on *page 134*. Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

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Additional grammar notes

too, too much / many

- Some Sts often use *too much* + adjective. Typical mistake: *It's too much big.*
- It is also important to highlight the difference between *too* and *very*:
  It's very big. (= a statement of fact, neither good nor bad)
  It's too big. (= more than it should be / than you want)

(not) enough

- The main problem here is the pronunciation of *enough* /ɪˈnʌf/ and the different positions: before nouns, but after adjectives.

Focus on the exercises for **5C** on *page 135*. Sts do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

a	1	too much	5	too much
	2	too many	6	enough time
	3	enough water	7	go out enough
	4	too busy	8	too lazy
b	1	enough	5	enough
	2	too	6	too
	3	too many	7	too many
	4	too much	8	too much, enough

Tell Sts to go back to the main lesson **5C**.

Extra support

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

4 PRONUNCIATION & SPEAKING

/ʌ/, /u/, /aɪ/, and /ɛ/

a This exercise helps Sts with the pronunciation of some of the words from the lesson.

Focus on the sound pictures and elicit the words and sounds: *up* /ʌ/, *boot* /u/, *bike* /aɪ/, and *egg* /ɛ/.

Get Sts, in pairs, to say the words out loud to each other to identify the one with a different sound.

b 2 54 Play the audio for Sts to listen and check.

1	busy	2	should	3	little	4	water

2 54
See words in Student Book on *page 41*.

Play it again, pausing after each word for Sts to repeat.

Then get Sts to practice saying the words.

c Focus on the speech bubbles and then demonstrate the activity yourself by answering a couple of questions and explaining your reasons.

Now put Sts in pairs and get them to answer the questions, giving their reasons, too.

Get some feedback from various pairs.

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Vocabulary shopping
Function making suggestions; taking something back to a store; arranging when to meet
Language *Why don't you...? I'm afraid...*

PRACTICAL ENGLISH
Episode 3 The wrong shoes

Lesson plan

In this third Practical English lesson, Sts review some basic shopping vocabulary and learn some key phrases for taking things back to a store. The story develops: Rob decides that he is out of shape and needs to do some exercise. Holly invites him to join her and some friends in a game of basketball. Rob accepts, but first needs to buy some sneakers. He buys a pair without trying them on and then realizes they are too small. He takes them back to the store and manages to exchange them. Later, he accepts an invitation to go running with Jenny very early in the morning in Central Park.

STUDY LINK
- **Workbook** The wrong shoes

Testing Program CD-ROM
- **Quick Test 5**
- **File 5 Test**

Optional lead-in (books closed)

- Before starting Episode 3, elicit what Sts can remember about Episode 2. Ask them *Who's Holly? Where does she work | live? Who's Barbara?*, etc.
- Alternatively, you could play the last scene of Episode 2.

1 VIDEO ROB HAS A PROBLEM

a 2 55 Focus on the photos at the top of the page and elicit what is happening.

Now focus on questions 1–8 and give Sts time to read them. Sts may not know the expression *in shape* = in good physical condition.

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

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

1 He says he is eating too much.
2 Because he eats out all the time in New York and the portions are very big.
3 He cycles (rides a bike) in London.
4 Because he doesn't have a bike (he lives near the office and is only going to stay for another three weeks).
5 She goes running before and after work.
6 Holly thinks running is very boring.
7 He could play basketball with Holly and her friends.
8 He needs to buy some sneakers (*trainers* in British English).

2 55
(audioscript in Student Book on *page 121*)
H = **Holly**, **R** = **Rob**
H Hey, Rob, come on. Keep up.
R Sorry. I'm a bit tired this morning.
H You aren't exactly in good shape, are you?
R I know, I know. I think I'm eating too much.
H Then eat less!
R It isn't easy. I eat out all the time. And the portions in American restaurants are enormous.
H You don't do enough exercise.
R I walk a lot.
H Walking isn't enough, Rob. Do you do *anything* to keep fit?
R I cycle when I'm in London...
H So why don't you get a bike here?
R I'm only here for another three weeks. Anyway, my hotel's near the office. I don't need a bike.
H You know, Jennifer goes running all the time. Before and after work. But I just think that running is just so boring. I mean, where's the fun?
R Yeah, I'm not very keen on running.
H So why don't you play basketball with me and my friends?
R OK. That's a great idea! But I don't have any trainers.
H Trainers? Sneakers! You can buy some.
R Is there a sports shop near here?
H Sure, there's one across the street.

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

Extra support

- If there's time, you could get Sts to listen again with the audioscript on *page 121*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

b 2 56 Focus on the **Making suggestions with *Why don't you...?*** box and go through it with Sts.

Now play the audio and get Sts just to listen.

2 56
See Student Book on *page 42*.

Play the audio again, pausing after each phrase, and get Sts to repeat it.

c Put Sts in pairs and focus on the instructions. Make sure Sts understand the situation.

Tell **A**s to start.

When Sts have finished, ask a few **A**s what suggestions **B**s made and if they thought the suggestions were good or not.

d Sts stay in their pairs and focus on the new situation.

Tell **B**s to start.

When Sts have finished, ask a few **B**s what suggestions **A**s made and if they thought the suggestions were good or not.

Extra idea

- As a round-up, ask Sts for good suggestions for both situations and write them on the board.

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2 VOCABULARY shopping

Put Sts in pairs and tell them to answer the questions in the shopping quiz.

Check answers. For 1, you could also elicit XS and XXL.

1 S, M, L, and XL.
2 S = small, M = medium, L = large, XL = extra large
3 a changing room
4 a receipt
5 £25.99 = twenty-five pounds (and) ninety-nine p
75p = seventy-five p / pence
$45 = forty-five dollars
15¢ = fifteen cents
€12.50 = twelve euros (and) fifty (cents)

Extra idea

- You could do the quiz as a competition. Set a time limit, and the pair with the most correct answers are the winners.

3 VIDEO TAKING SOMETHING BACK TO A STORE

a 2.57 Focus on the photo 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 two questions on the board, or get Sts to focus on the questions and cover the dialogue.

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

1 They are too small.
2 He exchanges them for another pair.

2.57 2.58

S = **Salesperson**, **R** = **Rob**

S Can I help you, sir?
R Yes. Do you have these in an eight? (*repeat*)
S Just a **minute**, I'll go and check.
***
S Here you are, these are an eight. Do you want to **try** them on?
R No, thanks. I'm sure they'll be fine. (*repeat*) How much are they? (*repeat*)
S They're $83.94.
R Oh, it says $72.99. (*repeat*)
S Yes, but there's an added sales tax of **15**%.
R Oh, OK. Do you take MasterCard? (*repeat*)
S Sure.
***
S Can I help you?
R Yes, I bought these about half an hour ago. (*repeat*)
S Yes, I remember. Is there a **problem**?
R Yes, I'm afraid they're too small. (*repeat*)
S What **size** are they?
R They're an eight. (*repeat*) But I take a UK eight. (*repeat*)
S Oh, right. Yes, a UK eight is a US nine.
R Do you have a pair? (*repeat*)
S I'll go and check. Just a minute.
***
S I'm **sorry**, but we don't have these in a nine. But we do have these and they're the **same** price. Or you can have a refund.
R Uh... I'll take this pair then, please. (*repeat*)
S No problem. Do you have the **receipt**?
R Yes, here you are. (*repeat*)
S Brilliant.

You might want to check Sts know what MasterCard is (same as Visa card) and that "Um" is a sound we use to give ourselves time to think. Also be sure they understand *a refund*. Model and drill the pronunciation /'rifʌnd/.

b Focus on the dialogue in the chart. Elicit who says the **You Hear** phrases (the salesperson) and who says the **You Say** phrases (the customer, here Rob). These phrases will be useful for Sts if they need to buy something and then take it back if they have a problem.

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

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

See words in **bold** in audioscript 2.57

Go through the dialogue line by line with Sts, helping them with any words or expressions they don't understand. You may want to highlight the meaning of the phrasal verb *try on*.

Now focus on the **A pair** box and go through it with Sts.

c 2.58 Now focus on the **You Say** phrases and tell Sts they're going to hear the dialogue again. They should repeat the **You Say** phrases when they hear the beep. Encourage them to copy the rhythm and intonation.

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

d Now put Sts in pairs, **A** and **B**. **A** is the salesperson. Get Sts to read the dialogue aloud, and then change roles.

e Focus on the instructions. **A** is the customer and **B** the salesperson. Make sure Sts understand the situation. **B** keeps his / her book open and starts with *Can I help you, sir / ma'am?*

Sts now role-play the dialogue. Monitor and help.

f Now focus on the new situation and make sure Sts know what *boots* are. **A**s are now the salespeople.

Sts now role-play the dialogue. Monitor and help.

You could get a few pairs to perform in front of the class.

4 VIDEO ROB DECIDES TO EXERCISE

a 2.59 Focus on the photos and ask Sts some questions, e.g., *Where's Jenny? What is she doing?*, etc.

Focus on sentences 1–7 and go through them with Sts. Then play the audio once the whole way through for Sts to just listen.

Now play again for Sts to circle the right answer.

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

1 Brooklyn
2 doesn't show
3 morning
4 6:45
5 early
6 7:15
7 has

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2 59

(audioscript in Student Book on *page 121*)

R Hi, Jenny.
J Oh, hi.
R Have you had a good day?
J Oh, you know. Meetings! What about you?
R It was great. I went to Brooklyn and met some really interesting people.
J And you had time to go shopping, too.
R What? Oh, yeah. I've just bought these.
J What are they?
R A pair of trainers – uh, sneakers.
J Nice. Why did you buy sneakers?
R I think I need to get a bit fitter.
J Oh, I'm impressed. You know, I go running every morning in Central Park.
R Do you?
J It's so beautiful early in the morning. Why don't you come with me?
R Uh... sure. Why not?
J Great! I'll come by your hotel tomorrow morning.
R OK. What time?
J Six forty-five?
R Six...?
J Forty-five.
R Can we make it a bit later? Say, seven forty-five?
J That's too late, Rob. Let's make it seven fifteen.
R OK.
J Excellent. See you later.
R Great.
H Basketball *and* running, Rob? You must have a lot of energy.
R Uh.. yeah.

Extra support

- If there's time, you could get Sts to listen again with the audioscript on *page 121*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

b Focus on the **Social English phrases**. In pairs, get Sts to think about what the missing words could be.

Extra challenge

- Get Sts, in pairs, to complete the phrases before they listen.

c **2 60** Play the audio for Sts to listen and complete the phrases.

Check answers.

2 60

Rob	Have you **had** a good day?
Jenny	Oh, you **know**. Meetings!
Jenny	Why **don't** you come with me?
Rob	Can we **make** it a bit later?
Rob	**Say**, seven forty-five?
Jenny	**Let's** make it seven fifteen.

If you know your Sts' L1, you could get them to translate the phrases. If not, get Sts to take a look at the phrases again in context in the audioscript on *page 121*.

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

Finally, focus on the **Can you...?** questions and ask Sts if they feel confident they can now do these things.

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G *will / won't* (predictions)
V opposite verbs
P *'ll, won't*

6A Are you a pessimist?

Lesson plan

In this lesson, Sts are introduced to the future forms *will* and *won't* for the first time. They learn a specific use of these forms, which is to make predictions about the future, here particularly in response to what somebody says to you. The context of the lesson is pessimists and optimists. The lesson begins with a vocabulary focus on common opposite verbs, e.g., *pass – fail*, *buy – sell*. The grammar is then presented through a lighthearted pessimist's phrase book, i.e. the typical predictions a pessimist might make: *You won't like it*, *They'll be late*, etc. It is practiced orally by making optimistic predictions. In Pronunciation, Sts practice the contracted forms of *will | won't*. They then read an article about Hugh Laurie, a British actor who both plays the role of a very pessimistic person in the series *House, M.D.* and is a pessimist himself. Finally, Sts listen to a radio program about positive thinking and answer a questionnaire to find out how positive they are.

STUDY LINK
- **Workbook** 6A

Extra photocopiable activities

- **Grammar** *will / won't* (predictions) *page 177*
- **Vocabulary** Opposite verbs *page 256* (instructions *page 246*)
- **Communicative** The optimist's phrase book *page 224* (instructions *page 202*)

Optional lead-in (books closed)

- Draw a big glass on the board that is exactly half full of water. Underneath, write THE GLASS IS HALF _____. Tell Sts to complete the sentence with one word, but they can't tell anybody which word they have written.
- Now elicit from the class how to finish the sentence (*full | empty*).

  Ask Sts who have written *empty* to raise their hands. Tell them that they are pessimists (explain / translate if necessary).

  Now ask who wrote *full* and tell these Sts that they are optimists.

1 VOCABULARY opposite verbs

a Books open. Focus on the list of verbs and give Sts a minute to write the opposite verbs.

Check answers.

win – lose
buy – sell
remember – forget
turn on – turn off
start – end / finish

b Tell Sts to go to **Vocabulary Bank** ***Opposite verbs*** on *page 157*.

Focus on **a** and get Sts to match the verbs and pictures.

Check answers, but don't drill pronunciation yet.

10	arrive	8	pass
6	break	1	push
4	buy	12	send
3	find	5	start
7	forget	11	teach
2	lend	9	turn on
14	miss	13	win

Then get Sts to do **b** by writing the verbs in the **Opposite** column in **a**.

3.2 Now do **c**. Play the audio for Sts to check answers to **b** and to drill the pronunciation of the verbs in **a** and **b**. Play it again, pausing after each pair of opposite verbs for Sts to repeat. Give further practice of verbs your Sts find difficult to pronounce.

3.2
Opposite verbs

10	arrive	leave
6	break	fix / repair
4	buy	sell
3	find	lose
7	forget	remember
2	lend	borrow
14	miss	catch
8	pass	fail
1	push	pull
12	send	get / receive
5	start	stop / finish
11	teach	learn
9	turn on	turn off
13	win	lose

Highlight the difference between *lend* and *borrow*, i.e. *I lend money to you | you borrow money from me.*

Focus on **d**. Get Sts to cover the verbs and look at the pictures. In pairs, they try to remember the verbs and their opposites.

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.

2 GRAMMAR *will / won't* (predictions)

a Focus on the cartoon and the questions. Elicit an answer to the first two questions (the fish with its head in the water is the optimist because it sees the glass as half full, whereas the other fish sees the glass as half empty). If you didn't do the **Optional lead-in**, get Sts to say whether they are an optimist or a pessimist.

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b Focus on the phrase book, and explain that when it is completed, it is a list of typical things that a pessimist says.

Go through the **You Say** phrases with the class.

Now focus on the **A Pessimist Says** responses.

Then focus on the example in the phrase book app and show how *It'll rain* is a pessimistic response to *We're having the party in the yard*. You may want to point out at this stage that *It'll = It will*. Then do the second one together (*You won't pass*) and elicit that *You won't = You will not*.

Tell Sts, in pairs, to write the pessimist's other responses in the phrase book.

c 3 3 Play the audio for Sts to listen and check.

3 You'll break your leg.
4 He won't pay you back.
5 You won't understand a word.
6 They'll lose.
7 They'll be late.
8 You won't find a parking space.

3 3
1 **A** We're having the party in the yard.
B It'll rain.
2 **A** I'm taking my driving test this afternoon.
B You won't pass.
3 **A** I'm taking my first skiing lesson today.
B You'll break your leg.
4 **A** I've lent James some money.
B He won't pay you back.
5 **A** I'm going to see a movie tonight in English.
B You won't understand a word.
6 **A** Our team is playing in the championship game tonight.
B They'll lose.
7 **A** We're meeting Anna and Daniel at seven o'clock.
B They'll be late.
8 **A** We're going to drive to the city tonight.
B You won't find a parking space.

Play the audio again and get Sts to repeat the pessimist's responses.

d Put Sts in pairs, **A** and **B**. Tell **A**s to keep their books open and **B**s to close theirs. Tell **B**s that they are pessimists. Tell **A**s to read the **You Say** phrases and **B**s to respond with **A Pessimist Says** phrases from memory. Then Sts change roles.

e Focus on the responses in **A Pessimist Says** in the phrase book and elicit answers to the question.

the future

f 3 4 Tell Sts to go to **Grammar Bank 6A** on *page 136*. Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Additional grammar notes

- In Level 1, Sts learned that *be going to* can be used to make predictions, e.g., *You're going to be very happy*. This use was reviewed in **3A** (*It's going to be a surprise*).
- In this lesson, Sts learn the future form *will | won't* + base form, and that it can also be used to make predictions. Sometimes both forms are possible, e.g., *I think he will lose the election. | I think he is going to lose the election.* However, there is often a difference in usage: *will | won't* tends to be used more than *be going to* to make instant, on-the-spot predictions in reaction to what another person says, e.g.,:
A *I'm going to see the new Tarantino movie tonight.*
B *You won't like it.*
- At this level, you may prefer to simplify things by telling Sts that both *be going to* and *will | won't* can be used to make predictions.
- Sts will learn other uses of the future (*will | won't*) in **6B** (promises, offers, and decisions) and will study the use of *will | won't* in conditional sentences with *if* in **8B**.

Focus on the exercises for **6A** on *page 137*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a 1 I think they'll lose the game.
2 Will the meeting be long?
3 She won't get the job.
4 Will you see him at work later?
5 It'll be impossible to park.
6 You won't like that book.
7 I think she'll love the present I bought her.
8 There won't be a lot of traffic in the morning.
9 You'll find a good job, I'm sure.
10 Everything will be OK, so there's no need to worry.

b 1 will be 2 will like 3 will snow 4 will get 5 will pass

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.

g Focus on the instructions and the example. Put Sts in pairs and tell them to now imagine they are optimists. They must look at the **You Say** sentences in the phrase book and write eight affirmative predictions.

Get some ideas from the class and write them on the board.

Extra support

- Elicit a more positive prediction for 1, e.g., *You'll have a wonderful time!*, *I'm sure it won't rain*, etc.

3 PRONUNCIATION *'ll, won't*

Pronunciation notes

- An important aspect of *will | won't* is the pronunciation of the contractions, and Sts get some intensive practice here. Remind Sts that contractions are very common in conversation, but that it is not wrong to use the full uncontracted form.
- Sts often confuse the pronunciation of the contracted form of *will not* (*won't* /wount/) with the verb *want* /wont/ when speaking and listening, so there is also a special focus on this.

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a 3.5 Focus on **a** and play the audio for Sts just to listen.

> 3.5
> See Student Book on *page 44*.

Then play it again for them to listen and repeat. Encourage them to copy the rhythm. Sts often find the contracted form of *It will* (*It'll*) difficult to say.

b 3.6 Focus on the sound pictures and elicit the words and sounds: *clock* /ɑ/ and *phone* /oʊ/. Then explain that *want* and *won't* have the same consonants, but different vowel sounds.

Focus on the two sentences and play the audio, asking Sts to listen for the difference between *want* and *won't*.

> 3.6
> See Student Book on *page 44*.

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

c 3.7 Tell Sts that they are going to hear six sentences and that they have to write them down. Explain that they all include either *want* or *won't*. Tell Sts that they will hear each sentence twice.

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

Now play the audio again, pausing after each sentence to give Sts time to write down what they hear.

Then elicit answers and write them on the board.

> 3.7
> 1 I want to go with you.
> 2 They won't come tonight.
> 3 You won't find a job.
> 4 We want to learn.
> 5 They want to sell their house.
> 6 I won't win the game.

Extra idea

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

4 READING

a Focus on the article and the photo. Ask Sts who the actor is (Hugh Laurie) and what famous role he plays (Dr. House in the series *House, M.D.*). Then ask Sts what they think the title means and elicit ideas.

Give Sts time to read the article and find out which two things Hugh Laurie has in common with his character, Dr. House.

Check answers.

> 1 They are both pessimists.
> 2 They are both talented musicians, passionate about the blues.

b Now tell Sts to read the article again and decide whether sentences 1–5 are true or false, and why.

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

> 1 T (He is a pessimist and says "I am someone who is constantly expecting a plane to drop on my head.")
> 2 F (He says, "If we do a bad show next week, … it'll just stop.")
> 3 T (He doesn't think people will like it.)
> 4 F (When he was asked on a TV show why he was so pessimistic, he said it was because he was Scottish.)
> 5 T (Complete strangers come up to him on the street and say "Cheer up.")

c Do this as an open-class activity. If you have seen *House, M.D.*, tell Sts what you think of it.

5 LISTENING & SPEAKING

a 3.8 Focus on the instructions and question. Tell Sts that the radio program is a talk show, where one of the guests is an expert on positive thinking.

Play the audio once the whole way through.

Check answers.

Extra support

- Read through the audioscripts and decide if you need to preteach any new lexis before Sts listen.

> It helps you enjoy life more. Positive people are healthier and live longer.

> 3.8
> (audioscript in Student Book on *page 121*)
> **Host:**
> Today's topic is "positive thinking." We all know that people who are positive enjoy life more than people who are negative and pessimistic. But scientific studies show that positive people are also healthier. They get better more quickly when they are sick, and they live longer. A recent study has shown that people who are optimistic and think positively live, on average, nine years longer than pessimistic people. So, let's hear what you the listeners think. Do you have any ideas to help us be more positive in our lives?

Extra challenge

- Before playing the audio, elicit some ideas from the class about why positive thinking is good for you.

b Now explain that five people have called the radio program to give some tips (useful suggestions) to help people be more positive.

Get Sts, in pairs, to try and guess what the missing words in the sentences could be. Tell them <u>not</u> to write them in the sentences, but on a separate piece of paper.

You could elicit some ideas, but do <u>not</u> check answers yet.

c 3.9 Play the audio once for Sts to check their guesses and fill in the blanks.

Check answers.

> 1 Live in the **present**, not in the **past**.
> 2 Think **positive** thoughts, not negative ones.
> 3 Don't spend a lot of time reading the **papers** or watching the **news** on TV.
> 4 Every week make a list of all the **good things** that happened to you.
> 5 Try to use **positive language** when you speak to other people.

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3.9

(audioscript in Student Book on *page 121*)

H = host, C = caller

H Our first caller this evening is Andy. Hi, Andy. What's your tip for being positive?

C1 Hello. Well, I think it's very important to live in the present and not in the past. Don't think about mistakes you made in the past. You can't change the past. The important thing is to think about how you can do things better now and in the future.

H Thank you, Andy. And now we have another caller. What's your name, please?

C2 Hi, my name's Julie. My tip is think positive thoughts, not negative ones. We all have negative thoughts sometimes, but when we start having them, we need to stop and try to change them into positive ones. Like, if you have an exam tomorrow and you start thinking "I'm sure I'll fail," then you'll fail the exam. So you need to change that negative thought to a positive thought. Just think to yourself "I'll pass." I do this and it usually works.

H Thank you, Julie. And our next caller is Marco. Hi, Marco.

C3 Hi. My tip is don't spend a lot of time reading the papers or watching the news on TV. It's always bad news, and it just makes you feel depressed. Read a book or listen to your favorite music instead.

H Thanks, Marco. And our next caller is Miriam. Miriam?

C4 Hi.

H Hi, Miriam. What's your tip?

C4 My tip is every week make a list of all the good things that happened to you. Then keep the list with you, in your bag or in a pocket, and if you're feeling a little sad or depressed, just take it out and read it. It'll make you feel better.

H Thanks, Miriam. And our last call is from Michael. Hi, Michael. We're listening.

C5 Hi. My tip is to try to use positive language when you speak to other people. You know, if your friend has a problem, don't say "I'm sorry" or "Oh, poor you," say something positive like, "Don't worry! Everything will be OK." That way you'll make the other person think more positively about his or her problem.

H Thank you, Michael. Well that's all we have time for. A big thank you to all our callers. Until next week, goodbye.

d Play the audio again for Sts to write down extra information, e.g., a reason or an example. Get them to compare their answers in pairs, and then play the audio again.

Check answers (see audioscript 3.9).

Finally, in pairs, small groups, or as an open class, answer the two questions. For the question *Which tips do you think are useful?* you could get Sts to vote for the best tip with a show of hands.

Extra support

- If there's time, you could get Sts to listen again with the audioscripts on *page 121,* so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

e Focus on the activity and on the seven questions.

Then go through the expressions in the **Responding to predictions** box with the class. Drill the pronunciation, making sure Sts do not over-stress the word *so* and are clear about the meaning. Point out that the word *so* in *I hope so*, etc. means *yes*, and that *maybe* and *perhaps* mean the same.

Sts take turns asking and answering each question in pairs, giving reasons for their predictions. They should then decide if they are positive thinkers.

Finally, get some feedback, e.g., ask how many people in the class think they will pass their next English exam.

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G *will / won't* (decisions, offers, promises)
V verb + *back*
P word stress: two-syllable verbs

6B I'll never forget you

Lesson plan

Sts continue their work on the uses of future *will*. In this lesson, they learn that as well as for making predictions, *will* can be used for making promises, offers, and decisions. The presentation context is three humorous cartoons. This is followed by a pronunciation focus on stress in two-syllable verbs, e.g., *promise, decide*. Sts then discuss a list of promises that are often not kept, e.g., *This won't hurt,* and then read and listen to the true story of a couple whose promise to love each other was only kept after a chain of strange circumstances. The lesson ends with a vocabulary focus on using certain verbs with *back* (*come back*, *take back*, etc.), which Sts then put into practice with a final speaking activity.

STUDY LINK
- **Workbook** 6B

Extra photocopiable activities

- **Grammar** *will / won't* (promises, offers, decisions) *page 178*
- **Communicative** Guess my sentence *page 225* (instructions *page 202*)
- **Song** *Reach Out I'll Be There page 273* (instructions *page 264*)

Optional lead-in (books closed)

- Write the word PROMISES on the board and elicit its meaning. Teach / elicit that you can *make a promise* and then *keep* or *break a promise*.
- Ask Sts *What promises do people in love often make?* Try to elicit some and write them on the board, e.g., *I'll always love you | I'll never leave you | I'll marry you*, etc. Then ask Sts if they think people keep or break these promises.

1 GRAMMAR

will / won't (decisions, offers, promises)

a Books open. Focus on the cartoons and the dialogues. Elicit / explain any new words or phrases (e.g., *ice cream sundae* = a dessert with different kinds of ice cream, fruit, sauce, etc.). Now tell Sts to try to guess what the missing phrases are.

Extra support
- You could tell Sts that all the missing phrases begin with *I'll*.

Get feedback, and accept anything that makes sense in the context, but do not tell Sts if they are right yet.

b 3 10 Play the audio for Sts to listen and fill in the blanks.

Check answers.

1 I'll have a diet soda
2 I'll help you
3 I'll change

3 10
1 **A** That's two burgers, an extra-large order of French fries, and two ice cream sundaes. Anything else?
B Yes, I'll have a diet soda, please.
2 **A** Do I want to go back to the previous version? Do I press Yes or No?
B I need to do my homework now. I'll help you when I finish.
3 **A** I'll change! I promise!
B Well, hurry up. I can't wait much longer.
A Just one more kiss...

c Focus on the instructions and make sure Sts understand *promise* and *offer*. Highlight that they should write the number of the cartoon.

Check answers.

promise to do something	3
decide to have something	1
offer to do something	2

d 3 11 Tell Sts to go to **Grammar Bank 6B** on *page 136*. Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Additional grammar notes
- Sts shouldn't worry about being able to distinguish between an offer, a promise, or a decision. Depending on the context, *I'll help you tomorrow* could be an offer, a promise, or a decision.
- In some languages, the present tense is used for offers and decisions. Highlight that in English you say *I'll help you* NOT ~~*I help you.*~~

! In the past, *shall* was always used instead of *will* in the first person singular and plural. Today, *will* is commonly used for all persons, and *shall* is mainly used in British English for offers (*Shall I turn on the heat?*) and suggestions (*Shall we get a taxi?*).

Focus on the exercises for **6B** on *page 137*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a 1 I 2 H 3 A 4 B 5 C 6 D 7 F 8 E

b
1 I'll help
2 won't tell
3 'll call
4 will ... pay
5 won't forget
6 'll take
7 won't buy
8 'll get

Tell Sts to go back to the main lesson **6B**.

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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.

e Tell Sts to go to **Communication *I'll game*** on *page 102*. Put Sts into groups of three or four. Focus on the game board and explain the rules of the game.

S1 throws a coin. Heads = move one square, tails = move two squares. When S1 lands on a square, he / she has to make a sentence with *will* / *won't* to fill the speech bubble. Sts 2, 3 (and 4) decide if the sentence is correct / appropriate. If it is, S1 stays on that square. If it is wrong / inappropriate, S1 returns to the START square. S2 then throws the coin, etc.

Sts move around the board. If a student lands on a square where another student has already been, he / she must make a different sentence. The winner is the first student to reach the FINISH square and make a correct sentence.

The teacher is the referee in case of any disagreement!

Some possible sentences
1 I'll have the steak.
2 I'll kill it. / I'll get it.
3 I'll answer it.
4 I'll go to the supermarket and buy some.
5 I'll help you. / I'll carry them.
6 I won't be late. / I'll be home on time.
7 I'll take the green one.
8 I'll pick you up.
9 I'll turn on the light.

Tell Sts to go back to the main lesson **6B**.

2 PRONUNCIATION

word stress: two-syllable verbs

a Focus on the **Stress in two-syllable verbs** box and go through it with Sts.

Focus on the activity and give Sts, in pairs, time to put the verbs in the right column.

b 3.12 Play the audio for Sts to listen and check.

1st syllable: borrow, happen, offer, practice, promise, sunbathe
2nd syllable: agree, arrive, complain, decide, depend, forget, impress, invent, invite, prefer, receive, repair

3.12
First syllable
borrow, happen, offer, practice, promise, sunbathe
Second syllable
agree, arrive, complain, decide, depend, forget, impress, invent, invite, prefer, receive, repair

Play the audio again for Sts to practice saying the verbs, making sure they stress them clearly on either the first or second syllable.

Extra support

- Sts could use their dictionaries to help them check the pronunciation of the verbs in **a**. Remind them that the stressed syllable is the one that follows the stress mark ('), e.g., *borrow* /ˈbɑroʊ/ and *forget* /fəˈgɛt/.

3 SPEAKING & LISTENING

a Focus on the two questions and seven sentences in the speech bubbles. Put Sts in pairs and get them to discuss each sentence.

Get some ideas from the class and elicit that what they have in common is that they are all promises that are often broken.

Possible answers for 1
I'll pay you back: When somebody asks to borrow some money
This won't hurt: When a doctor or dentist is about to give you a shot
I'll come back and finish the job tomorrow: Workers and plumbers when they have started a job in your house
I'll text you when I get there: Teenagers just before they start a long trip
I won't tell anyone: When somebody tells you a secret
I'll do it later: When you ask somebody to do something they don't want to do then, e.g., a teenager to clean his / her room
We'll build new schools and hospitals: Politicians before an election

b Now tell Sts to look at the title of the article and do the question as an open-class activity.

c Tell Sts to read the article and answer questions 1–3.

Check answers.

1 Carmen was studying English, and Steve was living there.
2 Because Carmen moved to France, and the long-distance relationship didn't work.
3 Because Carmen's mother didn't send it to her.

Extra support

- You might want to preteach some vocabulary, e.g., *get engaged*, *cool* (verb), *get in touch*, etc.

d 3.13 Focus on the task and tell Sts they are now going to find out what happened to Steve and Carmen. Now tell Sts to look at questions 1–5.

Play the audio for Sts to listen and answer the questions. Then play it again if necessary.

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

Extra support

- Read through the audioscript and decide if you need to preteach any new lexis before Sts listen.

1 They gave it to Carmen's sister.
2 She called Steve.
3 They arranged to meet.
4 They fell in love again.
5 They got married.

3.13
(audioscript in Student Book on *page 121*)
H = host, S = Steve, C = Carmen
H Earlier this year, ten years after Steve sent the letter, some workers were renovating the living room in Carmen's mother's house. When they took out the fireplace, they found Steve's letter, and gave it to Carmen's sister, and she sent the letter to Carmen. Carmen was now 42, and she was still single.
C When I got the letter, I didn't call Steve right away because I was so nervous. I kept picking up the phone and putting it down again. I almost didn't call him at all. But I knew that I had to make the call.

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H Carmen finally made the call and Steve answered the phone. He was also now 42 and also single.
S I couldn't believe it when she called. I just moved into a new house, but luckily I kept my old phone number.
H Steve and Carmen arranged to meet a few days later.
S When we met it was like a movie. We ran across the airport and into each other's arms. Within 30 seconds of seeing each other again we were kissing. We fell in love all over again.
H Last week the couple got married, 17 years after they first met.
C I never got married in all those years, but now I have married the man I always loved.
H So Steve and Carmen are together at last. But will they keep their promises?

Extra support

- If there's time, you could get Sts to listen again with the audioscript on *page 121*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

4 VOCABULARY verb + *back*

a Here Sts learn / review some common verbs with *back*, e.g., *come back*, *pay* (*somebody*) *back*. Focus on the question and elicit answers.

go = to move or travel from one place to another, e.g., go to the office
go back = to return to a place, e.g., go back to work (after lunch)

b Focus on the phrases in the list and highlight that *back* changes the meaning of the verb. Verb + *back* = to repeat an action or to return. Demonstrate *give back* by giving something to a student and then saying *Give it back, please.*

Give Sts a couple of minutes to read the dialogues and complete them with a phrase from the list.

c 3 14 Play the audio for Sts to listen and check.

Check answers.

1 take it back	4 Give it back
2 call you back	5 pay me back
3 come back	6 send it back

3 14
1 **A** The shirt you bought me is too small.
B Don't worry. I'll **take it back** to the store and exchange it. I still have the receipt.
2 **A** Hi, Jack. It's me, Karen.
B I can't talk now, I'm driving – I'll **call you back** in 15 minutes.
3 **A** Could I see the manager?
B She's at lunch now. Could you **come back** in about half an hour?
4 **A** That's my pen you're using! **Give it back**!
B No, it's not. It's mine.
5 **A** Can you lend me 50 dollars, Nick?
B It depends. When can you **pay me back**?
6 **A** I bought this jacket on the Internet, but it's too big.
B Can't you **send it back**?

! You may want to point out that the object pronoun (*it*, *them*, etc.) goes between the verb and *back*. Word order with these kinds of verbs + prepositions / adverbs (phrasal verbs) is explained in detail in **11B**.

Get Sts to practice the dialogues in pairs.

d Focus on the task and make sure that Sts understand the questions. Put Sts into groups of three or four and get them to discuss 1–6.

Monitor and help while Sts are talking.

Get some feedback from the class.

Extra support

- Demonstrate the activity by answering a couple of questions yourself.

5 3 15 SONG *Reach Out I'll Be There*

This song was originally made famous by the American quartet The Four Tops in 1966.

For copyright reasons, this is a cover version. If you want to do this song in class, use the photocopiable activity on *page 273*.

3 15
Reach Out I'll Be There

Now if you feel that you can't go on
Because all of your hope is gone
And your life is filled with much confusion
Until happiness is just an illusion
And your world around is tumbling down, darling
Reach out! Hang on, girl! Reach on out for me
Reach out! Reach out, for me.

Chorus

I'll be there with a love that will shelter you
I'll be there with a love that will see you through

When you feel lost and about to give up
'Cause your best just ain't good enough
and you feel the world has grown cold
and you're drifting out all on your own
And you need a hand to hold, darling
Reach out! Hang on, girl! Reach out for me
Reach out! Reach out, for me.

Chorus

I'll be there to love and comfort you
And I'll be there, to cherish and care for you
(I'll be there to always see you through)
(I'll be there to love and comfort you)

I can tell the way you hang your head
You're without love now, now you're afraid
And through your tears you look around
But there's no peace of mind to be found
I know what you're thinking, you're alone now
No love of your own, but darling
Reach out! Come on, girl! Reach out for me
Reach out! Reach out!

Just look over your shoulder
I'll be there to give you all the love you need.
And I'll be there, you can always depend on me.

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G review of verb forms: present, past, and future
V adjectives + prepositions
P the letters *ow*

6C The meaning of dreaming

Lesson plan

The final lesson in File 6 provides a consolidation of the verb forms studied in this first half of the book. Present, past, and future are reviewed through the context of interpreting dreams. Although the lesson provides a lighthearted look at dreams, the symbols and their interpretations have been taken from serious sources. Sts begin by listening to a psychoanalyst interpreting a patient's dream. After focusing on and reviewing different forms used in the dialogue, they get the chance to interpret each other's dreams in a role-play activity. In Pronunciation, Sts look at the two possible pronunciations of the letters *ow*, and the lesson ends with a vocabulary focus on common verb + preposition combinations, e.g., *dream about*, *speak to*, etc.

STUDY LINK
- **Workbook** 6C
- **Online Practice**
- **iChecker**

Extra photocopiable activities

- **Grammar** Review of verb forms: present, past, and future *page 179*
- **Communicative** Talk about it *page 226* (instructions *page 202*)

Optional lead-in (books closed)

- Ask Sts if they dreamed last night. If they say *Yes*, elicit from three or four what they dreamed about (just the subject, not the details), e.g., *I dreamed I was falling | about my exams*. Write the dreams on the board and quickly ask the class if they know what the dreams mean.

1 READING & LISTENING

a Books open. Do this in pairs or as an open-class activity.

b 3 16 Focus on the instructions. Check that Sts know the meaning of *psychoanalyst* and *patient*. Model and drill their pronunciation: /ˌsaɪkoʊˈænəlɪst/ and /ˈpeɪʃnt/.

Focus on the pictures and ask Sts what they can see. Elicit that the pictures show an owl, a man playing the violin, feet, people dancing at a party, and flowers.

Play the audio and get Sts to number the pictures 1–5 in the correct order.

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

Extra support

- Read through the audioscripts and decide if you need to preteach any new lexis before Sts listen.

party	1	violin player	3	feet	5
flowers	2	owl	4		

3 16
Dr = Dr. Allen, P = patient
Dr So, tell me, what did you dream about?
P I was at a party. There were a lot of people.
Dr What were they doing?
P They were talking and dancing.
Dr And then what happened?
P Then, suddenly I was in a garden. There were a lot of flowers...
Dr Flowers, yes yes... What kind of flowers?
P I couldn't really see – it was dark. And I could hear music – somebody was playing the violin.
Dr The violin? Go on.
P And then I saw an owl, a big owl in a tree...
Dr How did you feel? Were you frightened of it?
P No, not frightened really, no, but I remember I felt very cold. Especially my feet – they were freezing. And then I woke up.
Dr Your feet? Mmm, very interesting, very interesting indeed. Were you wearing any shoes?
P No, no, I wasn't.
Dr Tell me have you ever had this dream before?
P No, never. So, what does it mean, Doctor?

c Focus on the dialogue, and give Sts a few minutes to read it.

Play the audio again for Sts to fill in the blanks. You may need to pause the audio to give Sts time to write the missing words.

Check answers.

1	doing	5	playing	9	woke up
2	dancing	6	saw	10	wearing
3	were	7	feel	11	had
4	couldn't	8	remember	12	mean

Extra challenge

- Give Sts a minute to guess some of the missing words before they listen. Don't tell them whether their guesses are right or wrong.

d Tell Sts that they are going to try to understand the man's dream. In pairs, they must match the things in his dream in the **You dream...** column with interpretations 1–4 in **This means...**

e 3 17 Focus on the task and play the audio for Sts to check their answers to **d**.

Check answers.

that you are at a party 1
about flowers 2
that somebody is playing the violin 3
about an owl 4

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3 17
(audioscript in Student Book on *pages 121–122*)
P So what does it mean, Doctor?
Dr Well, first the party. A party is a group of people. This means that you're going to meet a lot of people. I think you're going to be very busy.
P At work?
Dr Yes, at work... You work in an office, I think?
P Yes, that's right.
Dr I think the party means you are going to have a lot of meetings.
P What about the garden and the flowers? Do they mean anything?
Dr Yes. Flowers are a positive symbol. So, the flowers mean that you are feeling positive about the future. So maybe you already knew about this possible promotion?
P No, I didn't. But it's true, I am very happy at work, and I feel very positive about my future. That's not where my problems are. My problems are with my love life. Does my dream tell you anything about that?
Dr Mm, yes it does. You're single, aren't you?
P Yes, well, divorced.
Dr Because the violin music tells me you want some romance in your life – you're looking for a partner, perhaps?
P Yes, yes, I am. In fact, I met a woman last month – I really like her... I think I'm in love with her. I'm meeting her tonight.
Dr In your dream you saw an owl in a tree?
P Yes, an owl... a big owl.
Dr The owl represents an older person. I think you'll need to ask this older person for help. Maybe this older person is me? Maybe you need my help?
P Well, yes, what I really want to know is does this person, this woman... love me?

Extra support

- Play the audio again, pausing after each bit of interpretation, and elicit as much information as possible from the class.

f 3 18 Elicit a few ideas from Sts about the meaning of picture 5 (the feet). You could write some of the ideas on the board.

Now play the audio for Sts to listen.

Check the answer.

The woman doesn't love him.

3 18
(audioscript in Student Book on *page 122*)
P Well, yes, what I really want to know is does this person, this woman... love me?
Dr You remember the end of your dream? You were feeling cold?
P Yes, my feet were very cold.
Dr Well... I think perhaps you already know the answer to your question.
P You mean she doesn't love me.
Dr No, I don't think so. I think you will need to find another woman. I'm sorry. Perhaps you can find someone on the Internet? I have heard of a very good website...

Extra support

- If there's time, you could get Sts to listen again to both parts with the audioscripts on *pages 121–122*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

2 GRAMMAR review of verb forms

a Look at the sentences and explain that they come from the listening, and are examples of the different tenses and forms Sts have studied so far.

Elicit which one is in the present perfect (8). Then give Sts, in pairs, time to determine what time the other sentences refer to.

Check answers.

1	P	3	P	5	F	7	F
2	F	4	PR	6	PR	8	PP

b 3 19 Tell Sts to go to **Grammar Bank 6C** on *page 136*. Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Additional grammar notes

- Sts should by now be reasonably confident with the simple present and continuous, the simple past, and *be going to*. With the new forms and tenses, how quickly they assimilate them will depend to a large extent on whether they have a similar form in their L1. Don't overcorrect mistakes, but encourage Sts to use them where appropriate and to get the form right.

Focus on the exercises for **6C** on *page 137*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a	1	Do	6	Was
	2	Did	7	didn't
	3	will	8	Have
	4	Does	9	Has
	5	are		
b	1	're having	6	was walking
	2	had	7	stopped
	3	want	8	saw
	4	'll buy	9	're going to be
	5	have ... been	10	've already called

Tell Sts to go back to the main lesson **6C**.

Extra support

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

3 SPEAKING

a Put Sts in pairs, **A** and **B**. Tell Sts to go to **Communication *Dreams***, **A** on *page 103*, **B** on *page 108*.

Go through the instructions with them carefully and make sure Sts know what they have to do.

Go through the **Useful language** box with the class.

Give them time to plan what happened in their dream.

A starts by telling **B** about his / her dream using the pictures as a guide. **B** listens and numbers the subjects in the box in the order **A** speaks about them. **B** then interprets **A**'s dream in the order in which the things were mentioned using the notes in the box.

Then they change roles.

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Monitor and help while Sts do the activity. Don't interrupt and correct (unless communication breaks down altogether), but make notes of any common errors and go through these on the board afterward.

Tell Sts to go back to the main lesson **6C**.

b Focus on the review questionnaire. Put Sts in pairs and get them to choose two questions from each group to ask their partner.

Give Sts time to interview each other, making sure they ask for more information.

Monitor and help while Sts are talking.

Get some feedback from the class.

4 PRONUNCIATION the letters *ow*

Pronunciation notes

- Like all combinations of letters that can be pronounced in different ways, *ow* is a problem for Sts. They should be encouraged to check pronunciation of new words that contain *ow*, and to learn by heart the pronunciation of common words with these letters.

a 3.20 Focus on the **Pronunciation of *ow*** box and go through it with the class.

Play the audio for Sts just to listen to the picture sounds and words.

> 3.20
> See Student Book on *page 49*.

Then play it again for them to listen and repeat.

b Tell Sts to look at the words in the list and to put them in the right column depending on the sound of the letters *ow*. Remind Sts that this exercise is easier if they say the words aloud to themselves. Before Sts start, make sure they know the meanings of the words.

Get Sts to compare with a partner.

c 3.21 Play the audio for Sts to listen and check.

Check answers.

> 3.21
> owl brown, crowded, down, how, now, shower, towel, town
> phone blow, borrow, know, low, show, snow, throw

Play the audio again, pausing after each word for Sts to repeat.

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

Get some feedback from various Sts.

Extra support

- Before putting Sts in pairs, model the sentences for the class.

5 VOCABULARY adjectives + prepositions

a Focus on the **Adjectives + prepositions** box and go through it with the class.

Then focus on questions 1–10, and get Sts to fill in the blanks with a preposition.

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

1	of	3	of	5	at	7	with, about	9	to
2	for	4	for	6	at	8	from	10	in

Extra support

- Write the possible prepositions on the board for Sts to choose from.

b Put Sts in pairs and get them to ask and answer the ten questions in **a**. Remind Sts to give extra details.

Monitor and help while Sts are talking.

Get some feedback from various pairs.

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5 & 6 Review and Check

For instructions on how to use these pages, see *page 39*.

Testing Program CD-ROM

- **Quick Test 6**
- **File 6 Test**
- **Progress Test Files 1–6**

GRAMMAR

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

VOCABULARY

a
1 waste
2 spend
3 lend
4 coming back
5 teaching

b
1 sell
2 pull
3 forget
4 fail
5 learn

c
1 crowded
2 safe
3 noisy
4 south
5 museum
6 palace
7 mosque
8 bones
9 brain
10 skin

d
1 on
2 in
3 of
4 at
5 for

PRONUNCIATION

a
1 much
2 eat
3 won't
4 snow
5 receive

b
1 impatient
2 interesting
3 invent
4 practice
5 decide

CAN YOU UNDERSTAND THIS TEXT?

a No, he doesn't.

b	1	F	3	T	5	F	7	F
	2	T	4	T	6	T	8	F

CAN YOU UNDERSTAND THESE PEOPLE?

3 22

1 c 2 a 3 a 4 b 5 a

3 22

1
I = interviewer, Ia = Ian
I Do you have more free time than three years ago? Why?
Ia Yes, because I had a part-time job then, now I'm fully retired.
2
I = interviewer, W = Wells
I What's the most beautiful city you've ever been to?
W Oh, probably Paris.
I Why?
W Oh, just the architecture, and the layout, and the culture.
3
I = interviewer, Je = Jeanna
I Do you think you have a healthy diet?
Je No.
I Why?
Je I live off of chips and cookies and ice cream. Um... I'm probably the most unhealthy out of all my friends.
4
I = interviewer, Jo = Joanna
I Are you an optimist or a pessimist?
Jo I don't know. My friends would probably say that I'm a pessimist, but I would like to think that I'm an optimist.
5
I = interviewer, A = Anya
I Do you often dream about the same thing?
A I have recurring dreams about being chased usually.
I Do you often have bad dreams?
A Depending on what's going on in my life. If I'm having a tough time at work, then I'll usually dream about bad things happening at work.

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G uses of the infinitive
V verbs + infinitive: *try to*, *forget to*, etc.
P weak form of *to*, linking

7A How to...

Lesson plan

The context of this lesson is life skills, and the material is based on information on a website called *wikiHow*, which gives help and advice (sent in by readers) on how to do thousands of different things. The lesson begins with Sts reading some humorous but useful advice on what to do and say (and not do and say) when you meet your boyfriend / girlfriend / partner's parents for the first time. They then listen to Nico meeting his girlfriend's parents to see how it goes. In Grammar, Sts learn when to use the infinitive form (after certain verbs, after adjectives, etc.). In Vocabulary, the focus is on some high frequency verbs that are followed by the infinitive form, and in Pronunciation Sts practice the weak form of *to* in phrases using an infinitive and linking. Finally, in Speaking Sts read and re-tell two more *How to…* texts (surviving a first date and surviving at a party where you don't know anybody), and then in Writing they write some tips of their own on a different subject.

STUDY LINK
- **Workbook** 7A

Extra photocopiable activities

- **Grammar** Uses of the infinitive *page 180*
- **Communicative** I'm going to tell you about… *page 227* (instructions *page 203*)

Optional lead-in (books closed)

- Write YOU'RE GOING TO MEET YOUR GIRLFRIEND / BOYFRIEND'S PARENTS FOR THE FIRST TIME TONIGHT on the board in big letters. Then ask Sts *What is it important to do (or not to do)?* and elicit ideas, e.g., *Don't be late*, *Dress well*, etc. Write Sts' ideas on the board. Continue until you have elicited five or six ideas.

1 READING & LISTENING

a Books open. Focus on the poster and ask Sts if they have seen the movie. Elicit what it is about (meeting your girlfriend's parents for the first time). If some Sts have seen it, ask them what they thought of it.

b (If you did the **Optional lead-in**, go straight to **c**.) Put Sts in pairs and tell them to think of two pieces of advice they would give somebody who was going to meet their partner's parents for the first time.

Get some feedback from various pairs and write it on the board.

c Now tell Sts they are going to read an article from the website *wikiHow*. Ask if Sts have heard of it or used it. Explain that it is a website that anyone can add information to, and it offers help and advice on how to do thousands of different things (anything from how to delete your Facebook account to how to make somebody fall in love with you). The first time Sts read, they should just see if their advice is included in the article. Tell them not to worry about the blanks.

Check answers.

Extra support

- You could preteach some vocabulary, e.g., *punctual*, *ambition*, *controversial*, *tactic*, etc., or you may want to explain it in context after Sts have read the text.

d Tell Sts to read the article again and this time to fill in the blanks with a verb from the list.

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

1 to have	6 to answer, to know	9 to say
2 to make	7 to do, to show	
3 not to be	8 not to talk	

e 3 23 Tell Sts they are now going to listen to Nico meeting his girlfriend's parents for the first time. They should listen to see if the meeting starts well or not, and how it ends.

Play the audio once the whole way through.

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

Extra support

- Read through the audioscript and decide if you need to preteach any new lexis before Sts listen.

The meeting starts badly, but it ends well.

3 23
(audioscript in Student Book on *page 122*)
N = Nico, E = Emily, M = Mom, D = Dad
N Hi, Emily. Sorry I'm late. I was watching the big game.
E Well, come in. Mom, this is Nico. Nico, this is my mom.
N Oh… hello.
M Nice to meet you, Nico.
E And this is my dad.
D Hello, Nico.
N Hello.
D Come on into the living room.
***
D Would you like a drink, Nico? Orange juice, soda?
N Oh, thanks, John. I'll have a soda, please.
***
M You're a vegetarian, aren't you, Nico?
N Yes, I am. Personally, I think eating animals is totally wrong.
M Ahem, well, this is vegetable lasagna. I hope you like it. Emily's dad made it.
***

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D Any more lasagna, Nico?
N Oh, uh, no thanks. I'm not very hungry.
E The lasagna is delicious, Dad.
M Yes, it is.
D Thank you.
***
E I'll do the dishes, Mom.
D No, I'll do them.
N Uh, where's the bathroom?
***
N Did you watch the big game this evening, John? The Lakers and the Celtics. It was exciting!
D No, I didn't watch it. I don't like basketball at all. In fact, I hate it.
N Oh.
M So... what are you going to do when you finish college, Nico?
N Uh, I don't know.
D What are you studying in college?
N Sociology.
D Why did you choose sociology?
N Because I thought it was easy.
M Is it interesting?
N It's OK. Uh... What was Emily like as a little girl, Marion? Do you have any photos of her?
M Photos of Emily? Yes, we have thousands of photos. She was the cutest little girl, wasn't she, John?
D Yes, she was. A beautiful little girl.
N Can I see some?
E Oh, no, please.
M John, can you bring the photo albums? ... Look and this is one when she was three years old.
D And this is when we went to Disneyworld. That's Emily with Mickey and Minnie Mouse.
N Ah! She was so sweet.
D Would you like another soda, Nico?
N Yes, please, John.

f Tell Sts to listen again and this time to answer the two questions. Give Sts a few minutes to see what they can remember. Play the audio again if necessary.

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

1 He arrives late; he calls them by their first names; he gives his opinion too strongly about meat eaters; he doesn't say anything positive about the food; he doesn't offer to help with the dishes; he doesn't find out before meeting him if the father likes basketball; he wasn't very good at answering questions about himself; his answers are very short, so the conversation dies.
2 He asks to see photos of Emily as a child and he says she looked "sweet".

Extra support

- If there's time, you could get Sts to listen again with the audioscript on *page 122*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

g Do this as an open-class activity.

2 GRAMMAR uses of the infinitive

a Tell Sts to focus on sentences a–d from the article and rules 1–4. They must match a sentence with a rule.

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

a 2 b 3 c 4 d 1

b Tell Sts to look back at blanks 2–8 in the article and to decide which rule 1–4 they follow.

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

2 to make (Rule 3)
3 not to be (Rule 2)
6 to answer (Rule 2), to know (Rule 1)
7 to do (Rule 1)
8 not to talk (Rule 1)

c 3 24 Tell Sts to go to **Grammar Bank 7A** on *page 138*. Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Additional grammar notes

- The infinitive has two forms in English:
  1 ***work*** is the form that is given in a dictionary. Sts have seen this used in simple present questions and negatives, e.g., *Do you work?*, *I didn't work*, and after the modal verb *can*.
  2 ***to work*** Sts should already be familiar with the infinitive used after some verbs such as *want* and *would like*, e.g., *I want to come with you*.

! The infinitive of purpose is only used to express a ⊞ reason. To express a ⊟ reason, we use *in order not to* or *so as not to*, e.g., *We took a taxi so as not to be late* NOT ~~*We took a taxi not to be late*~~. At this level, it is better not to point this out unless it comes up.

Focus on exercises **7A** on *page 139*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a 1 E 2 D 3 F 4 A 5 C
b 1 to meet 2 to do 3 to go 4 not to make 5 to learn 6 not to drive 7 to look for

Extra idea

- Put Sts into small groups. Get them to try to think of at least two answers to each of the questions below, using *to* + infinitive. *Why do people…?*
  – go to parties – go on vacations – go to a gym
  – get married – learn English

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.

3 VOCABULARY verbs + infinitive

a Here Sts focus on the verbs before the infinitives. Tell Sts not to look at the article and to fill in the blanks in 1–4.

Check answers.

1 need 2 want 3 Offer 4 try

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b Tell Sts to go to **Vocabulary Bank** ***Verb forms*** on *page 158*. Focus on part **1 Verbs + infinitive**.

Focus on **a** and get Sts to complete the ***to* + verb** column with the verbs from the list.

3 25 Now do **b**. Play the audio for Sts to check their answers. Give further practice of any words your Sts find difficult to pronounce.

> 3 25
> **Verbs + infinitive**
> 1 We've decided **to go** to France for our vacation.
> 2 Don't forget **to turn off** all the lights.
> 3 We hope **to see** you again soon.
> 4 I'm learning **to drive**. My driving test's next month.
> 5 I need **to go** to the supermarket. We don't have any milk.
> 6 He offered **to help** me with my résumé.
> 7 They're planning **to get married** soon.
> 8 He pretended **to be** sick, but he wasn't really.
> 9 He promised **to pay** me back when he gets a job.
> 10 Remember **to bring** your dictionaries to class tomorrow.
> 11 It was very cloudy and it started **to rain**.
> 12 I'm trying **to find** a job, but it's very hard.
> 13 I want **to catch** the six o'clock train.
> 14 I'd like **to buy** a new car next month.

Now do **c** and tell Sts, in pairs, to cover the ***to* + verb** column. They must try to remember and say the full sentence.

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.

4 PRONUNCIATION & SPEAKING

weak form of *to*, linking

Pronunciation notes

Weak form of *to*

- The word *to* is usually unstressed in a sentence (unless it comes at the end of a question, e.g., *Who are you talking to?*) and is pronounced as a weak form /tə/, e.g., *I never speak to* /tə/ *Jane*.
- It's important for Sts to be aware of the way two consonant sounds are linked (see information box in the Student Book), as this will help them to understand spoken language when this linking occurs. It will also help them to speak in a more natural way.

a 3 26 Tell Sts to listen to the two sentences and especially to how the word *to* is pronounced.

Play the audio once for Sts just to listen, and elicit that *to* isn't stressed and is pronounced /tə/.

> 3 26
> See sentences in Student Book on *page 53*

b 3 27 Focus on the **Linking words with the same consonant sound** box and go through it with Sts.

Now tell them they are going to hear six sentences and they must write them down. Play the audio, pausing after each sentence to give Sts time to write. Play again if necessary.

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

> 3 27
> 1 He promised to help me.
> 2 Don't forget to turn off the lights.
> 3 It's difficult to say.
> 4 I don't know what to do.
> 5 Do you want to come with me?
> 6 It's important not to be late.

In pairs, Sts practice saying the sentences.

c This speaking activity reinforces the pronunciation practiced in **b**. Quickly go through the questions and make sure Sts understand them.

Put Sts in pairs, **A** and **B**. **A** asks the first six questions to **B**, who answers, giving as much information as possible. Then **B** asks the next six questions to **A**.

Get feedback from the class.

Extra support

- Get Sts to choose questions to ask you first. Encourage them to ask follow-up questions for more information. You could write a few question words, e.g., *Why? When?*, etc. on the board to remind them.

d Put Sts in pairs, **A** and **B**. Tell Sts to go to **Communication** ***How to…***, **A** on *page 103*, **B** on *page 107*.

Go through the instructions with them carefully, and make sure Sts know what they have to do.

A and **B** read their ***How to…*** texts. Give them time to try to memorize the information and help them with any vocabulary problems. They both close their books.

A then tells **B** the five tips. Encourage **B** to note down the main point of each tip. Then **A** and **B** decide which they think is the most important tip.

B now tells **A** the five tips in his / her text (and **A** notes down the main points), and they again decide which is the most important one.

When they have finished, get feedback from some pairs about which tip they thought was the most important.

Tell Sts to go back to the main lesson **7A**.

5 WRITING

In pairs, Sts now write their ***How to…*** article. First, they must choose one of the two titles, and then they must write at least four tips.

When they have finished, make sure they check their work for mistakes.

Then they could exchange articles with another pair.

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G uses of the gerund (verb + *-ing*)
V verbs + gerund
P the letter *i*

7B Being happy

Lesson plan

In a magazine article, different journalists talk about their idea of happiness. This provides the context for Sts to learn three common uses of the verb + *-ing* form (often called the gerund).
The lesson begins with grammar, and the magazine article presents examples of the gerund. The vocabulary focus is on common verbs that are followed by the gerund.
In Pronunciation, Sts look at the two pronunciations of the letter *i* and learn some spelling and pronunciation rules.
The speaking and listening activity focuses on singing, and Sts listen to an interview with the director of a singing school and a woman who took a singing class there. In Writing, Sts write their own sentences about their idea of happiness.

STUDY LINK
- **Workbook** 7B

Extra photocopiable activities

- **Grammar** Infinitive or verb + *-ing*? *page 181*
- **Communicative** Find someone who... *page 228* (instructions page *203*)
- **Vocabulary** Verb forms: infinitive or gerund? *page 257* (instructions *page 246*)
- **Song** *Don't Stop Me Now page 274* (instructions *page 265*)

Optional lead-in (books closed)

- Write the following words on the board: HAPPY, SAD, DARK, WEAK. Ask Sts what part of speech they are, and elicit that they are adjectives. Then tell Sts that by adding four letters to the end of these adjectives, you make them into nouns, and see if anyone comes up with *-ness*. Write the nouns on the board (*happiness*, *sadness*, etc.), and model and drill pronunciation.
- You could also teach a few more *-ness* nouns from other adjectives Sts know, e.g., *kindness*, *laziness*, *cleanliness*, etc.

1 GRAMMAR uses of the gerund

a Books open. Put Sts in pairs and get them to discuss the questions. You could answer the questions yourself first.

Get some feedback from the class.

b Focus on the article and photos. Tell Sts to read the text once and then write the letter of the photos in paragraphs 1–6.

You may want to preteach some vocabulary, e.g., *leftovers*, *scales*, *a suitcase*, *baggage claim*, *a bargain*, etc., or you may prefer to explain these in context after Sts have read the text.

Check answers.

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

c Sts read the article again and decide who they agree with and don't agree with.

Get Sts to compare their choices with a partner, and then get feedback from the whole class to find out which one(s) are the most popular / unpopular.

d Tell Sts to focus on the highlighted phrases in paragraph 1 and to try and find the three examples for 1–3.

Check answers.

1 using leftovers
2 making something
3 making soup

Extra challenge

- Try to elicit from Sts these spelling rules:
  1 Add *-ing* to the infinitive form, e.g., *work – working*.
  2 With monosyllabic verbs (ending in one vowel and one consonant), double the final consonant and add *-ing*, e.g., *sit – sitting*, etc.
  3 With verbs ending in *e*, drop the *e* and add *-ing* (except *be*), e.g., *make – making*, etc.

e 3 28 Tell Sts to go to **Grammar Bank 7B** on *page 138*. Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Additional grammar notes

- It is very likely that in your Sts' L1, an infinitive form will be used in places where English uses an *-ing* form.

! After *like*, *love*, and *hate*, an infinitive can be used without any real difference in meaning.

Spelling rules

- You may want to point out that verbs that are stressed on the last syllable also double the final consonant, e.g., *begin – beginning*, *prefer – preferring*.

Gerund or infinitive?

- Sts are asked to discriminate between the gerund and infinitive in the second exercise in the Grammar Bank. Before doing it, you could get Sts to quickly look again at the rules for both (see **Grammar Banks 7A** and **7B** *page 138*).

! Remind Sts that *like* is usually followed by the gerund, e.g., *I like traveling*, but *would like* is followed by the infinitive, e.g., *I would like to travel around the world.*

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Focus on the exercises for **7B** on *page 139*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a	1	swimming	5	texting
	2	practicing	6	being
	3	remembering	7	Traveling
	4	Teaching	8	studying
b	1	Doing	5	to drive
	2	not to take	6	raining
	3	to park	7	cooking, doing
	4	reading	8	getting up

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.

f Tell Sts they are going to write a paragraph similar to the ones in **1b**. Write HAPPINESS IS… on the board and tell Sts they should write between 10 and 25 words about their idea of happiness.

g When Sts have finished writing, put them in small groups of four. Tell Sts to exchange their pieces of writing in their groups and read the paragraphs written by their groupmates. When they have finished reading all of them, they should give their opinion.

Get some feedback from various groups.

2 VOCABULARY & SPEAKING

verbs + gerund

a Here Sts learn some other common verbs that take the gerund form. Tell Sts to go to **Vocabulary Bank *Verb forms*** on *page 158* and look at part **2 Verbs + gerund (verb + *-ing*)**.

Focus on **a** and get Sts to complete the **gerund** column with the verbs from the list.

3 29 Now do **b**. Play the audio for Sts to check answers. Give further practice of any words your Sts find difficult to pronounce.

3 29

Verbs + gerund

1 I enjoy **reading** in bed.
2 Have you finished **cleaning up** your room?
3 I want to go on **working** until I'm 60.
4 I hate **being** late when I'm meeting someone.
5 I like **having** breakfast in a cafe.
6 I love **waking up** on a sunny morning.
7 I don't mind **doing** the ironing. It's very relaxing.
8 She spends hours **talking** on the phone.
9 It started **raining** at 5:30 in the morning.
10 Please stop **making** that noise. I can't think.
11 I don't feel like **cooking** today. Let's go out for lunch.

Remind Sts that *I don't mind* (*doing something*) = although I don't enjoy it, it isn't a problem for me. Point out the asterisk by *start* and tell Sts that it can be used with a gerund or infinitive with no difference in meaning, e.g., *It started raining* or *It started to rain*.

Now do **c** and tell Sts, in pairs, to cover the **gerund** column. They must try and remember the full sentences.

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.

b Here Sts get some oral practice of the new vocabulary. Focus on the task. Highlight that Sts only have to choose five things they want to talk about from the ten possibilities. Give them a minute to choose their five things.

! Highlight that *dream of* is used for daydreaming, i.e. something we would love to do; *dream about* is used for dreaming while actually asleep, e.g., *I dreamed about you last night*.

Extra support

- Sts could write down their answers to help prepare them for the speaking.

c Demonstrate the activity by choosing a few things from the list and talking about them yourself. Encourage the class to ask you for more information, e.g., *Why (not)?*

In pairs, **A** tells **B** his / her five things and **B** asks for more information.

When you think the **A**s have finished, get them to change roles.

Monitor and help while Sts are talking. Correct Sts if they use an infinitive instead of an *-ing* form.

Get some feedback from the class.

Extra idea

- Get fast finishers to choose more topics to talk about.

3 PRONUNCIATION the letter *i*

Pronunciation notes

- There are several clear spelling / pronunciation rules for words with the letter *i*, but there are a few common exceptions like *live* (v) that trip Sts up sometimes. By this time, Sts will instinctively pronounce most of these words correctly.

a Focus on the activity and elicit the two sounds and words.

Give Sts two minutes to put the words in the right column.

Get Sts to compare with a partner.

b 3 30 Play the audio for Sts to listen and check.

Check answers.

3 30

fish /ɪ/ give, milk, miss, sit, skin, thin, which, win, with
bike /aɪ/ find, high, kind, like, mind, night, right, time

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Play the audio again for Sts to listen and repeat. Give more practice if these sounds are a problem for your Sts.

Then give Sts some time, in pairs, to figure out the rules and elicit them.

i + one consonant + *e* is usually pronounced /aɪ/.
The exception is *give*.
ind and *igh* are usually pronounced /aɪ/.
i between consonants is usually pronounced /ɪ/, e.g., *miss*.

You could point out that while the verb *live* is pronounced /lɪv/, the adjective *live* as in *live music* is pronounced /laɪv/. This difference between the verb and adjective sometimes confuses Sts.

c 3 31 Have Sts practice saying the sentences.

Give Sts time to decide if the letter *i* is pronounced /ɪ/ or /aɪ/.

Now play the audio for Sts to listen and check.

Check answers.

3 31
I miss spending time with my sister.
I like drinking a glass of milk at night.

Play the audio again for Sts to listen and repeat.

Extra support

- Before Sts answer the question, elicit which words in **c** are verbs.

4 SPEAKING & LISTENING

a Focus on the photos and ask Sts what all the photos have in common (They all show people singing and looking happy).

In pairs, Sts ask and answer the questions. Make sure they understand the words *karaoke* and *choir*. Model and drill their pronunciation, /kæri'oʊki/ and /'kwaɪr/.

Get some feedback from the class.

b Focus on the task and make sure Sts understand statements 1–7.

In pairs, Sts tell each other if they think the statements are true or false.

Get some feedback from the class, but do not yet tell them if they are right or not.

c 3 32 Tell Sts they are going to listen to an interview with Franco, a director of a singing school, and Molly, a student who took a class there. Explain that they will hear them talking about the things in 1–7.

Play the audio once the whole way through. Sts listen and check their answers to **b**. Play the audio again if necessary.

Check answers and ask if any pairs predicted correctly.

Extra support

- Read through the audioscript and decide if you need to preteach any new lexis before Sts listen.

1 T 2 T 3 F 4 F 5 F 6 T 7 F

3 32
(audioscript in Student Book on *page 122*)
I = interviewer, F = Franco, M = Molly
I Good morning and welcome. On today's program, we're going to talk about singing. In the studio, we have Franco, the director of a singing school in Miami, and Molly, a student at Franco's school. Good morning to both of you.
F and M Good morning.
I First, Franco, can you tell us, why is it a good idea for people to learn to sing?
F First, because singing makes you feel good. And secondly, because singing is very good for your health.
I Really? In what way?
F Well, when you learn to sing, you need to learn to breathe correctly. That's very important. And you also learn to stand and sit correctly. As a result, people who sing are often in better shape and healthier than people who don't.
I Are your classes only for professional singers?
F No, not at all. They're for everybody. You don't need to have any experience with singing. And you don't need to be able to read music.
I So how do your students learn to sing?
F They learn by listening and repeating. Singing well is really 95% listening.
I OK. Molly. Tell us about the class. How long did it last?
M Only one day. From ten in the morning to six in the evening.
I Could you already sing well before you started?
M No, not well. I've always liked singing. But I can't read music, and I never thought I sang very well.
I So what happened during the class?
M Well, first we did a lot of listening and breathing exercises, and we learned some other interesting techniques.
I What sorts of things?
M Well, for example we learned that it's easier to sing high notes if you sing with a surprised look on your face!
I Oh, really? Could you show us?
M Well, I'll try.
I For those of you at home, I can promise you that Molly looked very surprised. Were you happy with your progress?
M Absolutely. At the end of the day, we were singing in almost perfect harmony. It was amazing. In just one day, we really were much better.
I Could you two give us a little demonstration?
F and M Oh, OK...

d Go through the six multiple-choice questions.

Then play the audio again for Sts to listen and choose the right answer. Play any parts of the audio again if necessary.

Check answers.

1 a 2 b 3 a 4 c 5 b 6 b

Extra support

- If there's time, you could get Sts to listen again with the audioscript on *page 122*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

e Finish by asking Sts if they would like to learn to sing (better) and which tips from the audio they could use.

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5 3 33 SONG *Don't Stop Me Now*

This song was originally made famous by the British rock band Queen in 1978. For copyright reasons, this is a cover version. If you want to do this song in class, use the photocopiable activity on *page 274*.

3 33

Don't Stop Me Now

Tonight I'm gonna have myself a real good time
I feel alive
And the world is turning inside out, yeah!
I'm floating around in ecstasy, so
(Don't stop me now)
(Don't stop me) 'cause I'm having a good time, having a good time
I'm a shooting star leaping through the sky like a tiger
Defying the laws of gravity
I'm a racing car passing by like Lady Godiva
I'm gonna go, go, go, there's no stopping me
I'm burning through the sky, yeah!
Two hundred degrees, that's why they call me Mister Fahrenheit
I'm traveling at the speed of light, I wanna make a Supersonic man out of you

Chorus

(Don't stop me now)
I'm having such a good time, I'm having a ball
(Don't stop me now)
If you wanna have a good time, just give me a call
(Don't stop me now)
'Cause I'm having a good time
(Don't stop me now)
Yes I'm having a good time, I don't want to stop at all

I'm a rocket ship on my way to Mars on a collision course
I am a satellite, I'm out of control
I am a machine, ready to reload
Like an atom bomb, about to explode
I'm burning through the sky, yeah!
Two hundred degrees, that's why they call me Mister Fahrenheit
I'm traveling at the speed of light, I wanna make a Supersonic woman of you

(Don't stop me, don't stop me, don't stop me)
Hey hey hey! (Don't stop me, don't stop me, Ooh ooh ooh)
I like it (Don't stop me, don't stop me)
Have a good time, good time
(Don't stop me, don't stop me)
Ooh ooh, alright

Oh, burning through the sky, yeah!
Two hundred degrees, that's why they call me Mister Fahrenheit
Traveling at the speed of light, I wanna make a Supersonic man out of you

Chorus

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G *have to, don't have to, must, must not, can't*
V modifiers: *a little(bit), really,* etc.
P sentence stress

7C Learn a language in a month!

Lesson plan

The title and main context of this lesson were inspired by an article in which an experiment was done to see how well someone could learn a foreign language in just a month. When the month was up, the person traveled to the country itself and carried out a series of tasks to see how much he or she had learned. The lesson begins with a grammatical focus on modal verbs expressing obligation: *have to | don't have to* and *must*, and there is a pronunciation focus on sentence stress. Then Sts read an article about an experiment to see how much Spanish an American journalist, Max, can learn in a month, and then they listen to hear how Max did in Puerto Rico when his class was finished. Then there is a vocabulary focus on modifiers like, *really* and *incredibly* before Sts talk about their experiences as learners of English. In Writing, Sts write a formal email to a language school asking for information.

STUDY LINK
- **Workbook** 7C
- **Online Practice**
- **iChecker**

Extra photocopiable activities
- **Grammar** *have to, don't have to, must, must not, can't page 182*
- **Communicative** In the US *page 229* (instructions *page 203*)

Optional lead-in (books closed)
- Ask Sts what rules there are in the class, and elicit their ideas onto the board, writing them up in imperatives, e.g., *Do homework every day. Don't miss classes. Turn off your cell phone. Don't speak in* (Sts' L1), etc.
- Then ask Sts which two they think are the most important.

1 GRAMMAR *have to, don't have to, must, must not, can't*

a Books open. Focus on the signs and rules 1–5, and get Sts to match them.

Check answers.

1 C 2 B 3 E 4 A 5 D

b Focus on the highlighted expressions in **a** and questions 1–3 in **b**. Give Sts a few moments to answer the questions and then check answers. Make sure Sts understand the words *obligation | obligatory, permitted,* and *against the rules*.

1 You have to / You must
2 You don't have to
3 You must not/You can't

Extra challenge
- Get Sts in pairs to cover rules 1–4 and just look at the signs. Encourage them to test each other by pointing to a sign and asking *What does this mean?* Their partner responds *It means you…* .

Extra idea
- If there are any other signs (relating to rules / obligations) in your school, remind Sts of them and elicit what they mean, e.g., No smoking – *You must not smoke*, etc.

c 3 34 3 35 Tell Sts to go to **Grammar Bank 7C** on *page 138*. Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Additional grammar notes

have to* and *must
- At Level 2, *have to* and *must* can be treated as synonyms as a way of expressing obligation. We tend to use *have to* more often than *must* when there is an external obligation, i.e. a law or a rule, e.g., *You have to wear a seat belt in a car in this state.*
- Watch out for the typical mistake of using *to* with *must*: e.g., *I must to go to the bank.*
- Highlight the impersonal use of *you* when we talk about rules and laws, e.g., *You have to drive on the left.*

don't have to, must not, and can't
- Watch out for the typical mistake of using *don't have to* instead of *must not* or *can't*, e.g., *You don't have to smoke in class. (You must not or can't smoke…)*
- In *American English File* 1, Sts learned to use *can't* for general prohibition, e.g., *You can't park here.* In this context, *must not* and *can't* are more or less synonymous, but *can't* is more common in speaking.

Focus on the exercises for **7C** on *page 139*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a	1	has to	5	have to
	2	have to	6	doesn't have to
	3	Does … have to	7	have to / must
	4	Do … have to	8	Do … have to
b	1	must not	5	must not
	2	have to	6	don't have to
	3	don't have to	7	can't
	4	✓	8	don't have to

Tell Sts to go back to the main lesson **7C**.

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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.

d In pairs, Sts complete the four sentences about their school.

e Put two pairs together and get them to read their sentences to each other. They should then choose the most important rule.

Get some feedback from various groups.

2 PRONUNCIATION Sentence stress

Pronunciation notes

- Here Sts do more work on sentence stress and rhythm using the new language of the lesson. Again, they are encouraged to pronounce information-carrying words more strongly and pronounce less important words more lightly. This will help them get the rhythm of English.
- Native speakers tend to pronounce *have to* as /hæf tə/rather than /hæv tʊ/.

a 3 36

- Focus on the activity and tell Sts that they are going to hear five sentences that they have to try and write down. All of the sentences contain a form of *have to*, *must*, or *can't*.
- Play the recording, pausing after each sentence to give Sts time to write down the sentences.
- Play the recording again for Sts to check their answers. Check answers, writing the correct sentences on the board.

3 36

1 My sister has to travel a lot.
2 You can't smoke in here.
3 Do you have to wear a uniform to school?
4 He doesn't have to work on weekends.
5 You must show an ID card at the gate.

b Play the recording again and have Sts repeat, trying to copy the rhythm. Give more practice as necessary. Remind Sts that the *have* in *have to* is not contracted.

3 READING & LISTENING

a Focus on the questions and elicit some opinions from the class. Try to get a short discussion going if Sts seem to be interested in the topic.

b Focus on the photo and tell Sts that they are going to read about an American journalist who tried to learn Spanish in an intensive course. Make sure Sts understand what *an intensive course* means.

Focus on the instructions and go through questions 1–6, making sure Sts understand them.

Give Sts a few minutes to read the article once.

Then get them to cover the article and answer the questions.

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

1 They have a reputation for being bad at languages.
2 They wanted Max to learn a new language in a month.
3 Because he would like to visit Puerto Rico and other places in Latin America.
4 In Washington, D.C. for one month.
5 Easy: Vocabulary: Some words are similar to English words.
Difficult: Grammar: the verbs change for each person; pronunciation
6 1 Order a drink and a sandwich (ask how much it is and understand the price)
2 Ask for directions on the street
3 Take a taxi to a historical place
4 Leave a message on voicemail
Rules: You can't use a dictionary or phrase book, can't speak English, and you can't use your hands, mime, or write anything.

Explain any new vocabulary.

c 3 37 Focus on tests 1–4 in the article and ask Sts the two questions. Get some feedback from the class.

Then play the audio of Max taking the tests in Puerto Rico. Sts just listen to hear which test was the easiest and which was the most difficult.

Check answers.

Extra support

- Read through the audioscript and decide if you need to preteach any new lexis before Sts listen.

The easiest test was getting a drink and a sandwich in a cafe. The most difficult was taking a taxi to a historical place.

3 37

(audioscript in Student Book on *page 122*)
J = journalist, N = Nilda, W = waiter, Pb = passer-by, T = taxi driver, L = Lourdes

J I arrived at the airport in San Juan, Puerto Rico, where I met Nilda. *Hola. Soy Max.*
N *Encantada. Soy Nilda.*
J Nilda took me to my hotel, and that evening we went to eat, and it was time for my first test. I had to order a sandwich and a drink in a cafe, and then ask for the check. I sat down at a table, and I tried to order a soda and a chicken sandwich. *Por favor, una refresco y un emparedado de pollo.*
W *En seguida.*
J Terrific! The waiter understood me the first time. My pronunciation wasn't perfect, but I got my soda and my sandwich. I really enjoyed it. But then the more difficult part. Asking for the check... *¿Cuánto es?*
W *Seis noventa.*
J *¿Cómo?*
W *Seis noventa.*
J Six ninety. I understood! Nilda gave me eight points for the test. I was very happy with that. Next, we went out on the street. Test number two was asking for directions and understanding them. We were on a narrow street, and I had to stop someone and ask him or her for the nearest drugstore, *una farmacia*. I stopped a woman. At first, I didn't understand anything she said!
Pb *Siga derecho y tome la segunda calle al la izquierda. Hay una farmacia en esa calle.*
J I asked the woman to speak more slowly.
Pb *Todo derecho y tome la segunda calle al la izquierda IZQUIERDA.*
J I got it this time, I think. The second street on the left. I followed the directions and guess what? There was a drugstore there! Seven points from Nilda. Test number three. I wasn't looking forward to this one. I had to take a taxi to a historical place in San Juan. Nilda wrote down the name of the place on a piece of paper. It was the name of an old fort near the ocean. We stopped a taxi. *El Morro, por favor.*
T *¿Qué? ¿Adónde?*

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J He didn't understand me. I tried again, but he still didn't understand. I was desperate, so I said *fort, old, water.*
T *¡Ah! El Morro.*
J Finally! Nilda only gave me five points because I ended up using English. Still, at least I made the taxi driver understand where I wanted to go. And so to the final test. I had to leave a message in Spanish on somebody's voicemail. I had to give my name, spell it, and ask the person to call me back. Nilda gave me the number – it was one of her friends named Lourdes – and I dialed. I was feeling a little nervous at this point, because talking on the phone in a foreign language is never easy.
L *Deje su mensaje después de la señal.*
J *Uh. Buenas noches. Soy Max. Max. M-A-X. uh... Por favor... llámarme esta noche... Oh, yes... a las ocho y media ... uh, Gracias.* Well, my grammar wasn't correct, but I left the message. Half an hour later, at eight thirty, Lourdes called me. Success! Nilda gave me eight points. That was the end of my four tests. Nilda was happy with me. My final score was seven. I was very happy with that. So how much can you learn in a month? Well, of course you can't learn Spanish in a month, but you can learn enough to survive if you are on vacation or on a trip. Now I want to go back to Washington, D.C. and try and learn some more. *¡Adiós!*

d Focus on the task and quickly go through sentences 1–7 before playing the audio.

Play the audio again, pausing to give Sts time to mark them T or F. Play all or part of the audio again if necessary.

Check answers.

1 F (The waiter understood him the first time.)
2 F (It was six dollars and ninety cents.)
3 F (It was the second street on the left.)
4 F (He didn't understand.)
5 T
6 F (His final score was seven.)
7 F (You can't learn Spanish in a month, but you can learn enough to survive.)

Extra support

- If there's time, you could get Sts to listen again with the audioscript on *page 122*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

4 VOCABULARY modifiers

a In this activity, Sts review / learn some useful modifiers. Focus on the two examples and elicit the meaning of the bold words (very = a lot; a little = a small amount).

Focus on the chart. Make sure Sts understand that they have to complete it with the words in the list in order of difficulty. Elicit the first one (*extremely*) from the whole class.

Check answers.

Spanish is	extremely really very fairly a little (bit) not very	difficult.

Go through the ***a little (bit)*** information box with the class.

You could also highlight that:

- *extremely* /ɪk'strimli/ has the stress on the second syllable.
- *really* is a little stronger than *very*. Compare *She's very well* and *She's really well.*
- *fairly* means an intermediate amount – neither a lot nor a little.

b Give Sts time to complete the sentences so that they are true for them and then get them to compare their answers with a partner.

Get some feedback from the class.

5 SPEAKING

a Focus on the questions and the example. In pairs or small groups, Sts discuss how well they would do on the tests.

Get some feedback from the class.

b Here Sts do a short speaking activity based on their experience in using English. Quickly run through the questions before Sts start.

Put Sts in pairs and get them to ask and answer the questions. Either **A** can ask **B** all the questions and then they change roles, or they can take turns asking and answering. Encourage them to use *What about you?* after they have answered.

Get some feedback from the class about their experiences.

6 WRITING a formal email

Tell Sts to go to **Writing *A formal email*** on *page 115*.

a Tell Sts to read the email and check the questions that Ryou asks the school.

Check answers.

Sts should check:
How much do the courses cost?
When do the courses start and end?
Where can I stay?

b Now tell Sts to look at the highlighted expressions. They are all for a formal email / letter. Sts need to write the equivalent expressions for an informal email / letter.

Check answers.

1 Dear X / Hi / Hello
2 I'm writing
3 I'd like
4 Look forward to hearing from you. / Can't wait to hear from you.
5 Lots of love / Love

c Get Sts to read the two advertisements for courses. They must choose one and write a formal email asking two or three questions.

d You may like to get Sts to do the writing in class, or you could assign it as homework. Get them to write the email, making sure they write two paragraphs according to the model.

e Sts should check their emails for mistakes, and then exchange them with another student to read.

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Vocabulary feeling sick: a headache, a cough, etc.
Function describing symptoms; buying medicine; talking about possessions
Language *I have a cold; I'm allergic to...; I've got...*

PRACTICAL ENGLISH

Episode 4 At the pharmacy

Lesson plan

In this lesson, Sts get practice with describing symptoms and buying medicine. Early in the morning, Rob and Jenny go running in Central Park, and Jenny invites Rob for dinner. However, Rob isn't feeling too well, and in the afternoon he goes to a pharmacy. Later in the evening, he has dinner at Jenny's apartment.

STUDY LINK
- **Workbook** At the pharmacy

Testing Program CD-ROM
- **Quick Test 7**
- **File 7 Test**

Optional lead-in (books closed)

- Before starting Episode 4, elicit what Sts can remember about Episode 3, e.g., ask them *What does Rob buy? Why? What happens when he buys them? What does Rob agree to do with Jenny?*, etc.
- Alternatively, you could play the last scene of Episode 3.

1 VIDEO RUNNING IN CENTRAL PARK

a 3 38 Books open. Focus on the photos and elicit what Sts think is happening. Do not tell them if they are right or not yet.

Now focus on the question and play the audio once the whole way through for Sts to check their ideas.

Check answers.

Jenny is. Rob says he is, but he is very tired.

3 38
(audioscript in Student Book on *page 123*)
J = **Jenny**, **R** = **Rob**
J Are you OK?
R Me? Never better.
J It's beautiful here, isn't it? I think this is my favorite place in New York.
R Yeah, it's great.
J So how's it all going? Are you happy you came?
R To Central Park? At seven fifteen in the morning?
J To New York, Rob.
R Yeah. Of course I'm happy. It's fantastic.
J Really? You aren't just saying that.
R No, I mean it.
J You need to get in shape, Rob.
R I know. I am a bit tired of eating out all the time. It isn't good for my figure.
J It's the restaurants you go to! Why don't you come over to my place after work? I could make you something a little healthier.
R I'd really like that. Thanks.
J So, how do you feel now? Are you ready to go again?
R Oh yes! I'm ready for anything.
J Are you sure you're OK?
R Absolutely.
J OK. We'll only go around two more times.
R Two? Excellent!

b Focus on questions 1–6 and give Sts time to read them.

Play the audio again the whole way through.

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

Check answers.

1 Never better.
2 It is beautiful and her favorite place in New York.
3 Yes.
4 He is tired of eating out.
5 She invites him to have dinner at her place.
6 Twice. / Two more times.

Extra support

- If there's time, you could get Sts to listen again with the audioscript on *page 123*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

2 VOCABULARY feeling sick

a Focus on the title and elicit / teach the meaning of *sick*.

Now focus on the question *What's the matter?* and make sure Sts understand it.

Tell Sts to match the phrases and pictures.

Get them to compare with a partner.

b 3 39 Play the audio for Sts to listen and check.

3 39
What's the matter?

2 I have a headache.	5 I have a temperature.
4 I have a cough.	6 I have a stomachache.
1 I have the flu.	3 I have a cold.

Model and drill the sentences. You might want to contrast *I have a cold* (= I am sick) and *I am cold* (= I am feeling cold, but not sick).

Play it again, pausing after each phrase for Sts to repeat. Give further practice of words your Sts find difficult to pronounce.

Tell Sts to cover the phrases and practice saying them with a partner.

Extra challenge

- Get Sts to give some advice.

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3 VIDEO GOING TO A PHARMACY

a 3.40 Focus on the title and the **American and British English** box under the dialogue on *page 59*.

Now focus on the instructions and sentences 1–4.

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

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

1 the flu 2 ibuprofen 3 four hours 4 $6.99

3.40 3.41

P = **pharmacist**, **R** = **Rob**
P Good morning. Can I help you?
R I'm not feeling very well. (*repeat*) I think I have flu. (*repeat*)
P What are your symptoms?
R I have a headache and a cough. (*repeat*)
P Do you have a **temperature**?
R No, I don't think so. (*repeat*)
P Are you allergic to any drugs?
R I'm allergic to penicillin. (*repeat*)
P No **problem**. This is ibuprofen. It'll make you feel **better**.
R How many do I have to take? (*repeat*)
P **Two** every four hours.
R Sorry? How often? (*repeat*)
P **Two** every four hours. If you don't feel better in **48** hours, you should see a doctor.
R OK, thanks. How much is that? (*repeat*)
P That's $6.99, please.
R Thank you. (*repeat*)
P You're **welcome**.

You might want to tell Sts that ibuprofen is like aspirin; it reduces pain. You could also elicit / teach that penicillin is an antibiotic.

b Now focus on the dialogue in the chart. Elicit who says the **You Hear** phrases (the pharmacist) and who says the **You Say** phrases (the customer, here Rob). These phrases will be useful for Sts if they need to go to a pharmacy / chemist's.

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

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

See words in **bold** in script 3.41

Go through the dialogue line by line with Sts, helping them with any words or expressions they don't understand. Elicit / explain the meaning of *symptoms*. You might also want to highlight the phrase *to be allergic to sth*. Model and drill *allergic* /ə'lərdʒɪk/. Ask a few Sts *Are you allergic to anything?*

c 3.41 Now focus on the **You Say** phrases and tell Sts they're going to hear the dialogue again. They should repeat the **You Say** phrases when they hear the beep. Encourage them to copy the rhythm and intonation.

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

d Put Sts in pairs, **A** and **B**. **A** is Rob and **B** is the pharmacist. Get Sts to read the dialogue aloud, and then change roles.

e In pairs, Sts do another roleplay. Go through the instructions with them. **A** (book closed) should choose another illness from **2**. **B** (book open) starts with *Can I help you?*

Monitor and help.

Extra support

- Demonstrate the activity by getting a student to play the pharmacist and you pretend to feel ill.

f When they have finished, they should change roles.

You could get a few pairs to perform in front of the class.

4 VIDEO DINNER AT JENNY'S APARTMENT

a 3.42 Focus on the picture and ask Sts some questions, e.g., *Where are Rob and Jenny? What's happening?*, etc.

Focus on sentences 1–5 and go through them with Sts.

Then play the audio once the whole way through for them to mark the sentences T (true) or F (false). Make it clear that they don't need to correct the false sentences yet. Play again if necessary.

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

1 F 2 T 3 F 4 F 5 F

3.42

(audioscript in Student Book on *page 123*)
R = **Rob**, **J** = **Jenny**
R That was a lovely meal. Thanks, Jenny.
J That's OK.
R It's been great being in New York. You know, your offer to work here came at a very good time for me.
J Really?
R Yeah, I was looking for something new. Something different. You see, I broke up with my girlfriend a few months before I met you.
J Oh... right...
R What about you?
J What about me?
R You know... relationships?
J Oh, I've been too busy recently to think about relationships. Getting this job at the magazine was a really big thing for me. I guess that's taken up all my time and energy.
R But that isn't very good for you. Only thinking about work, I mean.
J Why didn't you tell me you weren't feeling well this morning? We didn't have to go for a run.
R I wanted to go. It was nice.
J Well, I'm glad you're feeling better. Would you like another coffee?
R No, thanks. I think I should get back to the hotel now, I've got a really busy day tomorrow. Do you have a telephone number for a taxi?
J Yeah... but it's much easier to get a cab on the street.
R Oh, OK, then.
J I'll see you in the morning, if you're feeling OK.
R Oh, I'm sure I'll be fine! Thanks again for a great evening.
J Any time.
R Goodnight.
J Night, Rob.

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

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

1 Rob broke up with his girlfriend **a few months** before he met Jenny.
3 Jenny **asks Rob why he didn't tell her he wasn't feeling well** in the morning.
4 Rob wants to go back to his hotel **because he wants to go to bed early as he has a busy day the next day.**
5 Jenny **doesn't call** a taxi.

Extra support

- If there's time, you could get Sts to listen again with the audioscript on *page 123*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

c 3.43 Focus on the ***have got*** box and go through it with the class.

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

3.43
I've got a busy day tomorrow.
Have you got any children?
Yes, I have. I've got a girl and boy.
No, I haven't. I haven't got children.

Now play it again, pausing after each phrase, and get Sts to repeat.

In *American English File*, Sts have been taught to use *Do you have..?*, *I don't have...*, *I have…* to talk about possession, as we believe it is the easiest form for Sts to acquire and the most international. However, it is important that they are aware of, and can recognize, the *have got* form of *have*, which is especially common in spoken English among UK and US native speakers of English (although the *have / do you have* form is also common and Americans rarely use the negative *haven't got*). We normally contract *have got*, e.g., *I've got a headache*. Point out that you cannot use *have got* when you are using *have* with another meaning, e.g., *have dinner*. If you want to go into the grammar of *have got* in more detail with your Sts, tell them to go to *page 165*. Go through the rules (audio 3.44), and get them to do the exercises in pairs. The answer key is at the end of this lesson.

d Put Sts in pairs. Focus on the instructions and the example.

Monitor and help, making sure Sts use *have got* correctly.

Get some feedback from various pairs.

Extra idea

- Tell Sts to add two more possessions to ask their partner about.

e Focus on the **Social English phrases**. In pairs, Sts think about what the missing words could be.

Extra challenge

- In pairs, Sts complete the phrases before they listen.

f 3.45 Play the audio for Sts to listen and complete the phrases.

Check answers.

3.45
Rob That was a lovely **meal**.
Rob That isn't very **good** for you.
Jenny I'm **sure** I'll be fine.
Rob I think I **should** get back to the hotel now.
Rob I'm **glad** you're feeling better.
Rob Thanks again for a **great** evening.
Jenny **Any** time.

If you know your Sts' L1, you could get them to translate the phrases. If not, get Sts to take a look at the phrases again in context in the audioscript on *page 123*.

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

Finally, focus on the **Can you…?** questions and ask Sts if they feel confident they can now do these things.

Answer key for the *have got* appendix

a 1 She hasn't got any brothers.
2 Have you got a big apartment?
3 We haven't got a lot of work today.
4 Has your sister got a smart phone?
5 Roger and Val have got a beautiful garden.
6 I have got a really good teacher.
7 My brother hasn't got a job right now.
8 They've got the same color eyes.
9 Have we got a meeting today?
10 He hasn't got many friends at work.

b 1 haven't got
2 Has … got
3 've got
4 haven't got
5 has got
6 haven't got
7 Have … got
8 's got
9 Have … got
10 haven't got

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G *should*
V *get*
P /ʊ/ and /u/, sentence stress

8A I don't know what to do!

Lesson plan

In this lesson, Sts learn to use *should* / *shouldn't* for giving advice. The lesson begins with Sts reading three emails that were sent to a newspaper advice column by men seeking advice. This leads into the grammar presentation, which is followed by a pronunciation focus on the /ʊ/ and /u/ sounds, and on sentence stress. Then there is a listening and speaking activity where Sts hear a radio call-in show and discuss the advice that is given to two callers. Vocabulary focuses on different meanings of *get*, which are recycled in a questionnaire. Finally, in Writing, Sts write a response to a person who is asking for advice.

STUDY LINK
- **Workbook** 8A

Extra photocopiable activities

- **Grammar** *should page 183*
- **Communicative** I need some advice *page 230* (instructions *page 203*)
- **Vocabulary** *get page 258* (instructions *page 246*)
- **Song** *Why Do I Feel So Sad? page 275* (instructions *page 265*)

Optional lead-in (books closed)

- Write on the board I NEED SOME ADVICE. Ask Sts what they think *advice* means, and elicit also that it is a noun, and that the verb is *advise*. Point out that the verb is /əd'vaɪz/ and the noun is /əd'vaɪs/. Tell Sts that *advice* is uncountable in English – it can't be used in the plural, e.g., *My sister usually gives me good advice* NOT ~~*good advices*~~.

1 READING

a Books open. Focus on the two questions and give Sts a couple of minutes to discuss them in pairs or small groups. If you did the **Optional lead-in**, only focus on the second question.

Get feedback from the class. Elicit also the idea of contacting a radio show or a magazine / Internet advice column. Find out from the class what they think of these more impersonal options and ask if Sts think this is better than asking a family member or friend.

b Focus on the title and elicit that a *macho* man is someone who doesn't talk about or show his feelings. Ask if this is a common stereotype in your Sts' country.

Now focus on the instructions and get Sts to read problems A–C and then match two pieces of advice to each problem.

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

Problem A 4 and 6
Problem B 2 and 5
Problem C 1 and 3

Extra support

- Before Sts read the problems and advice, you might want to preteach some vocabulary, e.g., *an impulse*, *have second thoughts*, *attend*, *an argument*, etc.

c Focus on the instructions. Tell Sts to read the problems and advice again and get them, in pairs, to guess the meaning of the highlighted verb phrases in the text. Tell them to read the whole sentence, as the context will help them guess.

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

Explain any other new vocabulary.

d In pairs, Sts discuss which piece of advice they agree with most for each of the three problems. Then they should think of more suggestions for each problem.

Get feedback. First elicit which piece of advice is better for each problem, and then ask if Sts have any other suggestions. You could also tell them what you think.

2 GRAMMAR *should*

a Get Sts to underline the seven examples of *should* / *shouldn't* in the problems and advice in **1**, and to answer the two questions.

Check answers.

1 What should I do? (in B)
2 Should I go... or should I suggest separate vacations? (in C)
3 You should tell your wife... (in 3)
4 I think you should go for it. (in 4)
5 You should be there. (in 5)
6 You shouldn't do anything in a hurry. (in 6)

1 *should* is used to give advice; *you should* = I think it's a good idea. It is not an obligation, and is not as strong as *you have to* or *you must*.
2 To make a negative, add *not* (*should not* = *shouldn't*), and to make a question, use a base form without *to*, e.g., *Should I go?*

b 3 46 Tell Sts to go to **Grammar Bank 8A** on *page 140*. Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

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Additional grammar notes

- *Should* does not usually cause problems, as it has a clearly defined use, and the form is simple. Remind Sts to use the base form without *to* after *should*.
- You may want to point out to Sts the alternative form *ought to*, but *should* is more common, especially in spoken English.
- The main problem with *should* is the pronunciation, i.e. the silent *l* (see Pronunciation notes in **3**).

Focus on the exercises for **8A** on *page 141*. Sts do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

a	1	shouldn't	5	should
	2	should	6	should
	3	should	7	should
	4	shouldn't	8	shouldn't
b	1	should wear	5	shouldn't drive
	2	should study	6	should go
	3	shouldn't walk	7	should spend
	4	should relax	8	shouldn't take

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.

3 PRONUNCIATION /ʊ/ and /u/, sentence stress

Pronunciation notes

- *Should* (like *would* and *could*) is often mispronounced partly because of the silent *l*, but also because *ou* is not normally pronounced /ʊ/.
- The focus on /ʊ/ and /u/ will give Sts further practice with this sound and contrast it with the long /u/. It is worth pointing out to Sts that one of the main problems with these two sounds is words with *oo*, which can be pronounced either way. There is no rule, so Sts need to learn each word as it comes up.

a 3.47 Focus on the instructions and question.

Play the audio once for Sts just to listen to the sounds and words, and answer the question.

Check the answer.

The /u/ sound is a longer sound.

3.47
See words in Student Book on *page 61*

Play the audio again, pausing after each word and sound for Sts to repeat.

b 3.48 Tell Sts to decide if the words in the list are sound 1 (ʊ) or sound 2 (u).

Play the audio for Sts to listen and check.

Check answers.

3.48
sound 1: /ʊ/ book, could, foot, look
sound 2: /u/ flew, food, school

Now ask Sts *Which consonant isn't pronounced in* should, would, *and* could*?* and elicit the answer.

It is the *l*.

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

c 3.49 Now tell Sts they are going to listen to six sentences with *could*, *should*, and *would* (in any form, affirmative, negative, or interrogative) and they must write them down.

Extra support

- Highlight that *should*, *could*, and *would* in the affirmative form are unstressed, but the negative forms *shouldn't | couldn't | wouldn't* are always stressed.

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

Check answers.

3.49
1 What should I do?
2 You should read a good book.
3 You could send her an email.
4 I wouldn't want to be in your situation.
5 Could you help me with this?
6 You shouldn't worry about it.

d Play the audio again, pausing after each sentence for Sts to listen and repeat.

Then repeat the activity, eliciting responses from individual Sts.

e Put Sts in pairs, **A** and **B**. Tell Sts to go to **Communication *What should I do?***, **A** on *page 103*, **B** on *page 108*.

Go through the instructions with them carefully and make sure Sts know what they have to do.

A starts by telling **B** about his / her problem. **B** listens and offers advice. **A** responds to **B**'s advice by accepting it or rejecting it. Then they change roles.

Monitor and help while Sts do the activity. Don't interrupt and correct, but make notes of any common errors and go through these on the board afterward.

Get some feedback from the class.

Extra support

- Before you do the activity, you might want to preteach some vocabulary, e.g., *allergic*, *bark*, *cough*.

Tell Sts to go back to the main lesson **8A**.

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4 LISTENING & SPEAKING

a 3.50 Focus on the task and tell Sts they are going to listen to someone with a problem calling a radio program. They listen and write down the caller's problem. Tell Sts to copy the chart on a piece of paper, so that they have more space to write.

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

Check what Kevin's problem is, making sure Sts understand the word *flirt*.

His best friend flirts with his girlfriend.

Extra support

- Read through the audioscripts and decide if you need to preteach any new lexis before Sts listen.

3.50
(audioscript in Student Book on *page 123*)
H = host, K = Kevin

H Welcome to this morning's edition of *What's the Problem?* Today, we're talking about friends, so if you have a problem with one of your friends, and you'd like our psychologist Catherine to give you some advice, just call us at 1-800-555-5500. Our first caller today is Kevin from Atlanta. Hello, Kevin.
K Hi.
H What's the problem?
K Yes. My problem is with my best friend, Alan. Well, the thing is, he's always flirting with my girlfriend.
H Your best friend flirts with your girlfriend?
K Yes, when the three of us are together, he always says things to my girlfriend like, "Wow! You look amazing today" or "I love your dress, Suzanne," things like that. And when we're at a party, he always asks her to dance.
H Do you think he's in love with your girlfriend?
K I don't know... but I'm getting really stressed about it. What can I do?

b Get Sts to compare their answers and discuss what advice they would give Kevin.

Elicit some advice from the class for this man's problem.

Extra support

- First, discuss as a class what the man's problem is. Then put Sts in pairs and get them to say the problem again and discuss what advice they would give the man. Finally, get some feedback.

c 3.51 Now tell Sts they are going to listen to the expert's advice. They must make notes, so they can then compare it to their advice. Play the audio once the whole way through. Then play it again if necessary.

Check the answer first, and then find out what Sts think of the advice.

The expert's advice is for Kevin to talk to his girlfriend first to see how she feels. If she doesn't like the way Alan behaves, then Kevin should talk to Alan and tell him to stop.

3.51
(audioscript in Student Book on *page 123*)
H = host, C = Catherine, K = Kevin

H Well, let's see if our expert can help. Catherine?
C Hello, Kevin. Have you talked to your girlfriend about this?
K No, I haven't. I don't want Suzanne to think I'm jealous.
C Well, first I think you should talk to her. Ask her how she feels, and what she thinks of Alan's behavior. Maybe she thinks it's fine, and they are just good friends. That it's just his personality. If that's what she thinks, then I think you should accept it and relax.
K What should I do if she also finds it... uh difficult, uh uncomfortable?
C Then I think you should talk to Alan. Tell him that he's a good friend, but that you and Suzanne have problems with the way he behaves. I'm sure he'll stop doing it. He's probably never thought it was a problem.
K OK, thanks. I'll talk to Suzanne tonight.

d 3.52 3.53 Now tell Sts they are going to hear another caller. They must listen to find out what the woman's problem is. Play the audio once the whole way through. Then play it again if necessary.

Get Sts to compare their answers and discuss what advice they would give the woman.

Check what the woman's problem is.

Her husband's ex-wife calls him once a week to chat and always asks him for help if she has a problem.

Now elicit some advice from the class.

3.52
(audioscript in Student Book on *page 123*)
H = host, M = Miranda

H And our next caller is Miranda from Brooklyn. Hi, Miranda.
M Hi.
H And what's your problem?
M My problem is with my husband's ex-wife. They divorced five years ago, before I met him. But she still calls him at least once a week to chat, and if she has a problem in her apartment or with her car, she always calls him and asks him to come and help her.
H Does your husband have children with his ex-wife?
M No, they don't have any children. That's why I think she should stay out of our lives.
H Catherine, over to you. What do you think Miranda should do?

Now tell Sts they are going to listen to the expert's advice. They must make notes, so they can then compare it to their advice. Play audio 3.53 once the whole way through. Then play it again if necessary.

Check the answer first, and then find out what Sts think of the advice.

The expert's advice is for Miranda to meet her friend Bill every time her husband meets his ex-wife.

3.53
(audioscript in Student Book on *page 123*)
C = Catherine, M = Miranda, H = host

C Hi, Miranda. Well, first, have you spoken to your husband about this?
M Yes, I have. He thinks I'm being difficult. He feels sorry for his ex – she's on her own, and she doesn't have a partner.
C OK. Miranda, do you have any male friends, men who are just good friends?
M Yes, I have a friend named Bill. We've been friends since I was a teenager.
C That's perfect. My advice is this: When your husband's ex-wife calls and asks him to go and see her, call Bill and arrange to meet and have dinner, or go to the movies. Every time your husband meets his ex or has a long phone call, you meet Bill or have a long phone call. He'll soon see what's happening, and he'll stop seeing his ex.
M I think that's a great idea. Thank you, Catherine.
H And the next caller is...

Extra support

- If there's time, you could get Sts to listen again with the audioscripts on *page 123*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

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5 VOCABULARY *get*

a Focus on the instructions, the three sentences, and the verbs in the list. Get Sts to match them and then compare with a partner.

Check answers.

1 b 2 a 3 c

b Tell Sts to go to **Vocabulary Bank *get*** on *page 159*. Focus on the ***get*** box and go through it with the class.

Get Sts to do **a** individually or in pairs. Many of these words / phrases may already be familiar to them.

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

3.54

get

5 get angry
3 get divorced
6 get in shape
4 get lost
2 get married
1 get nervous
7 get better
9 get colder
8 get worse
11 get a job
12 get a newspaper
10 get a ticket
13 get along well with
15 get on a bus / get off a bus
14 get up
16 get home
18 get to school
17 get to work
19 get an email
21 get a present
20 get a text message

Finally, do **c** and get Sts to cover the words and look at the pictures. They can test themselves or a partner.

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.

c Focus on the questionnaire and go through the questions. Get Sts to ask you one or two of the questions. Sts then ask and answer in pairs.

Monitor and help, making sure they are using *get* correctly.

Get feedback from a few pairs.

6 WRITING

a Focus on the instructions and problems. Tell Sts to read both problems and to choose one to respond to with some advice.

Go through the **Language for giving advice** box with the class and then tell them:

- to use either *you should* / *shouldn't* to give advice and explain why.
- to use the messages from **1** as a model.
- not to put the number of the problem. They should end with their names.
- to write their note on a separate piece of paper (not in their notebooks).

Sts should write about 50 words. Monitor and help with spelling, etc.

Extra idea

- Fast finishers could write another response for the other problem.

b Now put Sts into groups of four (or collect the notes and redistribute them). Each student then reads his / her note to the group, and they decide which problem it is answering and if they think it's good advice or not. They should take notes so they can give feedback later.

Get feedback by going through the two problems and asking Sts what advice was given, and which advice they think is best.

7 3.55 SONG *Why Do I Feel So Sad?*

This song was originally made famous by American singer Alicia Keys in 2001. For copyright reasons, this is a cover version. If you want to do this song in class, use the photocopiable activity on *page 275*.

3.55

Why Do I Feel So Sad?

Friends we've been for so long, now true colors are showing
Makes me wanna cry, oh yes it does, 'Cause I had to say goodbye

Chorus

By now I should know, that in time things must change,
So it shouldn't be so bad, so why do I feel so sad?

How can I adjust, to the way that things are going? It's killing me slowly. Oh I just want it to be how it used to be

'Cause I wish that I could stay, but in time things must change
So it shouldn't be so bad, so why do I feel so sad?

You cannot hide the way you feel inside I realize
Your actions speak much louder than words, so tell me why, oh

Chorus (x2)

By now, by now I should know, that in time things must grow
And I had to leave you behind,
So why do I feel so sad, if it couldn't be that bad
Tell me why

Chorus

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G *if* + present, *will* + base form (first conditional)
V confusing verbs
P linking

8B If something can go wrong,...

Lesson plan

This lesson presents the first conditional through the humorous context of "Murphy's Law," which states that if something bad can happen, it will happen. The lesson begins with a reading text about the origins of Murphy's Law, and Sts try to match two halves of some common examples. This leads into the grammar presentation of the first conditional, which is followed by a pronunciation focus on linking using conditional sentences. The vocabulary and speaking focus is on verbs that are often confused, like *know* / *meet* and *borrow* / *lend*, which are practiced in a questionnaire. Finally, there is a listening activity that picks up on the theme of things going wrong. Sts listen to the true story of a Swedish couple who, when traveling, experienced seven natural disasters, including an earthquake.

STUDY LINK
- **Workbook** 8B

Extra photocopiable activities

- **Grammar** *if* + present, *will* + base form (first conditional) *page 184*
- **Communicative** On the Trans-Siberian Railway *page 231* (instructions *page 204*)
- **Vocabulary** Confusing verbs *page 259* (instructions *page 247*)

Optional lead-in (books closed)

- Write MURPHY'S LAW on the board and elicit from the class anything they know about it. Try to elicit a concrete example of one of Murphy's Laws. If they don't seem to have much idea, you could ask them *What always happens if you drop a piece of bread or toast on the floor? Which way does it fall?* (butter- or jelly- side down). You could use mime to help make this clear.

1 READING

a Books open. Sts will see the first conditional presented in this reading text about Murphy's Law. Focus on the question. Sts will probably try to express that the line they were in before will move faster. Then, if you didn't do the **Optional lead-in**, tell Sts that this is an example of what we call Murphy's Law and ask if they have heard of this law before.

b Focus on the text and tell Sts to read the two paragraphs (up to where the examples start). Give Sts a few minutes to read and answer the questions.

Check answers.

Murphy was an American aerospace engineer.
His law is "if something can go wrong, it will go wrong."

c Give Sts time to read the examples of Murphy's Law (1–8) and to match them to the correct endings A–H.

Extra challenge

- You could get Sts to cover the endings (A–H) and to try to guess how sentences 1–8 could end. Accept any logical ending, without worrying about correct grammar at this point. Then get Sts to uncover A–H and match them to sentences 1–8.

Check answers. Explain / translate *spill* (= accidentally let a liquid fall).

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

d In pairs, small groups, or as a whole class, Sts complete the statements. You could tell Sts if these things happen to you.

2 GRAMMAR *if* + present, *will* + base form

a In pairs, Sts cover A–H in **1c** and try to remember the laws using the first half of the sentences in the article as prompts.

b Now tell Sts to focus on the full sentences and to decide which structures are used in both parts.

Check answers and explain that sentences with *if* are often called conditional sentences, and that this structure (a sentence with *if* + present, + future) is often called *the first conditional*.

The verb after *if* is in the simple present and the other verb is in the future (*will* / *won't* + base form).

c 4 2 Tell Sts to go to **Grammar Bank 8B** on *page 140*. Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Additional grammar notes
- Since first conditional sentences refer to future possibilities, some Sts may try to use the future after *if*. Typical mistake: *If he'll call, I'll tell him.*
- The simple present is also used rather than *will* after *when*, e.g., *I'll tell him when he arrives.* You may want to point this out in this lesson.

Focus on the exercises for **8B** on *page 141*. Sts do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

a 1 D 2 G 3 E 4 F 5 A 6 B

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b 1 tell, won't tell
2 don't write, won't remember
3 Will ... call, get
4 'll help, ask
5 'll call, hear
6 'll miss, move
7 listen, 'll understand
8 won't be, are
9 'll drive, give

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.

d Focus on the prompts for Sts to make new Murphy's Laws. Highlight that there is not one right answer. Remind Sts of the original law: If something can go wrong, it will go wrong.

While Sts complete their laws in pairs, monitor and help with vocabulary and spelling.

e Put Sts in small groups or get them to stand up and mingle, and get them to read their laws to each other.

Get feedback and write the laws on the board. Accept all logical endings.

Possible endings
1 they won't have your size.
2 the bus will come.
3 you will be more confused after the call than before. / you will wait for hours listening to music.
4 you will need to make an urgent call. / a lot of people will call you.
5 you will find the lost glove.

3 PRONUNCIATION linking

a 4 3 Here Sts practice deciphering connected speech. Focus on the **Sound linking** box and go through it with the class.

Tell Sts to look at the five sentences and to pay particular attention to how some words are linked. Play the audio once for Sts just to listen.

4 3
See sentences in Student Book on *page 63*

Then play the audio again, pausing after each sentence for Sts to repeat and copy the rhythm.

b 4 4 Tell Sts they are going to hear five sentences said at normal speed. The first time, tell them just to listen, not to write. Then play the audio again, pausing after each sentence to give Sts time to write.

Check answers, eliciting the sentences onto the board.

4 4
1 If you don't eat something, you'll be hungry later.
2 I'm sure she'll come if you ask her.
3 You'll earn more money if you work on weekends.
4 If the movie's in Chinese, we won't understand a word.
5 If I cook lunch, will you cook dinner?

Play the audio again, pausing for Sts to repeat the sentences and copy the rhythm.

Then repeat the activity eliciting responses from individual Sts.

4 VOCABULARY & SPEAKING

confusing verbs

a Focus on the question and elicit answers from the class.

know = have met and seen somebody before
meet = get to know somebody for the first time
wear = have on your body, e.g., clothes, glasses
carry = have something in your hand, e.g., a bag, an umbrella

b Tell Sts to go to **Vocabulary Bank *Confusing verbs*** on *page 160* and get Sts to do **a** individually or in pairs. Many of these words / phrases may already be familiar to them.

4 5 Now do **b**. Play the audio for Sts to check answers. Give further practice of any words your Sts find difficult to pronounce.

4 5
Confusing verbs
2 wear jewelry, carry a bag
8 win a medal, earn a salary
5 know somebody well, meet somebody for the first time
1 hope that something good will happen, wait for a bus
3 watch TV, look at a photo
11 look happy, look like your mother
4 miss the bus, lose a game
9 bring your dictionary, take an umbrella
6 look for your glasses, find your glasses
10 say sorry, tell a joke
7 lend money to somebody, borrow money from somebody

– *win* / *earn*:
you win a sports game, something in a competition, lottery, etc.
you earn money when you work

– *hope* / *wait*:
hope = what you want to happen, e.g., *I hope that it's sunny tomorrow.*
wait = sit / stand and do nothing until something happens, e.g., wait for the doctor

– *watch* / *look at*:
you watch something where there is movement, e.g., *We watched a soccer game in the park. We watched the children playing.*
you look at something static, e.g., a photo, somebody's passport

– *look* / *look like*:
we use *look* + adjective, e.g., *You look tired.*
we use *look like* + a noun, e.g., *You look like Brad Pitt.*

– *miss* / *lose*:
you miss a class, a bus, a plane, e.g., if you are late / sick
you lose a game or lose an object, e.g., your keys

– *bring* / *take*:
this depends on where the speaker is. The teacher (at school) says: *Don't forget to bring your book to class tomorrow.* The student (at home) says: *I must remember to take my book today.*

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– *look for | find*:
look for is the action of trying to locate something you have lost or need, e.g., *I'm looking for a new job.*
find is used when you have located it, e.g., *I have found a new job.*

– *say | tell*:
say is used like this:
Jack said, "hello."
Jack said hello **to** me yesterday.

Susan told a lie.
Susan told me a lie.

– *lend | borrow*:
I lent my brother some money.
My brother borrowed some money from me.

! Some of these verbs are often confused because in your Sts' L1, one verb may be used for both meanings. For this reason it's better for Sts to learn these verbs in a phrase, e.g., *know someone well*, *meet someone for the first time*, etc. rather than just learning a translation of the verb in isolation.

Go through the ***hope* and *expect*** and ***look* and *look like*** box with the class.

Finally, get Sts to do **c** in pairs. **A** says a verb and **B** a continuation, and then they change roles.

Tell Sts to go back to the main lesson **8B**.

Extra support

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

c Get Sts to read questions 1–6 and to circle the right verb in each one.

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

1 look like
2 missed
3 take
4 earn
5 meet
6 tell

Now put Sts in pairs and get them to ask and answer the questions.

Get some feedback from the class.

5 LISTENING

a In pairs, Sts think of three things that could go wrong when on vacation. Elicit some ideas from various pairs, e.g., *the hotel could be awful, the weather could be bad, you could lose your credit cards,* etc. Make sure that you include the weather, even if Sts haven't come up with it.

b Now focus on words 1–7 and definitions A–G. Tell Sts to match the words to their definitions.

Check answers. Model and drill any words that are difficult for your Sts.

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

c 4 6 Focus on the photo and heading.

Now tell Sts to listen to a travel program about the Swedish couple's trip. Sts must draw the route on the map.

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

Extra support

- Read through the audioscript and decide if you need to preteach any new lexis before Sts listen.

Stockholm → Munich (south Germany) → Thailand → Bali (Indonesia) → Perth (western Australia) → Cairns → Brisbane → Auckland (New Zealand)→ Tokyo (Japan) → China → Stockholm

4 6

(audioscript in Student Book on *page 123*)

H = Host, Mrs. S = Mrs. Svanström, Mr. S = Mr. Svanström

H And to finish our program today - the incredible story of a Swedish couple who went on vacation and survived no fewer than seven natural disasters! Stefan and Erika Svanström started their four-month trip last December. They were traveling with their young baby daughter. First, they flew from Stockholm to Munich. But when they arrived in Munich, they couldn't get their connecting flight to Thailand because there was a terrible blizzard in south Germany - the worst snowstorm in one hundred years! They had to wait at the airport for 24 hours. Mrs. Svanström said:

Mrs. S "We just thought things will get better."

H When they finally got to Thailand, they had a relaxing few weeks. But that was the last time they could really relax. From Thailand they flew to the island of Bali in Indonesia, a popular vacation destination. When they arrived in Bali, they were expecting blue skies and sun, but what they got were terrible monsoon rains - the worst monsoons for many years. Mrs Svanström said:

Mrs. S "Now we were thinking, what will happen next?"

H They decided not to stay in Bali, but to go to Australia. They flew to Perth in western Australia, but hours after they arrived, Perth suffered terrible forest fires, and the streets were full of smoke. They traveled north to Cairns, and arrived just in time for Cyclone Yasi - one of the worst cyclones ever to hit the city. They had to leave their hotel and spend 24 hours in a shopping center with 2,500 other people.
Could things get any worse? Yes, they could. The Svanström family left Cairns and traveled south to Brisbane to visit friends, but the city was suffering from the worst floods in its history. So they left Brisbane and booked airline tickets to Christchurch in New Zealand. But just before their plane left Brisbane, some friends called them to say that Christchurch had been hit by an earthquake and a large part of the city was destroyed. Their plane landed in another city, Auckland. They traveled around New Zealand for a while, and then they flew to Japan. On March 11th, they were having lunch in a restaurant in Tokyo when suddenly everything began to shake. It was an earthquake: 9 on the Richter scale and one of the worst that ever hit Japan. And after the earthquake came a devastating tsunami. Fortunately, Mr. and Mrs. Svanström and their child were not hurt. They traveled from Japan to China for the last part of their vacation. Luckily, they didn't have any more natural disasters, and they arrived safely home in Stockholm on March 29th. Mr. Svanström said:

Mr. S "We have learned that in life you should always expect the worst, but hope for the best. Also you need to be prepared for anything."

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Now play the audio again and get Sts to write down which disaster happened in each place.

Check answers.

Munich (south Germany): a blizzard
Bali (Indonesia): monsoon
Perth (western Australia): forest fires
Cairns: cyclone
Brisbane: floods
Tokyo (Japan): earthquake and tsunami

d Give Sts time to look at questions 1–7 and then play the audio again.

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

1 24 hours
2 sunny weather
3 Perth
4 in a shopping center
5 Because Christchurch had been hit by an earthquake.
6 They were having lunch.
7 They went to China. Nothing happened.

Extra support

- If there's time, you could get Sts to listen again with the audioscript on *page 123*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

e Do this as an open-class activity. You could also tell Sts what you think.

Extra challenge

- Ask Sts if they have experienced any of the natural disasters mentioned. If so, where were they and what did they do?

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G possessive pronouns
V adverbs of manner
P sentence rhythm

8C You must be mine

Lesson plan

The context of this lesson is a short a story by the famous American writer O. Henry (1862–1910), which has a characteristic twist at the end. Sts read and listen to the first part of the story and then practice reading aloud with good sentence rhythm in Pronunciation. Then they hear the rest of the story in Listening. Make sure that you allow time to do the reading, pronunciation, and listening in the same class. Examples taken from the story lead into the grammar focus on possessive pronouns. Finally, there is a vocabulary focus on using adverbs. This lesson provides a good opportunity to remind Sts of the value of reading Graded Readers (sometimes called Easy Readers) in English. Reading Graded Readers helps to consolidate what Sts already know and to build their vocabulary. Some Graded Readers also have an accompanying audio CD, which can be used to help to improve Sts' listening comprehension and pronunciation. You could recommend the Oxford Bookworm series level 2, which has a selection of other O. Henry stories in a book called *New Yorkers*.

STUDY LINK
- **Workbook** 8C
- **Online Practice**
- **iChecker**

Extra photocopiable activities

- **Grammar** Possessive pronouns *page 185*
- **Communicative** Reading questionnaire *page 232* (instructions *page 204*)

Optional lead-in (books closed)

- Write this question on the board and get Sts to ask each other in pairs.
  WHICH OF THESE THINGS DO YOU READ IN ENGLISH?
  – school or college textbooks
  – websites
  – video or computer game instructions
  – song lyrics
  – Graded Readers
  – anything else

  Remind Sts that Graded Readers are books that are written in simple language using grammar and vocabulary according to level.
- Get feedback from the class and use this opportunity to stress the importance of reading in English outside class. If you haven't already done so, draw Sts' attention to Graded Readers, particularly if your school has a library. If not, you could consider starting a class library by getting Sts to buy one book each and then exchanging the books among all the Sts in the class. You could also have a wall chart recording the books Sts have read and a brief comment or score.

1 READING

a Books open. Focus on the task and tell Sts to look at the picture and the three questions. Elicit answers from the class.

1 The woman has red curly hair and blue eyes, and is wearing a dark green skirt and a white top. The man has dark hair and a big mustache. He is wearing a shirt and tie, and a coat and hat.
2 Outside the woman's apartment / house
3 In the 19th century

b 4 7 Tell Sts they are going to read and listen to an extract from *Girl* by O. Henry. You might want to tell them that his real name was William Sydney Porter (1862–1910) and that he was a famous American author.

Play the audio once the whole way through while Sts follow **Part 1** of the story.

4 7
See Part 1 in Student Book on *page 64*

Then give Sts time to read **Part 1** again without the audio. In pairs, Sts answer questions 1–5.

Check answers to 1–4 and elicit ideas for 5.

1 He gave Hartley Vivienne's address. He offered to follow her.
2 He left the detective's office and went to find where Vivienne lived.
3 She looked about 21, her hair was red gold, and her eyes blue.
4 Because she hadn't answered his letter.
5 Sts' own answers

c In pairs, Sts look at the words and phrases from the story and try to guess their meaning.

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

Explain any other new vocabulary.

d 4 8 Before telling Sts to read and listen to **Part 2**, go through the **Glossary** on *page 65* with them.

Then play the audio once the whole way through while Sts read **Part 2** of the story.

4 8
See Part 2 in Student Book on *page 65*

Then give Sts time to read **Part 2** again without the audio. In pairs, Sts answer questions 1–6.

Check answers to 1–4 and elicit ideas for 5 and 6.

! At this stage of the story, Sts will probably assume that Hartley is in love with Vivienne and wants her to come and live with him. They will also probably imagine that Héloise is his wife. Don't confirm or reject these assumptions.

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1 She doesn't think she would enjoy living in the suburbs.
2 He told her she could come to the city whenever she wants.
3 At the Montgomerys'.
4 Because she has someone else.
5 and 6 Sts' own answers

e Focus on the **Adverbs of manner** box and go through it with the class.

In pairs, Sts look at the highlighted adverbs in the story and try to guess their meaning.

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

Explain any other new vocabulary.

2 PRONUNCIATION sentence rhythm

Pronunciation notes

- Reading aloud in class is an activity that divides teachers. Some feel that it can give Sts valuable pronunciation practice, while others find it painful. We believe that in small doses it can be helpful to improve Sts' awareness of word and sentence rhythm. However, we believe that reading aloud needs to be focused, with short pieces of text that all Sts can work on (with teacher correction). This can be much more effective than just getting Sts to read a text aloud around the class with each person reading a different sentence.

a 4 9 Focus on the task and on the last five lines of the story on *page 65*. Get Sts to read the two questions and then play the audio.

Check answers.

a punctuation b the adverbs, i.e. *masterfully, calmly*

4 9
"Vivienne," said Hartley, masterfully. "You must be mine."
Vivienne looked him in the eye.
"Do you think for one moment," she said calmly, "that I could come to your home while Héloise is there?"

Play the extract again and ask Sts to focus on the rhythm of the sentences, and how the speaker pauses.

Now give Sts a few moments to read the text aloud (quietly) to themselves. Tell them to try to get the right rhythm, to pause momentarily when there is a comma and to read the two lines with adverbs (*masterfully* and *calmly*) in the appropriate way.

Then choose a couple of Sts to read the text aloud to the class with good rhythm, correcting them as necessary.

b Focus on the **Reading aloud** box and go through it with the class. Then tell Sts to go to **Communication *Reading dialogue*** on *page 104*.

Go through the instructions with them carefully and model and drill the four names. Put Sts in pairs. Then focus on the adverbs in parentheses and make sure Sts know what they mean. Remind Sts that they need to read the paragraph that follows the adverb in that way, e.g., *anxiously*, *slowly*, etc.

Give them time to act out the dialogue and change roles. Remind Sts to stress words that should be stressed and to pause momentarily when there is a comma.

When they have finished, get some pairs to perform in front of the class.

Tell Sts to go back to the main lesson **8C**.

3 LISTENING

a 4 10 Tell Sts they are going to listen to **Part 3** of the story and they must answer questions 1–3.

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

Get Sts to compare with a partner, and then check answers to 1 and 2. Elicit ideas for 3, but don't tell Sts if they are right yet.

Extra support

- Read through the audioscripts and decide if you need to preteach any new lexis before Sts listen, e.g., *drunk*, *scream*, *whisper*.

1 That she will go.
2 To be Hartley's.
3 Sts' own answer

4 10
(audioscript in Student Book on *page 123*)
Part 3
"Héloise will go," said Hartley angrily. "I haven't had one day without problems since I met her. You are right, Vivienne. Héloise must go before I can take you home. But she will go. I have decided..."
"Then," said Vivienne, "my answer is yes. I will be yours." She looked into his eyes and Hartley could hardly believe his luck.
"Promise me," he said.
"I promise," repeated Vivienne, softly.
At the door he turned and looked at her happily, "I will come for you tomorrow," he said.
"Tomorrow," she repeated with a smile.
An hour and forty minutes later Hartley stepped off the train when it stopped in the suburbs, and walked to his house.
As he walked towards the door a woman ran to him. She had black hair and was wearing a long white dress. They kissed, and walked into the house.

b 4 11 Now tell Sts they are going to listen to **Part 4** of the story and they must answer questions 1–3.

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

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

1 Hartley's wife.
2 The Montgomerys' cook.
3 Hartley's cook.

4 11
(audioscript in Student Book on *page 124*)
Part 4
"My mother is here," the woman said. "But she's leaving in half an hour. She came to have dinner, but there's nothing to eat."
"I have something to tell you," said Hartley. He whispered something in her ear.
His wife screamed. Her mother came running into the hall.
The woman screamed again, but it was a happy scream – the sound of a woman whose husband loved her.

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"Oh, mother!" she cried, "What do you think? Vivienne is coming to be our cook! She is the cook that was with the Montgomerys. She's going to be ours! And now, dear," she told her husband, "you must go to the kitchen and tell Héloise to leave. She has been drunk again all day."

Extra support

- If there's time, you could get Sts to listen again with the audioscripts on *pages 123–124*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

c Do this as a whole class activity. You could tell Sts your reaction the first time you read the story.

4 GRAMMAR possessive pronouns

a Tell Sts to look at sentences 1–4, which are from the story, and to fill in the blanks.

Check answers.

1 my	2 your	3 mine	4 yours

b 4.12 Tell Sts to go to **Grammar Bank 8C** on *page 140*. Focus on the example sentences and play the audio for Sts to listen and repeat. Focus particularly on the pronunciation of *ours* /ˈaʊərz/ and *theirs* /ðɛrz/, and encourage them to copy the rhythm. Then go through the rules with the class.

Additional grammar notes

- Sts will probably need reminding of how possessive adjectives (*my*, *your*, *his*, etc.) are used and in particular how they agree with the subject of a sentence, not the object (e.g., ***Jack*** *helps* ***his*** *sister a lot*. NOT ~~*Jack helps* ***her sister*** *a lot*~~.) and how they never change (e.g., *your books* NOT ~~*yours books*~~).
- When Sts learn possessive pronouns, e.g., *These are yours | hers | ours,* they may then tend to start adding an *s* to possessive adjectives.
- This is also a good moment to remind Sts about how object pronouns are used (e.g., *He loves me*).

Focus on the exercises for **8C** on *page 141*. Sts do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

a 1 my	4 her	7 theirs	
2 yours	5 mine	8 your	
3 ours	6 their	9 hers	
b 1 Hers	5 theirs		
2 him	6 us		
3 their	7 our		
4 ours	8 its		

Tell Sts to go back to the main lesson **8C**.

Extra support

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

c 4.13 Focus on the instructions and the example. Tell Sts they are going to listen to seven sentences, and each time they must change the object for a possessive pronoun. Play the audio, pausing after each sentence for Sts to make the transformation.

4.13
1 It's my book. (*pause*) It's mine.
2 It's her scarf. (*pause*) It's hers.
3 They're our coats. (*pause*) They're ours.
4 It's his bike. (*pause*) It's his.
5 It's your phone. (*pause*) It's yours.
6 It's their house. (*pause*) It's theirs.
7 They're your glasses. (*pause*) They're yours.

Then repeat the activity, eliciting responses from individual Sts.

5 WRITING using adverbs

a Focus on the instructions and get Sts to make adverbs from the adjectives in the list.

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

angrily lazily quietly sadly seriously slowly

Extra support

- Elicit from Sts these basic rules for formation of adverbs:

Adjective	Adverb	
quiet sad	quiet**ly** sad**ly**	Add *-ly*
poss**ible** comforta**ble**	poss**ibly** comforta**bly**	Change *-ble* to *-bly*
lazy angry	laz**ily** angr**ily**	~~*-y*~~ Add *-ily*
good fast hard	**well** **fast** **hard**	Irregular

b 4.14 Get Sts to read sentences 1–6 and to think what the missing adverb from **a** might be.

Now play the audio the whole way through. Then play it again, pausing after each sentence for Sts to write an adverb to describe how the person is speaking.

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

1 sadly	3 slowly	5 lazily
2 angrily	4 quietly	6 seriously

4.14
1 "I'm sorry, but I don't love you."
2 "Give me back all my letters."
3 "I think... I have an idea."
4 "Don't make a noise. Everyone is asleep."
5 "I don't feel like doing anything."
6 "This is a very important matter."

c Focus on the task, and remind Sts that at the end of the story Hartley tells his wife to tell the cook (Héloise) to leave. Give Sts some time, e.g., five minutes, to write their short scene. Tell them that they should also include at least two adverbs in their dialogues after *said*.

Get Sts to perform their dialogues in front of the class. You could get them to vote for the best ones.

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7 & 8 Review and Check

For instructions on how to use these pages see *page 39*.

Testing Program CD-ROM

- **Quick Test 8**
- **File 8 Test**

GRAMMAR

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

VOCABULARY

a 1 meet
2 tell
3 miss
4 hope
5 wears

b 1 forget
2 learn
3 try
4 promise
5 enjoy
6 mind
7 hate
8 finish

c 1 Very
2 extremely
3 little
4 really
5 fairly

d 1 lost
2 home / back
3 better
4 tickets
5 along
6 divorced
7 message

PRONUNCIATION

a 1 give
2 child
3 choose
4 sandwich
5 wear

b 1 pretend
2 important
3 remember
4 salary
5 quietly

CAN YOU UNDERSTAND THIS TEXT?

a Because they are lazy.
b Students should check: 2, 4, 6, 7

CAN YOU UNDERSTAND THESE PEOPLE?

4 15

1 c 2 c 3 a 4 c 5 a

4 15

1
I = interviewer, S = Stacey
I What's your idea of happiness?
S Happiness is having just enough money to live by and have enough, and having people that love you, having a family.

2
I = interviewer, H = Heba
I What foreign languages do you speak?
H I speak Arabic and French, a little bit of French.
I How well do you speak them?
H I'm very fluent in Arabic, and not as fluent in French.

3
I = interviewer, R = Ruth
I If you have a problem, who do you ask for advice, friends or family?
R It depends what sort of problem it is. Quite often I would ask my mum for advice, but if it's a problem about maybe relationships or something, I'd probably ask my friends.

4
I = interviewer, B = Ben
I What advice would you give someone who can't sleep at night?
B I would say that they should probably cut down on caffeine, or perhaps they're suffering from stress at work, so they should try and reduce their stress.

5
I = interviewer, J = James
I Do you think Americans are bad at language learning?
J Americans, I think they're not as good at learning languages as people in Europe.
I Why?
J Sometimes I think Americans aren't as interested in learning other languages as foreigners are.

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G *if* + past, *would* + base form (second conditional)
V animals
P word stress

9A What would you do?

Lesson plan

A survival quiz where Sts have to choose what they would do in a variety of situations involving animals and insects is the context for Sts to learn about the second conditional for hypothetical and imaginary situations. The lesson begins with a reading where Sts read and answer the questions in the quiz and then find out if they have chosen the best option. Questions from the quiz are used to lead into Grammar, where the second conditional is analyzed and practiced. In Vocabulary, Sts learn the names of common animals, and pronunciation focuses on how to pronounce the words for animals in English that may be similar in Sts' own language. Finally, both the grammar and vocabulary are recycled and practiced in Speaking.

STUDY LINK
- **Workbook** 9A

Extra photocopiable activities

- **Grammar** *if* + past, *would* + base form (second conditional) *page 186*
- **Communicative** I think you'd... *page 233* (instructions *page 204*)
- **Vocabulary** Animal quiz *page 260* (instructions *page 247*)

Optional lead-in (books closed)

- Give Sts, in pairs, three minutes to brainstorm words they know for animals. Elicit answers, getting Sts to spell the words and write them on the board. Elicit the correct pronunciation.
- You could also write the animals in columns based on whether they are wild animals, farm animals, insects, etc.

1 READING & SPEAKING

a Books open. Focus on the photos and list of animals, and elicit the pronunciation of each one.

Now focus on the instructions and the quiz. Tell Sts, in pairs, to just complete each blank in the questions with one of the animals in the list.

Check answers.

1 dog	3 snake	5 jellyfish
2 bee	4 bull	6 shark

Extra support

- Before Sts do the quiz, check it for words and phrases that your Sts might not know, and be ready to help with these.

b Focus on the highlighted verbs and verb phrases. Get Sts, in pairs, to guess their meaning. Tell them to read the whole sentence, as the context will help them guess.

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

Go through the three alternatives for each quiz question and explain any other new vocabulary.

c Give Sts a few minutes to read the questions again and choose their answers.

Get Sts to compare their choices with a partner. Encourage them to try to say why they have chosen each option.

d Put Sts into groups of three. Tell them to go to **Communication *Would you know what to do?***, **A** on *page 104*, **B** on *page 108*, and **C** on *page 110*. Explain that all the **A**s are going to read the answers to **In the city**, the **B**s to **In the country**, and the **C**s to **In the water**.

! If the number of Sts you have does not divide into groups of three, have one or two pairs, where they read and tell each other the answers to **A** and **B**, and then simply read the answers to **C**.

Go through the instructions with them carefully. Monitor and help with vocabulary while they are reading.

When Sts have read their answers, put them back into their groups, so they can tell each other what the right answers are and why the others are wrong.

When they have finished, they could see who in their group got the most answers correct.

Tell Sts to go back to the main lesson **9A**.

e Do the questions as a whole-class activity. If you have been in any of the situations, tell the class about it.

2 GRAMMAR *if* + past, *would* + base form

a Focus on the task. Get Sts to look at questions 1–6 in the quiz in pairs, or go through them with the whole class.

Check answers.

They are all about an imagined future.
The tense of the verb after *if* is the simple past.

b 4 16 Tell Sts to go to **Grammar Bank 9A** on *page 142*. Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Additional grammar notes

- Sts may find it strange to be using past tenses in the *if* half of these conditional sentences, and it needs emphasizing that they do not refer to the past, but rather to a hypothetical situation.
- Sts have seen and used *would* / *wouldn't* + base form before with the verb *like*, so they should not have problems with the form of *would*.
- Highlight that we often use the expression *If I were you, I'd...* to give advice.

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Focus on the exercises for **9A** on *page 143*. Sts do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

a 1 E 2 D 3 C 4 F 5 G 6 B

b 1 would buy, had
2 tried, would like
3 would learn, worked
4 rented, could
5 would see, lived
6 wouldn't go, were
7 would take, didn't have
8 wouldn't ride, had
9 Would ... leave, got
10 wouldn't be, had to

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.

c Tell Sts to complete the five sentences, so they are true for themselves.

Get Sts to compare their sentences with a partner, and then get some feedback from the class. Make sure they are not pronouncing the silent *l* in *would* / *wouldn't*.

3 VOCABULARY animals

a Tell Sts to go to **Vocabulary Bank** ***Animals*** on *page 161*, and get them to do **a** individually or in pairs.

4 17 Now do **b**. Play the audio for Sts to check answers. Play it again, pausing after each one for Sts to repeat. Give further practice of words your Sts find difficult to pronounce.

4 17

Animals

20	bee	25	pig	22	jellyfish
14	butterfly	7	sheep	30	kangaroo
27	fly	2	bat	9	lion
8	mosquito	19	bear	18	monkey
29	spider	28	bird	24	mouse
1	bull	12	camel	6	rabbit
21	chicken	13	crocodile	26	shark
16	cow	15	dolphin	17	snake
10	goat	4	elephant	11	tiger
23	horse	3	giraffe	5	whale

Ask Sts why the words are in three groups and elicit / explain that the first group is all insects or arachnids, the second group is farm animals, and the third group is wild animals. Model and drill the pronunciation of *insects* /ˈɪnsɛkts/ and *wild* /waɪld/.

Finally, do **c** and get Sts to cover the words and look at the pictures. They can test themselves or a partner.

Tell Sts to go back to the main lesson **9A**.

Extra support

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

b **4 18** This listening consists only of sound effects, and its purpose is to recycle the animal vocabulary in a fun and amusing way. Play the audio pausing after each sound for Sts to say or write the name of the animal.

Check answers.

4 18

(Sound effects)

1	chicken	6	dolphin
2	horse	7	lion
3	monkey	8	bull
4	snake	9	sheep
5	elephant	10	mosquito

Extra idea

- You could make this a team game where you divide the class into two or more teams and play the audio twice for them to decide which animals they are and write them down. The team with the most right answers wins.

4 PRONUNCIATION word stress

a Focus on the **Stress in words that are similar in other languages** box and go through it with the class.

Tell Sts to look at the animal words in the list and to underline the stress.

b **4 19** Play the audio for Sts to listen and check.

Check answers.

4 19

camel	giraffe
crocodile	kangaroo
dolphin	lion
elephant	mosquito

If you are teaching a monolingual class, ask them if the stress is in the same place in their L1.

c Quickly go through questions 1–8, making sure Sts understand them.

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

Get some feedback from the class by asking individual Sts for some of their answers.

5 SPEAKING

Go through the questions and make sure Sts understand them all.

Then focus on the **Talking about imaginary situations** box and go through it with the class. Get some Sts to choose a question to ask you. Answer, giving as much detail as you think Sts will understand and trying to use some of the phrases in the box.

Put Sts into groups of three, and tell them to take turns choosing a question they want to ask their partners. They should also answer that question themselves. Encourage Sts to ask for more information (*Why?*, etc.).

Monitor and help Sts, correcting any misuse of tenses in the second conditional.

Get some feedback from the class, asking if anyone found their partners' answers surprising / amusing, etc.

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G present perfect + *for* and *since*
V phobias and words related to fear
P sentence stress

9B I've been afraid of it for years

Lesson plan

In this lesson, Sts study the present perfect with *for* and *since* to talk about unfinished actions or states. The context is phobias, and the lesson begins with Vocabulary where Sts learn the words for some common phobias and words related to fear. In Listening and Speaking, Sts hear three people talking about phobias they suffer from (all real answers), and they then talk about people they know with phobias. In Grammar, examples of the present perfect are taken from the listening activity and analyzed before Sts go to the Grammar Bank. In Pronunciation, Sts work on sentence stress in present perfect sentences to prepare them for the speaking activity, a survey in which Sts find out how long their classmates have done certain things. The lesson finishes with a reading about a possible new cure for phobias.

STUDY LINK
- **Workbook** 9B

Extra photocopiable activities
- **Grammar** Present perfect + *for* and *since* *page 187*
- **Communicative** Famous phobias *page 234* (instructions *page 205*)

Optional lead-in (books closed)

- Play *Hangman* with the word PHOBIA. Elicit the pronunciation (reminding Sts that *ph* is always pronounced /f/).
- Then ask Sts *How do you feel if you have a phobia of something?* and elicit *afraid* (or *frightened | scared*).

1 VOCABULARY

phobias and words related to fear

a Books open. Get Sts to focus on the picture and see how many things they can see that people have a phobia of. If you didn't do the **Optional lead-in**, make sure Sts know what *phobia* means (i.e. a strong, abnormal, sometimes irrational fear of something).

Sts might say: spiders, flying, snakes, small spaces, the number 13, bats, public speaking, clowns, high places, and needles / shots

Then elicit any other things Sts can think of that people sometimes have phobias of and write them on the board.

b Focus on the names of five phobias and explanations A–E, and give Sts time to try to match them. Sts probably won't know some of the phobia words, but they should be able to match most of them.

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

1 D 2 B 3 E 4 C 5 A

c Focus on the task and give Sts time to find the words in the text.

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

1 fear (in E)
2 terrified (in A)
3 frightened (in B) and scared (in D)

2 LISTENING & SPEAKING

a 4 20 Focus on the instructions and tell Sts to copy the chart on a piece of paper, so that they have more space to write. Now tell Sts that the first time they listen they only need to answer the question *What is he | she afraid of?* for the three speakers.

Play the audio once the whole way through.

Check answers.

Extra support

- Read through the audioscripts and decide if you need to preteach any new lexis before Sts listen.

Speaker 1	She is afraid of bats.
Speaker 2	He has claustrophobia.
Speaker 3	She is afraid of clowns.

4 20
(audioscript in Student Book on *page 124*)
I = interviewer, W = woman, M = man
1
I Do you have any phobias?
W1 Yes, I'm terrified of bats.
I Really? How long have you had the phobia?
W1 I've had it for about 40 years! Since I was 12 years old. At my school we had a swimming pool, and the changing rooms were in an old building near the pool. On the first day at school our teacher told us that there were bats in there and that we shouldn't move around too much because they might start flying around and get into our hair. She also said we should't turn the lights on because this would wake up the bats. We had to change as quickly and quietly as possible.
I Did a bat ever fly into your hair?
W1 No, nothing ever happened, but I was terrified just at the thought of it.
I Does it affect your life at all?
W1 Yes, I often feel very nervous or start to panic if I'm outside when it's beginning to get dark, which is when bats appear. If I'm sitting in my yard in the evening, I always have a tennis racquet, so if a bat flies near me, I can protect myself. And I can't watch a TV documentary about bats, or even look at them in photos.

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2
I Do you have any phobias?
M Yes, I get very bad claustrophobia.
I How long have you had the phobia?
M It just started one morning about ten years ago. I was going to work on the train, and it was very crowded. I started thinking that if there were an accident I'd never get out. I had a panic attack, and I sort of felt my heart beating very quickly. I had to get off the train.
I How does your phobia affect your life?
M Well, I can't travel on crowded trains. I never ever travel on the subway because my worst nightmare would be if the train stopped in the tunnel. I also try to avoid elevators. What else? Oh, yes. If I'm flying, I have to have an aisle seat. I can't sit by the window.

3
I Do you have any phobias?
W2 Yes, I have a pretty unusual phobia. I'm scared of clowns.
I Clowns, really? How long have you had it?
W2 I've had it for a long time. Since I was a child.
I How did it start?
W2 Well, I remember I went on a school trip to the circus when I was six or seven years old and there were clowns. I thought they were sort of stupid, but I wasn't really afraid of them. Then I went to a birthday party and there were clowns and they were showing us how to paint our faces, and I found I didn't like being near them. At first I just didn't like them, but over the years my feelings have changed to fear.
I Does your phobia affect your life at all?
W2 Not really because luckily I don't see clowns very often!

b Now play the audio again and get Sts to answer questions 2 and 3 for each speaker.

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

Check answers.

Question 2	**Speaker 1**	It started when she was twelve.
	Speaker 2	It started about ten years ago.
	Speaker 3	It started when she was six or seven.
Question 3	**Speaker 1**	She is nervous if she is outside when it gets dark. She can't look at pictures of bats.
	Speaker 2	He can't go on crowded trains. He never uses the subway, and he needs an aisle seat on a plane.
	Speaker 3	It doesn't.

Finally, ask the class *Which person is most affected by his or her phobia?* and elicit some answers.

Extra support

- If there's time, you could get Sts to listen again with the audioscript on *page 124*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

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

Get some feedback from the class. You could also tell them what you think.

3 GRAMMAR present perfect + *for* and *since*

a Tell Sts to focus on the extract from the first interview and to answer the four questions.

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

1 When she was 12	3 The present perfect
2 Yes	4 *for, since*

b 4 21 Tell Sts to go to **Grammar Bank 9B** on *page 142*. Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Additional grammar notes

- The present perfect with *for* and *since* can be tricky for Sts because they may use a different structure in their language to express this concept, e.g., the present tense. Typical mistake: *I live here since three years / since three years ago.*
- The important thing to highlight is that the present perfect with *for* and *since* is used to say how long a situation has continued from the past until now, i.e. we use it for situations that are still true, e.g., *I've been in this class for two years* (= I started two years ago and I am still in this class now).
- In the following lesson, the present perfect for unfinished actions / periods of time will be contrasted with the simple past for finished actions / periods.

Focus on the exercises for **9B** on *page 143*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a 1 How long have you been frightened of clowns?
2 How long has your sister had her car?
3 How long have you lived here?
4 How long has your dad been a teacher?
5 How long have you known your best friend?
6 How long has Britain been in the EU?
7 How long have you had your cat?
8 How long has he worked for the same company?

b 1 I've been frightened of clowns since I was a child.
2 She's had her car for three years.
3 I've lived here for a long time.
4 He's been a teacher since 1990.
5 I've known my best friend since elementary school.
6 It's been in the EU since 1973.
7 We've had our cat for about two years.
8 He's worked for the same company since 2008.

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.

c 4 22 Focus on the instructions and the example. Tell Sts to listen to the word(s) and then make a phrase using *for* or *since*.

Play the audio and elicit the phrases.

4 22
1 1984 (*pause*) since 1984
2 five months (*pause*) for five months
3 three weeks (*pause*) for three weeks
4 last week (*pause*) since last week
5 yesterday morning (*pause*) since yesterday morning
6 20 minutes (*pause*) for 20 minutes
7 I was a child (*pause*) since I was a child
8 2010 (*pause*) since 2010

Then repeat the activity, eliciting responses from individual Sts.

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4 PRONUNCIATION sentence stress

a 4 23 Here Sts practice sentence rhythm in the present perfect to prepare for the speaking activity in **5**.

Play the audio once the whole way through. Then play it again, pausing after each section for Sts to repeat, building up to the whole sentence / question. Encourage them to copy the rhythm.

> 4 23
> See sentences in Student Book on *page 71*.

Now get them to practice the phrases in pairs.

b 4 24 Now tell Sts they are going to hear five sentences / questions and they must write them down.

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

Check answers.

> 4 24
> 1 How long have you worked here?
> 2 They've been married for 20 years.
> 3 She hasn't traveled by plane since 2005.
> 4 How long has he lived in Thailand?
> 5 We've known them for a long time.

In pairs, get Sts to practice saying the sentences.

5 SPEAKING

a Focus on the chart and instructions. Elicit the answer to the two questions from the class.

> The two verb forms are the simple present and the present perfect.
> The missing words are *Do you / Are you* and *have you*.

Elicit the past participles of the four verbs (*had*, *lived*, *known*, *been*).

Extra support

- Check that Sts can make the questions correctly by getting them to ask you some of the questions first. Give short, natural answers with *for* and *since*, and some more information if you can as a model for how Sts should answer.

b Tell Sts they are going to move around the class asking other Sts the questions. If someone says *Yes, I do / am* to the first question (the simple present question), then they must ask the follow-up question (the present perfect question). They should try to find someone different for each question. Encourage Sts to ask for and give as much information as they can so that the survey becomes more of a conversation rather than just question and answer.

When Sts have finished, get some feedback.

6 READING

a Do this as a open-class activity.

b Focus on the title of the text and make sure Sts understand the word *pill*. Now tell Sts to read the text and mark sentences 1–6 T (true) or F (false).

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

> 1 F (Different phobias affect at least a quarter of the population.)
> 2 F (They discovered that a drug for tuberculosis can help.)
> 3 T
> 4 F (It does not work for everybody.)
> 5 T
> 6 T

Extra support

- Before Sts read the text, check it for words and phrases your Sts might not know, and be ready to help with these while they are answering the questions or afterward. You may even want to preteach some words / phrases to lighten the load.

c Get Sts, in pairs, to guess the meaning of the highlighted words and phrases in the text. Tell them to read the whole sentence, because the context will help them guess.

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

Explain any other new vocabulary.

d In pairs or small groups, Sts discuss the two questions.

Get some feedback from the class.

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G present perfect or simple past? (2)
V biographies
P word stress, /ɔr/

9C Born to sing

Lesson plan

The main focus of this lesson is how to describe your or somebody else's life. The lesson begins with Sts learning the vocabulary for verb phrases often used in biographies. There is then a pronunciation focus on the word stress in these phrases, and on the /ɔr/ sound. This lexis is recycled in a reading, where Sts read about the lives of the famous reggae singer Bob Marley and his son Ziggy Marley. The contrast between the verb forms used for the father (who is dead) and his son, who is still alive, is used to show Sts a fundamental difference between how the simple past and the present perfect are used in English. In Listening, Sts hear about another famous son from the music world: Enrique Iglesias (son of the Spanish singer Julio). The lesson finishes with a speaking activity where Sts talk about the life of an older person who they know well. This leads into writing, where Sts are asked to write a short biography about either the person they have just talked about or another member of their family.

STUDY LINK
- **Workbook** 9C
- **Online Practice**
- **iChecker**

Extra photocopiable activities

- **Grammar** Present perfect or simple past? *page 188*
- **Communicative** Like mother, like daughter *page 235* (instructions *page 205*)
- **Song** *You're My #1 page 276* (instructions *page 266*)

Optional lead-in (books closed)

- Ask Sts in pairs to brainstorm famous people whose parents are / were also famous, e.g., Angelina Jolie and Jon Voight, Melanie Griffith and Tippi Hedren, etc.
- Elicit answers, getting Sts to tell you what the people do, and write their names on the board.

1 VOCABULARY & PRONUNCIATION

biographies, word stress, /ɔr/

Pronunciation notes
- The most common spellings of the /ɔr/ sound are *or* (when it is stressed), *ore*, *oor*, and *our*.
- However, words beginning *wor-* are pronounced /ər/, e.g., *work*, *world*, *worse*, etc., which is confusing for Sts who often pronounce these words with the /ɔr/ sound. Learning the rule here should help them to avoid this common pronunciation error.

a 4.25 Books open. Focus on the list of phrases. Elicit / teach the meaning of *events* (things that happen to you). Go through the list, making sure Sts understand them all.

Give Sts time to mark the stress on the highlighted words.

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

Then play the audio again for Sts to repeat.

4.25
marry somebody / get married
go to elementary school
have children
go to college
graduate from college
separate
get divorced
retire

b Tell Sts to number the expressions in **a** in a logical order. Elicit that the first expression is *be born*.

Put Sts into pairs and get them to compare their order with a partner. Do they agree?

Finally, elicit from the class the usual order of the expressions.

A possible order

1 be born	9 get married
2 go to elementary school	10 have children
3 go to high school	11 separate
4 graduate from high school	12 get divorced
5 go to college	13 retire
6 graduate from college	14 die
7 get a job	
8 fall in love	

Extra idea

- You could get Sts to mark the expressions: E = everybody does it, S = some people do it, M = most people do it.

c 4.26 Focus on the sound picture and elicit the word and sound.

Then play the audio for Sts to listen.

4.26
See words in Student Book on *page 72*.

Now play the audio again and get Sts to listen and repeat.

d Focus on the words in the list and tell Sts that some of them have the /ɔr/ sound. Sts should say the words and circle the ones with the /ɔr/ sound. Remind them that it is easier if they say the words aloud to themselves.

Get Sts to compare with a partner.

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e 4.27 Play the audio for Sts to listen and check.

Check answers.

more	form
boring	score
door	
sports	

4.27
See words in Student Book on *page 72*.

Now ask Sts *What rule can you see for words with* wor + *consonant?* and elicit the answer.

They are pronounced /ər/.

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

2 READING

a Tell Sts they are going to read a text about Bob and Ziggy Marley. Ask the class if they have heard of them. Elicit the kind of music they play (reggae) and ask Sts if they have heard their music and if they like it. Sts are more likely to know Bob Marley, who is world-famous, than his son, who is still building his music career.

When Sts have read the introduction, ask them what the title *Like father like son* means (= the son is doing the same as his father did, i.e. making a career in music).

b Focus on the task and tell Sts, in pairs, to read each paragraph and decide if it refers to Bob Marley (BM) or Ziggy Marley (ZM).

Check answers.

BM 2, 6, 7, 9, 10 **ZM** 1, 3, 4, 5, 8

c Still in pairs, **A** rereads about Bob Marley and **B** about Ziggy Marley.

Now with books closed, **A** tells **B** everything he / she can remember about Bob and **B** tells **A** everything he / she can remember about Ziggy.

3 GRAMMAR present perfect or simple past? (2)

a Give Sts a minute or so to answer question 1.

Check answers and elicit a few examples.

All the verbs are in the past tense because he is dead (*he was born, he made, he died*, etc.).

Now focus on question 2 and give Sts a minute or so to answer it.

Check answers and elicit a few examples. Highlight that if you are talking about the life of a person who is dead, you only use the simple past. If you are talking about the life of someone who is still alive, you will probably use the present, the past, and the present perfect.

Simple past *he was born, he was 13, he formed a band … and played*
This tense is used for finished events in his life, e.g., his childhood and early life.
Simple present *they have three children*
This tense is used for a situation that is true now in the present.
Present perfect *he has been a musician, he has lived, he has won*
This structure is used for actions or states that started in the past and are still true in the present, i.e. he started being a musician when he was 13 and is still a musician now.

b 4.28 Tell Sts to go to **Grammar Bank 9C** on *page 142*. Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Additional grammar notes

- The contrast between the simple past and the present perfect was first focused on in **4B** (See **Grammar Bank 4B** *page 132*).
- Highlight that the present perfect is used in the examples about Ziggy Marley because his career as a musician hasn't finished. He is still a musician and will probably make more albums.
- The past tense is used for Bob Marley because the sentences refer to a finished period of time. Bob Marley won't win a Grammy Award now because he is dead, so *didn't win* is used. If he was still alive and making albums, then *hasn't won* would be used.

Focus on the exercises for **9C** on *page 143*. Sts do the exercises individually or in pairs. Check answers.

a 1 He left
2 I lived
3 She's lived
4 My sister had
5 I've worked
6 The city has changed
7 They were
8 I met, was

b 1 has he lived, moved
2 did Picasso die, did he live, left
3 have they been, 've been, met, Was

Tell Sts to go back to the main lesson **9C**.

Extra support

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

4 LISTENING

a Tell Sts to look at the photos of another famous father and son. Ask *What's their lastname?* and elicit *Iglesias*. Then ask the class who they think is more famous.

b Explain the task and focus on 1–7. In pairs, Sts quickly try to guess what connection there might be between the information in 1–7 and Enrique Iglesias.

Listen to their ideas, but do not tell them if they are right or not.

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c 4 29 Play the audio once and tell Sts not to write anything, just to listen, to see whether they guessed the connections correctly.

Then play the audio again, and get Sts to make notes. Pause the audio as necessary to give Sts time to make their notes.

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

Now elicit answers. Don't expect Sts to have all the information given.

Extra support

- Read through the audioscripts and decide if you need to preteach any new lexis before Sts listen.

1 He was born in Madrid in 1975.
2 He moved to Miami to live with his father.
3 Enrique Martinez is the name he used to get a record contract when he sent his first songs to a record company.
4 "Enrique Iglesias" is the name of his first album, which he made in 1995.
5 His fourth album, "Escape," was his biggest commercial success in 2001.
6 Anna Kournikova became his girlfriend some years ago, and possibly still is.
7 100 million is the number of albums he has sold.

4 29
(audioscript in Student Book on *page 124*)
Good evening and welcome to *Top Sounds*, our weekly music program, and tonight the focus is on the Latin music star Enrique Iglesias. As I'm sure you all know, Enrique Iglesias is the son of the Spanish singer Julio Iglesias, who is one of the most successful singing artists of all time.
Enrique was born in Madrid, Spain in 1975. His mother is Isabel Preysler, a journalist and TV host from the Philippines. When he was three years old, his parents got divorced and later he moved to Miami to live with his father. He started studying business at the University of Miami, but he left after a year because he wanted to become a musician. He didn't want his father to know about his music career, and he didn't want to use his famous last name to be successful. So when he sent some of his songs to several record companies, he used the name Enrique Martinez, and he eventually got a contract with a Mexican record company.
He made his first album called *Enrique Iglesias* in 1995, which won him a Grammy. He then made two more albums, and he had many hits on the Latin music charts. At first Enrique sang mainly in Spanish, but later he began to sing more and more in English, too.
His fourth album, *Escape* in 2001, was his biggest commercial success and included the singles *Escape* and *Hero*, sung in English, which became hits all over the world and made Enrique an international star. Since then he has made five other albums and has also had a few acting parts in movies and TV shows.
Also in 2001, he began dating the Russian tennis player, Anna Kournikova, but they kept their relationship very private.
Today, Enrique Iglesias is recognized as one of the most popular artists in Latin America. He has sold 100 million albums, which makes him one of the best-selling artists of all time.

Extra support

- If there's time, you could get Sts to listen again with the audioscript on *page 124*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

d Sts can answer the questions in pairs, small groups, or as a whole class. If they do the activity in pairs or small groups, get some feedback.

5 SPEAKING & WRITING

a In this activity, Sts put into practice the contrast between the simple past and the present perfect through talking about an older person – a friend or member of their family.

Focus on the activity and give Sts five minutes to think about who they are going to talk about and to prepare their answers to the questions. Stress that it should be an older person, not a younger one.

Focus on the question prompts and quickly elicit the questions. You could demonstrate the activity by getting the class to ask you about one of your grandparents, elderly relatives, or a friend.

Extra support

- Get Sts to write the questions in their notebooks before they ask them. When they ask the questions, get them to ask the questions from the prompts and not just read them.

b Sit Sts in pairs, ideally face to face. Set a time limit for **A** to interview **B**. Encourage **B** to give as much information as possible and **A** to ask extra questions where possible.

Then Sts change roles.

Find out if they found any similarities between their two people.

c Tell Sts to go to **Writing *A biography*** on *page 116* and to do **a**. Tell them not to worry about the blanks in the biography.

When they have finished, elicit three things about Norah Jones that they have remembered.

Now tell Sts to do **b** by putting the verbs in parentheses in the simple past or present perfect.

Check answers.

2	separated	5	met	8	has made
3	has been	6	have worked	9	has won
4	went	7	moved	10	broke up

Now focus on the **Writing a biography** box and go through it with the class.

For **c**, you may want to get Sts to do the writing in class or you could assign it as homework. Get them to write a biography of someone who is still alive, so it should be someone they know or a famous person. Make sure they follow the model to write their three paragraphs.

In **d**, Sts should check their biography for mistakes, and if they did the writing in class, they could then exchange the biography with other Sts to read. You could do the question *Which of your classmates' biographies is the most interesting?* as an open class. If they do it for homework, tell them to attach a photo of the person.

Tell Sts to go back to the main lesson **9C**.

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6 4 30 SONG *You're My #1*

This song was originally made famous by Spanish singer Enrique Iglesias in 1999. For copyright reasons, this is a cover version. If you want to do this song in class, use the photocopiable activity on *page 276*.

4 30

You're My #1

I've kissed the moon a million times
Danced with angels in the sky
I've seen snowfall in the summertime
Felt the healing of the powers up above
I've seen the world from the highest mountain
Tasted love from the purest fountain
I've seen lips that spark desire
Felt the butterflies a hundred times

I've even seen miracles
I've felt the pain disappear
But still haven't seen anything
That amazes me quite like you do

Chorus
You bring me up when I'm feeling down
You touch me deep you touch me right
You do the things I've never done
You make me wicked you make me wild
'Cause baby, you're my number one

I've sailed in a perfect dream
I've seen the sun make love to the sea
I've kissed the moon a million times
Danced with angels in the sky

I've even seen miracles
I've seen the tears disappear
But still haven't seen anything
That amazes me quite like you do

Chorus (x2)

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Vocabulary directions: *traffic lights*, *take the...*, etc.
Function asking for and understanding directions on the street and for public transportation; apologizing
Language *How do I get to...?*, *How many stops is that?*, *I'm terribly sorry*, etc.

PRACTICAL ENGLISH

Episode 5 Getting around

Lesson plan

In this lesson, Sts learn how to give and understand simple directions both for on the street and for public transportation.

In the storyline, Rob is with Holly in Brooklyn. Jenny calls to confirm their dinner date in Manhattan. She gives Rob directions on the subway to the restaurant. However, Rob arrives late. When he gets there, Jenny is leaving the restaurant, after having waited an hour, and they have an argument.

STUDY LINK
- **Workbook** Getting around

Testing Program CD-ROM
- **Quick Test 9**
- **File 9 Test**

Optional lead-in (books closed)

- Elicit from the class what happened in the previous episode. Ask some questions, e.g., *What did Rob and Jenny do in the morning? Why did Rob go to the pharmacy? What did he buy? Where did Rob go in the evening?*
- Alternatively, you could play the last scene of Episode 4.

1 VIDEO HOLLY AND ROB IN BROOKLYN

a 4 31 Books open. Focus on the photos and elicit what Sts think is happening. Do not tell them if they are right or not yet.

Focus on sentences 1–6 and give Sts time to read them. Then play the audio once the whole way through for them to mark the sentences T (true) or F (false). Make it clear that they don't need to correct the false sentences yet. Play again if necessary.

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

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

4 31
(audioscript in Student Book on *page 124*)
H = **Holly**, **R** = **Rob**, **J** = **Jenny**
H That was a good day's work, Rob. You did a great interview.
R You took some great photos, too. They're really nice.
H Thanks. Hey, let's have another coffee.
R I don't know. I have to get to Manhattan.
H You don't have to go right now.
R I'm not sure. I don't want to be late.
H Why do you have to go to Manhattan?
R I've got a... um...
H A date? You have a date?
R Mm hmm.
H Is it with anybody I know?
R No, it isn't. Anyway, excuse me a minute. I need to go to the restroom.
H That's very American. I'll order more coffees.
R OK.
J (on the phone) Rob?
H Is that you, Jennifer?
J Oh, hi Holly. Um... is Rob there?
H Yeah, one second. Rob! Not anybody I know, huh?
R Hi, Jenny.
J Rob? Are you still in Brooklyn?
R Yeah.
J You know the reservation at the restaurant's for eight, right?
R Don't worry. I'll be there! Oh, how do I get to Greenwich Village on the subway?

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

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

3 He has **a date** in Manhattan.
5 **Jenny** calls Rob.
6 The restaurant is booked for **8** o'clock.

Elicit from Sts that the restaurant is in Greenwich Village, a well-known area of Manhattan, and that Greenwich is pronounced /ˈgrɛnɪtʃ/.

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

Extra support

- If there's time, you could get Sts to listen again with the audioscript on *page 124*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

2 VOCABULARY directions

a Tell Sts to look at the pictures and then complete phrases 1–5.

Get Sts to compare with a partner.

b 4 32 Play the audio for Sts to listen and check.

4 32
1 Turn **left**.
2 Go **straight** ahead.
3 Take the **second** turn on the right.
4 Turn right at the **traffic** lights.
5 Go around the **roundabout** and take the third exit.

Now play the audio for Sts to listen and repeat the phrases.

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

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3 VIDEO ASKING HOW TO GET THERE

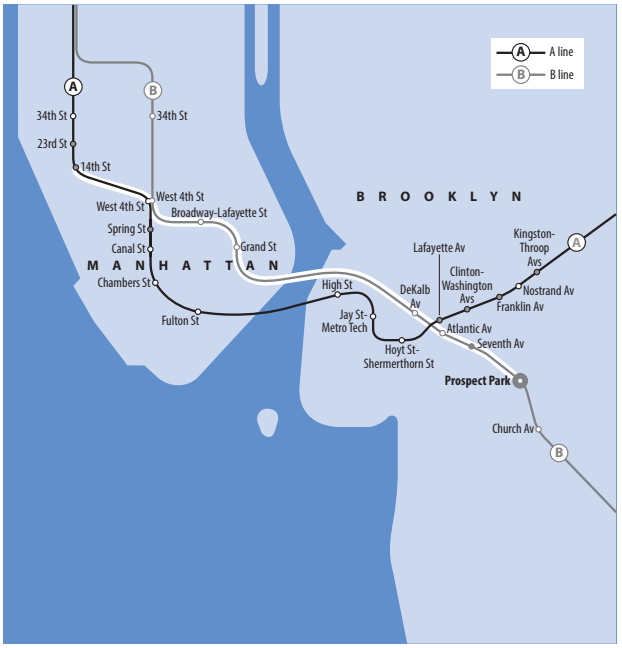
a 4.33 Focus on the map of the New York subway and ask Sts *Is Rob in Manhattan or Brooklyn now?* (Brooklyn) *Is the restaurant in Brooklyn?* (No, it isn't. It's in Greenwich Village, Manhattan.)

Make sure Sts can see where Rob is on the map.

Tell Sts that they are going to hear Rob asking Jenny for directions, and they need to listen to the directions and try to mark the route on the map. Play the audio at least twice.

Get Sts to compare with a partner, and then check that they have marked the right route.

! The map in the Student Book has been adapted and is simplified rather than strictly accurate.



4.33
R = **Rob**, **J** = **Jenny**
R How do I get to Greenwich Village on the subway? (*repeat*)
J Go to the subway station at Prospect Park. **Take** the B train to West 4th Street.
R How many stops is that? (*repeat*)
J Six or seven.
R OK. And then? (*repeat*)
J From West 4th Street take the A train, and get **off** at 14th Street.
R Could you say that again? (*repeat*)
J OK. From Prospect Park take the B train to West 4th Street, and then take the A train to 14th Street. That's only one **stop**.
R Where's the restaurant? (*repeat*)
J Come out of the subway on Eighth Avenue, go **straight** on for about 50 yards, and take the **first** left. That's Greenwich Avenue. The restaurant's on the **right**. It's called The Tea Set.
R OK, thanks. See you later. (*repeat*)
J And don't get **lost**!

b Now focus on the dialogue in the chart. Elicit that the **You Say** phrases are said by Rob, and the **You Hear** phrases are said by Jenny, who is giving Rob directions. These phrases will be useful for Sts if they need to ask for directions.

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

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

See words in **bold** in audioscript 4.33.

Go through the dialogue line by line with Sts, helping them with any words or expressions they don't understand.

c 4.34 Now focus on the **You Say** phrases and tell Sts they're going to hear the dialogue again. They should repeat the **You Say** phrases when they hear the beep. Encourage them to copy the rhythm and intonation.

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

d Put Sts in pairs, **A** and **B**. **A** is Rob and **B** is Jenny. Get Sts to read the dialogue aloud, and then change roles.

e In pairs, Sts role-play asking for and giving simple directions using the subway map. Go through the instructions with them. **A** starts with *Go to the subway station at Lincoln Center…*

Monitor and help with any issues relating to directions.

Extra support

- Demonstrate the activity by giving the class directions to somewhere on the map and then ask them where they are.

f When they have finished, they should change roles.

You could get a few pairs to perform in front of the class.

4 VIDEO ROB IS LATE...AGAIN

a 4.35 Focus on the pictures and ask Sts some questions, e.g., *What's happening?*, *How do they look?*, etc.

Get Sts to focus on the question or get them to close their books and write it on the board.

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

No, it isn't.

4.35
(audioscript in Student Book on *page 124*)
R = **Rob**, **J** = **Jenny**
R Jenny! I'm here.
J Hi.
R I'm so sorry. There was a problem on the underground.
J We call it the subway here.
R Right. Anyway, the train stopped for about 20 minutes. I tried to call, but there was no signal.
J I've been here since seven forty-five.
R I know. I ran from the underground... subway station... I'm so sorry.
J You're always late. It's funny, isn't it?
R I said I'm sorry. Look, why don't we go back inside the restaurant?
J I waited for an hour for you. I don't want to stay here anymore.

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R Maybe we could... we could go for a walk. We could find another restaurant.
J I don't feel like a walk. It's been a long day.
R OK.
J But the night is still young. Maybe you have time to meet up with Holly again.
R Holly?
J I'm sorry. I didn't mean to say that.
R I don't care about Holly.
J Forget it, Rob. Now if you don't mind, I'd like to go home.
R Listen to me, Jenny. Holly is just a colleague.
J I said forget it. It's OK.
R No, it isn't OK. Look. I know I'm always late. And I know the underground is the subway. But that's not the point! I'm not interested in Holly. I came to New York because of you. The only person I'm interested in is you!

b Now give Sts time to read questions 1–5.

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

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

1 He says there was a problem on the underground (subway).
2 An hour.
3 Go back in the restaurant, go for a walk, or go to a different restaurant.
4 He could meet up with Holly.
5 Jenny.

Extra support

- If there's time, you could get Sts to listen again with the audioscript on *page 124*, 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, Sts think about what the missing words could be.

Extra challenge

- Get Sts to work in pairs and complete the phrases before they listen.

d 4 36 Play the audio for Sts to listen and complete the phrases.

Check answers.

4 36

Rob I'm so **sorry**.
Rob I **said** I'm sorry.
Jenny I don't want to **stay** here anymore.
Jenny I don't **feel** like a walk.
Jenny It's been a **long** day.
Jenny I didn't **mean** to say that.

If you know your Sts' L1, you could get them to translate the phrases. If not, get Sts to take a look at the phrases again in context in the audioscript on *page 124*.

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

Finally, focus on the **Can you...?** questions and ask Sts if they feel confident they can now do these things.

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G passive
V verbs: *invent*, *discover*, etc.
P /ʃ/, *-ed*, sentence stress

10A The mothers of invention

Lesson plan

We often assume that most inventors are men. This lesson challenges this assumption and shows that women were responsible for several significant inventions of the last century. The lesson begins with Listening, where Sts hear a radio program about five everyday items invented by women. These inventions provide the context for the introduction of the present and past forms of the passive in Grammar. In Reading and Vocabulary, the focus is on verbs that are frequently used in the passive, e.g., *designed*, *discovered*, *based* (*on*), which leads into Reading, where Sts read some interesting and amusing facts about how some other famous things came to be invented. This is followed by a pronunciation focus on the /ʃ/ sound, the pronunciation of *-ed* in past participles, and sentence stress in passive sentences. The lesson ends with Speaking, where Sts ask each other quiz questions. The title of the lesson echoes the famous saying of the Greek philosopher Plato: "Necessity is the mother of invention."

STUDY LINK
- **Workbook** 10A

Extra photocopiable activities

- **Grammar** Passive *page 189*
- **Communicative** General knowledge quiz *page 236* (instructions *page 205*)

Optional lead-in (books closed)

- Write the following phrase on the board:
  THE MOST USEFUL INVENTION OF THE LAST CENTURY WAS…
- Give Sts, in pairs, two or three minutes to complete the sentence by deciding what they think was the most useful invention of the 20th century.
- Get feedback and write Sts' ideas on the board. Then get Sts to vote, with a show of hands, for the most useful invention.

1 LISTENING

a Books open. Focus on the photos. Make sure Sts understand what all the words mean, e.g., *disposable* = you throw it away after you have used it once, *bullet-proof* = bullets from a gun can't go through it, etc., and model and drill pronunciation.

Give Sts, in pairs, a couple of minutes to guess which five things were invented by women. Do not check answers yet.

b 4 37 Focus on the task and play the audio for Sts to check their answers to **a**.

Check answers. Get feedback to find out if Sts had guessed correctly.

Extra support

- Read through the audioscript and decide if you need to preteach any new lexis before Sts listen.

The five inventions are:
the dishwasher, windshield wipers, disposable diapers, white-out, and the bullet-proof vest.

4 37
(audioscript in Student Book on *pages 124–125*)
H = host, S = Sally

P Good afternoon, and welcome to another edition of *Science Today*. On today's program, we are going to hear about women inventors. When we think of famous inventors we usually think of men, people like Alexander Graham Bell, Guglielmo Marconi, Thomas Edison. But, as Sally will tell us, many of the things that make our lives easier today were invented by women.

S That's absolutely right. Let's take the dishwasher, for example. This was invented by a woman named Josephine Cochrane in 1886. She was a rich American who gave a lot of dinner parties. But she was annoyed that her servants used to break plates and glasses when they were washing the dishes after a party. So, Josephine decided to try and invent a machine that could wash a lot of plates and glasses safely. Apparently she said, "If nobody else is going to invent a dishwasher, then I will!" She designed the machine and then she found a company to make it. At first only hotels and restaurants bought Josephine's new machine, but today the dishwasher is used by millions of people all over the world.
The car was invented by a man, but it was a woman, Mary Anderson, who in 1903 solved one of the biggest problems of driving. Until her invention, it was impossible for drivers to see where they were going when it was raining or snowing. They had to open their window. The name of Mary's invention? Windshield wipers.
An invention that definitely improved the lives of millions of people was disposable diapers. They were invented by a woman named Marion Donovan. Her father and uncle were inventors, and when she had young children, she sat down and invented a diaper that you could use and then throw away. Anybody who has a small baby will know what a big difference disposable diapers make to our lives. But although she invented it in 1950, it wasn't until 1961 that an American company bought Marion's idea. Today, more than 55 million disposable diapers are used every day, and Marion's invention has been made more eco-friendly. Now you can buy biodegradable diapers!
And now to our next inventor. In 1956, Bette Nesmith Graham was working as a secretary. Like all secretaries at that time, she used to get very frustrated and angry when she made typing mistakes. In those days if you made a mistake, you had to get a new sheet of paper and start again from the beginning. Then she had a brilliant idea, which was to use a white liquid to paint over mistakes. Her invention is called white-out today. Mrs. Graham was a divorced mother and her invention made her a very rich woman. Her son, Mike Nesmith, became a famous pop star – he was a member of the American group, The Monkees.
And finally… police officers, soldiers, and politicians all over the world are protected by something that was invented by a woman. In 1966, Stephanie Kwolek invented kevlar, a special material that was very light but incredibly strong, much stronger than metal. This material is used to make bullet-proof vests. Stephanie's invention has probably saved thousands of lives.

P Thank you very much, Sally. So… if you thought that everything was invented by men, think again.

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Now play the audio again for Sts to complete 1–5 with the names of the inventions.

Check answers.

1 dishwasher
2 Windshield wipers
3 Disposable diapers
4 white-out
5 bullet-proof vest

c Focus on the questions. Play the audio again for Sts to listen for more detail. Pause the audio after each invention to give Sts time to write their answers.

Get Sts to compare what they understood with a partner. Then play the audio again if necessary.

Check answers.

1 Her servants used to break plates and glasses when they were washing the dishes.
2 It was impossible for drivers to see where they were going.
3 More than 55 million.
4 She was a secretary.
5 It was very light, but incredibly strong (stronger than metal).

Extra challenge

- Ask a few more questions to check comprehension, e.g., *Who was Josephine Cochrane?* (A rich American woman.) *Was the car invented by a woman?* (No.) *Why has the invention of disposable diapers helped many parents?* (Because they used to spend many hours a day washing diapers.), etc.

Extra support

- If there's time, you could get Sts to listen again with the audioscript on *pages 124–125*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

d Focus on the question and get feedback from the whole class.

2 GRAMMAR passive

a Focus on the task and the example. Give Sts time to make four more true sentences.

Check answers.

2 Disposable diapers were invented by Marion Donovan.
3 More than 55 million diapers are used every day.
4 Ms. Graham's invention is called white-out today.
5 Police officers all over the world are protected by the bullet-proof vest.

b Focus on the two sentences, a and b, and read the three questions aloud to the class. Elicit answers from the whole class, getting a majority opinion on each one and confirming if it is right or wrong.

1 Yes 2 b 3 a

c 4 38 Tell Sts to go to **Grammar Bank 10A** on *page 144*. Focus on the example sentences and play the audio for Sts to listen and repeat. Make sure they pronounce the *-ed* endings in the participles correctly and encourage them to copy the rhythm. Then go through the rules with the class.

Additional grammar notes

- This lesson provides an introduction to the passive, and Sts are taught present and past forms only.
- The formation of the passive is not difficult for Sts, as it is composed of known items: the verb *be* and a past participle.
- The passive is often used in English, where other languages use an impersonal subject.

Extra challenge

- You may want to point out to Sts that all other forms of the passive are made simply by changing the form of *be*, e.g., *will be made*, *has been made*, etc.

Focus on the exercises for **10A** on *page 145*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a 1 were invented
2 are educated
3 was discovered
4 was woken
5 is played
6 were recorded
7 are made
8 are sung
9 aren't usually seen
10 wasn't built

b 1 The iPod and the iPhone were designed by Jonathan Ive.
2 Olive oil is produced by most Mediterranean countries.
3 Uranus was discovered by Herschel in 1781.
4 The *Men in Black* movies were directed by Barry Sonnenfeld.
5 *Mr and Mrs Clark and Percy* was painted by David Hockney in 1970–1971.
6 *Blue Suede Shoes* wasn't written by Elvis Presley.
7 The Harry Potter books were written by JK Rowling.
8 Hyundia cars are made in South Korea.

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.

3 READING & VOCABULARY

verbs: *invent*, *discover*, etc.

a This exercise teaches / reviews verbs that are often used in the passive and that Sts will later use in **Speaking**.

Get Sts to match the verbs in the list with the definitions and check answers.

1 discover
2 base
3 design
4 invent

b Focus on the text and the verbs in the list. Give Sts a few minutes to complete the text using the past participle of the correct verb from the list.

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

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1	designed	5	shown	9	discovered
2	given	6	played	10	based
3	invented	7	called		
4	opened	8	used		

c Focus on the task and make sure Sts understand that one of the pieces of information in the text is not true. Give Sts a minute or so to re-read the text and decide, in pairs, which piece of information is not true.

Get feedback, asking Sts to explain their guess. Tell them that the invented piece of information is the fact that golf is so called because its letters stand for **G**entlemen **O**nly **L**adies **F**orbidden. This is not true, although the game was originally played by men. The word *golf* is thought to come from the Dutch word *kolf* meaning stick.

Extra idea

- Ask Sts to choose five words or phrases from the text that they want to learn and to write them with their translation in their notebooks or vocabulary books. Get some feedback on which words Sts have chosen.

Extra challenge

- Get Sts to read the text again and to try to remember the information. Then tell Sts to cover the text. Write on the board:
  Nike
  Canned food
  Monopoly
  Golf
  Botox
  House, M.D.
- Sts, in pairs, try to remember as much as they can from the text for each thing. Then get feedback from the whole class to see how much they can collectively remember.

4 PRONUNCIATION /ʃ/, *-ed*, sentence stress

Pronunciation notes

/ʃ/

- The /ʃ/ sound can be a problem for Sts who do not have it in their language. Here Sts are shown the typical letter combinations that produce this sound, *sh*, *ti* + consonant, and *cia* + consonant, and the less typical *ch*. Words where *ch* is pronounced /ʃ/ generally come from the French, e.g., *chef*, *chic*, etc.

-ed

- The pronunciation rules for the past participles in passive sentences are of course the same for regular simple past *-ed* ending verbs.
- *-ed* can be pronounced in three different ways:
  1 *-ed* is pronounced /t/ after verbs ending in these unvoiced* sounds: /k/, /p/, /f/, /s/, /ʃ/, and /tʃ/, e.g., *looked*, *hoped*, *laughed*, *passed*, *washed*, *watched*.
  2 After voiced* endings, *-ed* is pronounced /d/, e.g., *arrived*, *changed*, *showed*.
  3 After verbs ending in /t/ or /d/, the pronunciation of *-ed* is /ɪd/, e.g., *hated*, *decided*.
- The difference between 1 and 2 is very small and only occasionally causes communication problems. The most important thing is for Sts to be clear about rule 3, i.e. when they should pronounce *-ed* /ɪd/.

***Voiced and unvoiced consonants**

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

a 4 39 Focus on the sound picture and elicit the word and sound.

Now play the audio for Sts to listen.

> 4 39
> See words in Student Book on *page 77*.

Now play the audio again and get Sts to listen and repeat.

b Focus on the first question and elicit the answer regarding the four different spellings.

sh, *ti*, *ci*, and *ch*

Now tell Sts to go to the **Sound Bank** on *page 167* to check which spelling they think is not typical.

Check the answer.

ch is not typical.

c This activity reviews the pronunciation of *-ed* endings. Focus on the chart and remind Sts that the *-ed* ending can be pronounced in these three different ways.

Give Sts, in pairs, a couple of minutes to try and put the verbs in the list in the right column. They will find the /t/ and /d/ ones the most difficult to distinguish between.

d 4 40 Play the audio for Sts to check their answers.

> 4 40
> dog /d/ called, designed, discovered, used
> tie /t/ based, produced
> /ɪd/ created, directed, invented, painted

Then play the audio again for Sts to underline the stressed syllable in each multi-syllable verb.

Check answers.

See underlining in audioscript 4.40.

Finally, play the audio again for Sts to listen and repeat.

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e 4.41 Now tell Sts they are going to listen to six sentences and they must write them down.

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

Check answers.

4.41

1 The washing machine was invented in the US.
2 These photos were taken with an iPhone.
3 This wine is produced near here.
4 Who was the movie directed by?
5 Who were those pictures painted by?
6 The cash machine wasn't invented until 1967.

Then repeat the activity, getting individual Sts to say the sentences.

Extra challenge

- Play the audio again and get Sts to underline the stressed words. Elicit the answers onto the board (See underlining in audioscript 4.41).

5 SPEAKING

Put Sts into pairs, **A** and **B**, and tell them to go to **Communication** ***Passives quiz***, **A** on *page 105*, **B** on *page 109*. Give Sts time to complete their sentences and choose the correct answers.

Get Sts to sit face-to-face if possible. **A** reads his / her sentences to **B**, who listens and says if **A**'s sentences are right or wrong, and corrects the wrong answers.

Sts then change roles.

Monitor and help as Sts do the task, making sure they are forming the passive and pronouncing the past participle correctly.

End the activity when the majority of pairs have finished.

Extra support

- Put two **A**s together and two **B**s; let them complete their sentences with the correct passive form and answer option (a, b, or c). Then, put one **A** with one **B** and get them to read each other their sentences.

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G *used to*
V school subjects
P *used to / didn't use to*

10B Could do better

Lesson plan

In this lesson, Sts learn to use *used to* to talk about repeated past actions, and the main context is school experiences. The lesson begins with a vocabulary focus on school subjects. Then Sts read some extracts from some famous people's school reports, which are used to present the grammar of *used to / didn't use to*. This is followed by a pronunciation focus on how to pronounce the new language. In Listening, Sts listen to six people talking about their memories of school, which leads into Speaking, where Sts talk about their own experiences in elementary or high school.

STUDY LINK
- **Workbook** 10B

Extra photocopiable activities

- **Grammar** *used to page 190*
- **Communicative** My past *page 237* (instructions *page 206*)
- **Song** *ABC page 277* (instructions *page 266*)

Optional lead-in (books closed)

- Write on the board:
  WHAT ELEMENTARY / HIGH SCHOOL DID YOU GO TO?
  DID YOU LIKE THEM? WHY (NOT)?
- Model and drill the pronunciation of *elementary* (ɛlə'mɛnt(ə)rí).
- Answer the question yourself and tell Sts a little bit about your school experience. Then get them to ask and answer in pairs, and get some feedback.

1 VOCABULARY school subjects

a Books open. Focus on the instructions and report card. Elicit what a report card is, and model and drill the pronunciation /rɪ'pɔt kɑrd/. Also model and drill the pronunciation of *subjects* /'sʌbdʒɛkts/. Give Sts time to complete the report by matching the school subjects and pictures.

Get Sts to compare with a partner.

b 4 42 Play the audio for Sts to listen and check.

4 42
8 art
4 foreign languages
6 geography
1 history
5 IT
9 literature
3 math
2 PE
7 science (physics, chemistry, and biology)

Then play the audio again for Sts to repeat.

Tell Sts, individually or in pairs, to cover the words in **a**, look at the pictures, and try to remember the words.

c Focus on the task and do the question as an open class. Model and drill the pronunciation of *behavior* (bíheɪvyər).

d Focus on the ***good at*** box and go through it with the class.

Now focus on the task and the speech bubble. Demonstrate the activity by talking about the subjects yourself.

Put Sts in pairs and give them a few minutes to talk to each other.

Get some feedback from the class.

2 GRAMMAR *used to*

a Put Sts in pairs or small groups and get them to discuss the questions. Make sure they understand the word *quarter* (= one of the four periods that the school year is divided into). To start Sts off, you could tell them about yourself.

Get some feedback from the class.

b Focus on the book cover and tell Sts it's a book with extracts from famous people's school reports, either from elementary or high school. You could tell them that the title *Could do Better* was a typical comment that teachers often made in report cards. Now tell Sts that they are going to read some of the extracts, and should decide if the comments are positive or negative.

Check answers.

They are all negative.

c Now tell Sts to read the reports again and then match the initials to sentences 1–5.

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

1 JK	3 GB	5 PD	
2 JL	4 HF		

Now read the reports aloud to the class, eliciting / explaining the meaning of new words and phrases.

d Now give Sts a minute to look back at the sentences in **c** and to answer the two questions.

1 b 2 b

e 4 43 Tell Sts to go to **Grammar Bank 10B** on *page 144*. Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

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Additional grammar notes

- *Used to* only exists in the past, and is used for past habits or states. Sts may not have an equivalent form in their language. If they do have an equivalent verb, it may also exist in the present (for present habits), which means Sts may try to say *I use to* for present habits rather than using the simple present and an adverb of frequency (*I usually …*). Typical mistake: *I use to go to the gym every Friday.*

! Sts might confuse *used to* + base form with the past of the verb *use*, e.g., *I used my dictionary when I did my English homework.*

Focus on the exercises for **10B** on *page 145*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a
1 He used to have long hair.
2 He didn't use to wear glasses.
3 He didn't use to have a beard.
4 He used to play soccer.
5 He didn't use to wear a tie.

b
1 My sister used to hate math, but she loves it now.
2 Where did you use to work?
3 I didn't use to like vegetables when I was a child.
4 What did you use to do on summer vacation when you were young?
5 Americans didn't use to put a lot of ice in drinks.
6 This building used to be a movie theater.
7 Did your brother use to teach here?
8 I didn't use to be a New York Yankees fan.
9 Did Jeff use to have a motorcycle?
10 Telegrams used to be a way of sending important messages.

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.

3 PRONUNCIATION *used to / didn't use to*

Pronunciation notes

- As mentioned earlier, Sts might confuse *used to* + base form with the past of the verb *use*. As well as having a completely different meaning the two verbs are pronounced differently (*used to* is pronounced /'yustə/ and *used* (past of *use*) is /yuzd/. The final /t/ in *used* and the /t/ in *to* are run together and make one /t/ sound.

a 4 44 Focus on the **Pronouncing *used to*** box and go through it with the class. Model and drill the pronunciation of *used to* /'yustə/.

Now focus on the task. Play the audio once for Sts just to listen.

Then play it again for them to underline the stressed words.

Check answers.

4 44
1 He used to hate school.
2 I used to be good at French.
3 They didn't use to behave well.
4 She didn't use to wear glasses.
5 Did you use to walk to school?

Extra challenge

- You could ask Sts to guess and underline the stressed words before they listen to the audio. Elicit again the kinds of words that are usually stressed / unstressed (see **Pronunciation notes** in **2B**).

Play the audio again, pausing after each sentence for Sts to listen and repeat.

Then repeat the activity, eliciting responses from individual Sts.

b 4 45 Focus on the task and tell Sts they are going to hear six more sentences with a form of *used to* in them. They must write them down.

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

Elicit the sentences onto the board.

4 45
1 Where did you use to live?
2 I didn't use to like exams.
3 I used to have long hair.
4 Did you use to work hard?
5 I used to be very shy.
6 I didn't use to play any sports.

4 LISTENING

a 4 46 Focus on the task and make sure Sts know what they have to do. Tell them that all the speakers are talking about their memories of high school. Play the audio once the whole way through and get Sts to decide how each person felt about school. Play again if necessary.

Check answers.

Extra support

- Read through the audioscript and decide if you need to preteach any new lexis before Sts listen.

1 ✗
2 ✓✗
3 ✓
4 ✗
5 ✓✗
6 ✓

4 46
(audioscript in Student Book on *page 125*)
H = host, M = man, W = woman
1
H Did you like school?
M1 No, definitely not.
H Why?
M1 I didn't like most of my classes – I was always bored, and I hated exams. And the worst thing of all was PE. Where I went to school, we used to play rugby. Ugh. It was torture.
2
H Did you like school?
W1 I loved elementary school, but I didn't really like high school.
H Why not?
W1 Well, my high school was very big, and it was sort of cold and impersonal. It took me a very long time before I felt at home there. And I'm not really very academic, but the school was. We used to get loads of homework, which I hated.

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3
H Did you like school?
W2 Uh, yes, I did.
H Why?
W2 I was very curious about everything when I was little, so I liked school because I learned about new things. And of course, I used to see my friends every day. The other thing I loved was the library – my school had an amazing library – I even used to stay there after class just to read. Oh boy, I sound so goody-goody – but, it's true!

4
H Did you like school?
M2 Not really.
H Why?
M2 It was a boys' school, and I got a little bit fed up with just being with boys all the time.

5
H Did you like school?
W3 It was all right. Some parts were better than others, of course. The classes I liked totally depended on the teacher – so for example, physics and English were great, but chemistry and history were terrible. I generally liked sports, except in the winter. I made some good friends at school, and I'm still in touch with a few of them 30 years later, so I suppose that's positive!

6
H Did you like school?
M3 Actually, I used to really love school. Classes were fine, and I always did well without having to work too hard. But the real reason I loved school was because I had a very good social life. I had a lot of friends, and we used to play basketball on the playground at lunchtime. I was one of the gang. I felt that I belonged there. I've never really felt like that since then.

b Tell Sts that they are now going to hear the people again and they must answer the questions. Give Sts some time to read the questions before playing the audio.

Play the audio again and then check answers.

Speaker 4 didn't like being at a same-sex school.
Speaker 6 didn't use to study a lot, but got good grades.
Speaker 5 had a very good physics teacher.
Speaker 1 hated playing sports.
Speaker 2 liked one school, but not another.
Speaker 3 used to read a lot at school.

Extra challenge

- Elicit as many details as possible about each speaker.

c In pairs or small groups, Sts answer the question.

Get some feedback from the class.

Extra support

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

5 SPEAKING

a Focus on the activity. According to the ages of your Sts, tell them to remember when they were in elementary or high school and give them a couple of minutes to go through the questions, and decide if they used to do those things or not.

Extra support

- Demonstrate the activity by talking about a few of the things yourself.

b Put Sts into groups of three, **A**, **B**, and **C** (or pairs if this is not feasible). Tell **A** to talk about the first thing on the list in **a** and to tell **B** and **C** about how they used to be. **B** and **C** ask for more information when they can, and then talk about themselves. Then **B** talks to **A** and **C** about the second thing on the list, etc., and they keep going, taking turns starting each topic.

Get quick feedback from the groups and find out if Sts had anything in common.

6 4 47 SONG *ABC*

This song was originally made famous by The Jackson 5 in 1970. For copyright reasons, this is a cover version. If you want to do this song in class, use the photocopiable activity on *page 277*.

4 47

ABC

You went to school to learn, girl
Things you never, never knew before
Like I before E except after C
And why two plus two makes four, now now now,
I'm gonna teach you (Teach you, teach you)
All about love, dear (All about love)
Sit yourself down, take a seat
All you gotta do is repeat after me.

Chorus
A B C, Easy as
One, two, three, Or simple as
Do re mi, A B C,
One, two, three, baby, you and me girl!
A B C, Easy as
One, two, three, Or simple as
Do re mi, A B C,
One, two, three, baby, you and me girl!

Come on, let me love you just a little bit!
I'm a going to teach you how to sing it out!
Come on, come on, come on, let me show you what it's all about!

Reading, writing, arithmetic are the
Branches of the learning tree
But listen! Without the roots of love every day girl,
Your education ain't complete
Teacher's gonna show you
How to get an A!
Spell "me" "you," add the two
Listen to me baby, that's all you gotta do!

Chorus
That's how easy love can be (×2)
Sing a simple melody
One two three, you and me

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G *might*
V word building: noun formation
P diphthongs

10C Mr. Indecisive

Lesson plan

This lesson presents the modal verb *might* used to express possibility through the context of a person who is very indecisive. The lesson begins with grammar and a dialogue between Adrian ("Mr. Indecisive") and his friend Tina. In the Grammar Bank, Sts see that *may* is an alternative to *might*, although this is not practiced in the lesson. In Pronunciation, Sts work on some common diphthongs. Then in Speaking, they interview each other to find out whether they are indecisive, and this leads into reading an article that asks whether there is too much choice in today's world. Finally, in Vocabulary, Sts get some practice in word building (formation of nouns).

STUDY LINK
- **Workbook** 10A
- **Online Practice**
- **iChecker**

Extra photocopiable activities
- **Grammar** *might* page 191
- **Communicative** Match it! page 238 (instructions page 206)

Optional lead-in (books closed)
- Write DECIDE on the board. Ask Sts what it means and which part of speech it is (verb, noun, etc.) and elicit that it's a verb. Ask where the stress is and mark it on the board (de<u>cide</u>). Then ask *What's the noun from* decide? and elicit that it's *de<u>ci</u>sion*. Teach / elicit the phrase *make a decision*. Then elicit / teach the adjective *de<u>ci</u>sive* and its meaning (it describes a person who can make decisions quickly), and then teach / elicit the opposite, *inde<u>ci</u>sive*.

1 GRAMMAR *might*

a Books open. Focus on the photo, and elicit that the man is indecisive, i.e. he finds it difficult to make decisions. Elicit the meaning of what the woman is thinking (*make up your mind* = make a decision). If you didn't do the **Optional lead-in**, write INDE<u>CI</u>SIVE on the board and underline the stressed syllable.

Then focus on the questions. Get some answers from the class. If you know someone who is indecisive, you could tell the class about them.

b 4 48 Tell the class they are going to listen to the two people in the photo having a conversation. Get them to close their books or cover the dialogue in **c** and listen for what Adrian decides to do in the end.

Get Sts to compare their answers with a partner. Play again if necessary.

Check answers.

Adrian decides to go to the party. He decides to drive and to pick Tina up at 9:00.

4 48
T = Tina, A = Adrian
T Hi, Adrian.
A Oh, hi, Tina.
T It's Alice's party tonight. You are going, aren't you?
A I don't know. I'm not sure. I might **go**, but I might not. I can't decide.
T Oh, come on. It'll be good. A lot of Alice's friends are going to be there. You might **meet someone**.
A Yes, that's true... OK. I'll go then.
T Great. Should we take a taxi there?
A No, I'll take my car... No, wait. It might **be difficult** to park. Let's get a taxi.
T OK. What time should I get the taxi for? 9:30?
A Yes... No... Listen. I'll take my car. I'll pick you up at 9:00.
T Are you sure about that?
A Yes, I'm sure... I think.

c Tell Sts to listen again and fill in the blanks. Play the audio, pausing if necessary for Sts to write.

Check answers.

See **bold** words in audioscript 4.48.

d 4 49 Tell Sts that Adrian now calls Tina. They must listen and find out what happens.

Check answers.

Tina is waiting for Adrian, who is half an hour late. He has changed his mind again.

4 49
T Adrian! Where are you? It's almost nine-thirty.
A Sorry, Tina. Listen. I've changed my mind. I'm not going to go to the party.
T I don't believe it. You are the most indecisive person I've ever met.
A Well, I suppose I could go...
T Aghh!!

e Focus on the instructions. Elicit that the first example is *I might go*, and get Sts to underline the rest.

Check answers.

See underlining in audioscript 4.48.
We use *might* (+ base form) to talk about a possibility.

f 4 50 Tell Sts to go to **Grammar Bank 10C** on *page 144*. Focus on the examples and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Additional grammar notes
- *Might* and *may* are synonyms, but *might* is probably more frequent in spoken English, which is why the presentation focuses on this form. However, *may* is also commonly used, especially in writing, so it is important that this is pointed out to Sts.

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- At this level, *might* is taught more for recognition than production as it is an example of "late assimilation" language. In conversation, Sts are more likely to try to express the same idea in another way, e.g., by using *maybe*, *possibly*, or *It's possible.*

Focus on the exercises for **10C** on *page 145*. Sts do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

a 1 H 2 G 3 A 4 C 5 B 6 I 7 F 8 E

b 1 might be sick.
2 might be in a meeting.
3 might not like it.
4 might not have time.
5 might have pizza.
6 might be cold.

Tell Sts to go back to the main lesson **10C**.

Extra support

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

g Focus on the task and the example in the speech bubbles. You could demonstrate the activity by answering a couple of the questions yourself.

Make sure Sts understand that they must give two possibilities each time and return the question with *What about you?* Put Sts in pairs and get them to ask and answer the five questions.

Get some feedback from the class.

2 PRONUNCIATION diphthongs

Pronunciation notes

- A diphthong is a combination of two vowel sounds that run together to produce a new sound. For example, the diphthong /eə/ is a combination of /e/ and /ə/. There are eight diphthongs in English, which are all practiced here.

a 4 51 Look at the eight picture words and sounds, and tell Sts to listen to how they are pronounced. Play the audio once for Sts to just listen.

4 51

1	bike /aɪ/	5	ear /ɪr/
2	train /eɪ/	6	tourist /ʊr/
3	phone /oʊ/	7	owl /aʊ/
4	chair /ɛr/	8	boy /ɔɪ/

Now play the audio again for Sts to listen and repeat each sound. Play again if necessary, concentrating especially on any sounds your Sts find more difficult to make.

b Tell Sts to look at all the words in each category and to find the odd word out, i.e. the one that doesn't have the same diphthong sound. Remind Sts that this kind of exercise is easier if they say the words aloud to themselves.

Get Sts to compare their answers.

c 4 52 Now play the audio for Sts to listen and check.

Check answers.

1	since	5	where
2	key	6	bus
3	blouse	7	borrow
4	near	8	town

4 52
See words in Student Book on *page 80.*

Then play the audio, pausing after each line for Sts to listen and repeat.

3 SPEAKING & READING

a Focus on the **Are you indecisive?** questionnaire and put Sts in pairs. Remind Sts of the phrase *change your mind* (= make a decision and then change it). Tell them they are going to interview each other to find out who the more indecisive of the two of them is.

Give Sts time to interview each other. Monitor and encourage them to ask for / give more information, and to illustrate their answers with examples.

Get feedback from various pairs, and find out (with a show of hands) if the majority of the class is indecisive or decisive.

Extra idea

- You could get Sts to interview you first. Give as many examples as you can.

b Tell Sts they are going to read an article about choice, and the first sentence from each paragraph is missing. They must read the article and fill in the blanks with sentences A–E.

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

1 C 2 A 3 D 4 E 5 B

Explain any new vocabulary.

c Finally, get Sts, in pairs or small groups, to discuss the question.

Get feedback and find out, with a show of hands, which area Sts think offers too much choice.

Extra challenge

- Ask the class *Can you remember a time when you had too much choice?* and elicit answers, e.g., in a cell phone store or when buying a pair of shoes. Ask Sts how they finally made their choice.

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4 VOCABULARY

word building: noun formation

a Focus on the **Noun formation** box and go through it with the class.

Now focus on the chart, point out the two sections, and make sure Sts know all the verbs. In the first section, highlight the *-ion* ending and the spelling changes. Then elicit the next noun (*information*) and get Sts to continue in pairs.

b 4 53 Play the audio for Sts to listen and check.

Check answers.

4 53

opt	option
decide	decision
imagine	imagination
inform	information
elect	election
invite	invitation
organize	organization
educate	education
confuse	confusion
choose	choice
live	life
die	death
succeed	success

Now play the audio again, pausing after each word for Sts to underline the stress.

Check answers and elicit that *-tion* and *-sion* are pronounced /ʃn/ or /ʒn/ (*imagination* and *decision*), and that the stress is always on the syllable before this ending.

Finally, play it one more time for Sts to listen and repeat.

Extra idea

- Get Sts to write four questions using the nouns from **a**, e.g., *Do you have a good imagination?* Sts then ask and answer in pairs.

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9 & 10 Review and Check

For instructions on how to use these pages, see *page 39*.

Testing Program CD-ROM

- **Quick Test 10**
- **File 10 Test**

GRAMMAR

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

VOCABULARY

a
1 election
2 decision
3 choice
4 organization
5 death
6 success
7 imagination

b
1 goat (the others can fly)
2 lion (the others are farm animals)
3 spider (the others are sea animals)
4 fear (the others are adjectives)
5 grades (the others are school subjects)

c
1 retire
2 fell
3 discovered
4 based
5 designed

d
1 kangaroo (also koala)
2 bee
3 crocodile
4 bull
5 terrified
6 separate
7 science
8 report card

PRONUNCIATION

a
1 bear
2 cow
3 children
4 nervous
5 subject

b
1 giraffe
2 elephant
3 behavior
4 retire
5 design

CAN YOU UNDERSTAND THIS TEXT?

a They pushed the swimmers together and swam around them.

b

1	F	3	T	5	F	7	T	9	T
2	T	4	F	6	T	8	F		

CAN YOU UNDERSTAND THESE PEOPLE?

4 54

1 c 2 c 3 c 4 b 5 a

4 54

1
I = **interviewer**, **R** = **Reed**
I Do you have a phobia?
R Yes, I have a phobia. I'm afraid of heights.
I How long have you had it?
R My whole life.
I How does it affect your life?
R Negatively. Very negatively.

2
I = **interviewer**, **Jo = Joanna**
I What animal would you most like to see in the wild, for example on a safari?
Jo Well, I've already been on safari, so I've seen quite a few of them, but we didn't see any leopards when I went on safari so I'd really like to see a leopard in the wild.

3
I = **interviewer**, **Je** = **Jeanna**
I Did you like school?
Je Yes. I loved it.
I Why?
Je I loved just meeting new people and making new friends.
I What were your best and worst subjects?
Je Best subject was English. Worst subject was probaby math and science.

4
I = **interviewer**, **SJ** = **Sarah Jane**
I What do you do?
SJ I'm a teacher.
I How long have you been a teacher?
SJ Six years.

5
I = **interviewer**, **J** = **Justin**
I What's your favorite building in New York?
J Probably the Empire State Building.
I Why do you like it?
J I like the décor, I like the design of it, and it's because it's centralized, it's just the perfect location for that kind of a skyscraper.
I What do you know about it?
J I know it was put together in the late 20s, and it opened in 1931, I think.

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G expressing movement
V sports, expressing movement
P sports

11A Bad losers

Lesson plan

In this lesson, Sts learn how we express movement in English using a verb and an adverb or preposition, e.g., *walk under the bridge*, *go out of the door*, and the context is sports. At the start of the lesson in Pronunciation and Speaking, Sts practice pronouncing the names of sports in English before doing a questionnaire about which sports they like and don't like, etc. In Vocabulary, they focus on words that describe movement (*up*, *down*, *along*, *through*, etc.), and in Grammar they learn how to combine these words with a verb to express movement. In Reading and Speaking, Sts read a newspaper article about some famous bad losers in sports history and talk about their own experiences of good and bad losers. Finally, in Writing, Sts read a model essay about soccer on TV, and then write an essay of their own.

STUDY LINK
- **Workbook** 11A

Extra photocopiable activities

- **Grammar** Expressing movement *page 192*
- **Communicative** The race *page 239* (instructions *page 206*)
- **Vocabulary** Expressing movement *page 261* (instructions *page 247*)
- **Song** *The Final Countdown page 278* (instructions *page 266*)

Optional lead-in (books closed)

- Write SPORTS on the board and give Sts, in pairs, two minutes to think of English words for sports. Tell them that they must try to write down at least ten. Tell them to keep their lists because they will be using them later.

1 PRONUNCIATION & SPEAKING sports

Pronunciation notes
- Some words for sports in other languages are similar to the English word or even the same. However, the pronunciation is usually different. This means that there may often be interference from Sts' L1 when they use the English word for a particular sport.

a Books open. Focus on the photos and ask Sts to name all the sports. Write their answers on the board.

1	tennis	3	skiing	5	cycling	7	rugby
2	high jump	4	basketball	6	handball		

b 4 55 Focus on the list of sports. Put Sts in pairs and get them to say together how they think they are pronounced, and to underline the stressed syllable.

Play the audio once for Sts to check their answers, pausing before each word and eliciting the pronunciation from an individual student (or the whole class), and then letting them hear the pronunciation on the audio.

Play the audio again for Sts to underline the stressed syllable in each one, and then check answers.

4 55
auto racing, baseball, basketball, boxing, cycling, golf, handball, hockey, rugby, soccer, skiing, tennis, track and field, volleyball, windsurfing

Now, play the audio again getting Sts to listen and repeat.

Finally, elicit any other sports Sts know, e.g., *karate, judo, table tennis,* etc. If you did the **Optional lead-in**, now ask Sts if they have any sports on their lists that have not been named so far. Elicit their spelling and pronunciation, and write them on the board.

c Focus on the **Verbs with sports** box and go through it with the class.

Extra idea

- Draw three columns on the board and write PLAY, GO, and DO at the top of each one. Get Sts to put the sports in **a** and **b** in the right column, or if you did the **Optional lead-in**, add other sports Sts came up with to the columns.

Some examples:

PLAY	GO	DO
handball	sailing	gymnastics
hockey	riding	karate
badminton	climbing	hot yoga
ping-pong	auto racing	zumba

Now focus on the sports questionnaire and go through the questions, making sure Sts understand them. Demonstrate the activity by answering some of the questions yourself.

Put Sts in pairs and get them to ask and answer the questions. Encourage them to ask for and give more information so that this becomes a conversation rather than just questions and answers.

Get some feedback from the class.

2 VOCABULARY sports, expressing movement

a Focus on the task and tell Sts to put the words from the list in the correct column.

Get Sts to compare with a partner, and then check answers, making sure Sts know what all the words mean. Model and drill pronunciation.

golf	**soccer**	**tennis**	**track and field**
bunker	corner	match point	lane
hole	penalty	serve	lap

Elicit any other words Sts know related to those four sports.

b 4 56 Focus on the task and make sure Sts know what a sports commentary is. Tell Sts to listen and name the four sports.

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Play the audio once the whole way through. Then play it again if necessary, pausing after each commentary to elicit the sport.

1	golf	2	soccer	3	track and field	4	tennis

4 56

1 Oh, that's a really long one! Oh, boy! The ball has gone into the lake. And that might be the end of his hopes of winning the US Open this year.
2 It's a penalty! Yes, the referee has given a penalty in the last minute of the game! This is England's big chance. The goalkeeper is waiting on his line. Here we go! Oh, no. He's missed it! The ball has gone over the bar! I don't believe it. England has missed a penalty in the last minute.
3 And there's the bell for the last lap! Now they have to run around the track one more time in this 10,000-meter final. The African runners are in first, second, and third positions, but the Brazilian is coming up fast in the outside lane. This is going to be a fantastic finish!
4 And it's match point for the second time. A very hard serve but it goes into the net... Second serve. The serve is good, and that's a very hard return, but the ball has gone out! (Game, set, and match.) And so we have a new Wimbledon ladies' champion.

c Tell Sts they are going to listen to the commentaries again and to complete sentences 1–4 with one word. You might want to tell Sts that there is one sentence for each of the four sports.

Play the audio again, pausing after each sport for Sts to write the missing word.

Check answers.

1	into	2	over	3	around	4	out

Now tell Sts to look at drawings a–d and to match each one with a sentence.

Check answers.

1	b	2	c	3	a	4	d

d Tell Sts to go to **Vocabulary Bank *Expressing movement*** on *page 162* and get them to do **a** individually or in pairs.

4 57 Now do **b**. Play the audio for Sts to check answers. Play it again, pausing after each phrase for Sts to repeat. Give further practice of words and phrases your Sts find difficult to pronounce.

4 57

Expressing movement

6 under the bridge	3 over the bridge
11 along the street	12 up the steps
10 around the lake	7 past the church
8 through the tunnel	9 toward the lake
4 into the store	1 down the steps
2 across the road	5 out of the store

Focus on the ***in*(*to*) and *out* (*of*)** box and go through it with the class.

Focus on **c**. Get Sts to cover the words in **a** and look at the pictures. From memory, they take turns telling their partner where the dog went.

Finally, focus on the ***away*, *off*, and *back*** box and go through it with the class.

Tell Sts to go back to the main lesson **11A**.

Extra support

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

3 GRAMMAR expressing movement

a Focus on the activity and check that Sts understand the verbs in the list. Then get Sts to complete the sentences.

Check answers.

1	throw	2	kick	3	hit	4	run

b In pairs, Sts try to think of three possible verbs to fill in the blank in the sentence. Point out to Sts that the verbs must be in the simple past.

Check answers.

Possible answers
ran, drove, cycled, jogged

c **4 58** Tell Sts to go to **Grammar Bank 11A** on *page 146*. Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Additional grammar notes

- In English, movement is expressed by adding a preposition or an adverb of movement to a verb, e.g., *walk **up** the steps, climb **over** the wall*. In your Sts' L1, this may be expressed in a different way, e.g., by just using a single verb.

Focus on the exercises for **11A** on *page 147*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a	1	to, into	3	along	5	toward	7	around
	2	past	4	over	6	over, into	8	across
b	1	over	3	down	5	out	7	up
	2	in	4	into	6	out of		

Tell Sts to go back to the main lesson **11A**.

Extra challenge

- With a class that really enjoys sports, you could get Sts to practice more sports rules. Put Sts in groups of four: **A**, **B**, **C**, **D**. **A** thinks of a sport he / she knows well. The others have to guess it by asking a maximum of ten *yes / no* questions, e.g., *Is it a team sport? Do you play it inside? Do you have to throw the ball?*, etc. When they have guessed, **B** thinks of a sport, etc.

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 example. Before Sts start, you could preteach some words they might need, e.g., *jump*, *bar*, *basket*, *goal*, *line*, etc.

Put Sts in pairs and get them to say what they can see in the pictures, using the right verb and preposition.

Get some feedback from the class.

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2 He's jumping over the bar.
3 He's skiing down the mountain.
4 He is throwing the ball into the basket.
5 He's cycling around the track.
6 He is throwing the ball into the goal.
7 One player is pulling the other player down.
The other player is running toward the (touch)line.

4 READING & SPEAKING

a Put Sts in pairs or small groups and get them to answer the questions. Model and drill the pronunciation of *loser*.

Get some feedback from the class. You could also tell the class about you and your family / friends.

b Focus on the text and the five questions, making sure Sts understand them. Tell Sts to read the text and find the names. They should not worry about the blanks.

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

1 John McEnroe	4 Nelson Piquet
2 John Howard	5 Luciano Gaucci
3 Jon Drummond	

Extra support

- Read the introduction with the class and elicit the meaning of the vocabulary, e.g., *dignity*, *blame sb*, *defeat*, *refuse*, and *opponent*.

c Set a time limit for Sts to read the text again and fill in the blanks with the prepositions.

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

1 out	3 down	5 out of
2 in	4 past	6 out of

d Tell Sts to look at the highlighted words in the text related to sports and, in pairs, to try to guess their meaning.

Check answers, either explaining in English, translating into Sts' L1, or getting Sts to check in their dictionaries. If Sts are using dictionaries, remind them that the words are related to sports, so they need to find the relevant definitions.

Extra challenge

- You could get Sts to underline other words in the text related to sports. Check answers.

your opponent, runner, the track, was serving, his serve, Grand Prix, soccer player, World Cup, semi-final, the president of the club, the player's contract, the medals ceremony, the medals, the English players

Help them with any other vocabulary problems, and write any useful new vocabulary on the board for Sts to copy into their notebooks.

e Put Sts in pairs. Sts take turns asking a partner the questions. The first two relate to the article.

Monitor and help while Sts are doing the activity.

Finally, get feedback from the class about their opinions on the three questions.

5 WRITING

a In pairs, Sts discuss the question.

Get some feedback from the class.

b Tell Sts to go to **Writing *An opinion essay*** on *page 117*.

Focus on the instructions in **a** and get Sts to read the article. Tell them not to worry about the blanks, but help them with any vocabulary problems. When they have finished, elicit whether Sts agree or not with the writer's arguments. You could even have a vote with a show of hands.

Now get Sts to read the article again and fill in the blanks with the words and phrases in the list.

Check answers.

2 Firstly	4 Thirdly	6 To conclude
3 for example	5 Finally	7 Instead

Then, focus on the essay title in **b**. Put Sts in pairs and get them to decide if they agree with the title or not, and what their reasons are. You might want to change *reality shows* in the essay title to *channels*, *American series*, or whatever you think is more appropriate, depending on what TV is like in your Sts' country.

Go through the layout of the article in **c** with the class, pointing out the three different sections. You may want to get Sts to do the writing in class, or you could assign it as homework.

Focus on **d** and make sure Sts check their articles for mistakes. Then get Sts to read each other's articles and find out how many agree with each other.

Extra support

- Ask Sts if they agree with the title *There are too many reality shows on TV* and put them in pairs or small groups with someone who has the same opinion. Together, they can think of their reasons why before starting to write.

Tell Sts to go back to the main lesson **11A**.

6 4 59 SONG *The Final Countdown*

This song was originally made famous by the Swedish band Europe in 1986. For copyright reasons, this is a cover version. If you want to do this song in class, use the photocopiable activity on *page 278*.

4 59

The Final Countdown

We're leaving together, but still it's farewell
And maybe we'll come back to earth, who can tell
I guess there is no one to blame
We're leaving ground (leaving ground)
Will things ever be the same again?

Chorus
It's the final countdown
The final countdown

We're heading for Venus, Venus, and still we stand tall
Cause maybe they've seen us and welcome us all
With so many light years to go and things to be found
(to be found)
I'm sure that we all miss her so

Chorus

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G word order of phrasal verbs
V phrasal verbs
P linking

11B Are you a morning person?

Lesson plan

This lesson provides a gentle introduction to phrasal verbs and how they work. Phrasal verbs are an important feature of English, and are very frequently used by native speakers. At this level, Sts only need to know the most common ones like *wake up*, *turn on* / *off*, *look for*, etc.

The context is waking up in the morning and whether we are "a morning person" or not. The lesson begins with Speaking and Reading, where Sts talk about waking up in the morning and how they feel. Then they read an interview with a radio host who works on an early morning music program, in which she talks about her early morning routine. In Vocabulary the focus is on common phrasal verbs; and in Grammar, the word order of phrasal verbs is analyzed. In Pronunciation, Sts have more practice with linking, and the lesson finishes with Speaking, where phrasal verbs are recycled and practiced in a questionnaire.

STUDY LINK
- **Workbook** 11B

Extra photocopiable activities

- **Grammar** Word order of phrasal verbs *page 193*
- **Communicative** Phrasal verbs dialogues *page 240* (instructions *page 206*)
- **Vocabulary** Phrasal verbs *page 262* (instructions *page 247*)

Optional lead-in (books closed)

- Draw a clock on the board and quickly review telling the time. Then say a few digital times to Sts (e.g., 8:15, 11:40, etc.) and elicit the other way of saying them (a quarter past eight, twenty to twelve).
- Then tell Sts to continue in pairs. **A** says a digital time and **B** has to say it the other way. Then **B** says a digital time, etc. Stop the activity when you think Sts have had enough practice.

1 SPEAKING & READING

a Books open. Read the questions with the class, making sure Sts remember the meaning of all the verbs, e.g., the difference between *wake up* (= stop sleeping) and *get up* (= leave your bed).

Now put Sts in pairs and get them to interview their partner.

Get some feedback from the class. You could also tell the class about yourself.

b Focus on the title of the article and explain that an early bird is a person who gets up, arrives, etc. very early. You could also write the idiom on the board "the early bird catches the worm." Elicit / explain that it means it is a good thing to get up early, and ask Sts if they have an equivalent idiom in their language.

Focus on the instructions and the introduction, and establish who Sara Mohr-Pietsch is. Get Sts to read the interview and match the questions and answers. The first one has been done for them.

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

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

c Tell Sts to cover Sara's answers and to look at questions A–I. They should now tell their partner what they can remember about her answers.

Extra idea

- Put Sts in pairs, **A** and **B**. **B** (book open) reads questions A–E to **A** (book closed), who answers them, while **B** checks if **A** is right. They then change roles and **B** answers questions F–I.

d In pairs, Sts discuss the two questions. You could demonstrate the activity by answering the two questions yourself.

Get some feedback from the class.

2 VOCABULARY phrasal verbs

a Focus on the instructions and give Sts a few minutes to figure out what the highlighted phrases mean in the three sentences.

You could remind Sts of the meaning of *turn off* by, for example, turning off the light. Elicit / teach that here *picks me up* = comes to her house to take her to work. Remind Sts of the other meaning of *pick up*, e.g., *pick up the paper.* Elicit / teach the meaning of *give it up* = stop doing.

b Focus on the **Phrasal verbs** box and go through it with the class.

! Technically a phrasal verb is a verb + particle. The particle can be a preposition or an adverb. However, at this level it is probably easier to call them prepositions, which many of them are, rather than confusing Sts with a new term.

Now elicit answers for questions 1–3.

1 look for 2 try on 3 get along with

c Tell Sts to go to **Vocabulary Bank *Phrasal verbs*** on *page 163* and get them to do **a** individually or in pairs.

5 2 Now do **b** and play the audio for Sts to listen and check their answers. Give further practice of any words your Sts find difficult to pronounce.

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5 2

Phrasal verbs

9 The game will be over at about 5:30.
4 I need to give up fast food.
1 Don't throw away that letter!
10 Turn down the music! It's very loud.
5 Turn up the TV! I can't hear.
7 He looked up the words in a dictionary.
2 Could you fill out this form?
12 I want to find out about hotels in Mexico City.
8 It's bedtime – go and put on your pajamas.
11 Could you take off your boots, please?
3 My sister's looking after Jimmy for me today.
6 I'm really looking forward to the holidays.

Focus on the box explaining the three types of phrasal verbs and go through it with the class, making sure Sts understand the difference between them.

Now focus on **c**. Give Sts a few minutes to test themselves or each other. Encourage them to say the whole sentence, since learning phrasal verbs in context makes it easier to remember their meaning.

Now tell Sts to focus on **d**. Elicit the meaning of these phrasal verbs from Sts.

Tell Sts to go back to the main lesson **11B**.

Extra idea

- Write the following phrasal verbs that Sts already know on the board: PUT ON / TAKE OFF, TURN DOWN, LOOK AFTER, THROW AWAY, WANT TO GIVE UP, LOOK FORWARD TO.
- Put Sts in pairs and get them to think of two things for each phrasal verb.
- Get some feedback from the class.

Extra support

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

3 GRAMMAR word order of phrasal verbs

a Here Sts focus on the grammar of phrasal verbs. Focus on the picture and instructions.

Get Sts to compare which words they have underlined and check answers.

the alarm clock in the first two sentences, *it* in the third

b Focus on the instructions and check that Sts know the difference between a noun and a pronoun. Get Sts to read and complete the rules.

Check answers.

1 noun 2 pronoun

c 5 3 Tell Sts to go to **Grammar Bank 11B** on *page 146*. Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class, and remind Sts that the green phrasal verbs in the **Vocabulary Bank** *page 163* are type 1, the red are type 2, and the blue are type 3.

Additional grammar notes

- Sts will probably ask *How do we know if a phrasal verb that takes an object is type 2 or type 3?* There is no easy rule. Tell them:
  1 To always put new phrasal verbs into an example sentence, and if they are type 2, to write the object in the middle, e.g., *turn (the radio) down*.
  2 In a dictionary, a type 2 phrasal verb will always be given with *sth | sb* between the verb and the particle, e.g., *turn sth down*.

Now focus on the exercises for **11B** on *page 147*. Sts do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

a 1 look after my sister
2 go out this evening
3 ✓
4 looking for a new job
5 ✓
6 try them on
7 ✓
8 get along with her
9 take it back
10 get up in the morning

b 1 them up
2 it on
3 it up
4 them out
5 it back
6 it on
7 it down

Tell Sts to go back to the main lesson **11B**.

Extra support

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

4 PRONUNCIATION linking

a 5 4 Here Sts practice deciphering connected speech, and all the examples involve phrasal verbs. Write on the board as an example GET UP and remind Sts that when a word ends with a consonant sound and the next word begins with a vowel sound, they are linked together and sound like one word, especially when people speak quickly. Draw a linking mark on the sentence between the final *t* in *get* and the *u* in *up*.

Play the audio once for Sts to hear the six sentences. Tell them just to listen, not to write.

Then play the audio again, pausing after each sentence to give Sts time to write.

Check answers, eliciting the sentences onto the board.

5 4

1 There's a wet towel on the floor. Please **pick it up**.
2 I can't concentrate with that music on. Please **turn it off**.
3 If you don't know what the word means, **look it up**.
4 Why have you taken your coat off? **Put it on**!
5 This book was very expensive. Please **look after it**.
6 Why are you wearing your coat in here? **Take it off**!

b Play the audio again, pausing for Sts to repeat the sentences and copy the rhythm.

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

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5 SPEAKING

a Go through the questionnaire with Sts, making sure they understand all the vocabulary.

Then give Sts some time to think of their answers.

b Put Sts in pairs, **A** and **B**. **A** (book open) asks **B** (book closed) the first four questions. **B** must answer all the questions, giving as much information as possible, and add *What about you?* for **A** to answer them, too.

Then **B** (book open) asks **A** (book closed) the next four questions, and **A** must answer, giving as much information as possible, and add *What about you?* for **B** to answer them, too.

Get some feedback from various pairs.

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G *so, neither* + auxiliaries
V similarities
P sentence stress, /ð/ and /θ/

11C What a coincidence!

Lesson plan

The topic of this lesson is coincidences. The structure *So am I, Neither am I* is presented through the true case of identical twins who were separated at birth, but reunited 40 years later. The pronunciation focus is on the two possible pronunciations of *th*, /ð/ as in *neither* and /θ/ as in *both*, and sentence stress in phrases like *So am I, Neither do I*, and Sts then have a speaking activity where they try to find things they have in common. At this level, Sts will find it hard to manipulate this structure with much fluency, so here just practice using the present forms *So am / do I, Neither am / do I*.

The vocabulary focus is on different words / phrases used to express similarity, and the lesson ends with a listening about another more modern real-life coincidence, where a man and a woman find out via the Internet that they have exactly the same name (Kelly Hildebrandt), and subsequently meet and marry.

STUDY LINK
- **Workbook** 11C
- **Online Practice**
- **iChecker**

Extra photocopiable activities

- **Grammar** *so, neither* + auxiliaries *page 194*
- **Communicative** Are we the same? *page 241* (instructions *page 207*)

Optional lead-in (books closed)

- Ask the class if anybody has a twin brother or sister, eliciting or teaching the meaning of *twin*. If not, find out if anyone in the class knows two people who are twins. If any student has a twin brother or sister or knows twins, ask them if they are *identical twins* and teach / elicit the meaning. Then ask if the identical twins are similar or different in personality and interests.

1 GRAMMAR *so, neither* + auxiliaries

a Books open. Focus on the lesson title and elicit / teach the meaning. Then focus on the photo, and ask *What do the two men look like?*, e.g., *The man on the left has dark hair*, etc.

Ask Sts if the two men look similar and elicit that they are twins.

b Focus on the instructions. Give Sts time to read the text and answer the questions.

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

1 They are American identical twins.
2 Because they were adopted by two different families when they were babies.
3 He decided to find and contact his brother.
4 It took him six weeks.

Explain any other new vocabulary.

c 5 5 Either tell Sts to cover the dialogue or get them to close their books. Tell them to listen to the dialogue and to find three things the brothers have in common. Tell Sts that there are more than three things that they have in common.

Before playing the audio, you might want to tell Sts that *neither* can be pronounced /'naɪðər/ or /'niðər/, and that in this audio they will hear /'niðər/.

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

Elicit answers from the class onto the board. You may need to teach the word *both* here.

Sts should mention three of these:
Both men have been married twice, they both have a son named James Allen, neither went to college, they were both terrible students, they both have a dog named Toy, they don't do any exercise, they own the same car (a Chevrolet), and they both worked in a hamburger restaurant.

5 5
A Hi! I'm Jim.
B So **am** I. Great to meet you. Sit down. Are you married, Jim?
A Yes... well, I've been married twice.
B Yeah? So **have** I. Do you have any children?
A I have one son.
B So **do** I. What's his name?
A James Allen.
B That's amazing! My son's name is James Allen, too!
A Did you go to college, Jim?
B No, I didn't.
A Neither **did** I. I was a terrible student.
B So **was** I. Hey, this is my dog, Toy.
A I don't believe it! My dog's named Toy, too!
B He wants to go outside. My wife usually takes him. I don't do any exercise at all.
A Don't worry. Neither **do** I. I drive everywhere.
B What car do you have?
A A Chevrolet.
B So **do** I!
A Hey, let's go and have a hamburger, OK?
B Sure. You know, I once worked in a hamburger restaurant.
A Unbelievable! So **did** I!

Extra challenge

- Tell Sts to try and hear as many things as possible that the men have in common.

d Now tell Sts to listen again and to fill in the blanks in the dialogue. Play the audio once, and then play it again if necessary.

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

1 am	3 do	5 was	7 do
2 have	4 did	6 do	8 did

e Do this as an open-class question.

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f Put Sts in pairs and focus on the instructions. Give Sts time to answer the questions.

Check answers.

1 [+] *So* (*am*, *have*, etc.) *I*.
[–] *Neither* (*did*, *do*, etc.) *I*.
2 It changes to follow the tense or form used by the first speaker.

g 5 6 Tell Sts to go to **Grammar Bank 11C** on *page 146*. Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Additional grammar notes

- The main problem Sts may have is thinking that *So* (*do*) *I* is used to agree with a statement and *Neither* (*do*) *I* to disagree. It is important to stress that both are used to say that two people have the same opinion or do the same thing, but we use *So*, etc. when it is a [+] thing and *Neither*, etc. when it is a [–] thing.
- Sts will probably already know the expression *Me too*, which is a "short cut" way to express *So do I*, etc. You may want to teach Sts the negative version, *Me neither*.

Focus on the exercises for **11C** on *page 147*. Sts do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

a 1 am 2 did 3 was 4 do 5 have 6 can 7 would 8 did 9 would 10 can

b 1 So do I. 2 Neither am I. 3 So did I. 4 Neither have I. 5 Neither do I. 6 So can I. 7 So do I. 8 So am I.

Tell Sts to go back to the main lesson **11C**.

Extra support

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

2 PRONUNCIATION sentence stress, /ð/ and /θ/

Pronunciation notes

Sentence stress

- The important thing for Sts to remember here is that the auxiliary verb is not stressed, but *So* / *Neither* and the subject pronoun are.
- You may also want to highlight that with *Neither am I* the three words are all run together.

/ð/ and /θ/

- Sts should be aware by now of the small difference between these two sounds, since they occur in so many common words. Here they get some extra practice to help them to hear the difference and produce the two sounds.

a 5 7 Focus on the two sound pictures *mother* /ð/ and *thumb* /θ/, and play the audio once for Sts just to listen to the sounds and words. Encourage Sts to try to approximate the *th* sound as far as possible and to hear the difference between the voiced sound /ð/ and the unvoiced sound /θ/, although they may find this pretty difficult.

5 7
See words in Student Book on *page 89*.

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

b 5 8 Focus on the words and get Sts to add them to the right rows in **a**.

Play the audio for Sts to listen and check.

5 8
mother /ð/ although, other, there, clothing
thumb /θ/ math, thing, thirsty, through

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

c 5 9 Play the audio once for Sts just to listen.

Then play it again, pausing for Sts to repeat each line.

Then tell them to underline the stressed words. Play the audio again for them to check.

5 9
1 **A** I like tea. **B** So do I.
2 **A** I'm tired. **B** So am I.
3 **A** I don't smoke. **B** Neither do I.
4 **A** I'm not hungry. **B** Neither am I.

Get Sts to work in pairs to practice the dialogues.

d 5 10 Focus on the instructions and the example. Explain that Sts are going to hear a sentence on the audio, and they have to use *So* _____ *I* or *Neither* _____ *I* to say that they are the same. You might want to stress that Sts must not think about themselves, but simply answer so that they agree with the speaker.

Play the audio, pausing after the first sentence, to elicit *So do I* from the whole class. Continue, pausing the audio after each sentence to elicit a response.

5 10
1 I take the bus to work. (*pause*) So do I.
2 I like chocolate. (*pause*) So do I.
3 I'm happy. (*pause*) So am I.
4 I'm not angry. (*pause*) Neither am I.
5 I don't like soccer. (*pause*) Neither do I.
6 I'm going out tonight. (*pause*) So am I.
7 I have a big family. (*pause*) So do I.
8 I'm not American. (*pause*) Neither am I.
9 I live in an apartment. (*pause*) So do I.

Then repeat the activity, eliciting responses from individual Sts.

Extra support

- Write *So* _____ *I* and *Neither* _____ *I* on the board for Sts to focus on.

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3 SPEAKING

a Focus on the instructions. Make sure Sts understand all the categories in parentheses, and give them a few minutes to complete the sentences.

b Go through the instructions and focus on the speech bubbles. Demonstrate by going to different Sts and saying *I love* (whatever kind of music you like) to individual Sts until somebody says *So do I*. If they don't like it, encourage them to say a whole sentence, e.g., *I don't like it. | I hate it.*

Tell Sts to stand up and start saying their sentences from **a** to each other to find someone who is the same. Stop the activity when one student has a name for all his / her sentences.

Get some feedback from the class.

4 VOCABULARY similarities

a Here Sts learn some different ways of expressing similarities. Focus on the text about the two Jims. Get Sts to read it once without worrying about the blanks. Then ask them to tell you some more of the similarities between the two Jims.

Now get Sts to read it again and fill in the blanks with words from the list.

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

1 like	3 similar	5 identical	7 neither
2 both	4 as	6 so	

Highlight that the *So… Neither…* structure can be used with all people, e.g., *I live in London and so do my parents | they*, etc. Highlight the difference between *similar* and *the same*.

Extra challenge

- You may also want to teach the rules for the position of *both*, i.e. before the main verb but after *be*.

b Say the first two sentences about yourself. Encourage Sts to ask for more information.

Then give Sts a few moments to complete the sentences with a family word.

! For 4, 5, and 6, Sts need to add other words, too. They can use the same family member more than once.

Sts discuss their answers with a partner.

Get feedback by eliciting different sentences from several pairs.

5 LISTENING

a 5 11 Focus on the photo. Then, before playing the audio, check that Sts know the meaning of *coincidence* (if you didn't focus on the lesson title) and drill the pronunciation.

Extra idea

- You could ask Sts to predict what they think the coincidence might be.

Now play the audio for Sts to listen and answer the question.

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

Extra support

- Read through the audioscript and decide if you need to preteach any new lexis before Sts listen.

They have the same first name and last name.

5 11
(audioscript in Student Book on *page 125*)
And our last story on today's *News Hour* is about an incredible coincidence. Have you ever put your name into Google or Facebook to see what comes up?
One evening last April, an American woman, Kelly Hildebrandt did just that. She was feeling bored, so she put her name into Facebook. She has a pretty unusual name, so she was amazed to discover that there was another person on Facebook with exactly the same first name and last name as her – but with one big difference. The other Kelly Hildebrandt was a *man*, and he lived in Texas. Kelly sent him a message, and they began to email each other. Later they started to call each other every day, and finally, they met in person. They discovered that they had more in common than just their name – they both love the beach, and they both really enjoy cooking. Soon they realized that they were in love. At first, they were worried that they might be related, but they found out that there was no family connection at all, and in October Kelly asked Kelly to marry him. The two Kellys call each other "Kelly girl" and "Kelly boy", and they say that having the same name often causes confusion. Once when Kelly boy booked travel tickets for them, the travel agent almost canceled one ticket because he thought that booking two tickets with the same name was a mistake. But there is one thing that the two Kellys are very clear about – if they have children they definitely won't name them Kelly!

b Give Sts time to read questions 1–8 before playing the audio again. Then play again if necessary.

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

1 Because she was bored.
2 That a man had exactly the same first name and last name as her.
3 She sent him a message.
4 They both love the beach and cooking.
5 Because they thought they might be related.
6 They call each other "Kelly boy" and "Kelly girl".
7 A travel agent nearly canceled a ticket.
8 They are not going to name their children Kelly.

Extra support

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

c Do this as an open-class activity.

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Function call somebody and say who you are / who you want to talk to; leave a message for somebody; respond to news
Language *That's great news*; *I'll explain later*, etc.

PRACTICAL ENGLISH

Episode 6 Time to go home

Lesson plan

In this final Practical English lesson, Sts learn some vocabulary related to calling, leaving messages, and responding to news.

Rob and Jenny are depressed that his stay in New York is coming to an end. Rob goes off to do his last interview. Meanwhile, Barbara is trying to reach him. Rob gets her message and tries to call her back, but he has problems getting through. In the final scene, Rob and Jenny meet in Central Park. They both have news for each other. Jenny tells hers first – she has sent Barbara an email to say she is resigning because she wants to move to London. However, Rob's news is that Barbara has offered him a permanent job in New York, which he has accepted. Jenny desperately calls Barbara and tells her not to open the email, and all ends well. They have a future in New York.

The story is continued in New York in *American English File* 3.

STUDY LINK
- **Workbook** Time to go home

Testing Program CD-ROM
- **Quick Test 11**
- **File 11 Test**

Optional lead-in (books closed)

- Elicit what happened in the last episode by asking some questions, e.g., *How did Rob get to his date with Jenny? Did they have a good meal at the restaurant?*, etc.
- Alternatively, you could play the last scene of Episode 5.

1 VIDEO ROB AND JENNY TALK ABOUT THE FUTURE

a 5 12 Books open. Focus on the photo and elicit what Sts think Jenny and Rob are talking about.

Focus on sentences 1–6 and go through them with Sts. Then play the audio once the whole way through for them to mark the sentences T (true) or F (false). Make it clear that they don't need to correct the false sentences yet. Play again if necessary.

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

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

5 12
(audioscript in Student Book on *page 125*)
J = Jenny, R = Rob, B = Barbara
J I can't believe it. Your month here is nearly over. It's gone so fast.
R I know. I've had a great time, Jenny.
J Me too. It's been really special. But...
R But what?
J It won't be the same when you're in London and I'm here.
R But we'll still be in touch. You can visit me in London, and I can come back here to see you.
J It still won't be the same.
R No. No, it won't.
J Maybe... I could come back to London with you?
R You can't do that Jenny. You've just got this job.
J That's true.
R Well, we still have some time together. We're going out for dinner tonight!
J Yes, and I'm going to take you somewhere really nice.
R Look at the time. I have to go now; it's my last interview in New York. I don't want to be late.
J OK. See you later then.
R Bye.
***
B Jenny, is Rob here?
J Oh, you just missed him, Barbara.
B I really need to talk to him. I'll try him on his cell phone... (on the phone) Hello, Rob? It's Barbara. Can you give me a call? There's something I'd like to talk about.

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

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

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

1 Rob is going home **soon**.
2 He says Jenny can visit London and he can come back to New York.
4 He **doesn't think** it's a good idea.
6 Barbara wants to talk to **Rob**.

Ask Sts what they think Barbara wants to talk about and elicit ideas, but don't tell them the answer yet.

Extra support

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

2 VIDEO ON THE PHONE

a 5 13 Focus on the three photos and elicit what Sts think is happening.

Focus on the instructions and the two questions. Alternatively, you could get Sts to close their books and write the questions on the board.

Play the audio once the whole way through.

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

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Check answers.

1 He wants to speak to Barbara.
2 He has to call three times.

5.13 5.14
M = man, R = Rob, Re = receptionist, B = Barbara
M Hello. Broadway Grill.
R Oh, sorry. I have the wrong number. (*repeat*)
***
Re *NewYork24seven*. **How** can I help you?
R Hello. Can I speak to Barbara Keaton, please? (*repeat*)
Re Just a second. I'll put you **through**... Hello.
R Hi, is that Barbara? (*repeat*)
Re No, I'm sorry. She's not at her **desk** right now.
R Can I leave a message, please? (*repeat*)
Re Sure.
R Can you tell her Rob Walker called. (*repeat*) I'll call back later. (*repeat*)
Re I'll give her the **message**. You could try her cell phone.
R Yes, I'll do that. Thank you. (*repeat*)
***
B I'm sorry, I can't take your **call** at the moment. Please **leave** a message after the beep.
R Hello, Barbara. This is Rob returning your call. (*repeat*)
***
Re *NewYork24seven*. How can I help you?
R Hello. It's Rob again. (*repeat*) Can I speak to Barbara, please? (*repeat*)
Re Just a second... I'm sorry, the line's **busy**. Do you want to hold?
R OK, I'll hold. (*repeat*)
B Hello.
R Hi, Barbara. It's me, Rob. (*repeat*)
B Rob, hi! I tried to call you earlier.
R What did you want to talk about? (*repeat*)

b Now focus on the dialogue in the chart. Ask Sts *Who says the **You Hear** sentences in each conversation?* and elicit that first it is a man working in a restaurant, and then the receptionist at *NewYork24seven*, and finally Barbara.

Then ask *Who says the **You Say** sentences?* and elicit that it is Rob. Tell Sts that if they want to make a call, they will need the You Say phrases.

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

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

See words in **bold** in audioscript 5.13.

Go through the dialogue line by line with Sts, helping them with any words or expressions they don't understand.

c **5.14** Now focus on the **You Say** phrases. Tell Sts they're going to hear the dialogue again. They should repeat the **You Say** phrases when they hear the beep.

Play the audio, pausing if necessary for Sts to repeat the phrases. Encourage them to copy the rhythm and intonation.

d Put Sts in pairs, **A** and **B**. Tell **A** to read the part of the man, the receptionist, and Barbara, and **B** to read Rob. In pairs, Sts read the dialogue aloud. Then **A** and **B** change roles.

e Sts now role-play the same conversations, but this time the person taking the part of Rob closes his / her book and does it from memory.

f Sts change roles when they have finished.

You could get some pairs to perform in front of the class.

3 VIDEO IN CENTRAL PARK AGAIN

a **5.15** Focus on the pictures and ask Sts what's happening.

Get Sts to focus on the question, or get them to close their books and write it on the board.

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

It is a happy ending.

5.15
(audioscript in Student Book on *page 125*)
R = Rob, J = Jenny
R Jenny!
J Rob! I have something to tell you.
R I have something to tell you, too. You go first.
J Well, I thought again about moving to London...
R But you don't need to move to London.
J What?
R Barbara called me earlier.
J What about?
R She offered me a job. Here, in New York!
J What?! Oh, that's great news.
R You don't seem very pleased.
J I am, I mean, it's great! It's just that...
R What?
J I sent Barbara an email this morning.
R And?
J I told her I was quitting, and moving to London.
R Don't worry. Maybe she hasn't read your email yet.
J I'll call her.
B Hello, Barbara Keaton.
J Barbara? It's Jenny.
B Oh, hi, Jenny.
J Um, have you read your emails recently? There's one from me.
B Oh, yes. I can see it. I haven't opened it yet.
J Don't open it! Delete it! Please just delete it. I'll explain later.
B OK. It's gone. Is everything alright, Jenny?
J Yes, thanks. Never better.

b Focus on the questions and give Sts time to read them.

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 They both have news.
2 Barbara offered Rob a job in New York.
3 She sent Barbara an email. She quit her job.
4 Jenny asks Barbara to delete her email.

Extra support

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

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c Focus on the **Social English phrases**. Get Sts, in pairs, to think about what the missing words could be.

Extra challenge

- Get Sts, in pairs, to complete the phrases before they listen.

d 5 16 Play the audio for Sts to listen and complete the phrases.

Check answers.

5 16

Rob	You **go** first.
Jenny	That's great **news**.
Jenny	I'll **call** her.
Jenny	I'll explain **later**.
Barbara	Is everything **alright**?
Jenny	**Never** better.

If you know your Sts' L1, you could get them to translate the phrases. If not, get Sts to have a look at the phrases again in context in the script on *page 125*.

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

Finally, focus on the **Can you…?** questions and ask Sts if they feel confident that they can now do these things.

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G past perfect
V verbs phrases
P contractions: *had* / *hadn't*

12A Strange but true!

Lesson plan

In this lesson, the past perfect is presented through the context of strange but true stories from around the world. The lesson begins with reading and speaking, where Sts read some stories and choose the best option to fill in the blanks in sentences. In Grammar, sentences from one of the stories are analyzed to present the past perfect. Pronunciation focuses on how to pronounce the contracted forms of *had*. The lesson finishes with Listening, where Sts listen to another strange but true story.

STUDY LINK
- **Workbook** 12A

Extra photocopiable activities

- **Grammar** Past perfect *page 195*
- **Communicative** Match the sentences *page 242* (instructions *page 207*)

Optional lead-in (books closed)

- Review irregular past participles by saying a verb from the *Irregular Verbs* list on *page 164* and eliciting the simple past and past participle.
- Then ask Sts *When do you use past participles?* and elicit in the present perfect (with *have*) and the passive (with *be*). Now tell Sts they're going to learn another form where the past participle of the verb is used.

1 READING & SPEAKING

a Books open. Focus on the title of the lesson and emphasize that the stories that Sts are going to read really are true. Now focus on the four pictures that go with each story and ask Sts what they can see.

Now tell Sts to read the stories and to fill in each blank with a sentence.

Get Sts to compare with a partner, and then check answers. If Sts ask what the structure *had* + past participle is, you can explain that this is the past perfect, which they are going to study later, but ideally they should be able to deduce the meaning from the context.

Australia	2	**The US**	5
England	4	**Sweden**	7

Now go through the four stories and help them with any vocabulary problems. You could also ask comprehension questions to check Sts' understanding, e.g., *Why were the swimmers surprised? How did the shark get into the swimming pool?*, etc.

b Focus on the instructions. Tell Sts that all the verb phrases are from the stories, but they should try and match them without looking back at the stories.

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

2 F 3 E 4 J 5 A 6 C 7 B 8 I 9 D 10 G

Ask Sts which story they think is the strangest.

2 GRAMMAR past perfect

a Focus on the sentences and get Sts to answer the questions in pairs, or answer them as a whole class.

Check answers.

1 B happened first
2 *had* + the past participle (= the past perfect)

b Give Sts time to do the exercise in pairs or individually.

Check that Sts have underlined the right examples.

England: had gone, had left, had run away, had gone, had gotten, had traveled
The US: had taken
Sweden: had gotten confused, had put, had sat down

Elicit that all these actions happened before the main part of the story.

c 5 17 Tell Sts to go to **Grammar Bank 12A** on *page 148*. Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Additional grammar notes

- The form and use of the past perfect is not normally problematic for most Sts, but the concept may be difficult if Sts do not have the same grammatical structure in their L1.
- The past perfect is very common after verbs like *realized*, *remembered*, *saw*, etc., e.g., *I suddenly realized that I had forgotten my sister's birthday.*

Focus on the exercises for **12A** on *page 149*. Sts do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

a 1 G 2 D 3 A 4 F 5 E 6 B
b 1 didn't recognize, had changed
2 called, had left
3 turned on, had already finished
4 didn't lend, hadn't watched
5 had closed, arrived
6 got, had broken
7 had stopped, left

Tell Sts to go back to the main lesson **12A**.

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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.

d Give Sts time to complete the five sentences with their own ideas.

Possible completions
1 I'd left my passport at home.
2 all our plants had died.
3 I'd already seen it.
4 hadn't studied.
5 where we had parked.

e Put Sts in pairs and get them to compare their sentences with a partner.

Get some Sts to read their sentences to the class.

f Focus on the instructions and put Sts in pairs.

Then give Sts time to reread the stories. Encourage them to use their own words when they retell.

Make sure they change roles.

Extra support

- You could write some words or phrases on the board as prompts to help Sts retell the stories, e.g., Australia: Sydney, swimmers, swimming pool, assistants, shark, wave, etc.

3 PRONUNCIATION

contractions: *had* / *hadn't*

Pronunciation notes

- Native speakers tend to contract *had* in the past perfect to *'d* when they speak. It is important that Sts are made aware of this, as it will help them to understand past perfect sentences in spoken English. Here Sts practice understanding and producing contractions, but at this level teachers should not worry at all if Sts use the full form.
- Remind Sts that the *'d* contraction can also be *would*, e.g., *I'd like to be rich.*

a 5 18 Focus on the **Contractions: past perfect** box and go through it with the class.

Now tell Sts they are going to hear six sentences in the past perfect and they must write them down.

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

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

5 18
1 I didn't know that she'd lost her job.
2 I remembered that I'd seen the movie before.
3 He failed his exam because he hadn't studied.
4 I'd left my phone at home, so I couldn't call you.
5 When he arrived, we hadn't finished our dinner.
6 When we came out of the movie theater, it'd stopped raining.

Elicit that *had* is not stressed in + sentences. In pairs, Sts practice saying the sentences. Monitor and help with rhythm and pronunciation.

! Point out to Sts that *it'd* has an extra /ə/ sound between the /t/ and the /d/ sounds, i.e. /ɪtəd/

b Put Sts in pairs, **A** and **B**, and get them to sit face-to-face if possible. Tell them to go to **Communication *What had happened?***, **A** on *page 104*, **B** on *page 109*.

Go through the instructions and make sure Sts understand what they have to do.

Give Sts time to think of verbs that could go into the sentences.

Extra support

- Demonstrate the activity by writing this sentence on a piece of paper:
  WHEN I GOT TO CLASS, I SUDDENLY REMEMBERED THAT I HADN'T DONE MY HOMEWORK.
- Then write on the board:
  WHEN I GOT TO CLASS, I SUDDENLY REMEMBERED THAT I _____ MY HOMEWORK. −
- Tell Sts that you have written the complete sentence on a piece of paper, and that you want them to guess the missing words. Tell them what's missing is a past perfect verb, and that the − sign means that it is a verb in the negative. Get the class to guess the missing verb. If they suggest something that is grammatically correct, but not what you have on your piece of paper, e.g., *hadn't brought*, say *Try again*. Keep going until somebody says *hadn't done*.

Monitor while Sts are doing the activity, and encourage them to say the sentences with the right rhythm.

Extra challenge

- Fast finishers could try to invent a sentence of their own with the verb missing to read to the class for them to guess the missing verb.

Tell Sts to go back to the main lesson **12A**.

4 LISTENING

a 5 19 Tell Sts they are going to listen to another news story and they must put the events in the order in which they happened. Give Sts time to read the sentences quickly.

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

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

Extra support

- Read through the audioscript and decide if you need to preteach any new lexis before Sts listen, e.g., *attack*, *jump*, *snore*.

1 Katie came home from work.
2 Joey attacked her.
3 Joey sat on her plate.
4 Joey went to sleep.
5 Katie met her neighbor.

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5 19
(audioscript in Student Book on *page 125*)
And finally on *News Today*, here's a funny story to cheer you up on a Monday morning.
On Saturday night, Katie Parfitt, a nurse at a local hospital, came home from work. As soon as she opened the door, she realized that her cat, Joey, was behaving rather strangely. Instead of being happy to see her, he started attacking her, and then, when she sat down to have something to eat, Joey jumped onto the table and sat on her plate. Then he jumped down onto the floor and immediately went to sleep. He slept all night, snoring very loudly. Katie couldn't understand what the matter was with Joey – he had never behaved like this before. However, when she met her neighbor the next morning, the mystery was solved.

b Put Sts in pairs and get them to tell each other what they think had happened.

Elicit some ideas, but do not tell Sts if they are right.

c 5 20 Now tell Sts they are going to hear the rest of the news story. They need to listen to see if they had guessed correctly. Play the audio once the whole way through and get Sts to tell each other what they understood, and then play the audio again.

Finally, elicit what had happened (Joey had drunk a spilled drink on the floor of a cafe and had gotten drunk).

5 20
(audioscript in Student Book on *page 125*)
My neighbor told me that he was having dinner at a cafe on Saturday. Suddenly he saw my cat Joey walk in through the door – it was open because it was a hot day. And then one of the people spilled his drink on the floor, and Joey starting drinking it – he was probably thirsty. So of course, when Joey got home, he was completely drunk! I took him to the vet the next day, but luckily he's fine now.

Extra support

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

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G reported speech
V *say* or *tell*?
P double consonants

12B Gossip is good for you

Lesson plan

This lesson provides a clear and simple introduction to reported (or indirect) speech. Sts simply learn to use reported statements – reported questions are taught in *American English File* 3. The context for the presentation is the topic of gossiping. The lesson begins with Speaking and Listening, where Sts talk about gossiping and then listen to a conversation between two elderly women, who are gossiping about a conversation one of them overheard between a young couple, who live next door. The grammar section presents reported speech by contrasting what Emma actually said and how one of the old women reported it to her friend. Vocabulary focuses on the different ways *say* and *tell* are used, and in Speaking, Sts practice reporting what other Sts have said. In Pronunciation, there is a focus on how double consonants are pronounced. Sts then read an article about some research that has been done into why people gossip, and the lesson finishes with the song *I Heard It Through the Grapevine*.

STUDY LINK
- **Workbook** 12B

Extra photocopiable activities

- **Grammar** Reported speech *page 196*
- **Communicative** Really? How amazing! *page 243* (instructions *page 207*)
- **Song** *I Heard It Through the Grapevine page 279* (instructions *page 267*)

Optional lead-in (books closed)

- Write these three sentences on the board:
  "YOU'LL NEVER GUESS WHAT JORGE TOLD ME THE OTHER DAY!"
  "HAVE YOU HEARD ABOUT WHAT HAPPENED TO SUSAN YESTERDAY?"
  "I SAW THE BOSS IN THE MOVIE THEATER THE OTHER DAY. YOU'LL NEVER BELIEVE WHO SHE WAS WITH."
- Now ask the class what the three sentences are examples of and try to elicit that it is somebody talking to a friend about another person, and elicit / teach the verb *gossip*.

1 SPEAKING & LISTENING

a Focus on the dictionary definition of *gossip*. Model and drill the pronunciation.

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

Get some feedback from the class.

b 5 21 Tell Sts they are going to listen to a conversation between two women and they must answer the question *What has happened to Jack and Emma?*

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

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

Jack and Emma have broken up.

Extra support

- Read through the audioscript and decide if you need to preteach any new lexis before Sts listen.

5 21
(audioscript in Student Book on *page 125*)
I = Iris, R = Rosemary
I Hello, Rosemary. How are you this morning?
R Hello, Iris. I'm fine thanks, but you'll never guess what's happened. Jack and Emma have broken up!
I No! Jack and Emma from next door? That can't be true. I saw them last week, and they looked really happy.
R No, it's definitely true. I heard them shouting. They were having a terrible argument.
I No! When?
R Last night. After he came home from work.
I What did they say?
R Well, I wasn't really listening...
I Of course not.
R But I couldn't help hearing. She was talking so loudly, and of course, the walls are very thin...
I So what did they say?
R Well, she said that she was going to stay with her mother! She told him that she wouldn't come back.
I Ooh, how awful. What about the children?
R She said she'd taken them to her sister. I suppose she'll take them with her in the end. And anyway, then five minutes later, I saw her leaving the house with a suitcase!
I No! Why do you think she's leaving him? Is he seeing another woman?
R I don't know. Ooh, here's my bus.
I I have to go and tell Mrs. Jones from across the street. She always thought there was something... something strange about him.

Now tell Sts they will hear the conversation again and they must answer questions 1–5. Give them a few minutes to read all the options.

Now play the audio the whole way through. Play again if necessary.

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

1 a 2 c 3 c 4 b 5 c

c 5 22 Now tell Sts they are going to listen to what Jack and Emma actually said when Rosemary overheard them. They must listen for any differences between what Rosemary told Iris and what Jack and Emma really said.

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

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

No, she wasn't. She either misunderstood a lot of what she heard, or only heard part of the conversation. In fact, Emma isn't leaving Jack, she is going to look after her mother, who has had an accident.

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5 22
(audioscript in Student Book on *page 125*)
J = Jack, E = Emma
J Hi, Emma. I'm back. Where are you?
E I'm upstairs in the bedroom. I'm packing.
J Why? Where are you going?
E I'm going to stay with my mom.
J What happened to her?
E She's had an accident. She fell on the street yesterday, and she's broken her leg.
J How awful! Poor thing. Can I help you with anything?
E Actually, yes. Could you get my small suitcase in the closet?
J How long do you think you'll have to stay?
E I won't come back until the weekend, I don't think. I'll have to make sure she's OK. I've taken the children to my sister's for the night, and she'll take them to school tomorrow morning. Can you pick them up after school?
J Of course I can, honey. Now don't worry about anything. We'll be absolutely fine, and here's your suitcase.
E Thanks, dear. The taxi'll be here in five minutes.

Extra challenge

- Ask Sts some comprehension questions, e.g., *Why was Emma packing?* (To go and stay at her mother's) *Why was she going to her mother's?* (Because her mother had broken her leg), etc.

Extra support

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

2 GRAMMAR reported speech

a Focus on the instructions and the extracts. Give Sts time, in pairs, to underline the words that are different.

Check answers.

She said that she was going to stay with her mom.
She told him that she wouldn't come back.
She said she'd taken them to her sister.

b 5 23 Tell Sts to go to **Grammar Bank 12B** on *page 148*. Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Additional grammar notes

- This is an introduction to reported (or indirect) speech. The reporting of sentences with *say* and *tell* is covered here, but not reported questions, e.g., *He asked me if I lived near here.*
- You may want to point out to Sts that when people report a past tense statement, they sometimes do not make the change to the past perfect, e.g.,

  Direct speech: "I saw Jack at the party."

  Reported speech: Jane told me she saw / had seen Jack at the party.
- Sts tend to confuse the verbs *say* and *tell*, and may try to use *say* with a person. Typical mistake: ~~*He said me that he was tired.*~~

Focus on the exercises for **12B** on *page 149*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a 1 was hungry
2 didn't like sad movies
3 would call the doctor
4 had bought a new phone
5 lived downtown
6 couldn't do it
7 had seen *Eclipse* at the movie theater

b 1 "I'm studying Japanese."
2 "My car has broken down."
3 "I'll send you an email."
4 "We're in a hurry."
5 "I haven't finished my essay yet."
6 "I won't arrive on time."
7 "I've just arrived."

Tell Sts to go back to the main lesson **12B**.

Extra support

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

c 5 24 Focus on the instructions and examples. Tell Sts that they must begin the sentences with *He said that* or *She said that*, depending on whether they hear a male voice or a female voice. Do the first two as a class.

Play the audio, pausing after the direct speech sentence for the class to make the transformation into reported speech.

5 24
1 I'm in a hurry. (*pause*) She said that she was in a hurry.
2 I'll write. (*pause*) He said that he would write.
3 I didn't see it. (*pause*) She said that she hadn't seen it.
4 I'm hungry. (*pause*) He said that he was hungry.
5 I'll be late. (*pause*) She said that she would be late.
6 I've finished. (*pause*) He said that he had finished.
7 I'm coming. (*pause*) She said that she was coming.
8 I'll do it again. (*pause*) He said that he would do it again.
9 I had a great time. (*pause*) She said that she had had a great time.
10 I'm tired. (*pause*) He said that he was tired.

Then repeat the activity, eliciting responses from individual Sts.

3 VOCABULARY *say* or *tell*?

Focus on the task and give Sts time to complete the sentences.

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

Extra support

- If Sts are having problems with *say* / *tell*, get them to look back at the note in **Grammar Bank 12B** on *page 148*.

1 said	3 said	5 said	7 say
2 told	4 told	6 tell	8 tell, say

4 SPEAKING

a Focus on the task and the four topics. Give Sts a minute or so to think about what they want to say. Point out that the information can be true, but they could also invent it if they want. Highlight that it must be interesting information, for example not just *My grandmother was born in 1940.*

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Put Sts into pairs and give them time to talk to each other. Remind Sts that the person listening must take some notes.

Make sure Sts change roles.

Extra idea

- To help Sts to get the idea of the activity, begin by whispering a piece of real or invented gossip to one student. Then get the class to ask the student *What did he | she say?* Now encourage the student to report what you said using reported speech.

b Get Sts to change partners, and explain that they must now tell their new partner what their first partner told them. To do this, they must change the information into reported speech.

Give Sts time to report their conversations to their new partners and to decide if they think their previous partners were telling the truth.

Then Sts should go back to their original partners and find out if they were telling the truth or not.

Get feedback by asking individual Sts to report one exchange.

5 PRONUNCIATION double consonants

Pronunciation notes

- Here Sts learn two clear rules about how vowel sounds are normally short sounds before a double consonant, and how double consonants themselves (e.g., *ss*, *rr*, etc.) are pronounced exactly the same as a single consonant.

a Tell Sts to look at the five vowel sound pictures and to match each one with a group of words a–e.

b 5.25 Play the audio for Sts to listen and check.

See **bold** in audioscript 5.25.

5.25

1 **d**	cat /æ/	happy, married, cabbage, rabbit, baggage
2 **b**	up /ʌ/	luggage, funny, runner, summer, butterfly
3 **c**	fish /ɪ/	written, miss, bitten, different, middle
4 **e**	egg /ɛ/	letter, better, message, umbrella, tennis
5 **a**	clock /ɑ/	gossip, college, dollar, bottle, robber

Play the audio again for Sts to listen and repeat.

c Focus on the **Double consonants** box and go through it with the class.

Tell Sts, in pairs, to try to pronounce the words in the list. Then they should look them up and find out how to pronounce them and what they mean.

Check answers.

kettle /'kɛtl/	pottery /'pɑtəri/	supper /'sʌpər/
waffle /'wɑfl/	slippers /'slɪpərz/	

Still in pairs, Sts practice saying the words.

6 READING

a Focus on the title and ask Sts why / how they think gossip might be good for us.

Now tell Sts to read the article and mark 1–5 T (true) or F (false). Remind them to correct the F ones.

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

1 T
2 T
3 T
4 F (People enjoy sharing bad news about people they dislike.)
5 F (Men gossip with their wives or girlfriends.)

b Now focus on the highlighted verbs and verb phrases and get Sts, in pairs, to try to guess their meaning from the context.

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

Explain any other new vocabulary.

c Do this as an open-class activity. After Sts have given their opinions, tell them what you think.

7 5.26 SONG *I Heard It Through the Grapevine*

This song was originally made famous by American singer Marvin Gaye in 1968. For copyright reasons, this is a cover version. If you want to do this song in class, use the photocopiable activity on *page 279*.

5.26

I Heard It Through the Grapevine

Ooh, I bet you're wondering how I knew
'Bout your plans to make me blue
With some other guy that you knew before.
Between the two of us guys you know I love you more.
It took me by surprise I must say,
When I found out yesterday. Don't you know that...

Chorus
I heard it through the grapevine
Not much longer would you be mine. Oh
I heard it through the grapevine, Oh
I'm just about to lose my mind.
Honey, honey yeah.
(Heard it through the grapevine, not much longer would you be mine baby, ooh)

I know that a man ain't supposed to cry,
But these tears I can't hold inside.
Losin' you would end my life, you see,
'Cause you mean that much to me.
You could have told me yourself
That you loved someone else. Instead...

Chorus

People say "believe half of what you see,
Son, and none of what you hear."
But I can't help being confused
If it's true please tell me, dear.
Do you plan to let me go
For the other guy you loved before? Don't you know that...

Chorus

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G questions without auxiliaries
V review
P review

12C The *American English File* quiz

Lesson plan

In this final lesson, Sts learn to use questions without auxiliaries (*Who painted this picture?*, etc.) and contrast them with questions with auxiliaries (*When did he paint it?*). The grammar is presented through a quiz that tests Sts' memory on information that has come up in the book. If your Sts have only used the second half of *American English File* 2 (i.e. Multipack B), they should just do the second half of the quiz, i.e. questions 8–15. Then in Writing and Speaking, Sts write their own quiz to practice making questions with or without auxiliaries.

STUDY LINK
- **Workbook** 12C
- **Online Practice**
- **iChecker**

Extra photocopiable activities

- **Grammar** Questions with and without auxiliaries *page 197*
- **Communicative** Hollywood quiz *page 244* (instructions *page 208*)

Optional lead-in (books closed)

- Write these three jumbled questions on the board and give Sts, in pairs, a couple of minutes to write them with the words in the right order.
  1 YOU IN COFFEE MUCH SUGAR HOW DO TAKE?
  2 DOES "TO GOSSIP" MEAN WHAT?
  3 SCHOOL GO WHAT YOU TO DID?
- Check answers and ask Sts to tell you what is the normal word order in questions with the simple present and simple past. Remind Sts that prepositions usually come at the end of a question (e.g., *What school did you go* ***to****? Who did you play tennis* ***with****?*)

  1 How much sugar do you take in coffee?
  2 What does "to gossip" mean?
  3 What school did you go to?
- Then ask a different student each question.

1 GRAMMAR questions without auxiliaries

a Books open. Focus on the instructions and tell Sts that the questions in the quiz are based on lessons (Files 1–11) in the Student Book.

Put Sts in pairs and set a time limit for them to answer as many questions as possible from memory. Tell Sts to use the illustrations to help them. (See **Lesson plan** above if you are using Multipack B.)

b When the time limit is up, ask Sts how many questions they could answer from memory.

Now tell them that they must find the answers to the questions they couldn't answer by looking back at lessons in Files 1–11.

Check answers.

Extra challenge

- You could do **1a** as a competition, and when the time limit is up, find out which pair(s) got the most answers right.

1 The British artist David Hockney
2 She took part in an anti-government demonstration in 1968, and her rich grandfather disinherited her.
3 Osaka International Airport in Japan
4 A younger man who has a relationship with an older woman
5 Sarah Ferguson's
6 Vitamin D
7 Hugh Laurie
8 Murphy's Law
9 Seven
10 The American writer O. Henry
11 Bob Marley
12 A woman (Josephine Cochrane)
13 John F. Kennedy
14 The American tennis player John McEnroe
15 Kelly Hildebrandt

c Now tell Sts to only focus on questions 1 and 2 in the quiz and to answer the questions.

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

1 Question 1 doesn't have an auxiliary verb in it, but question 2 does have one (*did*).
2 *Who* is the subject.
3 Caroline de Bendern is the subject.
4 3, 7, 10, 11, 12, 13, and 14.

Highlight that when the question word (usually *who* or *which*) is the subject of the sentence, the question word and the subject are the same.

d 5.27 Tell Sts to go to **Grammar Bank 12C** on *page 148*. Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Additional grammar notes

- Sts will already have met questions without auxiliaries, e.g., *Who knows the answer?*, etc., but until now this type of question has not been focused on.

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- Highlight that:
  - the only question words that can be the subject of a question, and may not need an auxiliary verb, are:
    Who?, e.g., *Who wrote the song?*
    Which?, e.g., *Which singer sang "My Way"?*
    What?, e.g., *What happened?*
    How many | much?, e.g., *How many students came?*
  - Questions beginning with *When?*, *Why?*, *Where?*, *How long?*, etc. always need an auxiliary.

Focus on the exercises for **12C** on *page 149*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a
1 happened
2 does this word mean
3 came
4 goes
5 won
6 did the teacher say
7 made

b
1 When did Barack Obama become president of the US? (In 2008)
2 Which US state starts with the letter "H"? (Hawaii)
3 Which books were written by J.R.R. Tolkien? (*The Lord of the Rings*, *The Hobbit*, etc.)
4 Who won the soccer World Cup in 2010? (Spain)
5 Which sport uses the lightest ball? (ping-pong / table tennis)
6 Where did the 2012 Olympics take place? (London, England)
7 Which company did Steve Jobs start? (Apple Inc.)

Tell Sts to go back to the main lesson **12C**.

Extra support

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

2 WRITING & SPEAKING

a Put Sts into pairs, **A** and **B**, and get them to sit face-to-face, if possible. Tell them to go to **Communication *General knowledge quiz***, **A** on *page 105*, **B** on *page 110*.

Focus on the instructions and make sure Sts are clear on what they have to do. Remind Sts that the correct answer is the one in bold. Highlight that all the questions in the quiz are questions without auxiliaries.

Give Sts time to complete their questions. Monitor and make sure Sts are forming the questions correctly.

Extra support

- You could elicit some or all of the questions first, making sure that Sts can pronounce the past tense forms correctly.

Now tell **A**s to ask their questions first. Highlight that they should give the three alternatives each time.

Then Sts change roles.

Get feedback to see who got the most right answers.

Tell Sts to go back to the main lesson **12C**.

b Focus on the instructions and categories. In pairs, Sts write their own quiz. Set a time limit for Sts to write their questions, and remind them that they must know the answers to their questions.

Monitor and help where necessary.

c Put two pairs together and get them to ask each other their questions.

Get some feedback from the class on how well they did on the quizzes.

Extra idea

- Get each pair to ask their questions to the whole class. They score a point for each question to which nobody knew the answer.

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11 & 12 Review and Check

For instructions on how to use these pages, see *page 39*.

Testing Program CD-ROM

- **Quick Test 12**
- **File 12 Test**
- **Progress Test Files 7–12**
- **End-of-course Test**

GRAMMAR

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

VOCABULARY

a 1 through
2 into
3 along
4 toward
5 past
6 off
7 up
8 down
9 back
10 out

b 1 identical
2 as
3 similar
4 neither
5 both

c 1 go
2 put
3 tell
4 look
5 leave
6 turn
7 take
8 get
9 give
10 do

PRONUNCIATION

a 1 put
2 find
3 through
4 neither
5 message

b 1 windsurfing
2 toward
3 forward
4 similar
5 different

CAN YOU UNDERSTAND THIS TEXT?

a They both had a life-saving heart operation in the same hospital, on the same day, performed by the same heart surgeon.

b 8 Their daughter was born.
1 They both had a heart operation in the same hospital.
5 Alistair had another heart operation.
7 They got married.
4 They discovered that they had been in the same hospital twenty years earlier.
3 They discovered they had the same heart problem.
2 They met at a swimming pool.
6 Alistair asked Alison to marry him.

CAN YOU UNDERSTAND THESE PEOPLE?

5 28

1 b 2 a 3 c 4 a 5 c

5 28

1
I = **interviewer**, **Ja** = **James**
I Do you know any twins?
Ja Yes, I have a really good friend who has an identical twin brother.
I Are they very similar?
Ja They look exactly the same, but their personalities couldn't be more different.

2
I = **interviewer**, **R** = **Ruth**
I Are you a good or bad loser?
R I'm a good loser, I think.
I Why?
R Well, I think the best person wins, and if I'm not the best person then that's OK.

3
I = **interviewer**, **Ju** = **Justin**
I Do you play any sports or exercise?
Ju Yes.
I What do you do?
Ju I play basketball. I used to play baseball... and a little bit of tennis.
I Do you enjoy it?
Ju Yes.

4
I = **interviewer**, **A** = **Andy**
I Are you a morning or evening person?
A Normally a morning person.
I Why?
A Because I have much more energy in the morning. I used to be an evening person, but not so much now.

5
I = **interviewer**, **Al** = **Alison**
I Who do you think gossip more, men or women?
Al I think men think women gossip more, but in fact men like to gossip too.
I Why?
Al I think everybody likes to gossip sometimes because they're interested in what other people are doing, and they enjoy gossiping.

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Photocopiable activities

Contents

159 **Grammar activity answers**

162 **Grammar activities**

198 **Communicative activity instructions**

209 **Communicative activities**

245 **Vocabulary activity instructions and answers**

248 **Vocabulary activities**

263 **Song activity instructions**

268 **Songs activities**

Photocopiable material

- There is a **Grammar activity** for each main (A, B, and C) lesson of the Student Book.
- There is a **Communicative activity** for each main (A, B, and C) lesson of the Student Book.
- There is a **Vocabulary activity** for each Vocabulary Bank lesson of the Student Book.
- There is a **Songs activity** for each File of the Student Book. The recording of the song can be found in the main lesson on the Class CD.

Using extra activities in mixed ability classes

Some teachers have classes with a very wide range of levels, and where some students 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 students. Alternatively, some teachers might want to give faster students extra oral practice with a Communicative activity while slower students consolidate their knowledge with an extra Grammar activity.

Tips for using Grammar activities

The Grammar activities are designed to give students extra practice in the main grammar point from each lesson. How you use these activities depends on the needs of your students and the time you have available. They can be used in the lesson if you think your entire class would benefit from the extra practice, or you could assign them as homework for some or all of your students.

- All of the activities start with a writing stage. If you use the activities in class, get students to work individually or in pairs. Allow students to compare before checking the answers.
- The activities have an Activation section that gets students to cover the sentences and to test their memories. If you are using the activities in class, students can work in pairs and test their partner. If you assign them as homework, encourage students to use this stage to test themselves.
- If students are having trouble with any of the activities, make sure they refer to the relevant Grammar Bank in the Student Book.
- Make sure that students keep their copies of the activities and that they review any difficult areas regularly. Encourage them to go back to activities and cover and test themselves. This will help with their review.

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Grammar activity answers

1A word order in questions

2 How are you today?
3 Where are you from?
4 What year were you born?
5 Where do you live?
6 Do you live in a house or an apartment?
7 Do you have any pets?
8 Can you speak any other languages?
9 Why are you studying English?
10 What TV shows do you watch?
11 How often do you use a computer?
12 What kinds of magazines do you read?
13 What did you have for breakfast?
14 Did you play any sports yesterday?
15 Where were you at ten o'clock last night?

1B simple present

2 does his sister look like **3** do you know
4 doesn't make **5** don't eat **6** finishes
7 don't get along **8** Do they go **9** Does Lucy prefer
10 Do your sisters have **11** do you relax **12** stops
13 doesn't study **14** do you live **15** has **16** does
17 start **18** don't use **19** wear **20** Does your girlfriend have

1C simple present or present continuous?

1 **2** want **3** don't understand **4** play **5** love
6 'm selling **7** want

2 **8** Do you need **9** 'm just looking **10** Are…looking
11 'm thinking **12** have **13** wear

3 **14** 're reading **15** don't believe **16** hate **17** need
18 is studying **19** 's walking **20** isn't walking
21 's flying

2A simple past: regular and irregular verbs

1 **2** did…stay **3** stayed **4** booked **5** arrived
6 didn't like **7** left **8** rented **9** were **10** started
11 didn't finish **12** loved

2 **13** took **14** was **15** did…happen **16** went
17 wasn't **18** Did…see **19** came **20** wasn't
21 did…have **22** knew

3 **23** Did…have **24** was **25** stayed **26** thought
27 didn't go **28** did…do **29** Did…go **30** spent
31 argued **32** bought **33** didn't buy

2B past continuous

a **2** rang; was driving **3** arrived; was making
4 were playing; started **5** were having; took
6 heard; were traveling

b **2** looked **3** didn't see **4** were holding
5 weren't waiting **6** didn't know **7** was **8** decided
9 went **10** looked **11** were waiting **12** caught
13 stopped **14** got **15** walked **16** gave
17 was talking **18** ran **19** was carrying **20** read
21 was waiting **22** thought **23** were **24** said

2C time sequencers and connectors

a **2** d; because **3** e; although **4** a; so **5** i; but
6 h; because **7** j; so **8** f; but **9** b; although **10** c; but

b **2** when **3** although **4** because **5** but
6 One evening **7** so **8** Although **9** suddenly
10 So **11** two minutes later **12** so **13** because
14 The next day **15** but

3A *be going to* (plans and predictions)

a **2** 's going to rain **3** 's going to buy a new car
4 're going to play soccer **5** 's going to watch TV
6 isn't going to swim **7** 're going to see a movie
8 're going to go to (Berlin)

b **2** 'm going to get **3** Are…going to do
4 'm not going to do **5** are...going to go
6 're going to catch **7** 's going to work
8 Is…going to take

3B present continuous (future arrangements)

3 Who's he taking to the hospital on Tuesday? He's taking his mom.
4 When is he working? He's working on Monday morning and Wednesday afternoon.
5 Is he having dinner with Frank on Monday? Yes, he is.
6 What's he doing on Sunday morning? He's meeting Ellie at the train station.
7 What's he doing on Friday night? He's going to Frank's party.
8 When is he going to the dentist? He's going on Friday morning.
9 What's he doing on Saturday morning? He's shopping for Ellie's present.
10 When is he playing tennis? He's playing tennis on Tuesday afternoon.
11 Who's he seeing on Saturday afternoon? He's seeing George.
12 When is he helping his dad? He's helping his dad on Thursday afternoon.
13 Is he going to the theater on Wednesday? Yes, he is.
14 Is he meeting George at the museum? No, he isn't.
15 What's he doing on Sunday evening? He's driving to Vermont with Ellie.

3C defining relative clauses

2 who cuts **3** where…borrow **4** where…sleep
5 that…drink **6** that…listen **7** who designs
8 where…have **9** where…look at **10** that…wear
11 where…buy **12** that…cut **13** that…put on
14 who flies **15** who visits

4A present perfect + *yet* and *already*

a **2** Has he cleaned the floor yet? Yes, he has.
3 Has he done the ironing yet? No, he hasn't.
4 Has he taken out the trash yet? No, he hasn't.
5 Has he done the shopping yet? Yes, he has.

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6 Has he done the laundry yet? Yes, he has.
7 Has he cleaned the window yet? No, he hasn't.
8 Has he cleaned his desk yet? No, he hasn't.
9 Has he set the table yet? Yes, he has.
10 Has he made his bed yet? No, he hasn't.

b **2** He's been on vacation. d **3** She's made breakfast. a
4 We've had lunch. f **5** He's bought a ring. c
6 She's washed her hair. e

4B present perfect or simple past?

a **2** I've never flown in a helicopter.
3 Has she ever been late for work?
4 He hasn't bought any expensive clothes.
5 She's met a lot of famous people.
6 We've never seen a Spike Lee movie.
7 She's won a lot of prizes for her novels.
8 Have you ever lost a credit card?
9 I've never worked in a store or a restaurant.
10 Have you ever sold something on eBay?
11 He's fallen off his bike five times.
12 I haven't read any of *The Lord of the Rings* books.

b **2** have **3** went **4** Did…buy **5** bought **6** did…pay
7 've worn
8 Have…ever heard **9** haven't
10 saw **11** Was **12** liked

4C *something, anything, nothing*, etc.

2 anywhere; somewhere **3** anything; nowhere
4 nobody **5** something **6** anywhere
7 Somebody; anybody **8** anything; nothing; anything
9 somewhere **10** Somebody; anything; anybody

5A comparative adjectives and adverbs, *as…as*

a **2** Spain is hotter than France.
3 The sandwiches are more expensive than the drinks.
4 David speaks Italian better than Kim.
5 Sydney is farther / further from London than Delhi.
6 He's taller than his brother.
7 Claire works harder than Sally.
8 The traffic at 8:30 is worse than the traffic at 9:30.
9 Harry writes more quickly than Paul.
10 Life in the city is more stressful than life in the country.

b **2** France isn't as hot as Spain.
3 The drinks aren't as expensive as the sandwiches.
4 Kim doesn't speak Italian as well as David.
5 Delhi isn't as far from London as Sydney is.
6 His brother isn't as tall as him.
7 Sally doesn't work as hard as Claire.
8 The traffic at 9:30 isn't as bad as the traffic at 8:30.
9 Paul doesn't write as quickly as Harry.
10 Life in the country isn't as stressful as life in the city.

5B superlatives (+ *ever* + present perfect)

a **2** the cheapest **3** the most boring **4** the cheapest
5 the most impatient **6** the quietest **7** the emptiest
8 the laziest

b **2** What's the most difficult language you've ever learned?
3 What's the best restaurant you've ever been to?
4 What's the most expensive gadget you've ever bought?
5 What's the coldest place you've ever visited?
6 What's the longest trip you've ever taken?
7 What's the most delicious food you've ever eaten?
8 What's the most beautiful place you've ever been to?
9 What's the most boring movie you've ever seen?
10 Where's the furthest / farthest you've ever been on vacation?

5C quantifiers, *too, not enough*

2 a lot of **3** too **4** enough money **5** much
6 too **7** a little **8** much **9** much
10 patient enough **11** much **12** many
13 much **14** enough time **15** many
16 a few **17** well enough **18** very little
19 a little **20** many

6A *will / won't* (predictions)

a **2** h; won't understand **3** g; won't be **4** i; won't have
5 a; won't get **6** e; 'll feel **7** k; 'll lose **8** l; 'll get
9 d; 'll last **10** b; 'll be **11** c; 'll pass **12** j; 'll love

b **b** P **c** O **d** O **e** O **f** P **g** P **h** P **i** O **j** O
k P **l** O

6B *will / won't* (promises, offers, decisions)

2 'll close **3** won't tell **4** 'll call **5** 'll take
6 won't happen **7** 'll have **8** 'll be **9** 'll help
10 'll think **11** 'll make **12** 'll ask

6C review of verb forms: present, past, and future

2 don't answer; 'll call **3** isn't playing
4 haven't made **5** 'm going to sell **6** did…get; called
7 'll help **8** was driving **9** don't drink
10 Have…spoken **11** were…doing **12** does…work
13 won't hurt **14** 'm not working **15** 've…seen
16 are…wearing / are…going to wear **17** 'll meet
18 are…doing; Do…want **19** did…dream
20 did…take; was walking

7A uses of the infinitive

2 to pass **3** not to tell **4** to build **5** to use
6 to print **7** to turn off **8** to go **9** to be
10 to swim **11** not to worry **12** to learn **13** to lock
14 to see **15** to get **16** to cry **17** to make
18 to say **19** to ask **20** not to know

7B infinitive or verb + *-ing*?

3 to come **4** not talking **5** to see **6** to earn
7 relaxing; not doing **8** to give **9** to learn
10 winning **11** not to hit **12** drinking; talking
13 to go **14** stopping **15** going **16** to be
17 to go **18** Eating **19** not to understand
20 remembering

7C *have to, don't have to, must, must not, can't*

2 don't have to pay **3** must wear **4** must not touch
5 don't have to pay **6** must not / can't take **7** have to be
8 must not / can't play **9** must not / can't put **10** don't have to come **11** must drive **12** must wear

8A *should*

2 should ask **3** should tell **4** should get
5 shouldn't sit **6** should get up **7** shouldn't think; should say **8** shouldn't go **9** should learn
10 should go

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8B *if* + present, *will* + base form (first conditional)

1 **2** 'll get **3** get **4** 'll catch **5** catch **6** won't do **7** don't do **8** won't get

2 **9** lend **10** 'll buy **11** have **12** 'll start **13** have **14** 'll lend **15** lend **16** can buy

3 **17** can't **18** won't go **19** don't go **20** won't meet **21** never meet **22** won't get **23** don't get **24** won't have

4 **25** talk **26** 'll miss **27** miss **28** 'll be **29** 'm **30** 'll be **31** is **32** 'll lose

8C possessive pronouns

a **2** her **3** your; my **4** theirs **5** yours; mine **6** our

b **1** his; him **2** Our; we **3** She; her; her **4** theirs; them; they **5** It; its **6** mine; yours; my; my; you; her; she

9A *if* + past, *would* + base form (second conditional)

a **2** 'd feel; got **3** 'd be; didn't live **4** wouldn't swim; were **5** 'd ask; could speak **6** Would she buy; had **7** weren't; 'd go **8** wouldn't be; weren't / wasn't

b **3** studied **4** 'll lend **5** weren't / wasn't **6** don't see **7** won't say **8** don't hurry up **9** wouldn't go **10** would…do

9B present perfect + *for* and *since*

2 have…had; 've had… for **3** have…been married; 've been married since **4** have…known; 've known… for **5** have…lived; 've lived… since **6** have…had; 've had… since **7** have…been; 've been… since

9C present perfect or simple past?

1 've loved; wasn't… started
2 Has…finished; finished; hasn't decided
3 've lived; lived; did…leave; retired
4 saw; told; Have…lived; 've never been; 's visited
5 Have…heard; 've separated; thought
6 's been; fell; got; were

10A passive

2 was designed **3** are checked **4** were built
5 are shown **6** was discovered **7** weren't used
8 were worn **9** was invented **10** is played
11 was painted **12** is…pronounced

10B *used to*

2 She used to play **3** She didn't use to ride
4 She used to wear **5** She didn't use to have
6 She used to be **7** She didn't use to wear
8 She didn't use to play **9** He used to watch
10 He didn't use to play **11** He didn't use to wear
12 He used to have **13** He used to be
14 He used to wear **15** He didn't use to eat
16 He used to have

10C *might*

2 might be **3** might like **4** might not go
5 might meet **6** might fall **7** might not take
8 might call **9** might go **10** might not say
11 might be

11A expressing movement

2 out (of) / through **3** under **4** around **5** toward
6 along **7** through **8** up **9** into **10** across
11 down **12** down

11B word order of phrasal verbs

a **2** putting on **3** writing down **4** picking up
5 going away **6** throwing away **7** looking for
8 getting up **9** taking off **10** getting along

b **2** turn it up **3** looking after them **4** call her back
5 Turn off your cell phones / turn your cell phones off
6 pick them up **7** look for them **8** pay me back

11C *so*, *neither* + auxiliaries

3 Neither can I **4** Neither am I **5** So have I
6 Neither did I **7** So was I **8** Neither do I **9** So am I
10 So do I **11** Neither do I **12** So did I
13 So was I **14** Neither have I **15** So do I
16 Neither will I **17** So am I **18** So would I
19 So will I **20** So do I

12A past perfect

2 was; hadn't taken **3** didn't work; hadn't turned it on **4** didn't / couldn't take; had forgotten
5 'd never flown; were **6** arrived; hadn't brought
7 'd just had; wasn't **8** had to; 'd lost **9** ran; hadn't paid **10** arrived; had gone out **11** could; 'd learned
12 was; 'd been

12B reported speech

a **2** he didn't like the music **3** he'd done his homework **4** it would be expensive **5** she wasn't going to the party **6** he'd lost the match **7** he loved her **8** she'd found his keys

b **2** "It won't hurt." **3** "It's my mother's car." **4** "I've finished my homework." **5** "I can't swim." **6** "I will always love you." **7** "We want to check out." **8** "I don't speak English."

12C questions with and without auxiliaries

2 Martin Scorsese
3 Who painted *The Scream*? Edvard Munch
4 Where do manga comics come from? Japan
5 Who invented the World Wide Web? Tim Berners-Lee
6 Which country has a blue and yellow flag? Sweden.
7 When did the Second World War end? 1945
8 Which country won the 2010 World Cup? Spain
9 Which superhero movie did Christoper Nolan direct in 2008? *The Dark Knight*
10 How many countries belong to the United Nations? 193
11 Who did Justin Timberlake marry in 2012? Jessica Biel
12 Where do people speak Yorùbá? West Africa

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1A GRAMMAR word order in questions

a Put the words in the right order to make questions.

1 name / your / 's / what
*What's your name*_____? **Lucia.**

2 how / you / are / today
_____? **Fine, thank you.**

3 from / you / where / are
_____? **Venezuela.**

4 year / what / you / born / were
_____? **1988.**

5 live / you / where / do
_____? **Mérida.**

6 in / a / apartment / you / do / live / or / an / house
_____? **In a house.**

7 have / do / pets / you / any
_____? **Yes, I do – a cat and a goldfish.**

8 any / can / other / languages / you / speak
_____? **Yes, Spanish and Portuguese.**

9 English / why / are / studying / you
_____? **Because I need it for my job.**

10 TV / you / do / what / watch / shows
_____? **Music shows on MTV and the news on CNN.**

11 use / how / computer / you / often / do / a
_____? **Every day – I use it at work.**

12 read / of / do / what / kinds / magazines / you
_____? **I read car magazines.**

13 breakfast / have / did / what / you / for
_____? **Coffee and bread with jam.**

14 play / did / you / any / yesterday / sports
_____? **Yes, I went swimming.**

15 last / you / were / where / night / ten o'clock / at
_____? **I was at my friend's house.**

b **Test your memory.** Cover the questions. Look at the answers. Can you remember the questions?

activation

c Work with a partner. Ask and answer the questions in **a**.

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1B GRAMMAR simple present

a Complete the sentences with the simple present of the verbs in parentheses.



1 Why *do you want* to have straight hair? (you / want)
2 What _____? (his sister / look like)
3 How many really smart people _____? (you / know)
4 **A** Is that book funny?
B Not very. It _____ me laugh. (not make)
5 I _____ fish. (not eat)
6 John _____ work at six o'clock. (finish)
7 My mother and I _____ very well. (not get along)
8 _____ to the gym every day? (they / go)
9 _____ fish or meat? (Lucy / prefer)
10 _____ blond hair? (your sisters / have)
11 How _____ after work? (you / relax)
12 **A** Is he talkative?
B Yes, he never _____ talking! (stop)
13 He _____ in the evening. (not study)
14 Excuse me, _____ here? (you / live)
15 Sam _____ a beard and a mustache. (have)
16 Clara _____ yoga every day. (do)
17 We usually _____ work at eight o'clock. (start)
18 My parents _____ Facebook or Twitter. (not use)
19 I sometimes _____ jeans. (wear)
20 _____ a car? (your girlfriend / have)

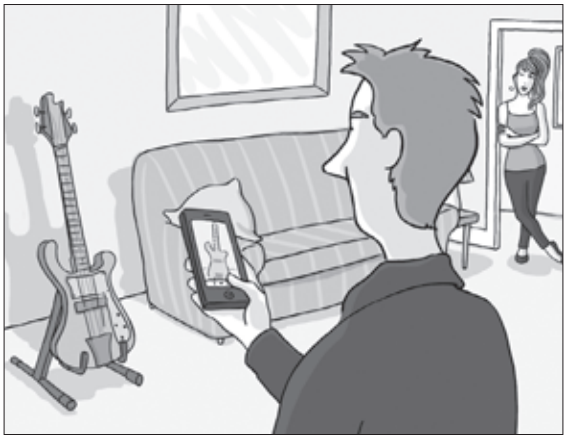
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b Write three sentences about what you do on the weekend, and three about what a person in your family does. Use adverbs or expressions of frequency.

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1C GRAMMAR simple present or present continuous?

a Complete the sentences with the simple present or present continuous of the verbs in parentheses.



1 **A** Why [1]*are* you *taking* (take) a photo of your guitar?

B I [2]_____ (want) to sell it on eBay.

A Why? I [3]_____ (not understand). You [4]_____ (play) your guitar every day! You [5]_____ (love) it!

B I [6]_____ (sell) my old one because I [7]_____ (want) to buy a new one.

A Oh, OK.



2 **A** Hi. [8]_____ (need) any help?

B No, thanks. I [9]_____ (just look).

A [10]_____ you _____ (look) for anything in particular?

B Yes, I [11]_____ (think) of getting a jacket.

A This is one of our best sellers. It's real leather. I [12]_____ (have) it, and I [13]_____ (wear) it all the time.

B Yes, it's very nice. Where can I try it on?



3 **A** You [14]_____ (read) a book about modern art! I [15]_____ (not believe) it! You [16]_____ (hate) modern art!

B I know. But now I [17]_____ (need) to learn about it.

A Why?

B Because my girlfriend [18]_____ (study) it in college this year, and she loves it.

A What's that picture on the left? Can I see it?

B It's a woman, and I think she [19]_____ (walk) in a garden... I don't really know.

A Let me see... No, she [20]_____ (not walk). She [21]_____ (fly).

B Oh, yes!

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b Practice the dialogues in **a** with a partner.

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2A GRAMMAR simple past: regular and irregular verbs

a Complete the dialogues with the simple past of the verbs in parentheses.

1 **A** Is this your first time in the US, Anna?

B No, I [1]*took* a vacation in Maine last year.

A Really? I love Maine! Where [2]_____ you _____ (stay)?

B We [3]_____ (stay) in Portland. We [4]_____ (book) a hotel online, but unfortunately when we [5]_____ (arrive), we [6]_____ (not like) it. So we [7]_____ (leave) that hotel and [8]_____ (rent) an apartment. It was great! What about you? When [9]_____ (be) you in Maine?

A Oh, a long time ago. I [10]_____ (start) a college course there. I [11]_____ (not finish) the course, but I [12]_____ (love) Maine!





2 **A** What's the problem, sir?

B Somebody [13]_____ (take) my clothes and bag when I [14]_____ (be) in the ocean!

A When [15]_____ this _____ (happen)?

B I [16]_____ (go) for a swim at 11 o'clock. I [17]_____ (not be) in the water for very long – about 15 minutes.

A [18]_____ you _____ (see) the person take your things?

B No. When I [19]_____ (come) out of the water, my bag [20]_____ (not be) there.

A What [21]_____ you _____ (have) in your bag? Anything valuable?

B Yes! My cell phone, credit cards... Oh, I [22]_____ (know) it was a bad idea to leave my bag on the beach...

3 **A** Ruth! You're back! [23]_____ you _____ (have) a good time?

B No. It [24]_____ (be) awful.

A Why? What happened?

B We [25]_____ (stay) in a really basic apartment, and Tom [26]_____ (think) the city was dangerous at night, so we [27]_____ (not go) out much in the evening.

A What [28]_____ you _____ (do) during the day? [29]_____ you _____ (go) sightseeing?

B Yes, we visited all the famous places. But we [30]_____ (spend) a lot of money on food, and we [31]_____ (argue) a lot about it. Tom [32]_____ (buy) very expensive souvenirs for his whole family! I [33]_____ (not buy) anything.



activation

b Cover the sentences and look at the pictures. Try to remember what happened to Anna, the man on the beach, and Ruth and Tom.

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2B GRAMMAR past continuous

a Look at the pictures and write the sentences. Use the simple past and past continuous.













1 She *saw* the spider when she *was buying* some fruit. (see, buy)

2 His cell phone _____ when he _____. (ring, drive)

3 Neil _____ late when his boss _____ a speech. (arrive, make)

4 They _____ soccer when it _____ to rain. (play, start)

5 We _____ a party when I _____ this photo. (have, take)

6 We _____ the score when we _____ in Florida. (hear, travel)

b Complete the story with the simple past or past continuous of the verbs in parentheses.



When Alex Jones [1]*arrived* (arrive) at JFK International Airport, she [2]_____ (look) around, but she [3]_____ (not see) anybody there to meet her. A lot of people [4]_____ (hold) cards with names on them, but they [5]_____ (not wait) for her. She [6]_____ (not know) what to do, but it [7]_____ (be) a beautiful, sunny day, so she [8]_____ (decide) to go to the hotel on her own. She [9]_____ (go) outside and [10]_____ (look) for a taxi. A lot of people [11]_____ (wait), so she [12]_____ (catch) the airport bus into New York City. The bus [13]_____ (stop) in Manhattan, near the hotel, and she [14]_____ (get) off. She [15]_____ (walk) into the hotel and [16]_____ (give) her name, Alexandra Jones. She [17]_____ (talk) to the receptionist when suddenly a man [18]_____ (run) up to her. He [19]_____ (carry) a card that [20]_____ (read) "Mr. Jones".
"Ms. Jones? I'm terribly sorry! I [21]_____ (wait) for you at the airport, but I [22]_____ (think) you [23]_____ (be) a man!"
"That's OK," [24]_____ (say) Alex. "It happens to me all the time!"

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c Cover sentences 1–6 in **a**. Look at the pictures and remember the sentences.

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2C GRAMMAR time sequencers and connectors

a Match the sentence halves and circle the correct word: *so*, *but*, *because*, or *although*.

1	The weather was awful,	g	a **so** / **but** I invited her to dinner.
2	I didn't give him my phone number		b **because** / **although** it had a happy ending.
3	She didn't like the song,		c **but** / **so** we couldn't find the house.
4	It was her birthday,		d **because** / **although** I didn't want him to call me.
5	He's an intelligent student,		e **because** / **although** it was by one of her favorite bands.
6	I ran to the coffee shop		f **so** / **but** we had a wonderful evening.
7	They didn't want to dance,		g **but** / **so** we didn't go out.
8	We didn't go anywhere special,		h **although** / **because** I was in a hurry.
9	It was a sad story		i **because** / **but** he's very lazy.
10	We drove along the street very slowly,		j **so** / **because** they left the club early.

activation

b Complete the story with the time sequencers and connectors in the list.

although (x2) because (x3) but (x2) the next day one evening
so (x3) suddenly two minutes later when

Don't always listen to the GPS...

Oscar Perez never wanted a GPS [1]*because* he didn't like technology. And [2]_____ his brother gave him one as a birthday present, it directed him into a difficult situation.

"My brother Ricardo loves gadgets and technology. Last year he gave me a GPS for my birthday, [3]_____ he knew I didn't really want one. Ricardo uses his GPS all the time [4]_____ he likes listening to instructions, [5]_____ I prefer using a map.

[6]_____, a friend of a friend called. She needed my help, [7]_____ I agreed to drive to her house. [8]_____ I had a map in the car, I decided to use the GPS to find her town. It was dark, and I wanted to get there as quickly as possible.

Everything was going fine. I was almost there, but then [9]_____ I saw there was a small river on the left. I could see that there was a road that went through the water



to the other side of the river. The GPS said 'Turn left!'

[10]_____ I followed the instructions and turned left into the water. The GPS said 'Go straight!' but [11]_____, my car was completely stuck in the mud.

I had my cell phone with me, [12]_____ I called my friend and she came to the river to help. I felt terrible [13]_____ she got very cold and wet in the water.

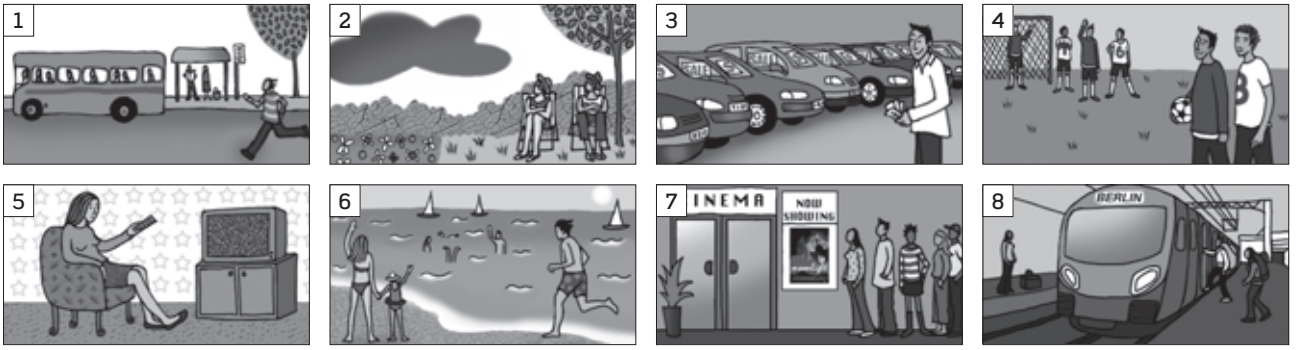
[14]_____, a tractor pulled my car out of the river, [15]_____ it was completely ruined by the water. I can't believe I made such a stupid – and expensive – mistake!"

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3A GRAMMAR *be going to* (plans and predictions)

a What's going to happen? Write a sentence with *be* + *going to* for pictures 1–8 and a verb from the list.

buy go ~~miss~~ play rain see not swim watch



1 *He's going to miss the bus.*
2 It _____.
3 He _____.
4 They _____.
5 She _____.
6 He _____.
7 They _____.
8 They _____ Berlin.

b Complete the dialogues with the correct form of *be* + *going to* and a verb from the list.

do take get go ~~miss~~ not do work catch



1 **A** We [1]*'re going to miss* the plane!
B No, we're not... Wait a minute.
A What are you doing?
B I [2]_____ a cart. I can't carry all these bags.

2 **A** [3]_____ you _____ your homework this evening?
B No, I'm not. I'm really tired. In fact, I [4]_____ anything – just sleep!

3 **A** So, do you like it here in Montréal?
B Yes, we love it! But we're only here for a short time. We're going to visit lots of different places.
A Where [5]_____ you _____ next?
B Québec City. We [6]_____ the train there.

4 **A** How's your daughter?
B She's fine, thanks.
A Does she have any plans for the summer?
B Yes. She [7]_____ in a bookstore for six weeks.
A [8]_____ she _____ a vacation?
B No, I don't think she is.

activation

c Cover sentences 1–8 in **a**. Look at the pictures and remember the sentences. Then practice the dialogues in **b** with a partner.

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3B GRAMMAR present continuous (future arrangements)

a Look at Luke's calendar. Write the questions and the answers. Use the present continuous.



1 / meet Sam on Monday?
"Is he meeting Sam on Monday?" "No, he isn't."

2 When / go to the train station?
"When is he going to the train station?" "He's going to the train station on Sunday."

3 Who / take to the hospital on Tuesday?
_____

4 When / work?
_____

5 / have dinner with Frank on Monday?
_____

6 What / do on Sunday morning?
_____

7 What / do on Friday night?
_____

8 When / go to the dentist?
_____

9 What / do on Saturday morning?
_____

10 When / play tennis?
_____

11 Who / see Saturday afternoon?
_____

12 When / help his dad?
_____

13 / go to the theater on Wednesday?
_____

14 / meet George at the museum?
_____

15 What / do on Sunday evening?
_____

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b Write down one arrangement that you have each day next week. Tell a partner. Use the present continuous.

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3C GRAMMAR defining relative clauses

a Complete the definitions with *who*, *that*, or *where* and the correct form of a verb in the list.

borrow ~~build~~ buy cut (x2) design drink fly have listen
look at put on sleep visit wear



1 A **builder** is a person *who builds* houses.
2 A **hairstylist** is somebody _____ _____ your hair.
3 A **library** is a place _____ you can read or _____ books.
4 A **campsite** is a place _____ people _____ in tents.
5 **Mugs** are things _____ you _____ from.
6 An **iPod** is something _____ you _____ to music with.
7 An **architect** is someone _____ _____ buildings.
8 An **Internet cafe** is a place _____ you can send emails and _____ a coffee.
9 An **art gallery** is a place _____ you _____ paintings.
10 **Sneakers** are shoes _____ people _____ for sports.
11 A **bookstore** is a place _____ you _____ books.
12 **Scissors** are things _____ you use to _____ paper with.
13 **Lipstick** is something _____ you _____ your lips.
14 A **pilot** is a person _____ _____ planes.
15 A **tourist** is a person _____ _____ another country.

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b **Test your memory.** Cover the definitions. Look at the pictures. Can you remember the definitions?

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4A GRAMMAR present perfect + *yet* and *already*

a Write questions and answers for the picture. Use present perfect + *yet* / *already*.



1 do / the dishes
Has he done the dishes yet?
No, he hasn't.

2 clean / the floor
_____?
_____.

3 do / the ironing
_____?
_____.

4 take out / the trash
_____?
_____.

5 do / the shopping
_____?
_____.

6 do / the laundry
_____?
_____.

7 clean / the window
_____?
_____.

8 clean / his desk
_____?
_____.

9 set / the table
_____?
_____.

10 make / his bed
_____?
_____.

b Write sentences for the pictures. Use the present perfect. Then write the letter in the box.







1 They / arrive
They've arrived [b].

2 He / be on vacation
_____ [ ].

3 She / make / breakfast
_____ [ ].

4 **A** Would you like some pastries?
B No, thanks. We / have lunch
_____ [ ].

5 He / buy a ring
_____ [ ].

6 She / wash her hair
_____ [ ].







activation

c Write sentences that are true for you. Say two things you've already done today, two things you haven't done yet, and two things you've just done.

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4B GRAMMAR present perfect or simple past?

a Write sentences in the present perfect.

1 you / ever **eat** / octopus
Have you ever eaten octopus?

2 I / never **fly** / in a helicopter
_____.

3 she / ever **be** / late for work
_____?

4 he / not **buy** / any expensive clothes
_____.

5 she / **meet** / a lot of famous people
_____.

6 we / never **see** / a Spike Lee movie
_____.

7 she / **win** / a lot of prizes for her novels
_____.

8 you / ever **lose** / a credit card
_____?

9 I / never **work** / in a store or a restaurant
_____.

10 you / ever **sell** / something on eBay
_____?

11 he / **fall off** / his bike five times
_____.

12 I / not **read** / any of *The Lord of the Rings* books
_____.

b Complete the dialogues with the correct form of the verb: present perfect or simple past.



A [1]*Have* you *ever been* (ever / go) to an auction?

B Yes, I [2]_____. I [3]_____ (go) to one about two years ago.

A [4]_____ you _____ (buy) anything?

B Yes, I [5]_____ (buy) a necklace.

A How much [6]_____ you _____ (pay) for it?

B A fortune! But I [7]_____ (wear) it a lot. I love it.



A [8]_____ you _____ (ever / hear) the group *Muse*?

B No, I [9]_____. What kind of music do they play?

A Rock music. I [10]_____ (see) them in concert last month.

B [11]_____ (be) it a good concert?

A Yes, I really [12]_____ (like) it.

activation

c Practice the dialogues in **b** with a partner. Then ask each other questions beginning *Have you ever been to…*(place)*?* and *Have you ever heard the group…* (a song or a musician)*?* and have short conversations.

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4C GRAMMAR *something, anything, nothing*, etc.

a Complete the dialogues with the words from the list. Write your answers in the column on the right.

anybody (x2) anything (x4) anywhere (x2) nobody ~~nobody~~ nothing nowhere somebody (x2) ~~somebody~~ something somewhere (x2)



1 **A** Why are you looking out the window?
B I think there's [ ] in the house across the street. *somebody*
A But [ ] has lived there for years! *nobody*
B I know, that's why I'm looking.

2 **A** Are you going [ ] this summer? _____
B We haven't decided yet. But my wife wants to go [ ] nice and hot. _____

3 **A** I'm so bored. There isn't [ ] to do in this town! _____
B That's not true. There are lots of things to do.
A But there's [ ] for young people to go. _____

4 **A** I called your office at 2:00 today, but [ ] answered. _____
B Sorry. We were all at lunch.

5 **A** I'm hungry. I need [ ] to eat. _____
B Well, there's food in the fridge.

6 **A** Where did you go last night?
B I didn't go [ ]. I was too tired. I stayed in. _____

7 **A** [ ] told me that their new album is very good. _____
B Really? I don't know [ ] who likes it. _____

8 **A** Did you buy [ ] this afternoon? _____
B No, [ ]. I didn't see [ ] that I liked. _____ _____

9 **A** Where are the keys?
B They're [ ] in the kitchen. _____

10 **A** [ ] told Eva about the party. Was it you? _____
B Me? No, I haven't said [ ] to [ ]. _____ _____

activation

b Work with a partner. Cover the column on the right. Read the dialogues aloud with the missing words.

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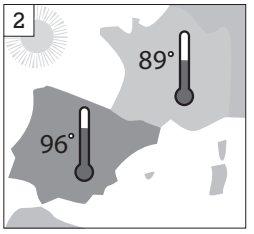
5A GRAMMAR comparative adjectives and adverbs, *as...as*

a Write sentences about the pictures using comparative adjectives and adverbs.

1 

1 He's / happy / his wife
He's happier than his wife.

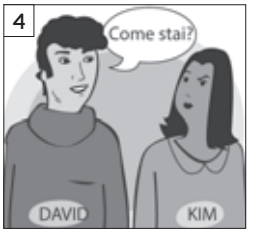
2 Spain is / hot / France
_____.

2 

3 

3 The sandwiches are / expensive / the drinks
_____.

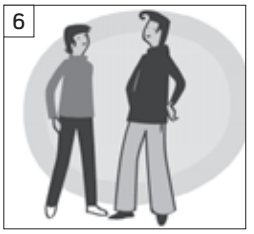
4 David speaks Italian / good / Kim
_____.

4 

5 

5 Sydney is / far from London / Delhi
_____.

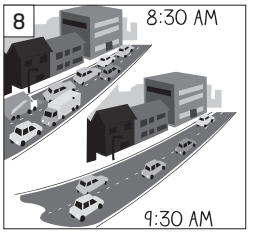
6 He's / tall / brother
_____.

6 

7 

7 Claire works / hard / Sally
_____.

8 The traffic at 8:30 is / bad / the traffic at 9:30
_____.

8 

9 

9 Harry writes / quickly / Paul
_____.

10 Life in the city is / stressful / life in the country
_____.

10 

b Rewrite the sentences from **a** using *not as…as*.

1 His wife *isn't as happy as him*.
2 France _____.
3 The drinks _____.
4 Kim _____.
5 Delhi _____.
6 His brother _____.
7 Sally _____.
8 The traffic at 9:30 _____.
9 Paul _____.
10 Life in the country _____.

activation

c Cover the sentences and look at the pictures. For each picture, say a sentence a) with a comparative adjective or adverb and b) with *not as…as*.

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5B GRAMMAR superlatives (+ *ever* + present perfect)

a Write the opposite superlatives.

1 the most unfriendly *the friendliest*
2 the most expensive _____
3 the most exciting _____
4 the most generous _____
5 the most patient _____
6 the loudest _____
7 the most crowded _____
8 the most hard-working _____

b Write the questions with the superlative form of the adjective and *ever* + present perfect.

1 Who / generous / person you / meet
Who's the most generous person you've ever met?
2 What / difficult / language you / learn
_____?
3 What / good / restaurant you / be / to
_____?
4 What / expensive / gadget you / buy
_____?
5 What / cold / place you / visit
_____?
6 What / long / trip you / taken
_____?
7 What / delicious / food you / eat
_____?
8 What / beautiful / place you / be / to
_____?
9 What / boring / movie you / see
_____?
10 Where / far / you / be on vacation
_____?

activation

c Work with a partner. Ask and answer the questions in **b**.

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5C GRAMMAR quantifiers, *too*, *not enough*

a Choose the correct word or phrase for each sentence. ~~Cross out~~ the wrong form.



1 The fish was delicious, but I found **~~a little~~** / **a few** bones.
2 A good diet can prevent **lot of** / **a lot of** illnesses.
3 "How was the job interview?" "It was OK. I wasn't **too** / **enough** nervous."
4 I think I have **enough money** / **money enough** to pay for this.
5 How **much** / **many** milk do you drink?
6 You should be friendly, but not **too** / **too much** friendly.
7 Could I have **a little** / **a few** milk, please?
8 She spends too **many** / **much** money on shoes.
9 You don't do **many** / **much** yoga.
10 I can't teach children. I'm not **patient enough** / **enough patient**.
11 Too **much** / **many** chocolate isn't good for you.
12 How **many** / **much** hours do you study each day?
13 Don't spend too **much** / **many** time at the computer.
14 I couldn't finish the work because I didn't have **time enough** / **enough time**.
15 I have too **many** / **much** clothes. I can never decide what to wear.
16 We're buying **a little** / **a few** things for our new apartment.
17 Are you **enough well** / **well enough** to go to work today?
18 I'm going to have **very little** / **very few** free time this weekend.
19 He does **a few** / **a little** housework every day.
20 We buy too **many** / **much** vegetables. We never eat them all!

activation

b Complete the sentences so that they are true for you. Compare your answers with a partner. Tell your partner more information.

I don't eat enough…
I spend too much money on…
I watch too many…
I drink too much…
I don't do enough…
People in my country are too…

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6A GRAMMAR *will / won't* (predictions)

a Read sentences 1–12 and match them to predictions a–l. Complete the predictions with *will / won't*. Use the verbs in parentheses.

1 "I don't believe it. I've broken Sam's laptop." [f]
2 "Marc's going to see a movie in English tonight." [ ]
3 "There's a new coffee machine in the office." [ ]
4 "The teacher isn't going to be here tomorrow." [ ]
5 "My brother's going to sell his car." [ ]
6 "I've started going swimming every day." [ ]
7 "Estela's going to buy another cell phone." [ ]
8 "My daughter has a degree in IT." [ ]
9 "My new coat was really expensive!" [ ]
10 "The meeting starts at 2:30." [ ]
11 "I'm taking my driving test tomorrow." [ ]
12 "We're going to Brazil next month." [ ]

a "He _____ much money for it. It's very old." (not get)
b "Yes, and I'm sure it _____ really boring!" (be)
c "Don't worry. You _____ easily." (pass)
d "Yes, but it _____ a long time." (last)
e "That's good. You _____ much healthier." (feel)
f "Oh, no. He'll be really angry." (be)
g "The coffee _____ very good." (not be)
h "He _____ anything!" (not understand)
i "Great! So we _____ the test!" (not have)
j "Lucky you! You _____ the people and the scenery." (love)
k "She _____ it, just like the other two." (lose)
l "She _____ a good job, I'm sure." (get)

b Read the conversations again. Are the predictions in **a** optimistic or pessimistic? Write O or P.

a [P] b [ ] c [ ] d [ ] e [ ] f [ ]
g [ ] h [ ] i [ ] j [ ] k [ ] l [ ]

activation

c Work with a partner. **A:** read sentences 1–12. **B:** read the predictions. Use affirmative or negative intonation. Then change roles.

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6B GRAMMAR *will / won't* (promises, offers, decisions)

a Complete the dialogues with *will / won't* and the correct verb from the list.

ask be call close have help make ~~not forget~~
not happen not tell take think



1 **A** Can you mail this letter for me today, please? It's very important.
B Don't worry, I *won't forget*.

2 **A** I'm cold.
B I _____ the window.

3 **A** It's a secret. You're the only person who knows.
B It's OK. I _____ anyone.

4 **A** Oh, hello Nina. I can't talk now. I'm at work.
B No problem. I _____ you back this evening.

5 **A** I bought this toy for my son's birthday, but it doesn't work.
B I'm going into town soon. I _____ it back for you.

6 **A** You're 15 minutes late!
B I'm very sorry. It _____ again.

7 **A** So, a bottled water and an egg sandwich. Anything else?
B Yes, I _____ a bag of chips, please.

8 **A** Please don't go!
B Don't worry. I _____ back soon.

9 **A** I'm going to paint my house on the weekend.
B I _____ you if you want.

10 **A** What are your plans for the summer?
B I'm going to travel around Mexico. Why don't you come with me?
A Maybe! I _____ about it.

11 **A** I've had a terrible day today.
B Sit down, and I _____ you a cup of tea.

12 **A** I'm nervous about the test tomorrow.
B OK. Give me the book. I _____ you some of the questions.

activation

b Practice the dialogues in **a** with a partner.

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6C GRAMMAR review of verb forms: present, past, and future

Complete the dialogues with the correct form of the verbs in parentheses: simple present, present continuous, simple past, past continuous, present perfect, *going to* + infinitive, *will / won't* + infinitive.

1 **A** *Does* your sister sometimes *get* (get) angry with you?
B Only if I wear her clothes without asking.

2 **A** They _____ (not answer) the phone after six o'clock. The office is closed.
B OK, I _____ (call) them tomorrow.

3 **A** Our goalkeeper _____ (not play) very well right now.
B That's strange. He's usually so good.

4 **A** Sorry, I _____ (not make) anything for dinner yet.
B That's OK. I'm not very hungry.

5 **A** Have you decided what to do with your car?
B Yes. I _____ (sell) it next month.

6 **A** How _____ they _____ (get) home last night?
B They _____ (call) a taxi.

7 **A** Oh, dear. I'm not very good at this.
B Don't worry. I _____ (help) you.

8 **A** Do you know about the election results?
B Yes, I heard about them on the news when I _____ (drive) home.

9 **A** Coffee isn't very good for you, you know.
B Well, I _____ (not drink) very much – just one cup a day.

10 **A** _____ you ever _____ (speak) to your mother about the problem?
B Yes, I have. But it was a long time ago.

11 **A** What _____ you _____ (do) when I called?
B I was taking a shower.

12 **A** Where _____ Felipe _____ (work)?
B He works in Nashville.

13 **A** I'm a little nervous about the shot, Doctor.
B Don't worry. It _____ (not hurt).

14 **A** Hi! Can you talk now?
B Yes, I _____ (not work) right now.

15 **A** I _____ already _____ (see) the new *James Bond* movie.
B Did you like it?
A Yes, I did. But not as much as the last one.

16 **A** What _____ you _____ (wear) to the party tonight?
B Probably black jeans and a white top.

17 **A** My plane is arriving at one o'clock in the afternoon.
B OK, we _____ (meet) you at the airport.

18 **A** What _____ you _____ (do) tomorrow afternoon?
B Nothing. Why?
A _____ you _____ (want) to see a movie?

19 **A** What _____ you _____ (dream) about last night?
B I can't remember!

20 **A** Where _____ you _____ (take) this photo?
B When I _____ (walk) in the Himalayas.

20

16–20 Excellent. You can use the past, present, and future very well.

11–15 Very good, but check the rules in the Grammar Bank (Student Book *page 136*) and look at the exercise again.

1–10 This is difficult for you. Read the rules in the Grammar Bank (Student Book *page 136*). Then ask your teacher for another photocopy and do the exercise again at home.

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7A GRAMMAR uses of the infinitive

a Complete each sentence with *to* + a verb from the list. Write your answers in the **infinitives** column.

ask be build cry get go learn lock make not know not tell
pass print say see ~~start~~ swim turn off use not worry

		infinitives
1	Are you ready [redacted] work now?	*to start*
2	It's not difficult [redacted] the first exam.	
3	Promise [redacted] anyone about this. It's a secret.	
4	They're planning [redacted] a supermarket there.	
5	Can you show me how [redacted] the new coffee machine?	
6	You need [redacted] your boarding pass before you go to the airport.	
7	Don't forget [redacted] the computer when you leave.	
8	Does he know where [redacted] when he arrives?	
9	She shouldn't pretend [redacted] happy if she isn't.	
10	Is it safe [redacted] in this river?	
11	Try [redacted] about your test. You'll pass easily.	
12	What's the best way [redacted] a new language?	
13	Did you remember [redacted] the door?	
14	It was really nice [redacted] you again.	
15	I can't think of what [redacted] her for her birthday.	
16	He tried to tell her that he was leaving her, but she started [redacted].	
17	It's really important [redacted] a good impression on your first day in a new job.	
18	He called her [redacted] that he was sorry.	
19	I don't know who [redacted] for advice.	
20	Don't worry. It's very normal [redacted] all the answers.	

activation

b Cover the **infinitives** column. Read the sentences aloud with the missing infinitives.

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7B GRAMMAR infinitive or verb + *-ing*?

Complete the sentences with the verbs in parentheses with the infinitive or a verb + *-ing*.

1 I can't promise *to be* (be) on time.

2 *Swimming* (swim) is better exercise than running.

3 Would you like _____ (come) to my party?

4 Do you mind _____ (not talk) so loudly?

5 It was very interesting _____ (see) my old school again.

6 He works on weekends _____ (earn) more money.

7 On Sundays she likes _____ and _____ (relax, not do) anything.

8 We were unhappy with the service, so the restaurant offered _____ (give) us a free dinner.

9 Is it difficult _____ (learn) Japanese?

10 He's very competitive. He thinks _____ (win) is the most important thing.

11 She tried _____ (not hit) the man, but she was driving too fast.

12 They spent all night _____ coffee and _____ (drink, talk).

13 Do you need _____ (go) to the bathroom?

14 They drove without _____ (stop) for 6 hours.

15 We're thinking of _____ (go) to Mexico for our vacation next year.

16 I'm very happy _____ (be) here again.

17 I decided _____ (go) camping because I didn't have much money.

18 _____ (eat) candy and junk food will make you fat.

19 He pretended _____ (not understand) the police officer.

20 Are you good at _____ (remember) people's names?

Score: ____ 20

16–20 Excellent. You can use the infinitive and verb + *-ing* very well.

11–15 Very good, but check the rules in the Grammar Bank (Student Book *page 138*) and look at the exercise again.

1–10 This is difficult for you. Read the rules in the Grammar Bank (Student Book *page 138*). Then ask your teacher for another photocopy and do the exercise again at home.

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7C GRAMMAR *have to, don't have to, must, must not, can't*

a Complete the sentences with *have to | don't have to | must | must not* + a verb from the list.

be come drive pay (x2) play put take touch ~~turn off~~ wear (x2)



1 You *must turn off* your phone.



2 Children _____.



3 You _____ a jacket.



4 You _____ the door.



5 You _____ anything now.



6 You _____ photos.



7 You _____ over 18 to see this movie.



8 You _____ basketball here at night.



9 You _____ your feet on the seats.



10 You _____ to class on Fridays.



11 You _____ in one direction.



12 You _____ athletic shoes here.

activation

b **Test your memory.** Cover the sentences. Look at the signs and remember the sentences.

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8A GRAMMAR *should*

a Look at pictures 1–10. Use *should* / *shouldn't* + a verb from the list to complete dialogues 1–10.

ask go (x2) get get up learn say sit tell think ~~use~~

1 **A** What are you doing?
B I'm trying to open this package.
A You *shouldn't use* a knife! You'll cut yourself!

2 **A** I can't do this exercise. It's too difficult.
B You _____ the teacher for some help.

3 **A** I'm really annoyed with Paula.
B Why?
A Because she's always on the computer. She never talks to me!
B You _____ her how you feel. Maybe she doesn't know.

4 **A** Angela's leaving work at the end of the month. She's going to have a baby.
B We _____ her a present.

5 **A** You _____ so close to the television.
B Why not?
A It's not good for your eyes.

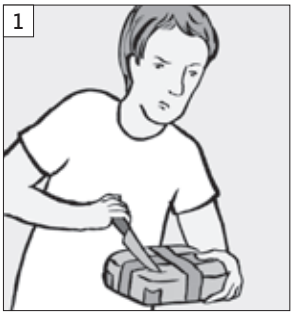
6 **A** I miss the bus for school nearly every day.
B You _____ earlier.

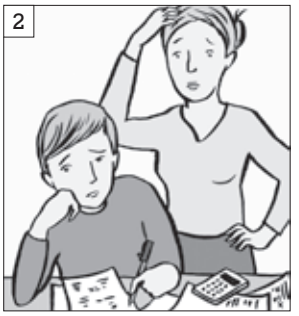
7 **A** Good luck with the game!
B Thanks, but I'm sure I'm going to lose.
A You _____ like that! Be positive!
B What do mean?
A You _____ to yourself, "I'm going to win! I'm going to win!"

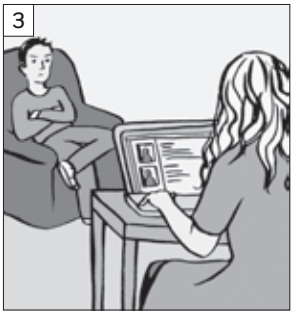
8 **A** Come on. Get up. It's 9:30.
B But I'm tired.
A You _____ to bed so late.

9 **A** Can you make me an omelet, please?
B Make it yourself!
A I don't know how to.
B You _____ how to cook, then!

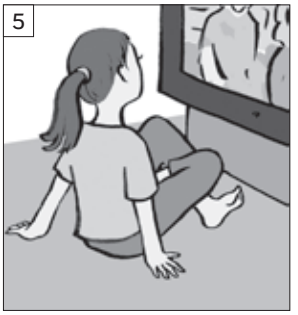
10 **A** I'd love to travel around the world.
B Do you have enough money for the trip?
A Well, yes.
B Then I think you _____!



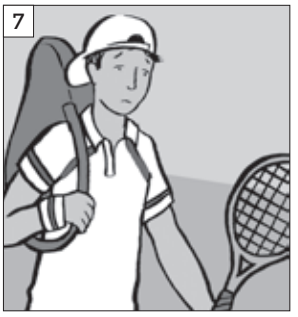






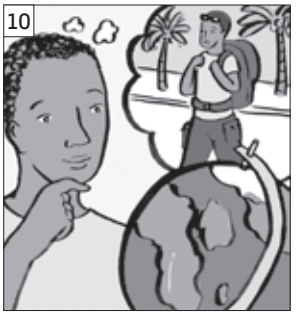












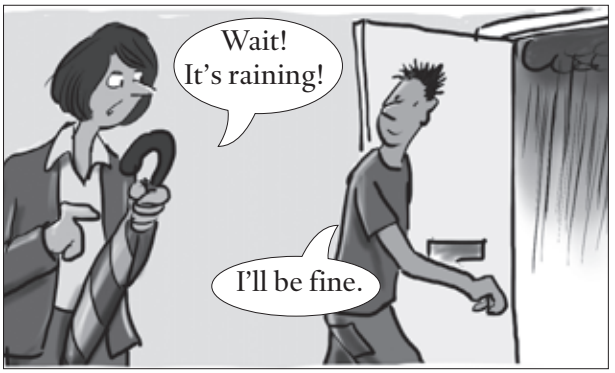
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b **Test your memory.** Cover the dialogues. Look at the pictures and remember the advice.

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8B GRAMMAR *if* + present, *will* + base form (first conditional)

a Complete the stories with the correct form of the verbs in parentheses.



1

If you [1]*don't take* an umbrella, you [2]_____ wet. (not take, get)

If you [3]_____ wet, you [4]_____ a cold. (get, catch)

If you [5]_____ a cold, you [6]_____ well on your exam tomorrow. (catch, not do)

If you [7]_____ well on your exam, you [8]_____ into a good college. (not do, not get)



2

If you [9]_____ me $5,000, I [10]_____ a good computer. (lend, buy)

If I [11]_____ a good computer, I [12]_____ my own business. (have, start)

If I [13]_____ my own business, I [14]_____ you some money. (have, lend)

If I [15]_____ you some money, you [16]_____ a new car. (lend, can buy)



3

If I [17]_____ borrow your dress, I [18]_____ to the party. (not can, not go)

If I [19]_____ to the party, I [20]_____ anyone. (not go, not meet)

If I [21]_____ anyone, I [22]_____ married. (never meet, not get)

If I [23]_____ married, you [24]_____ any grandchildren. (not get, not have)



4

If I [25]_____ to you now, I [26]_____ the bus. (talk, miss)

If I [27]_____ the bus, I [28]_____ late for work. (miss, be)

If I [29]_____ late for work, my boss [30]_____ angry with me. (be, be)

If my boss [31]_____ angry with me, I [32]_____ my job. (be, lose)

activation

b Cover the stories and look at the pictures. Try to remember the stories.

1 If you don't take an umbrella, …
2 If you lend me $5,000, …
3 If I can't borrow your dress, …
4 If I talk to you now, …

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8C GRAMMAR possessive pronouns

a Circle the correct word in the dialogues.

1 **A** Is that Bill's camera?
B No, it's **our** / **ours**. Why?

2 **A** She says she's 25.
B 25! That's not **her** / **hers** real age.

3 **A** Can you move **your** / **yours** car, please?
B Sorry. That's not **my** / **mine** car.

4 **A** Andy and Gina's cat is so sweet! When did they get it?
B I don't think it's **their** / **theirs**. It's the neighbors'.

5 **A** I love this motorcycle! Is it **your** / **yours**?
B No, it's not **my** / **mine**, unfortunately.

6 **A** Have you seen this photo in the newspaper?
B Wait a minute! They're **our** / **ours** children!

b Complete the sentences with the correct subject or object pronouns (*I*, *me*, *you*, etc.) and possessive adjectives or pronouns (*my*, *mine*, etc.).

1 If Andrew doesn't leave soon, *he* 'll miss _____ train. I think you should tell _____ to hurry.

2 My sister and I work in the same office. _____ hours are the same, so _____ usually have lunch together.

3 Do you know where Sally is? _____ isn't at _____ desk, and one of the assistants is looking for _____.

4 My parents live near me in Springfield. My apartment is very small, but _____ is huge. I often tell _____ that _____ don't need all that space.

5 Look at that dog. _____ looks really sick and _____ leg is hurt.

6 **A** Is that your phone ringing?
B No, _____ has a different ringtone. Isn't it _____?
A No, _____ phone's in _____ bag.
B It's probably Anne's. Could _____ call _____? I think _____'s in the bathroom.

activation

c Write four sentences that are true for you using *I*, *me*, *my*, and *mine*.

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9A GRAMMAR *if* + past, *would* + base form (second conditional)

a Write second conditional sentences for the pictures.



1 Which *would you choose* if you *could* only have one? (you choose, can)



2 You _____ better if you _____ more exercise. (feel, get)



3 They _____ happier if they _____ in that cage. (be, not live)



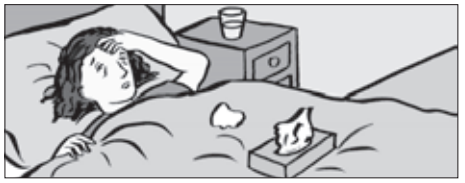
4 I _____ there if I _____ you. (not swim, be)



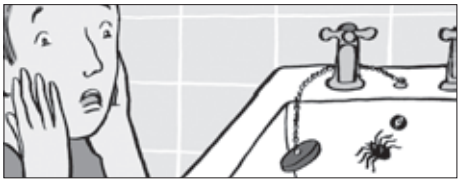
5 I _____ somebody if I _____ French. (ask, can speak)



6 _____ it if she _____ the money? (she buy, have)



7 If she _____ sick, she _____ to work. (not be, go)



8 He _____ scared if it _____ so big. (not be, not be)

b First or second conditional? Complete the sentences with the correct form of the verb.

1 What will we do tomorrow if it *rains* (rain)?
2 If I had a lot of money, I *'d buy* (buy) a horse.
3 She'd pass her test if she _____ (study) harder.
4 I'm sure she _____ (lend) you the money if you ask her nicely.
5 I'd like your dog more if he _____ (not be) so noisy!
6 If I _____ (not see) you this evening, I'll see you on Friday.
7 I _____ (not say) anything to Julio if you don't want me to.
8 If you _____ (not hurry up), we'll miss the train.
9 If I were you, I _____ (not go) to Canada in the winter.
10 What _____ you _____ (do) if you found a snake in your bed?

activation

c Cover the sentences in **a** and look at the pictures. Remember the second conditionals.

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9B GRAMMAR present perfect + *for* and *since*

a Complete the sentences with the present perfect of the verb given + *for* or *since* if necessary.



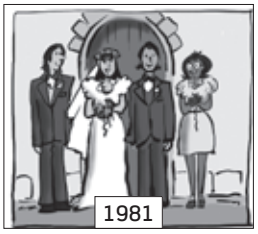
work

1 **A** How long *has* your daughter *worked* in New York?
B She*'s worked* there *for* four years.



have

2 **A** How long _____ you _____ your cat?
B I _____ it _____ a few weeks now.



be married

3 **A** How long _____ you _____?
B I _____ _____ 1981.



know

4 **A** How long _____ they _____ each other?
B They _____ each other _____ 50 years.



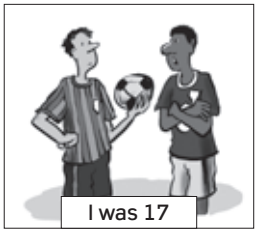
live

5 **A** How long _____ you _____ here?
B We _____ here _____ 2006.



have

6 **A** How long _____ you _____ this phobia?
B I _____ it _____ about 2010.
A Hmm...



be

7 **A** How long _____ you _____ on this team?
B I _____ on it _____ I was 17.

b **Test your memory.** Cover the sentences. Look at the pictures. Can you remember the sentences?

activation

c Write four sentences about yourself, two with the present perfect + *for*, and two with the present perfect + *since*.

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9C GRAMMAR present perfect or simple past?

a Complete the dialogues with the present perfect or the simple past.



1 **A** How long *have* you *played* (play) the violin?
B Since I *was* (be) four. I _____ (love) music all my life.
A Was it a difficult instrument to learn?
B Yes. I _____ (not be) very good when I _____ (start).

2 **A** _____ your brother _____ (finish) college?
B Yes, he _____ (finish) three weeks ago.
A What's he going to do now?
B He _____ (not decide) yet.

3 **A** Where do your parents live?
B They _____ (live) in Arizona since last year. But before that they _____ (live) in Michigan.
A Why _____ they _____ (leave) Michigan?
B Because my dad _____ (retire).

4 **A** I _____ (see) Oliver yesterday. He _____ (tell) me about your plans to move to Beijing.
B Yes, I'm very excited... and a little nervous, too.
A _____ you ever _____ (live) abroad before?
B No, never. I _____ (never be) very interested in foreign travel.
A How about your wife?
B Oh, Sofia loves traveling! She _____ (visit) a lot of different countries.

5 **A** _____ you _____ (hear) about Andy and Francesca?
B No. What?
A They _____ (separate).
B Really? That's a shame. I _____ (think) they were very happy together.

6 **A** Is your brother married?
B Yes, he _____ (be) married for a long time. About ten years. He _____ (fall) in love with Sarah when they were both in high school. They _____ (get) married when they _____ (be) only 18.

b Practice the dialogues in **a** with a partner.

activation

c Write a four-line dialogue beginning with *Have you ever…?*

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10A GRAMMAR passive

a Look at the pictures. Complete the sentences with present or past passive.



1 *Romeo Must Die* <u>*is based*</u> on *Romeo and Juliet*. (base)

2 The symbol of the Olympic Games _____ in 1912. (design)

3 All bags _____ very carefully at airports these days. (check)

4 The Pyramids _____ nearly 5,000 years ago. (build)

5 About 350 movies _____ at the Berlin Film Festival every year. (show)

6 P4 is a very small new moon that _____ in 2011. (discover)

7 Seat belts _____ in planes until the 1930s. (not use)

8 These suits _____ by Elvis Presley. (wear)

9 The first smartphone _____ in 1992 by IBM. (invent)

10 *Pétanque* _____ a lot all over France. (play)

11 This _____ by Picasso. (paint)

12 How _____ this name _____? (pronounce)

b Cover the sentences. Look at the pictures. Can you remember the sentences?

activation

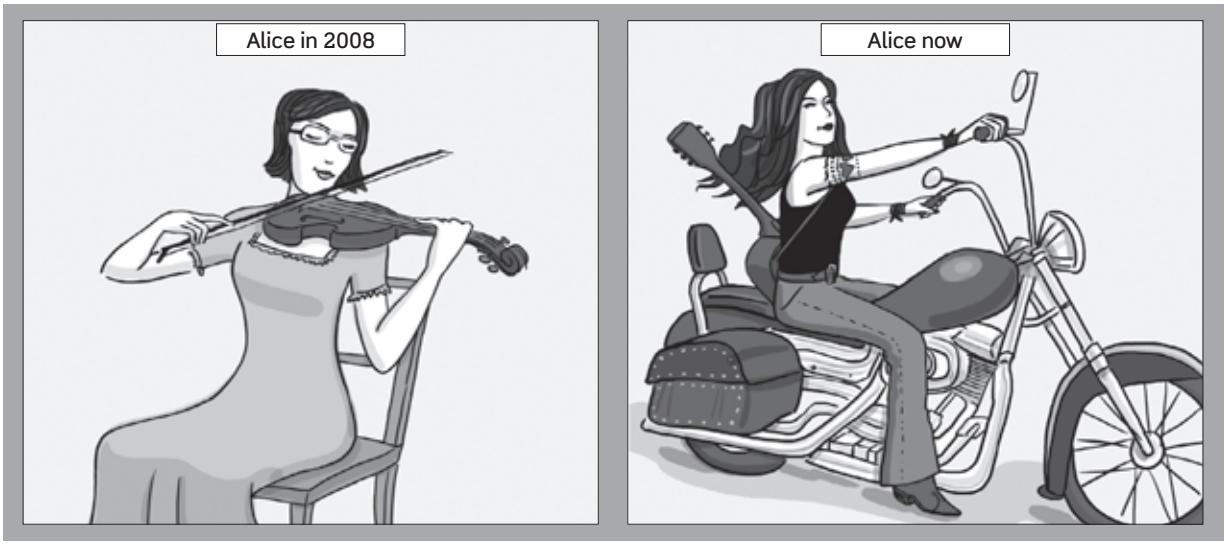
c 1 Write two past passive sentences about inventions or discoveries made by someone from your country.

2 Write two present passive sentences about things that are produced, grown, or made somewhere in your country.

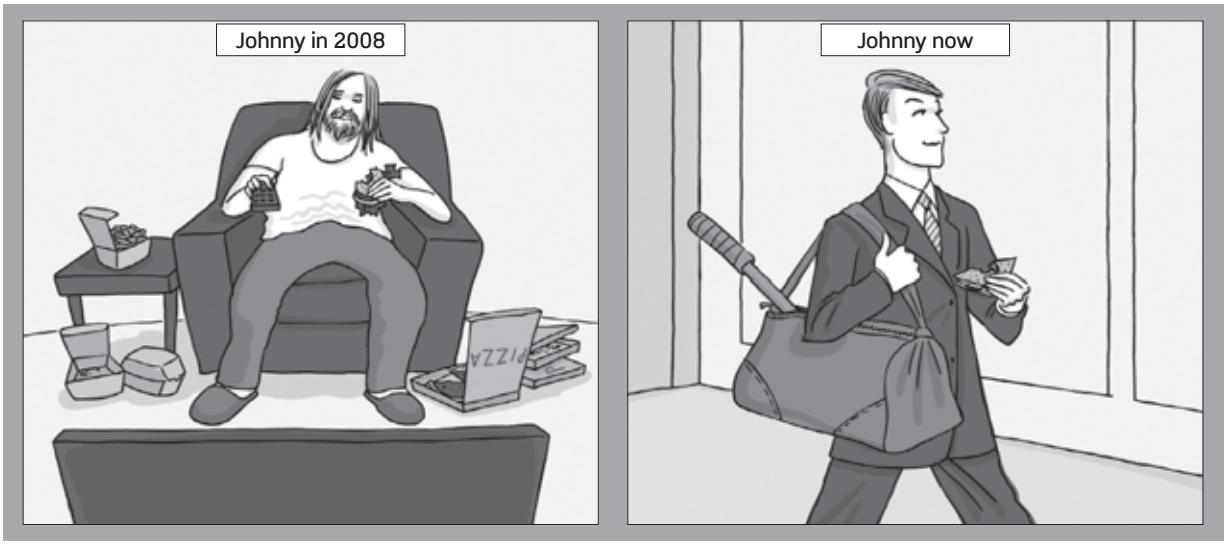
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10B GRAMMAR *used to*

a Look at how Alice and Johnny have changed. For each person, write eight sentences using *used to* | *didn't use to* about what they were like in the past.



1 *She used to wear* dresses.
2 _____ the violin.
3 _____ a motorcycle.
4 _____ glasses.
5 _____ a tattoo on her arm.
6 _____ very calm and quiet.
7 _____ jeans and T-shirts.
8 _____ the guitar.



9 _____ TV all day.
10 _____ any sports.
11 _____ a suit and tie.
12 _____ a beard and a mustache.
13 _____ a little overweight.
14 _____ jeans.
15 _____ healthy food.
16 _____ long hair.

activation

b Look at the pictures. Make sentences with *used to* and *didn't use to* about Alice and Johnny.

c Write two sentences with *used to* and two sentences with *didn't use to* about yourself.

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10C GRAMMAR *might*

a Complete the dialogues with *might* or *might not* + a verb from the list.

be (x2) ~~buy~~ fall go (x2) take like meet call say



1 **A** I think I *might buy* this T-shirt.
B Don't be silly. It's much too small for you.

2 **A** Are you going to go to the party?
B I'm not sure. My ex-boyfriend _____ there, and I really don't want to see him.

3 **A** What's this? It looks very strange.
B It's a special dish from my country. Try it, you _____ it.

4 **A** I _____ to class tomorrow. I think I'll have to work late.
B OK. I'll text you and tell you about the homework.

5 **A** Are you going to be in this evening?
B I'm not sure. I _____ some friends for dinner.

6 **A** Look, Mommy, I can ride a bicycle without using my hands!
B Oh, be careful! You _____!

7 **A** Where are you going for your vacation?
B I don't know. I'm really busy at work, so I _____ a vacation this year.

8 **A** Are you going to send Adam an email?
B No, I think I _____ him. It's quicker.

9 **A** How are you going to get there?
B I _____ by train... but maybe it's better to drive... I don't know...
A Come on – you need to make a decision!

10 **A** Are you going to tell Anna about seeing Mike in the cafe?
B I don't know. I _____ anything.

11 **A** I _____ late tomorrow. I'm seeing the doctor at 8:30.
B OK. Thanks for telling me.

b Practice the dialogues in **a** with a partner.

activation

c Write two things you might do next weekend, and two things you might not have time to do tomorrow.

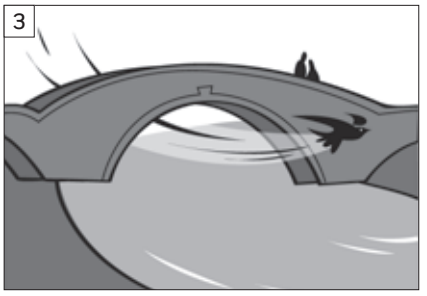
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11A GRAMMAR expressing movement

a Complete the sentences with a preposition of movement.

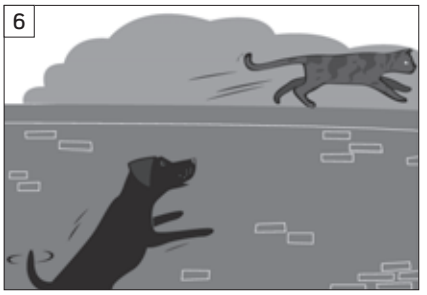








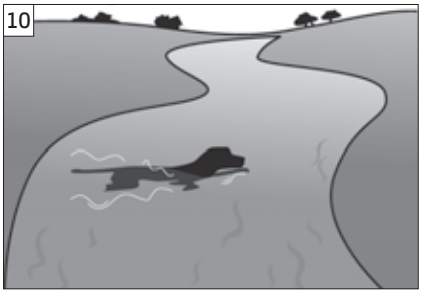
















1 A police helicopter flew *over* the houses.
2 The rock star threw a TV _____ the window.
3 A bird flew _____ the bridge.
4 They danced _____ the fire.
5 The sheriff walked _____ the saloon.
6 The cat ran _____ the wall.
7 The road goes _____ the village.
8 The boy is climbing _____ the tree.
9 He jumped _____ the swimming pool.
10 The dog swam _____ the river.
11 The police officers fell _____ the stairs.
12 The skiers are skiing _____ the mountain.

activation

b **Test your memory.** Cover the sentences. Look at the pictures and remember the sentences.

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11B GRAMMAR word order of phrasal verbs

a What are the people doing? Complete each sentence with a phrasal verb. Use one word from each list.

get (x2) go look pick put take throw ~~turn~~ write

away (x2) down for off ~~on~~ on (x2) up (x2)





















1 She's *turning on* the TV.
2 He's _____ his shoes.
3 They're _____ the questions.
4 He's _____ her books.
5 She's _____ for the weekend.
6 He's _____ his newspaper.
7 She's _____ her phone.
8 He's _____ early.
9 She's _____ her coat.
10 They're _____ well.

b Circle the right answer. Check (✓) if both are correct.

1 Can I **try on this jacket / try this jacket on**, please? ✓
2 I can't hear the music. Can you **turn it up / turn up it**?
3 They're my sister's children. I'm **looking after them / looking them after**.
4 Jane called when you were out. Can you **call her back / call back her**?
5 **Turn off your cell phones / Turn your cell phones off** before the exam begins.
6 Your clothes are all over the floor. Please **pick up them / pick them up**.
7 I can't find my car keys. Can you help me **look for them / look them for**?
8 If I lend you the money, when will you **pay me back / pay back me**?

activation

c Cover the sentences in **a**. Look at the pictures and say what's happening.

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11C GRAMMAR *so, neither* + auxiliaries

a Complete the dialogues with *So* + auxiliary + *I* or *Neither* + auxiliary + *I*.



1 **A** I don't like that new building much.
B *Neither do I*. It looks like a spaceship.

2 **A** I passed the exam!
B *So did I*! I got 92%.

3 **A** I can't swim.
B _____ . Maybe we should take lessons.

4 **A** I'm not very hungry.
B _____ . I'll just have a sandwich.

5 **A** I've finished college.
B _____ . I'm looking for a job now!

6 **A** I didn't like the movie.
B _____ . It was too slow.

7 **A** I was born in 1989.
B Really? _____ .

8 **A** I don't have any brothers or sisters.
B _____ . But I have a lot of cousins.

9 **A** I'm going to stay at home this evening.
B _____ . I'm very tired.

10 **A** I have to go to work on Saturday.
B _____ . I hate working on the weekends.

11 **A** I don't get along with Lydia very well.
B _____ . We don't really have much in common.

12 **A** I got married in 2005.
B _____ . But I got divorced a year later!

13 **A** I was working in San Francisco last year.
B _____ . What a coincidence!

14 **A** I haven't been to South America.
B _____ , but I'd love to go.

15 **A** I want to go to the beach today.
B _____ . It's a beautiful day.

16 **A** I won't go to that restaurant again.
B _____ . The food was awful.

17 **A** I'm going to stop using *Facebook*.
B _____ . I spend too much time on it.

18 **A** I'd like to go to New Zealand.
B _____ . They say it's beautiful.

19 **A** I'll do my homework on the bus.
B _____ . It's very easy.

20 **A** I have a twin sister.
B _____ . That's amazing!

b Practice the dialogues in **a** with a partner.

activation

c Write a two-line dialogue with *So* + auxiliary + *I*, and another with *Neither* + auxiliary + *I*.

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12A GRAMMAR past perfect

a Look at the pictures and complete the sentences. Use the simple past and past perfect.



1 When they *got* (get) to the station, the train *had already left* (already leave).
2 She _____ (be) very cold because she _____ (not take) her coat.
3 The printer _____ (not work) because he _____ (not turn it on).
4 I _____ (not take) a photo of the crocodile because I _____ (forget) to charge the battery.
5 They _____ (never fly) before, and they _____ (be) very nervous.
6 When he _____ (arrive) at the pool, he realized he _____ (not bring) his swimsuit.
7 She _____ (just have) dinner, so she _____ (not be) hungry.
8 She _____ (have to) pay again because she _____ (lose) her ticket.
9 The waitress _____ (run) after him because he _____ (not pay) the bill.
10 The fire engine _____ (arrive) after the fire _____ (go out).
11 They _____ (can) speak French because they _____ (learn) it in school.
12 She _____ (be) tired because she _____ (be) in line all night.

activation

b Cover the sentences. Look at the pictures and remember the sentences.

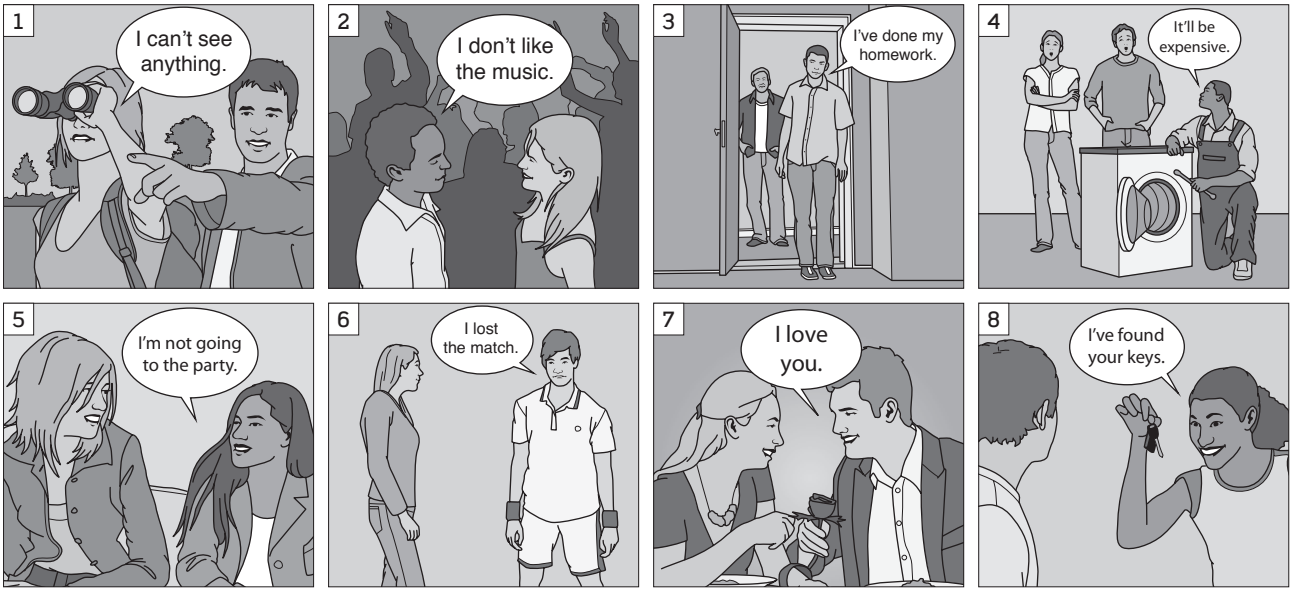
c Continue these sentences with the past perfect.

I didn't recognize him because…
My father was really angry because…
When I got to school today, I realized that…

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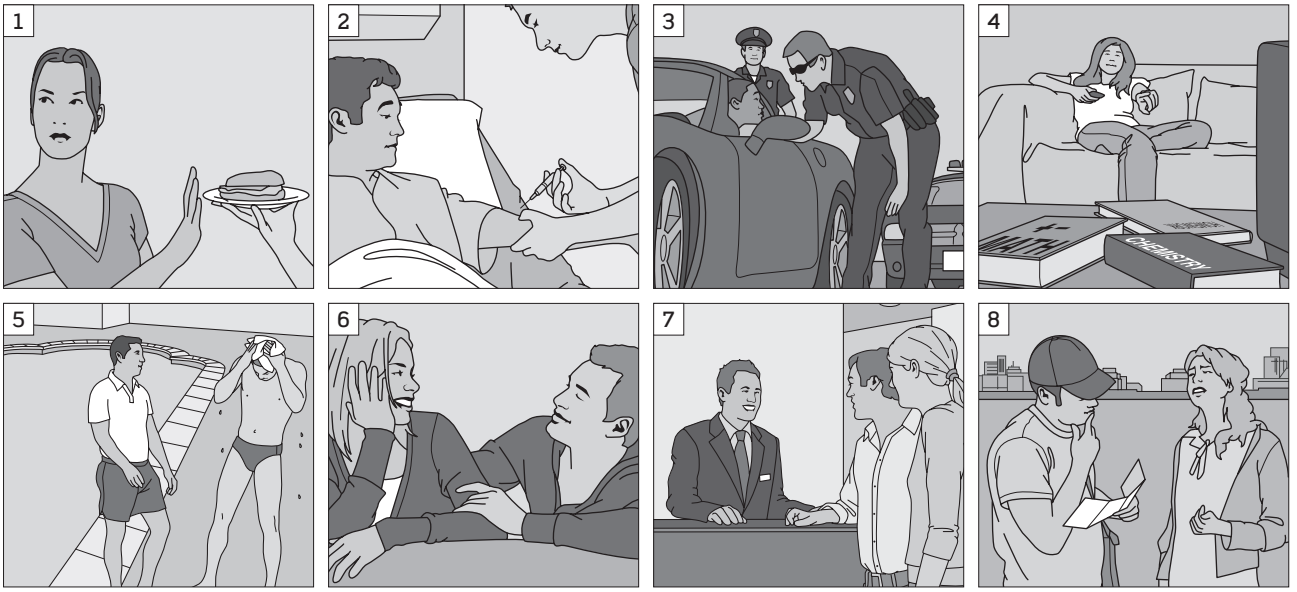
12B GRAMMAR reported speech

a Change the direct speech to reported speech.



1 She said that *she couldn't see anything*.
2 He told her that _____.
3 He told his father that _____.
4 The man said that _____.
5 She said that _____.
6 He told his wife that _____.
7 He told her that _____.
8 She said that _____.

b Change the reported speech to direct speech.



1 She said that she wasn't very hungry.
"I'm not very hungry."
2 The nurse told the man that it wouldn't hurt.
_____
3 He told the police that it was his mother's car.
_____
4 She said that she had finished her homework.
_____
5 He told the instructor that he couldn't swim.
_____
6 He told her that he would always love her.
_____
7 They said that they wanted to check out.
_____
8 He told the woman that he didn't speak English.
_____

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12C GRAMMAR questions with and without auxiliaries

a Make questions using the simple present or simple past. Then circle the correct answer.

1	Where / polar bears / live *Where do polar bears live?*	(the North Pole) / the South Pole
2	Who / direct / the movie *Hugo* in 2011 *Who directed the movie Hugo in 2011?*	Woody Allen / Martin Scorsese
3	Who / paint / *The Scream* _____?	Gustav Klimt / Edvard Munch
4	Where / manga comics / come from _____?	Japan / China
5	Who / invent / the World Wide Web _____?	Bill Gates / Tim Berners-Lee
6	Which country / have / a blue and yellow flag? _____?	Greece / Sweden
7	When / the Second World War / end _____?	1945 / 1955
8	Which country / win / the 2010 World Cup _____?	Italy / Spain
9	Which superhero movie / Christopher Nolan / direct in 2008 _____?	*Elektra* / *The Dark Knight*
10	How many countries / belong to / the United Nations _____?	127 / 193
11	Who / Justin Timberlake in 2012 / marry _____?	Jessica Biel / Mila Kunis
12	Where / people / speak / Yorùbá _____?	West Africa / East Africa

activation

b **Test your memory.** Cover the questions. Look at the answers. Can you remember the questions?

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Communicative activity instructions

Tips for using Communicative activities

- We have suggested the ideal number of copies for each activity. However, you can often manage with fewer, e.g., one copy 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 sheet.
- If your class doesn't divide into pairs or groups, get two Sts to share one role, or get one student to monitor, help, and correct.

Extra idea

- If some Sts finish early, they can change roles and do the activity again, or you could get them to write some of the sentences from the activity.

1A Student profile

A pairwork activity

Sts interview each other and complete a form for their partner. The forms review question forms and provide the teacher with useful information about Sts. Copy one sheet per person.

Language

What's your name? What do you do? Where were you born? etc.

- Give each student one sheet. Focus on the questions. Give Sts, in pairs, a few minutes to decide what each question should be.
- Check answers. Model and drill the questions for Sts to copy the rhythm.

1 What's your first name?
2 What's your last name?
3 Where are you from?
4 Where do you live? / What's your address?
5 What's your email address?
6 What do you do?
7 Where were you born?
8 What languages do you speak?
9 What do you like doing in your free time?
10 Which social networks do you use? / Which social networks are you a member of?

- Demonstrate the activity by getting Sts to ask you the first two questions. Encourage them to ask you to spell your name and last name. Put Sts in pairs to interview each other, and tell them to write the information in the forms. Make sure they cover the questions and ask them from memory.
- You could collect the forms for your own reference.

1B Ask me a question

A pairwork / group work activity

Sts practice using the simple present tense. Copy and cut up one set of cards per group of three Sts (or per pair).

Language

What does your mother look like? How many brothers and sisters do you have? What do you usually have for breakfast? etc.

- Put Sts in groups of three (or pairs). Give each group a set of cut-up cards. Demonstrate the activity by writing on the board *Where | your mother work? What time | you get up?* and eliciting that Sts need to add *do* or *does*. Ask a student the question and then ask follow-up questions to get as much information as possible.
- In their groups, **A** takes a card and asks the other two Sts the question. Then **B** and **C** do the same.
- Encourage Sts to ask for and give as much information as possible.
- Monitor and help where necessary, particularly with question formation.
- When Sts have finished, get feedback from the class on some of their answers.

1C At an art gallery

A pairwork information gap activity

Sts describe their pictures to each other to find ten differences between them. Copy one sheet per pair and cut into **A** and **B**.

Language

prepositions of place, parts of the body
On the left there's a painting of a woman. She's smiling. In my picture, she isn't smiling. She's looking sad.

- Preteach / review any words you think the Sts don't know or may have forgotten, e.g., *statue, security guard, sculpture, audioguide*. Also preteach expressions they will need, e.g., *on the left*.
- Put Sts into pairs, A and B, and give out the sheets. Sit A and B so they can't see each other's sheet. Focus on the instructions and explain that they both have a picture of the same art gallery, but there are ten differences between the two pictures.
- Sts describe their pictures to each other and find and circle the differences. Demonstrate being both A and B, e.g.,:
A *In my picture, there's a painting of a chair.*
B *In my picture, there's a chair, and a cat is sitting on the chair.*

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- Sts continue in pairs to find nine more differences. Check the differences orally in class, writing on the board any difficult sentences for Sts to copy.

1 In **A** there's a painting of a woman looking sad. In **B** the woman is smiling.
2 In **A** a man and a woman with a child are looking at a picture. In **B** the child is sitting on the floor crying.
3 In **A** there's a painting of a chair. In **B** a cat is sitting on the chair.
4 In **A** a man and a woman are sitting down talking. In **B** they are looking at a guidebook.
5 In **A** a student is listening to an audioguide. In **B** the students doesn't have an audioguide.
6 In **A** a man is sitting on a seat reading a paper. In **B** a man is sitting on a seat sending a text.
7 In **A** the girl in jeans has short hair. In **B** the girl in jeans has long hair.
8 In **A** a man is holding a camera. In **B** the man is taking a photograph.
9 In **A** there's a statue with no right arm. In **B** there's a statue with no left arm.
10 In **A** a woman is touching a sculpture. In **B** the woman is looking at the sculpture.

2A Bingo!

A grammar and pronunciation game

Sts review irregular past tense forms. Copy and cut up one sheet per 20 Sts. If you have more than 20 students, get some Sts to share a card.

Language
Irregular past tenses

- Put Sts in pairs and give each pair a card. Give them time to remember the past tense of each verb.
- Tell Sts they are going to play "past tense bingo." Explain that you will say the past tense of different verbs. If they have the base form of the verb on their card, they cross it out. When they have crossed out all nine verbs, they shout *Bingo!*
- Go to the *Irregular verb list* (SB *page 164*) and start saying the past tense verbs in random order. Use a pencil to check off the verbs you have called out.
- When a student shouts *Bingo!*, get him / her to read aloud the nine verbs, saying the base form and the past tense. Check that they are all verbs you have called out. If the verbs are correct, the student is the winner. If he / she has made a mistake, the game continues.

Extra idea

- Play the game with new cards, or get Sts to play in groups when one student reads aloud the past tenses.

2B Fake or real?

A pairwork storytelling activity

Sts read and retell information to their partner. Copy one sheet per pair. Cut each sheet into three parts: the two photos, and then **A** / **B** sheets.

Language
Simple past and past continuous
The shark began to attack the man.
He was driving his car around the lake.

- Put Sts in pairs and get them to sit face to face if possible. Give each pair the first part of the sheet (the photos).
- Focus on the photos. Ask Sts what they can see and what they think is happening in the photos. Elicit / teach *shark*, *ladder*, *lake*, *monster*.
- Tell Sts they are going to read the stories behind the photos. Explain that their partner has a different story, and later they will have to tell their partner about what they have read.
- Now tell Sts to read the text and highlight important information to help them remember the story, e.g., what was happening when the photo was taken, names, dates, places, etc. Sts should read their text at least twice. Give them plenty of time to do this.
- Sts **A** and **B** take turns talking about their photo and, from memory, telling their partner as much about the story as possible. Monitor and help.
- Ask Sts to decide together if they think their photos were fake or real, and why. Get feedback from the class.
- Now tell Sts to read the text to see if their photo is fake or real. Then tell them to tell their partner the information, using their own words.
- When they have finished the activity, ask the class if they know any other famous photos that are fakes.

2C Sentence race

A group activity

Sts race to complete sentences. Copy one sheet per four or five Sts.

Language
Connectors: *so, because, but, although*

- Put Sts into pairs and give them a sheet face down.
- Tell Sts they have to finish the sentences as quickly as they can in a logical and correct way.
- Say "Go!" and tell Sts to turn over their sheet and start writing. Set a time limit. Monitor while Sts are writing to make sure their sentences make sense.
- When the time limit is up (or when one pair has finished), stop the activity and check answers. The pair with the most correct sentences is the winner.

Extra idea

- Cut the sheet into strips. Put Sts into teams and give each team a strip. When they have written the sentence, they have to come up to you and show it to you. If it is correct, give them another strip. The first group to write 20 correct sentences is the winner.

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3A Find a partner

A class mingle

Sts choose a vacation from a variety of options and then try to find somebody who's made exactly the same choice. Copy one sheet per student.

Language

going to
Where are you going to go?
Are you going to go in May or June?
vacation facilities
travel verbs

- Give out the sheets. Give Sts time to read the ads and help with any vocabulary problems that come up.
- Focus on **a**. Sts read the four questions and individually make their choices.
- Focus on **b**. Demonstrate the activity. Choose a vacation and options. Ask Sts *Where are you going to go?* until you find someone who has chosen the same destination as you. Then ask *When are you going to go?* etc., to try to find someone who has chosen the same options.
- Sts do the same, first with the student next to them, and then by standing up and moving around the class. Make sure that Sts use *going to*, *by*, *on* + date.
- If Sts quickly find somebody with exactly the same vacation details, tell them to find as many other people as they can.
- Get some feedback. Ask *Who found a partner? Which was the most popular vacation?*

3B Come fly with me!

A pairwork information gap activity

Sts complete questions and ask each other for some missing information. Copy one sheet per pair and cut into **A** and **B**.

Language

present continuous for future
Who are you flying with? How much are you taking?
travel vocabulary

- Put Sts in pairs and give out the sheets. Sit **A** and **B** so that they can't see each other's sheets. Explain that they have one completed boarding pass and another boarding pass with missing information.
- Give Sts time to read both boarding passes, and help with any vocabulary problems that come up.
- Focus on the questions in **a**. Tell **A** and **B** to look at the boarding pass with the missing information. They have to complete questions 1–6 individually using the present continuous to find out the missing information from their partner. Set a time limit, e.g., 8–10 minutes. Monitor and check that Sts are writing the correct questions.

1 What airline are you flying with?
2 When are you leaving?
3 Where are you flying from?
4 Where are you flying to?
5 What time are you leaving?
6 What time are you arriving?

- Quickly check all the questions before starting the activity. Elicit the questions and write them on the board if necessary.
- Focus on **b**. Student **A** asks **B** his / her questions and completes his / her boarding pass with the missing information. Then they change roles.

Extra idea

- Fast finishers could look at the boarding passes, cover the questions, and ask the questions from memory.

3C Can you explain the word?

A group card game

Sts practice giving definitions using relative pronouns. Copy and cut up one set of cards per four students.

Language

It's a thing that / a person who...
It's a kind of... It's like... You do it when...

- If necessary, review language for giving definitions before you start. Put Sts in small groups. Give each group a set of cards face down or in an envelope.
- Demonstrate the activity. Pick up a card and describe the word / phrase until Sts guess it. Insist that they say the exact word / phrase on the card with the correct pronunciation before showing them the card.
- Sts play the game, taking turns drawing a card and defining the word. Tell Sts they *must not use the word on the card*. The first student in the group who says the word correctly gets the card. The winner is the student with the most cards.

Non-cut alternative

- Copy one sheet per pair of Sts, fold in half, and tear. Put Sts into pairs and give them one half each. **A** begins by defining one of the words on his / her sheet. If **B** can say the word, then it's **B**'s turn to give a definition.

4A Find the response

A pairwork activity

Sts match sentences with appropriate responses. Copy one sheet per pair (or per student).

Language

yet / already
They've already gone home.
I haven't met her yet.

- Give out the sheets and ask Sts to match 1–16 with responses a–p.
- Check answers.

1 f 2 i 3 a 4 o 5 b 6 m 7 c 8 p 9 l 10 n 11 d 12 k 13 j 14 h 15 g 16 e

- Elicit / teach the meaning of *fold*, and tell Sts that they should fold their sheets vertically.
- Put Sts in pairs. Ask them to look only at the sentences and not to look at the responses. Read the first one aloud and see who can remember what the response was, e.g., *Do you want to come and see the new Sofia Coppola movie?* (I've already seen it.)

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- Sts continue in pairs. **A**s say all the sentences first, and **B**s have to remember what the responses were (without looking at the sheet).
- Sts change roles. Monitor and check pronunciation.

4B Have you ever...?

A group activity

Sts practice making questions from prompts and describe events, contrasting the present perfect and the simple past. Copy and cut up one sheet per group.

Language

Have you ever + past participle...?
Have you ever been to London?
Yes, I have. / No, I haven't.
When did you go there?
Past and present tense follow-up questions
Past tense + and - forms

- Copy the exchange in the Language Box on the board and elicit that this is a typical exchange that begins in the present perfect, and then goes on to the simple past to ask for details.
- Sts take turns takeing a strip out of the envelope and asking the other Sts in their group the question.
- Demonstrate the activity first by getting a student to ask you a question from the envelope. Answer the question and elicit a follow-up question.
- Encourage the Sts to ask follow-up questions.

Non-cut alternative

- Make one copy per pair and tear in half vertically. Give Sts half each and get them to ask and answer the questions.

4C The same or different?

A pairwork activity

Sts compare information about their lifestyle and practice using *something*, *anything*, *nothing*, etc. They agree with or contradict a series of statements and explain why. Copy one sheet per student.

Language

something, *nothing*, *anything*, anywhere, *somebody*, *someone*, *anyone*, etc.
I don't usually watch anything on TV in the evenings.
I need to go somewhere right after class.

- Put Sts into pairs and give out the sheets. Focus on *a*. Demonstrate the activity by eliciting the first answer, *I always have something to eat for breakfast,* and writing it on the board.
- Ask Sts to complete the sentences individually or in pairs. Give Sts enough time to complete their sheets. Monitor to check that they are making the correct sentences.
- Check answers and write them on the board if necessary.

1	something	11	nobody / no one
2	anything / everything	12	somewhere
3	anywhere	13	anyone / anybody
4	anything	14	anywhere
5	anything	15	nowhere
6	nobody / no one	16	anything
7	somewhere	17	anywhere
8	anything	18	something
9	something	19	somebody / someone
10	nothing	20	somewhere

- Focus on **b**. Demonstrate the activity by talking to the class about the first statement, e.g., *Sentence 1 isn't true for me because I never eat anything.* Encourage the class to ask for more information, e.g., *What do you drink? When do you have something to eat?*
- Sts talk about each statement and say if it's true or not true for them and why not. Stop the activity when most pairs seem to have finished and get whole class feedback.

5A Which do you prefer? Why?

A pairwork / group work speaking activity

Sts say which of two things / activities they prefer and why. Personalize the activity by writing local things to compare on the last two cards. Copy and cut up one sheet per four or five Sts.

Language

Comparative forms
I prefer swimming in the ocean because it's healthier.

- Put Sts in pairs or groups of four or five and give out a set of cards face down.
- Demonstrate the activity by asking a student to pick a card and ask you. Sts take turns picking a card and asking the other student(s) *Which do you prefer, … or …? Why?*
- Monitor while Sts are talking, correcting any mistakes with comparative forms. When Sts have finished, get feedback from a few pairs or groups.

Non-cut alternative

- Give out one uncut sheet to each pair or group. Get them to discuss the topics on each card, saying which they prefer and why.

5B Superlative questions

A pairwork questionnaire

Sts review superlatives by completing a questionnaire with superlatives and then asking and answering the questions. Copy one sheet per pair and cut into **A** and **B**.

Language

Superlatives
What's the most dangerous sport you've ever played?
What's the latest gadget you've bought?

- Put Sts in pairs **A** and **B** and give out the questionnaires.
- Focus on the adjectives in parentheses and tell Sts to complete each question with the superlative of the adjective. Monitor while Sts are working, correcting any mistakes with superlative forms.

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- Check answers just by getting students to say the superlative answers.

A 1 the most beautiful 2 the best 3 the most popular 4 the worst 5 the most dangerous 6 the most difficult 7 the easiest 8 the most famous
B 1 worst 2 your earliest 3 the most exciting 4 the best 5 the latest 6 the most boring 7 the best-looking 8 the most interesting

- Now get Sts (sitting face to face, if possible) to ask and answer the questions, or **A** can interview **B** and then they change roles.
- When Sts have finished, get feedback from a few pairs.

5C How old is your body?

A pairwork activity

Sts practice using quantifiers by doing a questionnaire then asking each other about exercise, diet, and lifestyle. Copy one sheet per student.

Language
Quantifiers
How much do you exercise? A lot.
should / shouldn't
I think you should exercise more. For example, ...

- Put Sts in pairs and give out the sheets. Get Sts to fold along the line or give out the sheets already folded.
- Give Sts time to read the questions, and help with any vocabulary questions.
- Demonstrate the activity by getting a student to ask you the first question. Answer with one of the options given, explain your answer, and elicit a follow-up question, e.g.,:
S *How much do you exercise?*
T *A lot. I go to the gym every day.*
S *What do you do there?*
- Sts ask and answer in pairs. Monitor and make sure they are asking follow-up questions and underlining their partner's answers.
- When they have finished, Sts unfold the answers at the bottom of the page and figure out their partner's body age. Sts tell their partner his / her body age.
- Ask Sts to give their partner some advice / recommendations based on their partner's answers to the questionnaire. Remind them to use *should / shouldn't* for giving advice.
- Get whole class feedback and ask a few Sts if their partner has given them good advice.

6A The optimist's phrase book

A pairwork activity

Sts practice making positive predictions. Copy one sheet per pair or per student.

Language
I'm sure you'll pass. You won't fail it next time. Good luck, Cheer up, etc.

- Give out one sheet per pair or per student. Go through sentences 1–12 in **You say** and the responses.
- Focus on **a**. Tell Sts to imagine that they are all optimists. Focus on sentence 1 and elicit a prediction, e.g., *Don't worry. I'm sure you'll find it.*
- Sts continue in pairs, writing positive predictions. Monitor and help / correct. Get feedback, eliciting possible responses.
- When Sts have finished, get them to compare with another pair to see which sounds more positive.
- Focus on **b** and **c**. Get **A** to read the **You say** sentences. **B** responds from memory. Then they change roles, with **B** saying the sentences in a different order. Encourage Sts to use positive intonation in their responses.

6B Guess my sentence

A pairwork activity

Sts practice *will* sentences by trying to guess the missing part of the sentence. Copy one sheet per pair and cut into **A** and **B**.

Language
will + verb
I think I'll buy them. I'll call you on your cell phone.

- Demonstrate the activity. On a piece of paper, write the sentence, *I'm very tired. I think I'll sit down for half an hour.* Then write on the board the sentence: *I'm very tired. I think I _____ for half an hour.*
- Put Sts in pairs **A** and **B** and give out the sheets. Sit **A** and **B** so that they can't see each other's sheet.
- Tell the class they have to guess the missing phrase, which is a verb or a verb phrase with *'ll*. Elicit a possibility, making sure Sts say the whole sentence. If their guess is not the same as you have on your piece of paper, say *Try again* until someone says your sentence. Then show them your piece of paper and say *That's right*.
- Focus on the sheets and explain that half of their sentences have blanks, and their partner has the complete sentences. Sts take turns trying to guess the missing words in their incomplete sentences. Sts continue guessing until they say the exact sentence their partner has. Their partner should help and prompt if necessary.
- Give Sts a minute or so to read their sentences and <u>think</u> of possible completions, but <u>not</u> to write them in the blanks.
- Sts take turns guessing the missing parts of the sentences. Stress that Sts should say the whole sentence each time, not just the missing words. When a student correctly guesses the sentence, he / she writes in the missing words.

6C Talk about it

A group board game

Sts review past, present, and future forms. Make one copy of the board game for every four Sts. You also need one dice per group and one counter per student.

Language
Sentence formation in past, present and future forms.

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- Put Sts in small groups of three or four. Give each group a copy of the board game and a dice.

! If you don't have a dice, give each group a coin. Sts toss the coin for their turn and move 1 for heads and 3 for tails.

- Explain the rules of the game. Sts throw a dice and move the corresponding number of circles on the board. When they land on a circle, they must talk for 30 seconds about the topic. Then each of the other Sts in the group must ask them a question about the topic.
- Sts play the game in their groups. The game ends when someone reaches the finish square.

7A I'm going to tell you about...

A pairwork discussion activity

Sts choose six topics to discuss with a partner. Copy one sheet per student.

Language
Verbs + *to* and *–ing*

- Put Sts into pairs and give out sheets.
- Focus on the instructions. Tell Sts to choose six topics they want to talk about with a partner. Tell them to think about what they want to say. Set a time limit.
- Tell Sts to discuss the topics, taking turns choosing the topic. Encourage Sts to ask for and give as much information as possible.
- Monitor and help where necessary, particularly with the verb forms.
- When Sts have finished, get feedback from the class on some of the topics.

7B Find someone who...

A class mingle

Sts ask each other questions to complete a survey. Copy one sheet per student.

Language
verb + *-ing*
Do you enjoy reading in bed?
Are you good at cooking?

- Give out the sheets and give Sts a few minutes to read 1–15. Help with any vocabulary / comprehension problems.
- Elicit that the answers to the question *Do you mind…?* are *No, I don't mind it* or *Yes, I hate it*.
- Demonstrate the activity. Ask a student the first question. Elicit *Yes, I do* or *No, I don't*. If a student answers *Yes*, write his or her name in the column on your sheet. Then ask a follow-up question and write the answer under **MORE INFORMATION**. Elicit follow-up questions for 1, e.g., *What time do you usually get up? Have you ever traveled by plane?* etc.
- If the student answers *No*, then say *Thank you* and ask another student until somebody answers *Yes*.
- Tell Sts to write the name of a different student for each question. Sts mingle, asking and answering questions.
- Feedback some answers.

7C In the US

A pairwork speaking activity

Sts decide if sentences about laws in the US are true or false, and then talk about the situation in their own country. Copy one sheet per student.

Language
You have to... You don't have to...
You must not... You must...

- Put Sts in pairs and give out the sheets.
- Give Sts a few minutes to read all the sentences and make sure Sts understand them. Set a time limit, e.g., ten minutes, for pairs to discuss each sentence one by one, decide if it is true or not true, and check the appropriate box.
- Focus on **b** and elicit the answers. Find out if any pair identified all the false sentences.

1 T 2 F The age limit is 18. 3 T 4 F 5 F 6 F It depends on the state. 7 T 8 F 9 T 10 F
11 F You have to be 18 12 T 13 F 14 F 15 T 16 T 17 T 18 T

- Focus on **c**. Tell Sts to go through each law and say if the laws are the same or different in their country, and which ones they'd like to have in their country.

8A I need some advice

A group speaking activity

Sts practice giving advice to each other. Copy and cut up one sheet per group of three or four.

Language
What should I do? I (don't) think you should... You shouldn't ...

- Put Sts in groups of four or five. Give one set of cards, face down or in envelopes, to each group.
- Demonstrate the activity first. Pull out a card, dramatically read the situation and elicit suggestions. Invent excuses for not accepting the first few pieces of advice, however good it is, before finally accepting a suggestion with *That's a good idea. I'll do that.*
- S1 takes out a card and reads his / her situation aloud. Each student in the group has to give a different piece of advice. S1 gives the card to the person who has given the best advice. Now S2 takes a card and the other Sts offer advice. The student who gives the best advice receives the card.
- When all the cards are finished, the person with the most cards is the winner.
- The student gives the card to whoever he / she thinks has given the best advice.

Non-cut alternative

- Copy one sheet per pair, fold each in half vertically, and tear. Put Sts in pairs and give them half each. They should read their problem to each other and ask for advice.

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8B On the Trans-Siberian Railway

A pairwork activity

Sts practice using the first conditional by telling a story. Copy one sheet per student.

Language
First conditional
If we start talking, we'll become friends.

- Give out the sheets and focus on the story. Give Sts one minute to read it. Elicit possible answers to the question in **a**, e.g., *because he wants to read it, because he doesn't like lending things, etc.*
- Ask Sts to look at the pictures and tell them that they show what the man's answer is. Focus on the first picture and sentence 1 (*If I lend you my newspaper, ...*). Tell Sts that this is the beginning of the conversation. Then tell Sts in pairs to number the other sentences 2–9 using the pictures to help them.
- Get feedback and write the answers on the board.

1 If I lend you my newspaper, we'll start talking.
2 If we start talking, we'll become friends.
3 If we become friends, I'll invite you to my house in Vladivostok.
4 If I invite you to my house, you'll meet my beautiful daughter, Olga.
5 If you meet Olga, you'll fall in love with her.
6 If you fall in love with her, you'll run away together.
7 If you run away, I'll find you.
8 If I find you, I'll kill you.
9 So that's why I won't lend you my newspaper.

- Ask Sts to cover the sentences and look at the pictures. Read aloud the *if* clause of sentence 1, picture number 1: *If I lend you my newspaper, ...* Elicit the continuation of the sentence: *we'll start talking*. Drill the whole sentence. Do the same with the other sentences 2–9.
- Now model and drill the entire story with the whole class, eliciting it line by line. Make sure that the Sts still have their sentences covered.
- Put Sts in pairs. **A** covers the sentences and retells the story using the pictures. **B** prompts and corrects. Monitor and correct / help with any pronunciation or grammar problems.
- When **A** finishes, they change roles.

8C Reading questionnaire

A pairwork activity

Sts answer questions about their reading habits. Copy one sheet per student.

Language
Talking about reading tastes
Do you read online?
Are you a fast or a slow reader?

- Give out the sheets and focus on the pictures. Ask *What / who can you see?*
- Give Sts a time limit to read the questions. Help with any vocabulary / comprehension problems.
- Get one student to ask you the main question, *Do you like reading books?* Answer the question with *Yes, I do. / No, I don't.* Now get different Sts to ask you the first three corresponding questions (depending on what you said). Answer the questions, giving as much information as possible. Encourage Sts to ask some follow-up questions, too.
- Put Sts in pairs. **A** asks his / her partner *Do you like reading books?*
- Student **A** asks all the questions first (**B** must have his / her sheet face down) with some follow-up questions if possible.
- When **A** has finished, they should swap roles.
- Get feedback from the whole class to find out, e.g., which magazines Sts read, if any of them have written a blog, etc.

9A I think you'd...

A pairwork activity

Sts practice second conditional sentences by trying to guess the missing half of their partner's sentences. Copy one sheet per pair and cut into **A** and **B**.

Language
Second conditional
If you bought a new car today, I think you'd buy a _____.

- Demonstrate the activity by writing on the board: *If somebody offered you a sandwich now, I think you'd order a _____.*
- Elicit that you need to complete the sentence with a noun. Then tell Sts to guess which kind of sandwich you'd choose. Elicit answers and then tell the class which sandwich you really would choose.
- Sit Sts in pairs **A** and **B**, ideally face to face, and give out the sheets. 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. Monitor and check that they are using the right words to complete the sentences.
- Now 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 the guess is wrong, e.g., *No, I wouldn't, because I don't like chicken! But I love cheese.*
- Get feedback from several pairs and find out who in the pair had more correct guesses.

Extra challenge

- If you want to give more practice, get Sts to repeat the activity, but changing roles **A** and **B**.

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9B Famous phobias

A pairwork information gap speaking activity

Sts practice using the present perfect simple + *for* / *since* by reading about famous people and their phobias, some of which are true and some false. They then tell each other about them, and together decide which they think are true. Copy one sheet per pair and cut into **A** and **B**.

Language

Present perfect simple + *for / since*
He's had this phobia for about six years.

- Put Sts in pairs and give out the sheets. Make sure that Sts can't see each other's sheets.
- Focus on the instructions and go through them. Set a time limit for Sts to read about the famous people and their phobias. Move around the class and help with any vocabulary, comprehension, or pronunciation problems.
- Now get **A** to tell **B** about his / her three people. Encourage Sts to improvise / rephrase this from memory and only to look at their sheet if absolutely necessary. Then **A** and **B** should decide together which two phobias are true.
- Sts change roles. **B** now tells **A** about his / her three people, and together they decide which two phobias are true.
- Get feedback to find out which phobias Sts think are true. You could write the names of the actors / actresses on the board and record which phobias most Sts think are true and which are invented. Finally, tell them which ones are true and which are invented.

The true phobias are: Jennifer Aniston, Justin Timberlake, Nicole Kidman, and Orlando Bloom.

9C Like mother, like daughter

A pairwork information gap activity

Sts question each other to discover missing biographical information about a mother and daughter using the present perfect simple and simple past. Copy one sheet per pair and cut into **A** and **B**.

Language

Simple past and present perfect
Where was she born?
How long has she been a model?

- Put Sts in pairs and give out the sheets. Sit **A** and **B** so that they can't see each other's sheets. Explain that they have one complete biography and one with missing information.
- Give Sts time to read both biographies and help with any vocabulary problems that come up.
- Focus on the questions in **a**. Tell **A** and **B** to read the first biography they have again and to complete questions 1–7. Set a time limit. Monitor and check that Sts are writing the correct questions.
- Quickly check all the questions before starting the activity. Elicit the questions and write them on the board.

Jerry Hall
1 What does she do?
2 Where was she born?
3 Why did she go and live in France?
4 Where was she sunbathing (one day)?
5 How long has she been a model?
6 How many children does she have?
7 How long have Jerry and Mick been divorced?

Elizabeth Jagger
1 What does she do?
2 Where was she born?
3 When did she leave school?
4 Why did she leave school?
5 When did she start her modeling career?
6 Which companies has she worked for since 2000?
7 What contract has she just won?

- Focus on **b**. Students **A** and **B** take turns asking their questions and completing their biographies with the missing information.
- When Sts have completed their biographies, they discuss what the mother and daughter have in common.

Both of them are models.
Both were born in the US.
They both appeared in a Thierry Mugler fashion show.
They are both connected to Mick Jagger (ex-wife and daughter).

Extra challenge

- You could get Sts to cover the complete biographies and answer their partner's questions from memory.

10A General knowledge quiz

A pairwork general knowledge quiz

Sts practice using the simple present passive and simple past passive by asking and answering questions. Copy one sheet per pair and cut into **A** and **B**.

Language

Questions in the simple present passive and simple past passive
Which month is named after a Roman emperor?
In which city was the Titanic *built?*

- Put Sts in pairs. Get them to sit face to face and make sure that they can't see each other's questions.
- Set a time limit, e.g., 5 minutes, for Sts to read and understand the vocabulary in their questions. Monitor and help with any vocabulary or pronunciation problems they might have.
- Tell **A**s to ask their questions first. Highlight that they should give the three alternatives each time and note down which answers **B** gets right. (The correct answers are in **bold** on the sheet.) Sts change roles.
- Get feedback to see who got the most right answers.

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10B My past

A pairwork speaking activity

Sts complete some boxes and then use the information to talk about past habits using *used to* and *didn't use to*. Copy one sheet per student.

Language
I used to listen to Duran Duran, but I don't now.
I didn't use to like cabbage, but now I love it.

- Put Sts in pairs and give out the sheets. Sit **A** and **B** so they can't see each other's sheets. Focus on **a**. Go through sentences 1–14 and make sure Sts know what they have to do. Demonstrate by giving some personal examples for sentences 1–3. Make it clear that Sts only have to do this with words / phrases, e.g., *spiders*, *a doll*, *Duran Duran*, and not complete sentences.
- Give Sts time to write something in as many boxes as they can (sometimes they may not be able to think of anything). Monitor and help.
- Focus on **b**. Sts use what they have written in the boxes to tell their partner about their past habits using *I used to / I didn't use to*. Again, demonstrate the activity yourself and give more information, e.g., *I used to have a cat. He was black and his name was Max*. If necessary, remind Sts of the pronunciation of *used to / didn't use to*.
- Sts work together, talking about their past habits.
- When they have finished, get some feedback from the class.

10C Match it!

A pairwork activity

Sts practice using *might / might not* by matching sentences. Copy one sheet per student.

Language
He might lose his job.
They might not know the way.

- Put Sts in pairs and give out the sheets. Tell them they have five minutes to match the sentences.
- Monitor and help with any vocabulary problems Sts may have.
- Check answers and write them up on the board.

1 d 2 m 3 i 4 h 5 l 6 j 7 a 8 g 9 k 10 n 11 f 12 b 13 c 14 e

- Focus on **b**. Get Sts to cover the sentences on the right and look only at sentences 1–14. Read the first one aloud and see who can remember how the sentence finished:
T Keep the receipt for the shirt.
S You might want to exchange it.
- Sts continue in pairs. **B** covers the sentences on the right and **A** reads sentences 1–14. **B** tries to remember how the sentences finished.
- Sts then change roles.

11A The race

A pairwork activity

Sts practice giving instructions using prepositions of movement. Copy one sheet per pair and cut into **A** and **B**.

Language
Phrasal verbs
You have to go up the hill and then around the lake.

- Put Sts into pairs, **A** and **B**, and give out the sheets. If possible, get Sts to sit across from each other.
- Focus on the instructions. Make sure that Sts know what a race is and understand what they have to do.
- Give Sts time to plan how to describe the route in **MY RACE**.
- Sts take turns describing their route to their partner, who draws the route on the map headed **A's / B's RACE**. **A** describes his / her route to **B** first. Sts shouldn't look at each other's maps. Monitor and help as Sts do the task.
- When the majority of pairs have finished, get Sts to compare routes to see if they drew them correctly.

11B Phrasal verbs dialogues

A pairwork activity

Sts complete some dialogues using phrasal verbs, practice reading them, and then write dialogues themselves. Copy one sheet per student.

Language
take it off *fill it in* *try them on* etc.

- Ask Sts to look at the pictures and to tell you what they can see and what they think is happening.
- Put Sts in pairs and tell them to complete the dialogues with the correct phrasal verbs. Remember to point out that there are two extra phrasal verbs they don't need.
- Monitor and help with any comprehension problems.
- Get feedback and write the answers on the board.

1 Take it off	4 turn it off
2 look it up	5 Pick them up
3 try them on	6 fill it out

- Drill the phrasal verbs once you have all the answers on the board.
- Focus on **b**. Give Sts a time limit to memorize one of the dialogues and practice it from memory. Monitor and check pronunciation.
- Focus on **c**. In pairs, Sts choose two phrasal verbs from the box and work together to produce two dialogues. You could get some confident Sts to perform their dialogues in front of the class.

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11C Are we the same?

A pairwork activity

Sts practice agreeing using *So do I. / Neither do I.* and disagreeing. Copy one sheet per student.

Language
So do I. / Neither do I.

- Put Sts in pairs, preferably face to face. Give them each a sheet and tell them they shouldn't look at each other's.
- Focus on **a** and ask Sts to fill in the blanks with things that are true for them. Demonstrate the activity by doing 1 with the whole class and telling them that this information is true for you. Write on the board: *I went to Madrid last weekend.* Sts complete the rest of the sentences individually.
- Monitor and check that Sts are completing the sentences appropriately. Help with any vocabulary and comprehension problems.
- Focus on **b**. Tell Sts that sentences a–l are the responses to 1–12 if you want to say that you are the same. Elicit that the completion for **a** is *So did I.* and write it on the board.
- Sts complete **b–l** individually with auxiliary verbs.
- Check answers.

a did b have c do d am e am f do g can h do
i have j would k do l did

- Focus on **c**. Sts work in pairs. **A** looks at sentences 1–12. **B** looks at the responses a–l. **A** reads his/her sentences aloud, and **B** has to give an appropriate response that is true for him / her.
- Demonstrate with a couple of strong Sts. Get one of them to read aloud his / her sentence **1**. Then get the other student to say that he / she is the same (*So did I*) or to say where he / she went.
  S1 *I went to the beach last weekend.*
  S2 *So did I* or *I stayed home.*
- Sts continue in pairs. First **A** reads his / her sentences and **B** responds, and then they change roles.
- Get feedback to find out any interesting findings and to see which pair is most similar.

Extra challenge

- When Sts have finished, tell them that they are now identical twins and always do the same things. Then tell **B** to turn his / her sheet face down. **A** reads the sentences, and **B** responds from memory *So* _____ *I* or *Neither* _____ *I*. Then they change roles.

12A Match the sentences

A pairwork activity

Sts practice using the past perfect. Copy one sheet per student.

Language
I couldn't find my bike because somebody had stolen it.
I didn't want to go to the movie theater because I'd already seen the movie.

- Before you give out the copies, elicit / teach the meaning of *fold* and show Sts how they should fold their sheets (or fold them beforehand yourself).
- Put Sts in pairs and give out the sheets. Make sure that Sts fold them correctly. Tell them they have five minutes to think about how the sentences might continue (Sts could do this in pairs or individually, orally or writing the continuations on a piece of paper). Monitor and make sure that Sts are using the past perfect.
- Check answers. Correct wrong uses of the past perfect but accept all suggestions that make sense.
- Now get Sts to unfold the sheet and match continuations a–n with the first parts of the sentences.
- Check answers.

1 d 2 a 3 k 4 g 5 c 6 i 7 n 8 b 9 l 10 f 11 h
12 j 13 e 14 m

- Then Sts check how many are the same as what they wrote.
- Get feedback to see which pair got the most identical sentences.
- Now get Sts to fold the sheet again and look only at the beginnings 1–14. Read aloud the first one and see who can remember how the sentence finished:
  T *I couldn't find my bike because…*
  S *somebody had stolen it.*
- Sts continue in pairs.

12B Really? How amazing!

A class mingle

Sts practice reported speech by remembering what people said. Copy and cut up 1 set of cards per 16 Sts (or one per pair – see non-cut alternative).

Language
Reported statements
He told me (that) / He said (that) he went to work by helicopter.
She told me (that) / She said (that) she only slept three hours a night.

- Elicit the question we ask when we don't understand what someone has said: *Can you say that again, please?* Drill the pronunciation and intonation. Write it on the board. Elicit our response when someone gives us information that is interesting or surprising: *Really? How amazing!* Drill the pronunciation and intonation. Write it on the board.
- Give each student a card with a sentence on it. Ask them to memorize the sentence.
- Get Sts to stand up and say their sentences to the other Sts and listen to their sentences. They can then ask other Sts to repeat their sentences once only.
- Set a time limit, and monitor to check that almost all Sts have said their sentences to each other.

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- After the time limit, stop the activity and tell Sts to sit down. Put Sts in pairs and explain that together they have to try and remember what each student in the class said. They then have to write what each student said in reported speech, e.g., *Pepe said that his father was an astronaut.*
- When Sts have written all that they can remember, check answers. Ask one group *What did (Carmen) say?* Then check with (Carmen) to see if they remembered the sentence correctly. Do the same with the other sentences.

Non-cut alternative

- If you don't want to cut up the cards, or a mingle is not practical in your classroom, you can do the activity in pairs. Copy one sheet per pair and tear it in half so that **A** has the first eight and **B** has the rest. **A** says his / her questions to **B**, and **B** to **A**. They say their sentences alternately.
- When they've finished, they write down from memory in reported speech all the sentences their partner said.
- Finally, they compare lists to see how many sentences they remembered correctly.

12C Hollywood quiz

A pairwork activity about the movies

Sts practice forming simple past subject and object quiz questions to ask their partner. Copy one sheet per pair and cut into **A** and **B**.

Language
simple past subject and object questions
Which actor appeared in most of Hitchcock's movies?

- Give each student a copy of his / her question sheet.
- Divide the class into two groups – the **A**s and the **B**s. As a group or in a pair, Sts complete the questions.
- Monitor and correct the questions for each of the two groups, but don't write the answers on the board.

A
1 lived
2 did an actor say
3 cost
4 did Kate Winslet win
5 does Tom Hanks like
6 did Miranda Kerr marry
7 played
8 did Arnold Schwarzenegger say

B
1 did Peter Jackson film
2 appeared
3 does an Oscar® weigh
4 was
5 won
6 played
7 did Audrey Hepburn play
8 does Batman have

- Put Sts in pairs. Student **A** asks Student **B** his / her first question without giving the three options for the answer (the option in **bold** is the correct answer). If Student **B** can answer the question correctly, he / she gets two points. If not, Student **A** now gives him / her the three options. If **B** chooses the right answer, he / she gets 1 point.
- Student **A** asks all of his / her questions first. Sts then change roles.
- Find out who scored the most points in the class.

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1A COMMUNICATIVE Student profile

a Complete the questions you need to ask to fill in the form.

STUDENT PROFILE

1	First name	
2	Last name	
3	Nationality	
4	Address	
5	Email address	
6	Occupation	
7	Place of birth	
8	Languages	
9	Interests	
10	Social networking sites	

1 What _____?
2 What _____?
3 Where _____?
4 Where _____?
5 What _____?
6 What _____?
7 Where _____?
8 What languages _____?
9 What _____ in your free time?
10 Which social _____?

b Cover the questions. Interview a partner and complete the form. Ask him / her to spell names and places if necessary.

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1B COMMUNICATIVE Ask me a question

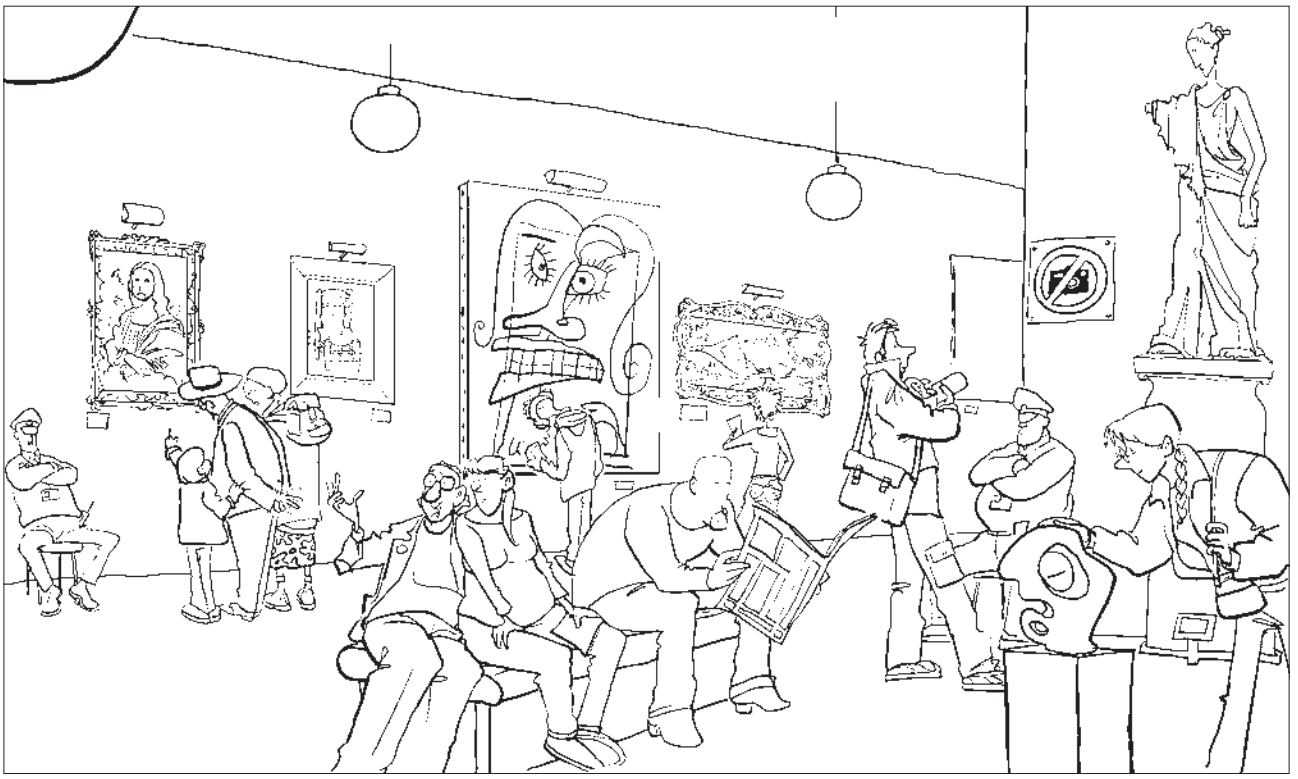
What / your mother look like?	How many brothers and sisters / you have?
What / you like to do in your free time?	How often / you go to the movies?
What / be / your town like?	What / you usually have for breakfast?
What kind of music / you like?	How / you come to class?
What / be / your house like?	Where / your parents live?
How often / you use English?	What / you do to relax in the evenings?
What / be / TV like in your country?	How many languages / you speak?
What sports / you play?	Where / you work or study?
Who / you get along with best in your family?	Who / you look like in your family?
What apps / your cell phone have?	What time / this class finish?

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1C COMMUNICATIVE At an art gallery

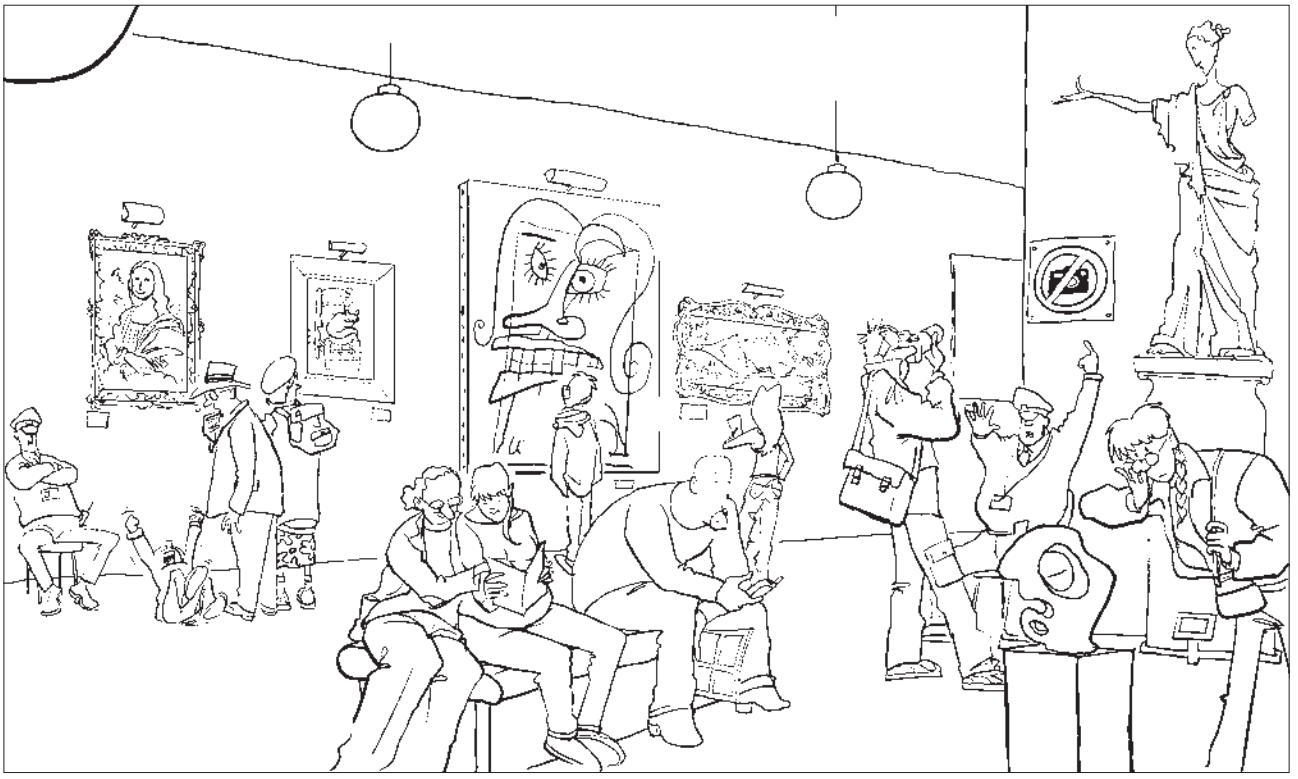
Student A

Describe your picture to **B**. Find and circle the ten differences between your pictures.



Student B

Describe your picture to **A**. Find and circle the ten differences between your pictures.



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2A COMMUNICATIVE Bingo!

forget	meet	write	understand	fly	know
think	go	sleep	get	leave	lose
run	come	speak	write	eat	break
wear	do	buy	cost	bring	know
cut	steal	learn	win	shut	catch
become	say	throw	drink	sit	begin
tell	ring	grow	drive	win	have
buy	give	send	make	stand	put
swim	can	fall	lend	teach	catch
learn	meet	feel	fall	say	build
wake up	spend	read	grow	find	hit
take	sell	buy	lose	send	write
lend	choose	put	keep	become	make
bring	hear	fall	sing	break	ring
win	see	find	think	come	let

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2B COMMUNICATIVE Fake or real?

A + B





A The helicopter and the shark

A helicopter was flying over the ocean. The pilots were looking for a man who was in the water. It was difficult to find him, and they were searching for a long time. Finally, they saw the man and they threw a ladder down for him. But when the man was climbing up the ladder, a shark suddenly came out of the water. The shark began to attack the man. Somebody in a boat took this photo when the shark was attacking the man. In the end, the helicopter rescued the man.

FOLD

A Fake or real?

This photo, called "Helicopter Shark," appeared on the Internet in 2001, and it became famous all around the world. The text with the photo said that it won first prize in a National Geographic photography competition. It also said that it was a British military helicopter in South Africa. This was impossible, because you can see the Golden Gate Bridge in San Francisco. When National Geographic saw the photo, they were very angry because the photo wasn't theirs. The "fake" photo was a combination of two photos by two different photographers. The shark photo was taken in South Africa, and the helicopter photo was taken in San Francisco.

B Nessie

Loch Ness is a big lake in Scotland that has very dark and deep water. On April 19th, 1934, a British doctor, Colonel Robert Wilson, was driving his car around the lake. He was looking at the lake when suddenly he saw something big in the water. He stopped his car and looked at the thing that was moving in the water. It looked like the head of an animal. He took his camera from his car and took a photo. The photo became famous, and experts said that it was a kind of sea monster. People called the monster "Nessie."

FOLD

B Fake or real?

Sixty years later, one of Dr. Wilson's friends, Christian Spurling, was dying and decided to tell the truth behind the photo. The "monster" in the photo wasn't real. It was really a toy submarine, which was made of wood and plastic. The two men (Wilson and Spurling) made the toy and took a photo of it in the lake. Then they sent the photo to the newspapers! Spurling and Wilson made the toy monster as a joke. But later they were afraid to confess when everybody thought it really was a photo of the Loch Ness monster.

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2C COMMUNICATIVE Sentence race

1	I'm a vegetarian, **so**...
2	He didn't study for the exam, **so**...
3	She felt really sick, **so**...
4	The movie was really boring, **so**...
5	It was really sunny yesterday, **so**...
6	I'm really happy today **because**...
7	I can't go to the party tonight **because**...
8	Maria didn't buy the jeans **because**...
9	He's a little overweight **because**...
10	I live with my parents **because**...
11	**Although** she's very attractive,...
12	**Although** my job isn't very well-paid,...
13	It's a great restaurant, **although**...
14	**Although** her written English is excellent,...
15	We enjoyed our vacation, **although**...
16	They live together, **but**...
17	It's a good movie, **but**...
18	My friend invited me to her party, **but**...
19	She didn't like him when they met, **but**...
20	Paul has a lot of money, **but**...

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3A COMMUNICATIVE Find a partner

a Read the ads and choose a vacation for next year. Answer these questions.

1 Where are you going to go? _____
2 When are you going to go? _____
3 How long are you going to stay? _____
4 Where are you going to stay? _____

ANTARCTICA

Do you like nature? Do you like the cold? If so, this is the vacation for you! Spend 10 or 15 days at the South Pole walking, fishing, and watching penguins.



Departures: May or July
Accommodations:
in luxury cruise ships

BERMUDA

Spend 7 or 10 nights on this fantastic Caribbean island, which is ideal for families and couples. If you like doing nothing except sunbathing, swimming in the turquoise ocean, and eating exotic tropical fruit, choose this vacation!



Departures: August or September
Accommodations:
in a villa with a private chef OR
in the ★★★★★ Golden Sands Hotel

AUSTRALIA

Is it possible to see Australia in less than a month? Yes, it is! Come with us and see the best of Australia's beaches, rainforests, and cities. Tours last two or three weeks. Our friendly guides will take you to all the best places and make sure you have a fantastic time.



Departures: December or February
Accommodations:
at local campsites OR
in ★★ hotels

ITALY

If you like cooking and culture, read more! Stay in Florence and learn how to cook fantastic Italian dishes. English-speaking teachers and very small groups. Prices include all ingredients, tuition, and an evening meal cooked by the course participants. Courses last three or six days.



Departures: May or June
Accommodations:
in an apartment OR
in a ★★ family-run hotel

b Talk to other students. Try to find someone who is planning to go on exactly the same vacation as you so that you can travel together.

A *Where are you going to go?*
B *I'm going to go to Antarctica.*
A *When are you going to go?*
B *In May.*
A *I'm going to go in July, so we can't go together.*

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3B COMMUNICATIVE Come fly with me!

Student A

BOARDING PASS A – MY FLIGHT INFORMATION

1	NAME OF AIRLINE	American Airlines
2	DATE	10/25
3	ORIGIN	JFK, New York
4	DESTINATION	Paris Orly
5	DEPARTURE TIME	2:30 p.m.
6	ARRIVAL TIME	1:45 a.m.

BOARDING PASS B

1	NAME OF AIRLINE	_____
2	DATE	_____
3	ORIGIN	_____
4	DESTINATION	_____
5	DEPARTURE TIME	_____
6	ARRIVAL TIME	_____

a Look at the missing information on boarding pass **B**. Write the questions you need to ask **B** to complete boarding pass **B**.

1 What airline *are you flying* with?
2 When _____? (leave)
3 Where _____ from? (fly)
4 Where _____ to? (fly)
5 What time _____? (leave)
6 What time _____? (arrive)

b Ask **B** the questions and complete boarding pass **B**.

c Now **B** will ask you for the information on boarding pass **A**. Answer his / her questions.

Student B

BOARDING PASS A

1	NAME OF AIRLINE	_____
2	DATE	_____
3	ORIGIN	_____
4	DESTINATION	_____
5	DEPARTURE TIME	_____
6	ARRIVAL TIME	_____

BOARDING PASS B – MY FLIGHT INFORMATION

1	NAME OF AIRLINE	Delta
2	DATE	3/16
3	ORIGIN	Washington, D.C.
4	DESTINATION	Hartford, CT
5	DEPARTURE TIME	5:25 p.m.
6	ARRIVAL TIME	6:45 p.m.

a Look at the missing information on boarding pass **A**. Write the questions you need to ask **A** to complete boarding pass **A**.

1 What airline *are you flying* with?
2 When _____? (leave)
3 Where _____ from? (fly)
4 Where _____ to? (fly)
5 What time _____? (leave)
6 What time _____? (arrive)

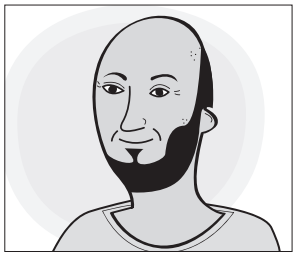
b **A** will ask you for the information on boarding pass **B**. Answer his / her questions.

c Now ask **A** the questions and complete boarding pass **A**.

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3C COMMUNICATIVE Can you explain the word?

bald



a beard



a mustache



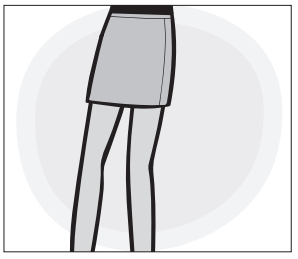
talkative



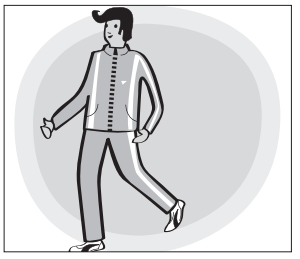
curly (hair)



a skirt



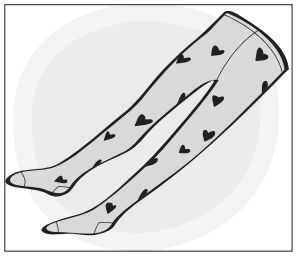
a tracksuit



sneakers



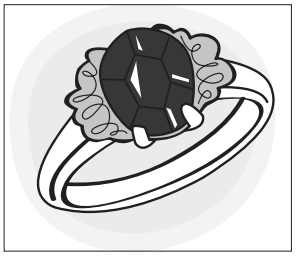
tights



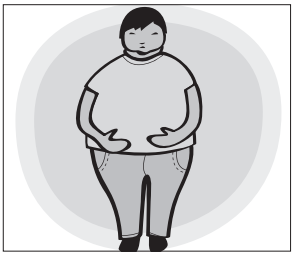
a necklace



a ring



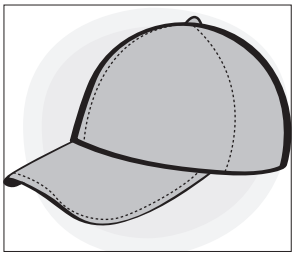
overweight



noisy



a cap



go surfing



sunbathe



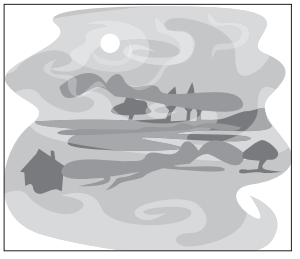
delicious



crowded



foggy



go sightseeing



take photos



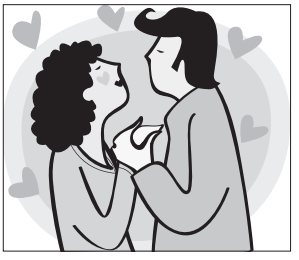
baggage claim



a cart



fall in love



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4A COMMUNICATIVE Find the response

a Match the sentences with the responses, and then check your answers with your teacher.

1	Do you want to come and see the new Sofia Coppola movie? [f]	**a**	She's already left.
2	Have you done your English homework? ☐	**b**	No, not yet. I'm going to clean it later.
3	What time is your mother leaving? ☐	**c**	No. I haven't called her yet.
4	Would you like a cup of coffee? ☐	**d**	Yes! I've already bought three pairs!
5	Have you cleaned your room yet? ☐	**e**	You're too late. They've already gone home.
6	Why can't we have French fries for dinner? ☐	**f**	I've already seen it.
7	Have you spoken to Sheila? ☐	**g**	Oh, no! I've already been to the supermarket.
8	What's his new girlfriend like? ☐	**h**	Yes, I know. I haven't had any coffee yet.
9	Have you booked your flight? ☐	**i**	Yes, I've already finished it.
10	What's your English class like? ☐	**j**	I can't. I haven't been to the ATM yet.
11	Have you been to the new shoe store? ☐	**k**	No, thanks. I've already exercised today.
12	Do you want to go jogging? ☐	**l**	No, not yet. I'm going to do it tonight.
13	Can you lend me some money? ☐	**m**	Because you've already had them three times this week.
14	You look really sleepy. ☐	**n**	It hasn't started yet. It starts tomorrow.
15	Don't forget to buy some milk! ☐	**o**	No, thanks. I already had one.
16	Where are Pete and Andrew? ☐	**p**	I don't know. I haven't met her yet.

FOLD

b Fold the paper vertically. **A:** say sentences 1–16. **B:** can you remember the responses? Then change roles.

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4B COMMUNICATIVE Have you ever...?

1	/ ever cheat on a test? Why / cheat?
2	/ ever forget somebody's birthday? Whose birthday / be?
3	/ ever get a present you didn't like? What?
4	/ ever do an extreme sport? Which one / do?
5	/ ever pretend to be sick when you weren't? Why / do it?
6	/ ever study a language other than English? Which language / study?
7	/ ever live abroad for more than six months? Where / live? Why / live there?
8	/ ever do volunteer work? What? How long / do it for?
9	/ ever send an email to the wrong person? Who / send it to? What happened?
10	/ ever run a marathon or a half marathon? How long / take you to finish?
11	/ ever adopt an animal? Where / get it from?
12	/ ever / lock yourself out of your house or apartment? How / get in?
13	/ ever complain in a hotel or restaurant? Why / complain?
14	/ ever have a problem with a phone company? What / the problem about?
15	/ ever lie about your age? Why / lie?
16	/ ever spoken in public? What / speak about? How / feel?

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4C COMMUNICATIVE The same or different?

a Complete the sentences with *something*, *anywhere*, *nobody*, etc.







1 I always have _____ to eat for breakfast.
2 When I watch movies in English, I don't usually understand _____.
3 I never have problems sleeping on buses or planes. I can sleep _____.
4 I don't usually do _____ interesting on the weekend.
5 I don't usually watch _____ on TV in the evenings.
6 In my family, _____ speaks any English except me!
7 I went _____ really exciting last weekend.
8 I never read _____ in English except for my textbook.
9 There's _____ I really want to buy right now but I don't have any money.
10 I love doing _____ on Sunday mornings, just staying in bed late.
11 I hate running, and luckily _____ ever asks me to go running with them.
12 I want to go _____ to relax this weekend.
13 I don't know _____ in this class very well.
14 There isn't _____ I really want to go on vacation. I think I'll stay home.
15 In my town, there's _____ for young people to go at night. It's really boring.
16 I never say _____ in English in this class. I'm too shy.
17 I'm not going _____ this weekend. I need to study.
18 I'd really like _____ to eat right now. I'm hungry!
19 I met _____ very interesting last weekend.
20 I always go _____ quiet when I have to study.

b Talk to a partner. Tell him / her if the sentences are true or not true for you, and why.

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5A COMMUNICATIVE Which do you prefer? Why?

swimming in the ocean OR swimming in a pool	a vacation with your family OR a vacation with friends
watching a movie in your language OR watching a movie with subtitles	watching a movie at the theater OR watching a movie at home
communicating by email OR communicating by text message	watching sports OR playing sports
doing English homework OR doing housework	reading an eBook OR reading an ordinary book
eating in a restaurant OR eating at home	buying things in a store OR buying things online
going on vacation in your country OR going on vacation abroad	listening to music with headphones OR listening to music without headphones
going clothes shopping alone OR going clothes shopping with another person	
studying during the day OR studying at night	

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5B COMMUNICATIVE Superlative questions

Student A

a Complete the questions with the superlative form of the adjective in parentheses.

1 Who is _____ (beautiful) actress in your country?
2 What's _____ (good) computer game you've ever played?
3 What's _____ (popular) festival in your country?
4 What's _____ (bad) movie you've seen recently?
5 What's _____ (dangerous) sport you've ever played?
6 What's _____ (difficult) thing about studying English?
7 What is _____ (easy) way to get in shape?
8 Who's _____ (famous) athlete in your country?

b Ask **B** the questions. Remember to ask for more information. Then answer **B's** questions and then return the question with *What about you?*

Student B

a Complete the questions with the superlative form of the adjective in parentheses.

1 What is / was your _____ (bad) subject at school?
2 What's _____ (early) memory you have?
3 What's _____ (exciting) vacation you've ever taken?
4 What's _____ (good) concert you've ever been to?
5 What's _____ (late) gadget you've bought?
6 What's _____ (boring) sport on TV?
7 Who is _____ (good-looking) actor in your country?
8 What was _____ (interesting) decade for pop music?

b Ask **A** the questions. Remember to ask for more information. Then answer **A's** questions and then return the question with *What about you?*

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15 What's your body age? 41

15 52 45 — 23

Do the questionnaire and find out!

Exercise

1 How much do you exercise?
a) a lot **b)** pretty often **c)** very little **d)** none

Diet

2 How much fast food (processed and prepared) do you eat?
a) I eat too much. **b)** I eat a lot. **c)** I don't eat much. **d)** I don't eat any.

3 How many portions of fruit and vegetables do you eat per day?
a) 5 or more **b)** 3 or 4 **c)** 2 or less

4 How much water do you drink?
a) a lot **b)** some **c)** very little

5 What's your worst dietary habit?
a) I eat too much fat. **b)** I drink too many sodas.
c) I eat too much. **d)** none of these

Lifestyle

6 How would you describe yourself mentally?
a) I'm a positive person. **b)** I'm not positive enough. **c)** I'm very negative.

7 How would you describe your stress level?
a) I'm too stressed. **b)** I'm stressed, but it's under control. **c)** I'm very relaxed.

8 How often do you use sunscreen?
a) when it's sunny **b)** only when I'm on vacation **c)** every day

9 How often do you see your close friends?
a) a lot **b)** pretty often **c)** not enough

10 How much time do you have for yourself?
a) none **b)** not enough **c)** a lot

FOLD

Your body age

Start with your calendar age. Add (+) or subtract (–) years according to your answers.

1	a –2	b –1	c 0	d +1	5	a +1	b +1	c +2	d 0
2	a +2	b +1	c 0	d –1	6	a –3	b +1	c +2	
3	a –2	b –1	c +1		7	a +3	b 0	c –2	
4	a –2	b –1	c +1		8	a –2	b 0	c +1	

9	a –2	b –1	c +2
10	a +2	b +1	c –2

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6A COMMUNICATIVE The optimist's phrase book

a In pairs, complete **THE OPTIMIST SAYS** with positive predictions.

	YOU SAY	THE OPTIMIST SAYS
1	I lost my wallet yesterday.	Don't worry. _____
2	I'm getting married in the summer.	Congratulations! I'm sure _____
3	I'm going to a party tonight.	Great! _____
4	I'm running my first marathon on Saturday.	Good luck! I'm sure _____
5	I'm going to start doing yoga.	Fantastic! _____
6	I have to go to the dentists on Monday.	Don't worry. _____
7	My partner just broke up with me.	Cheer up! _____
8	I'm taking a big exam in June.	Oh. I'm sure _____
9	I'm going to live in New York City for a year.	That's great! _____
10	I've failed my driving test for the third time.	Cheer up! _____
11	I'm going to read an English novel.	That's really good. _____
12	I don't feel very well.	Don't worry. I'm sure _____

b **A:** say sentences 1–12. **B:** cover the optimist's sentences he / she's written. Respond from memory.

c Change roles. **B:** say sentences 1–12 in a different order. **A:** cover the optimist's sentences he / she's written. Respond from memory.

I lost my wallet yesterday. — *Don't worry. I'm sure you'll find it.*

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6B COMMUNICATIVE Guess my sentence

Student A

1 I like these shoes. I think I _____ them.

2 **I'll pick you up at eight o'clock. I'll call you on your cell phone before I leave home.**

3 Please don't worry, Mom. I _____ you when I get to Paris.

4 **Your suitcase looks really heavy. I'll carry it for you.**

5 I _____ you the money for Maria's present tomorrow.

6 **I'll help you with your English homework. I can see you're having problems.**

7 It's really hot in here. I _____ the air conditioner.

8 **The doorbell's ringing. I'll go and see who it is.**

9 I _____ for lunch today. You got it last time.

10 **I'll remember to do it. I have an excellent memory.**

11 The phone's ringing. I _____ it.

12 **Have you forgotten your book? Don't worry. I'll lend you mine.**

13 I'm just going to buy some milk. I _____ in ten minutes.

14 **You do the cooking and I'll wash the dishes.**

Student B

1 I like these shoes. I think I'll buy them.

2 **I'll pick you up at eight o'clock. I _____ you on your cell phone before I leave home.**

3 Please don't worry, Mom. I'll text you when I get to Paris.

4 **Your suitcase looks really heavy. I _____ it for you.**

5 I'll give you the money for Maria's present tomorrow.

6 **I _____ you with your English homework. I can see you're having problems.**

7 It's really hot in here. I'll turn on the air conditioner.

8 **The doorbell's ringing. I _____ and see who it is.**

9 I'll pay for lunch today. You got it last time.

10 **I _____ to do it. I have an excellent memory.**

11 The phone's ringing. I'll answer it.

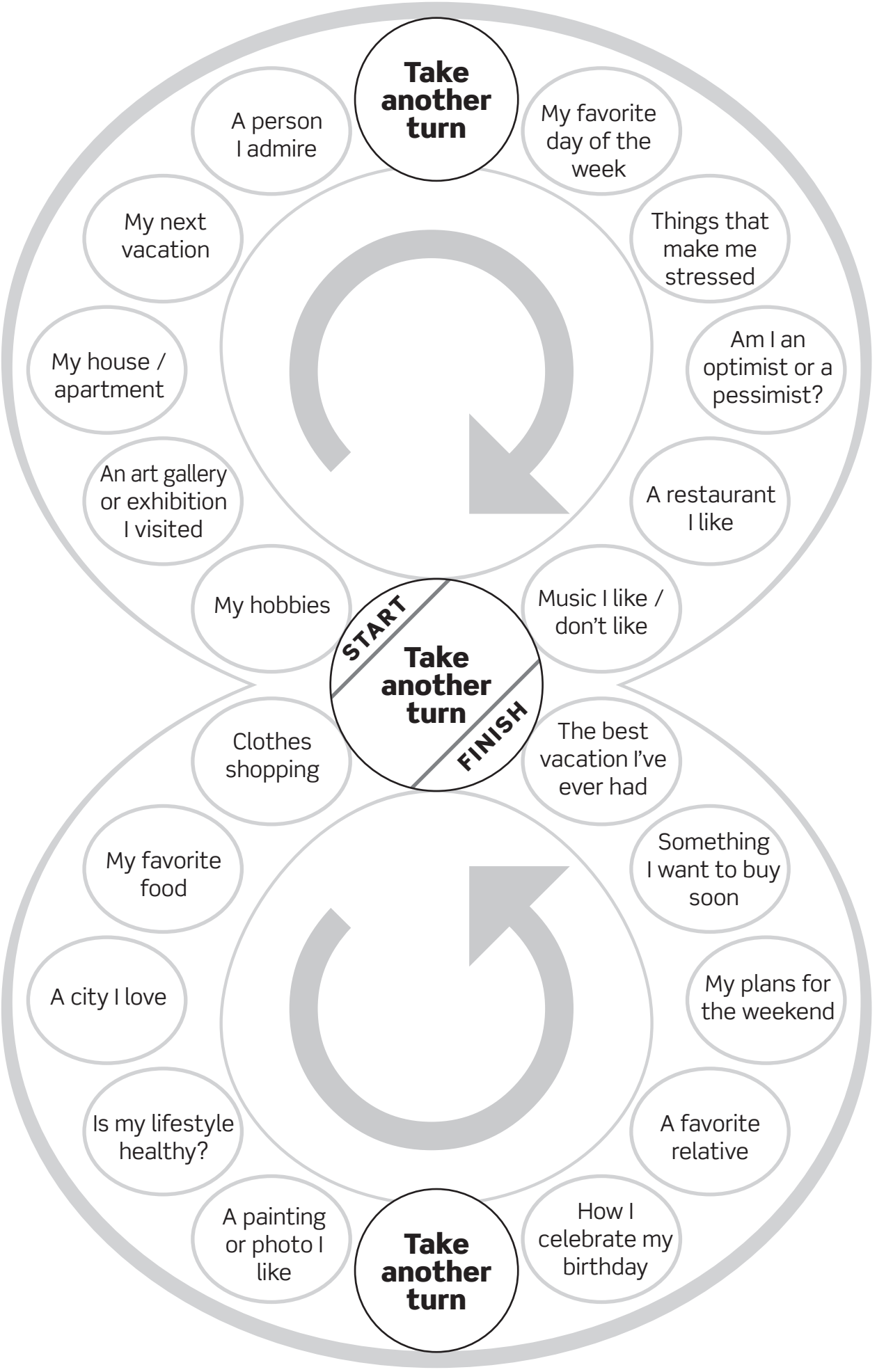
12 **Have you forgotten your book? Don't worry. I _____ you mine.**

13 I'm just going to buy some milk. I'll be back in ten minutes.

14 **You do the cooking and I _____ the dishes.**

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6C COMMUNICATIVE Talk about it



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7A COMMUNICATIVE I'm going to tell you about...

Choose six topics and think about what you're going to say. Talk to a partner. Give and ask for more information.



the best way to learn a language



something you learned to do as a child but can't do now



something you think is important to teach young children



something you sometimes forget to do before you go to bed



why tourists come to your country



something you need to buy soon



the things you do to relax after a hard day



something you've decided to do in the future



a sport you tried to play but couldn't



something you find difficult to do in English



something you wanted to be when you were younger



what you want to do this weekend



somebody you would like to meet



the best way to make new friends



something you started to do but decided to stop doing



things that are important to do if you go for a job interview



the things you think are important to do for a healthy life



a movie that's good to watch when you're feeling sad

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7B COMMUNICATIVE Find someone who...

Find someone who answers "yes" to your questions. Then ask for some more information.







Find someone who...		Student name	More information
1	likes getting up early.		
2	is afraid of flying.		
3	doesn't mind waiting for people who are late.		
4	hated going to school when he or she was younger.		
5	enjoys reading in bed.		
6	is good at cooking.		
7	has started doing a new activity recently.		
8	thinks exercise is boring.		
9	spends more than an hour walking every day.		
10	has stopped doing an activity recently.		
11	enjoys being alone.		
12	has thought about playing a dangerous sport.		
13	thinks playing computer games teaches you something.		
14	liked eating fruit and vegetables as a child.		
15	is thinking of getting a new haircut soon.		

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7C COMMUNICATIVE In the US

a Work in pairs. Read the sentences about the US and decide if they are true or false.



		True	False
1	You must not ride a bike on the interstate.	☐	☐
2	Stores must not sell tobacco to anyone under 21.	☐	☐
3	You don't have to pay to use most highways.	☐	☐
4	All dogs and cats must have a microchip with the name and address of their owner.	☐	☐
5	If you have a TV, you have to buy a TV license to watch it.	☐	☐
6	You have to wear a helmet when you ride a motorcycle.	☐	☐
7	You don't have to have an ID card.	☐	☐
8	All stores must close on Sundays.	☐	☐
9	You must not leave a child under 12 alone at home.	☐	☐
10	You must not play loud music in your house after 9:00 p.m.	☐	☐
11	You have to be 17 years old to vote in a general election.	☐	☐
12	If you don't want to vote in a general election, you don't have to.	☐	☐
13	You have to be over 16 to have a Facebook or Twitter account.	☐	☐
14	If you have a dog, you must have a special license.	☐	☐
15	TV shows before 9:00p.m. must not include bad language.	☐	☐
16	You don't have to study a foreign language in high school.	☐	☐
17	You must not text and drive in most states.	☐	☐
18	Parents don't have to send their children to school. They can educate them at home.	☐	☐

b Check your answers with your teacher.

c Work with a partner. Is it the same or different in your country? Which of these rules would you like to have in your country?

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8A COMMUNICATIVE I need some advice

I want to get some exercise, but I have a back problem. **What exercise should I do?**	I have a job interview in English next week. I really want the job. **How should I prepare for it?**
I had a big argument with my partner yesterday. It was my fault. **What should I do today?**	My friend invited me to stay for the weekend, but she doesn't like dogs. I have a dog but nobody to watch it while I'm gone. **What should I do?**
Some friends are coming to dinner, and I can't cook. **What should I do?**	I want to learn to dance. **What kind of dancing should I learn?**
I can't sleep at night. **What should I do?**	I'd like to learn another foreign language. **Which one should I learn?**
I'd like to buy my English teacher a present. **What should I buy?**	I want to spend a romantic evening with my partner. **Where should we go?**
I'm very stressed and I need to relax. **What should I do?**	I'd like to go on vacation somewhere different this year. **Where should I go?**
I have a great job, but now my boss wants me to travel a lot. I'm afraid of flying. **What should I do?**	I'd like to get a new phone. **What phone should I buy?**
I forgot my friend's birthday yesterday, and she always remembers mine. **What should I do?**	I want to save money to buy a new laptop. **How should I save the money?**
I don't like my best friend's new partner, but he / she is very happy! **What should I do?**	My neighbors are really noisy at night. **What should I do?**

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8B COMMUNICATIVE On the Trans-Siberian Railway

a Read the beginning of the story. Why do you think the Russian doesn't want to lend his newspaper to the American?

A young American was traveling to Vladivostok on the Trans-Siberian Railway, the longest railway in the world. It was a long trip, and he was bored. Sitting across from him was a Russian man. He was about 50 years old. He had an English newspaper on the seat next to him.

"Excuse me," the American said. "Can I borrow your newspaper?"
"No," the Russian said. "I'm sorry. You can't."
"Why not?" asked the American.
"Well," said the Russian, "it's very simple..."

b Look at the pictures. Then number the sentences 1–9.



- ☐ "If you meet Olga, you'll fall in love with her."
- ☐ "If we start talking, we'll become friends."
- ☐ "If I invite you to my house, you'll meet my beautiful daughter, Olga."
- ☐ "So that's why I won't lend you my newspaper."
- ☐ "If I find you, I'll kill you."
- ☐ "If you fall in love with her, you'll run away together."
- ☐ "If we become friends, I'll invite you to my house in Vladivostok."
- ☐ 1 "If I lend you my newspaper, we'll start talking."
- ☐ "If you run away, I'll find you."

c Cover sentences 1–9 and look at the pictures. Try to remember the sentences and tell your partner the story.

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8C COMMUNICATIVE Reading questionnaire

Interview your partner.





Do you like reading books?

YES

1 Do you have a favorite place or time of day to read? Why do you like it?
2 What kinds of books do you like reading?
3 Do you have a favorite author?
4 How many books do you read a month?
5 Do you prefer to read normal books or eBooks? Why?
6 How do you find out about new books and authors?
7 What was the last book you bought? Where did you buy it?
8 Are you a fast reader or a slow reader?
9 Do you sometimes read more than one book at a time?
10 Whose advice on books do you always listen to?
11 Is there a book everyone liked but you hated?
12 Have you ever started reading a book but not finished it? Why not?
13 Have you read a multimedia eBook? What did you think of it?
14 Do you prefer to read the book or watch the movie based on the book? Why?
15 Do you ever read the last page of a novel first?

NO

1 Do you read any magazines or newspapers? Which ones?
2 Do you read online? What do you read?
3 How do you find out about the news? In newspapers? On the Internet? On the radio? Why?
4 Did your parents read to you when you were a child? What books did they read?
5 How old were you when you first started to read?
6 Did you read comics when you were a child? Which ones?
7 Do you remember reading a particular book when you were a child? What was it about?
8 Is there anybody in your family who likes reading? Who?
9 Have you ever written a blog? Do you like reading blogs?
10 Do you think women like reading more than men? Why?
11 Do you think that people today are reading more or less than 20 years ago? Why?
12 If somebody gives you a book as a present, what do you do?
13 Are you following anybody on Twitter?

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9A COMMUNICATIVE I think you'd...

Student A

a Complete the sentences about **B**.

1 If you could be anywhere in the world right now, I think you'd choose to be in _____.
2 If you bought a new car today, I think you'd buy a _____.
3 If you didn't study English, I think you'd like to study _____.
4 If we had lunch together, I think you'd take me to _____.
5 If you could go to a concert tonight, I think you'd go and see _____.
6 If you could travel to an English-speaking country on vacation, I think you'd go to _____.
7 If you could meet a famous person, I think you'd like to meet _____.
8 If you could choose your ideal job, I think you'd like to be a / an _____.
9 If you did a new sport / hobby, I think you'd like to _____.
10 If you bought a new house, I think you'd buy one in _____.

b Read your sentences to **B**. Were you right?

c Listen to **B**'s sentences about you. Say if he / she is right or wrong, and why.

Student B

a Complete the sentences about **A**.

1 If you got a new pet, I think you'd buy a _____.
2 If you had a big problem, I think you'd speak to _____.
3 If you were an animal, I think you'd be a / an _____.
4 If you sang in a karaoke contest, I think you'd sing _____.
5 If you had more money, I think you'd buy a _____.
6 If somebody wanted to buy you a present, I think you'd love a / some _____.
7 If you could change one thing in your house or apartment, I think you'd _____.
8 If you could learn to play a musical instrument well, I think you'd choose _____.
9 If someone invited you to a very expensive restaurant, I think you'd order _____.
10 If you could appear on a TV show, I think you'd appear on _____.

b Listen to **A**'s sentences about you. Say if he / she is right or wrong, and why.

c Read your sentences to **A**. Were you right?

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9B COMMUNICATIVE Famous phobias

Student A



Barack Obama Most people recognize the name of this famous politician, but not many people know that he suffers from bathophobia, which means he is afraid of going up stairs. He's had the phobia for about 40 years because that is when he fell down the stairs in his grandmother's house. The White House is a building that has two floors, but the president and his family always live on the ground floor of their home. Curiously, bathophobics don't have a problem going down the stairs, only up!

True or false?



Jennifer Aniston This actress has a very common phobia called aviophobia. This means that she's afraid of flying. She's been afraid of flying since 2000, when she was on a small plane that was flying from Toronto to New York City. The plane flew into an electric storm and experienced a lot of turbulence. Since then, she's never caught a plane unless it's been absolutely necessary.

True or false?



Justin Timberlake This singer and actor is from the US. He has to travel a lot because of his job, and sometimes the arachnophobia he suffers from is a problem for him. He's been afraid of spiders for a long time. He thinks his phobia started at the age of seven or eight, when he found a spider in his bed. Once he was staying in a hotel and saw a spider in the bathroom. He couldn't kill it, so he asked the receptionist to come and kill it for him!

True or false?

Student B



Nicole Kidman This Australian actress suffers from an unusual phobia called lepidopterophobia. This means that she's a person who doesn't like butterflies. She's had this phobia since she was a child, but she can't remember exactly why or how the phobia started. When a butterfly comes near her, she sometimes has a panic attack. This phobia is, of course, a problem when she is making a movie, especially if the director is filming outside!

True or false?



Orlando Bloom Have you seen *Pirates of the Caribbean*? If you have, then you'll probably remember this actor who appears in the movie. But this "brave" actor has a serious phobia, which is swinophobia. This means that he is afraid of pigs and has been afraid of them since he was a teenager. Although this phobia isn't very common, it's had a direct effect on his career. Recently, a director asked him to be in the movie *Animal Farm*, but Orlando said no because it meant that he had to work with a pig!

True or false?



Madonna A person who has ataxophobia likes everything in his / her life to be neat and clean. Madonna has had this phobia for a long time. In her biography, it says she's had it since she was born. For example, in her kitchen, the food and drinks in her refrigerator are all in a specific order. Her dresses and shoes also have to be separated into colors – black skirts with black jackets, red shoes with red dresses. She hates it when they're not in the right order.

True or false?

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9C COMMUNICATIVE Like mother, like daughter

Student A

a Read the biographies. Complete the questions you need to ask **B** to find out the missing information.

Jerry Hall



Jerry Hall is a [1]_____ and an _____ who was born in [2]_____ in 1956. She has four sisters, including a nonidentical twin sister. In 1974, she had a serious car accident and got a lot of money as compensation. With this money, she left the US and went to live in France because she [3]_____.
One day, she was sunbathing in [4]_____ when an agent from a modeling company saw her. He offered her a modeling contract immediately. Jerry accepted, and since [5]_____ she has been a very successful model. Apart from modeling, she has worked as an actress in movies and the theater. In 1977, she met Mick Jagger at a party. They got married in 1990, and they have [6]_____ children. Elizabeth Jagger is their oldest daughter. Unfortunately, the marriage broke up, and Jerry and Mick have been divorced since [7]_____.

Elizabeth Jagger



Elizabeth Jagger is a model and an actress who was born in New York City in 1984. Her father is the famous singer Mick Jagger, and her mother is Jerry Hall. Elizabeth decided to leave school when she was 16 because she hated it and because she wanted to become a model. Her father didn't agree with her decision to be a model, but her mother was very happy. She began her modeling career in 2000 when she appeared (with her mother) in the Thierry Mugler fashion show. Since 2000, she has worked for Mango, Burberry, and Tommy Hilfiger. She has had several boyfriends, including John Lennon's son Sean. She has just won a big contract to work for the cosmetics company Lancôme.

1 What _____ do?
2 Where _____ born?
3 Why _____ France?
4 Where _____?
5 How long _____ a model?
6 How many children _____?
7 How long _____ divorced?

b Ask **B** the questions and complete Jerry Hall's biography. Answer **B**'s questions about Elizabeth Jagger. What do the mother and daughter have in common?

Student B

a Read the biographies. Complete the questions you need to ask **A** to find out the missing information.

Elizabeth Jagger



Elizabeth Jagger is a [1]_____ and an _____ who was born in [2]_____ in 1984. Her father is the famous singer Mick Jagger, and her mother is Jerry Hall. Elizabeth decided to leave school when she was [3]_____ because she [4]_____ and because she wanted to _____. Her father didn't agree with her decision to be a model, but her mother was very happy. She began her modeling career in [5]_____ when she appeared (with her mother) in the Thierry Mugler fashion show. Since 2000, she has worked for [6]_____, _____, and _____. She has had several boyfriends, including John Lennon's son Sean. She has just won a big contract to work for the cosmetics company [7]_____.

Jerry Hall



Jerry Hall is a model and an actress who was born in Texas in 1956. She has four sisters, including a nonidentical twin sister. In 1974, she had a serious car accident and got a lot of money as compensation from the insurance company. With this money, she left the US and went to live in France because she wanted to become a model. One day, she was sunbathing in the French Riviera when an agent from a modeling company saw her. He offered her a modeling contract immediately. Jerry accepted, and since 1975 she has been a very successful model. Apart from modeling, she has worked as an actress in movies and the theater. In 1977, she met Mick Jagger at a party. They got married in 1990, and they have four children. Elizabeth Jagger is their oldest daughter. Unfortunately, the marriage broke up, and Jerry and Mick have been divorced since 1999.

1 What _____ do?
2 Where _____ born?
3 When _____ school?
4 Why _____ school?
5 When _____ modeling career?
6 Which companies _____ since 2000?
7 What contract _____?

b Ask **A** the questions and complete Elizabeth Jagger's biography. Answer **A**'s questions about Jerry Hall. What do the mother and daughter have in common?

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10A COMMUNICATIVE General knowledge quiz

Student A

1 Which month is named after a Roman emperor?
a) August b) July c) January

2 What sport is played at Flushing Meadows, New York City, US?
a) basketball b) baseball **c) tennis**

3 Where are polar bears found?
a) the South Pole **b) Alaska** c) Antarctica

4 What is the Greek goddess of victory called?
a) Adidas b) Reebok **c) Nike**

5 On a computer keyboard, which letter is found between Z and C?
a) V b) P **c) X**

6 What was the first song sung in space?
a) Happy Birthday to You b) We Wish You a Merry Christmas c) We Are the Champions

7 In which European city is the Nobel Peace Prize given?
a) London b) Paris **c) Oslo**

8 What is tofu made of?
a) water **b) soybeans** c) cow's milk

9 What drink was created by The Coca-Cola Company in Germany during World War II?
a) Coca-Cola b) Dr. Pepper **c) Fanta**

10 In which country was golf first played?
a) England **b) Scotland** c) Spain

Student B

1 In which city was the *Titanic* built?
a) Belfast b) New York c) Portsmouth

2 Who was the ballpoint pen invented by?
a) Mr. Bic **b) Mr. Biro** c) Mr. Parker

3 On which day is Thanksgiving celebrated in the US?
a) the fourth Thursday in November b) the second Thursday in July
c) the first Thursday in December

4 In which decade was Greenpeace founded?
a) the 1960s b) the 1980s **c) the 1970s**

5 Which style of music was created by Antonio Carlos Jobim and João Gilberto in Brazil?
a) heavy metal **b) bossa nova** c) samba

6 In which movie was the word "supercalifragilisticexpialidocious" used?
a) *Mary Poppins* b) *Harry Potter* c) *E.T.*

7 Who was the Sistine Chapel painted by?
a) Tintoretto b) da Vinci **c) Michelangelo**

8 The Canary Islands are named after which animal?
a) a canary b) a cat **c) a dog**

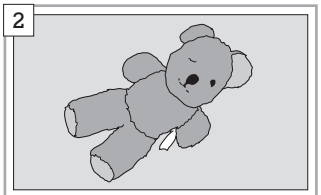
9 How many squares are there on a chess board?
a) 144 b) 96 **c) 64**

10 Which is the most visited paying monument in the world?
a) the Taj Mahal **b) the Eiffel Tower** c) the Empire State Building

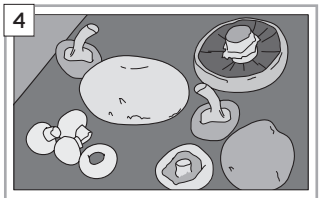
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10B COMMUNICATIVE My past

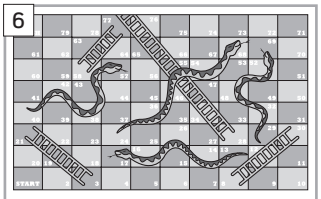
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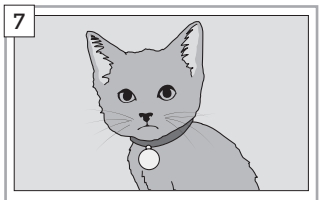
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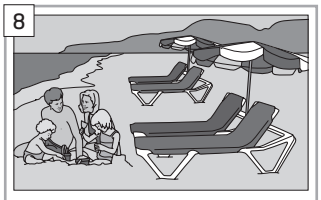
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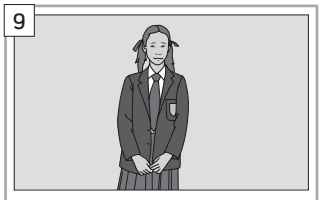
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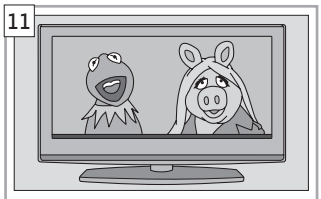
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7 

8 

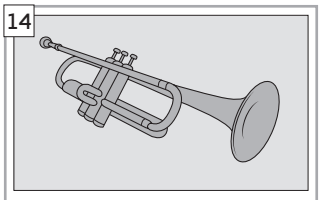
9 

10 

11 

12 

13 

14 

a How have you changed? Write a name or phrase in as many boxes as you can.

1 Something you used to be afraid of but aren't now.
2 A favorite toy you used to have but don't have now.
3 A singer or band you used to listen to but don't now.
4 A kind of food or drink you didn't use to like but do now.
5 Something you used to collect but don't now.
6 A game you used to play a lot but don't play now.
7 A pet you used to have but don't have now.
8 A place where you used to go to on vacation with your family but don't now.
9 A friend you used to have in school but don't have now.
10 A bad habit you used to have but don't now.
11 A TV show you used to watch a lot but don't now.
12 Something you didn't use to do on weekends but do now.
13 A house you used to live in but don't now.
14 An instrument you used to play but don't now.

b Compare your boxes with a partner's. Ask for / give more information about how and why you've changed.

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10C COMMUNICATIVE Match it!

a Match the sentences.

1	Keep the receipt for the shirt. [d]	a	He might lose his job.
2	There are some good movies on. [ ]	b	If I don't, I might forget it.
3	I need to improve my English. [ ]	c	The dress might be cheaper then.
4	I'm not sure which one to buy. [ ]	d	You might want to exchange it.
5	They've never been to my house before. [ ]	e	I think I might have the flu.
6	She's not answering her phone. [ ]	f	She might not be at the party tonight.
7	His company isn't doing very well. [ ]	g	She might not pay you back.
8	I wouldn't lend her the money if I were you. [ ]	h	I might get the blue one or the red one.
9	Take an umbrella with you. [ ]	i	I might take a summer course in the US.
10	It's pretty early. [ ]	j	She might be driving.
11	She told me she was very tired. [ ]	k	I heard that it might rain later.
12	I must write down the date of my doctor's appointment. [ ]	l	They might not know the way.
13	Why don't you wait for the Christmas sales? [ ]	m	We might go to the movie theater.
14	I have a cough and a cold. [ ]	n	The children might not be in bed yet.

FOLD

b Work with a partner. Cover the sentences on the right. Take turns testing your partner. How many of the sentences can he / she remember?

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11A COMMUNICATIVE The race

Student A

MY RACE



B's RACE



a Describe the route marked **MY RACE** to **B**.

b Then draw the route that **B** describes on the map marked **B's RACE**.

c Compare the two routes. Did you draw **B's** route correctly? Did **B** draw your route correctly?

Student B

A's RACE



MY RACE



a Draw the route that **A** describes on the map marked **A's RACE**.

b Describe the route marked **MY RACE** to **A**.

c Compare the two routes. Did you draw **A's** route correctly? Did **A** draw your route correctly?

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11B COMMUNICATIVE Phrasal verbs dialogues

a Complete each dialogue with one of the phrasal verbs in the list. There are two you don't need.

fill it out look it up pick them up take it off throw them away
try them on turn it off write it down



1 **A** Is that my shirt you're wearing?
B Yes, it is.
A Did I say you could borrow it?
B Um, no.
A _____, and next time, ask me first!



2 **A** Excuse me, Ms. Smythe. I don't understand this word.
B Have you brought your dictionary to class today?
A Yes, here it is.
B Well, if you don't know what the word means, _____!



3 **A** Do you think I should buy these jeans?
B Yes, they're great. Do they have your size?
A I'm not sure.
B Ask the salesperson, and then go and _____.



4 **A** It's really cold in here. Is the air conditioner on?
B I'll go and take a look.
A OK.
B Yes, it is. I'll _____.
A Thanks.



5 **A** How many times do I have to tell you?
B What is it now?
A Your clothes are all over the floor.
B So? It's my bedroom.
A _____ immediately!



6 **A** Hello. Can I help you?
B Yes, please. How do I become a member of this gym?
A First we need your personal information and bank account number. Here's the form.
B Could you help me _____, please? I've left my glasses at home and I can't read it!

b Work with a partner. Memorize one of the dialogues and act it out from memory.

c Work with a partner. Choose two phrasal verbs from the list and write two short dialogues, using a phrasal verb in each of them.

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11C COMMUNICATIVE Are we the same?

a Complete the sentences so that they are true for you.

1	I went to _____ (a place) last weekend.
2	I've seen _____ (the name of a movie) more than once.
3	I really don't like _____ (a sport).
4	I'm afraid of _____ (an animal / insect).
5	When I get home tonight, I'm going to _____ (an activity).
6	I feel very _____ (an adjective) right now.
7	I can't play the _____ (an instrument).
8	I usually have _____ (a type of food) for breakfast.
9	I've been to _____ (a city).
10	I'd like to go to _____ (a country) for my next vacation.
11	I don't like _____ (a kind of housework).
12	I didn't like _____ (a food or drink) when I was a child.

b Complete the phrases in the second column with the correct auxiliary verb.

a	So _____ I.
b	So _____ I.
c	Neither _____ I.
d	So _____ I.
e	So _____ I.
f	So _____ I.
g	Neither _____ I.
h	So _____ I.
i	So _____ I.
j	So _____ I.
k	Neither _____ I.
l	Neither _____ I.

c Work with a partner. **A** read sentences 1–12 to **B**. **B**, if you are the same, respond with *So _____ I. / Neither _____ I.* If you aren't the same, say why.

I went to a restaurant last weekend. → *So did I.* **OR** *I went to the movie theater.*

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12A COMMUNICATIVE Match the sentences

a Fold the sheet. Read the first halves of sentences 1–14. With a partner, think about how the sentences might continue. Use the past perfect.

1	I couldn't find my bike because... ☐	a	I'd already seen the movie.
2	I didn't want to go to the movie theater because... ☐	b	I'd left my towel at home.
3	I didn't recognize Jack at first because... ☐	c	I'd already called her three times.
4	I couldn't catch the flight because... ☐	d	somebody had stolen it.
5	I didn't want to call Jane again because... ☐	e	I hadn't brought my glasses.
6	I bought the book because... ☐	f	the stylist had cut my hair much too short.
7	My phone didn't work because... ☐	g	I'd left my passport at home.
8	I couldn't go swimming because... ☐	h	I'd drunk too much coffee.
9	I had a big argument with my husband last night because... ☐	i	my sister had recommended it.
10	I nearly cried when I came out of the salon because... ☐	j	I hadn't studied enough.
11	I couldn't sleep because... ☐	k	I hadn't seen him for 30 years.
12	I failed the exam because... ☐	l	he'd forgotten our wedding anniversary.
13	I had problems reading the menu because... ☐	m	the chef hadn't cooked it enough.
14	I couldn't eat the fish because... ☐	n	I'd forgotten to charge it.

FOLD

b Match the sentence halves.

c Fold the paper vertically and try to remember the second halves of the sentences.

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12B COMMUNICATIVE Really? How amazing!

I go to work by helicopter.

I spoke to the President of the United States on Monday.

I'm going to have a baby.

I'm scared of sheep.

I don't have a cell phone.

I've met Brad Pitt.

I flew to San Juan and back yesterday.

I have a pet crocodile.

My father is an astronaut.

I've been to Australia three times.

I can speak Chinese, Portuguese, and Arabic.

I have 13 brothers and sisters.

I've never eaten pizza.

I only sleep three hours a night.

I'm going on vacation to Hawaii.

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12C COMMUNICATIVE Hollywood quiz

Student A

1 Which fictional family _____ at 742 Evergreen Terrace? (live)
a) **The Simpsons** b) The Griffins c) The Potters

2 In which movie _____ "May the force be with you"? (an actor / say)
a) *Star Trek* b) *Back to the Future* c) ***Star Wars***

3 Which movie _____ the most to make in all of Hollywood's history? (cost)
a) *King Kong* b) ***Pirates of the Caribbean (at the World's End)*** c) *Avatar*

4 For which movie _____ her only Oscar®? (Kate Winslet / win)
a) *Titanic* b) ***The Reader*** c) *Lost in Translation*

5 What _____ collecting? (Tom Hanks / like)
a) old cars b) old radios c) **old typewriters**

6 Who _____ in July 2010? (Miranda Kerr / marry)
a) Johnny Depp b) **Orlando Bloom** c) Daniel Craig

7 Who _____ Harrison Ford's father in *Indiana Jones and the Last Crusade*? (play)
a) Michael Caine b) Michael Douglas c) **Sean Connery**

8 In which movie _____ "I'm back"? (Arnold Schwarzenegger / say)
a) *TheTerminator* b) ***Terminator 2*** c) *Terminator 3*

Student B

1 In which country _____ *The Lord of the Rings* trilogy? (Peter Jackson / film)
a) England b) Australia c) **New Zealand**

2 Which actor _____ in most of Hitchcock's films? (appear)
a) **Alfred Hitchcock** b) James Stewart c) Cary Grant

3 How much _____? (an Oscar® / weigh)
a) 5.5 pounds b) **8.8 pounds** c) 15 pounds

4 Which Harry Potter actor _____ in a Halloween episode of *The Simpsons*? (be)
a) **Daniel Radcliffe** b) Rupert Grint c) Alan Rickman

5 Which movie _____ the Oscar® for Best Picture in 2011? (win)
a) *Precious* b) ***The King's Speech*** c) *Toy Story 3*

6 Which actor _____ the part of Donkey in the *Shrek* movies? (play)
a) Antonio Banderas b) Mike Myers c) **Eddie Murphy**

7 In which movie _____ the part of a chauffeur's daughter? (Audrey Hepburn / play)
a) ***Sabrina*** b) *Breakfast at Tiffany's* c) *Roman Holiday*

8 What superpower _____? (Batman / have)
a) superintelligence b) **none** c) X-ray vision

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Vocabulary activity instructions

1B Describing people

A pairwork vocabulary race

Sts look at pictures and definitions and complete the missing words. Copy one sheet per pair or one sheet per student.

Vocabulary
person / physical appearance adjectives

- Put Sts in pairs and give out the sheets. Focus on **a** and set a time limit.
- Tell Sts that they have to read the definitions and look at the pictures and write as many words as they can within the time limit. The lines indicate how many letters are necessary for each word.
- The first pair to complete all the words correctly is the winner. Check answers.

1 mustache 2 curly 3 slim 4 bald 5 cheap
6 medium-height 7 blond 8 beard 9 smart
10 hard-working 11 overweight 12 funny 13 heavy
14 quiet 15 nice

- Focus on **b**. Give Sts time to review and then test themselves.

1C Things you wear

A pairwork brainstorm activity

Sts think of 1, 2, or 3 words connected to clothes. Copy one sheet per pair or one sheet per student.

Vocabulary
clothes

- Put Sts in pairs and give out the sheets. Don't go through all the questions, but demonstrate the activity, eliciting answers to the first question, e.g., *gloves*.
- Set a time limit, and tell Sts to start. Give more time if you can see that Sts need it. When the time limit is up, check answers and find out which pair has the most correct answers.

1 gloves 2 top 3 hat, cap 4 sandals, boots, shoes, socks 5 pants, jeans 6 scarf, tie
7 leggings, tights 8 necklace, bracelet, ring 9 sneakers, shorts, T-shirt 10 sweater, cardigan, coat

2A Vacations

A fill-in-the-blank activity

Sts complete three texts connected to vacations. Copy one sheet per student.

Vocabulary
vacation verbs

- Give out the sheets. Tell Sts they have to complete the texts with an appropriate verb in the correct form. Point out that the first letter is given to help them.
- Set a time limit. Sts compare answers in pairs. Check answers.

Story 1 1 away 2 go 3 stay 4 book 5 camping
Story 2 1 skiing 2 rented 3 basic 4 had
Story 3 1 sightseeing 2 swimming 3 sunbathe 4 spend 5 take

2B Prepositions *at*, *in*, *on*

A preposition fill-in-the-blank activity

Sts complete sentences that have missing prepositions. Copy one sheet per student.

Vocabulary
prepositions of time and place

- Give out the sheets. Focus on **a**. Set a time limit. Tell Sts that they have to write in the PREPOSITIONS column and complete as many sentences as they can.
- Check answers.

1 in 2 in 3 at 4 at / in 5 on 6 in 7 in 8 on 9 at
10 in 11 at 12 in 13 on 14 at 15 at 16 on 17 at
18 in 19 on 20 in

- Focus on **b**. Give Sts time to review and then test themselves.

3B What's the preposition?

An error correction activity

Sts correct preposition mistakes. Copy one sheet per student.

Vocabulary
prepositions

- Put Sts in pairs and give out the sheets. Focus on **a** and elicit that 2 is wrong, as the preposition should be *at*.
- Sts continue in pairs. Check answers.

1 ✓
2 ✗ When I arrived **at**...
3 ✗ He depends **on**...
4 ✓
5 ✗ Can you ask the teacher **for** a...
6 ✗ I'll pay **for** dinner...
7 ✓
8 ✓
9 ✗ My husband's worried **about**...
10 ✗ What do you think **of** / **about**...
11 ✓
12 ✗ How often do you speak **to**...
13 ✗ Maria invited me **to**...
14 ✗ She's fallen in love **with**...
15 ✓

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4A Housework, *make* and *do*

A fill-in-the-blank review activity

Sts complete sentences with the correct form of the verb. Copy one sheet per student.

Vocabulary
make, *do*, *put*, *set*, *have*

- Put Sts in pairs and give out the sheets. Focus on **a** and elicit that the answer to number 1 is *doing*.
- Tell Sts that they have to complete as many sentences as they can. Point out that they have to use the right form of the verb.
- Check answers.

1 doing 2 puts 3 make 4 does 5 made 6 do 7 set
8 do 9 made 10 doing 11 made 12 making 13 clean
14 take 15 took 16 pick 17 make 18 do
19 do 20 make

- Focus on **b**. Give Sts time to review and test themselves.

4B Shopping

A fill-in-the-blank activity

Sts read the definitions and write down the correct word. Copy one sheet per student.

Vocabulary
shopping

- Give out the sheets, either to individual Sts or pairs. Focus on the instructions. Set a time limit.
- If Sts did the exercise individually, get them to compare with a partner before you check answers.

1 fitting room 2 take (it) back 3 credit card 4 receipt
5 salesperson 6 check out 7 item 8 cart 9 fit
10 (shopping) basket / cart 11 delivery 12 size 13 suit
14 auction

5B Describing a town or city

A pairwork vocabulary activity

Sts read the sentences and complete the missing words. Copy one sheet per student or one sheet per pair.

Vocabulary
adjectives and nouns connected to towns and cities

- Put Sts in pairs and give out the sheets. Tell Sts that they have to complete the sentences with the correct word. The first letter is given for each missing word. Set a time limit.
- Check answers.

1 museum 2 crowded 3 coast 4 empty 5 Castle
6 mall 7 dangerous 8 Cathedral 9 medium-sized
10 modern 11 town hall 12 polluted 13 noisy 14 east
15 department store

6A Opposite verbs

A memory activity

Sts read the sentences and write the opposite of the verb in bold. Copy one sheet per student or one sheet per pair.

Vocabulary
high frequency verbs and their opposites

- Give out the sheets and focus on **a**. Elicit the answer to 1 (*failed*) and highlight that the verb must be in the correct form. Sts continue.
- Check answers.

1 failed 2 lent ... to 3 lose 4 pull 5 forgets
6 got / received ... from 7 arrive 8 finishes 9 taught
10 sell 11 Turn on 12 found 13 repairing / fixing
14 miss

- Focus on **b**. Sts do this individually and test themselves. This could also be done in pairs, where **A**s test **B**s, and then change roles.

7B Verb forms: infinitive or gerund?

A sentence completion activity

Sts complete sentences with the right form of the verb. Copy one sheet per student.

Vocabulary
Verbs + *to* and *–ing*: *like*, *decide*

- Put Sts into pairs and give out the sheets. Focus on **a** and elicit that the answer to sentence 1 is *feel*.
- Tell Sts that they have to complete as many verbs as possible. Point out that these verbs are followed by *to* or *-ing* forms.
- Check answers.

1 feel 2 want 3 planning 4 like 5 remember
6 pretended 7 finished 8 mind 9 Would...like 10 forget
11 decided 12 tried 13 continue 14 promised
15 started

- Focus on **b**. Give Sts time to review and test themselves.

8A *get*

A sentence completion activity

Sts choose the correct word to complete the sentences. Copy one sheet per student or one sheet per pair.

Vocabulary
get + its different collocates, e.g., *get divorced, get colder, get a job, get up, get home, get a text message*

- Give out the sheets and focus on the instructions. In pairs or individually, Sts choose the correct word from the list to complete the sentences.
- If Sts did the activity individually, get them to compare their answers before you check.

1 along 2 divorced 3 present 4 home 5 up 6 tickets
7 lost 8 married 9 in shape 10 nervous 11 better
12 newspaper 13 colder 14 to 15 worse
16 job 17 message 18 angry

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8B Confusing verbs

A vocabulary discrimination activity

Sts circle the correct word. Copy one sheet per student or one sheet per pair.

Vocabulary
verbs with similar meanings

- Give out the sheets to individual Sts or to pairs and set a time limit. Focus on the instructions. Give Sts time to circle the words.
- If they did the activity individually, get them to compare with a partner before you check answers.

1 wearing 2 won 3 met 4 watching 5 looks like
6 bring 7 found 8 telling 9 missed 10 lend 11 hope
12 carrying 13 known 14 looking at 15 earn 16 look
17 look for 18 take 19 said 20 waiting 21 borrow
22 losing

9A Animal quiz

A pairwork vocabulary quiz

Sts read a series of definitions and write the words. Copy one sheet per student or one sheet per pair.

Vocabulary
animals

- Put Sts in pairs and give out the sheets. Set a time limit. Tell Sts that they have to write as many words as they can within the time limit.
- Check answers.

1 kangaroo, koala 2 bee 3 dolphin 4 camel 5 rabbit
6 jellyfish 7 giraffe 8 cows 9 sheep 10 mosquito
11 mouse 12 crocodile 13 elephant 14 snake
15 horse 16 lion 17 tiger 18 pig 19 bull 20 bat

- Focus on **b**. Put Sts in pairs to test each other. Another option is to do this individually.

11A Expressing movement

A pairwork vocabulary race

Sts race to think of 1, 2, or 3 answers to questions containing a preposition of movement. Copy one sheet per student or one sheet per pair.

Vocabulary
prepositions of movement

- Put Sts in pairs and give out the sheets. Set a time limit, but give Sts more time if you can see that they need it. Tell Sts that they have to read the questions and write down the answers.
- Check answers. Accept any answers that may not be in the list below, but that are correct.

Possible answers
1 river, swimming pool
2 stairs, hill, mountain
3 a road, a room
4 tennis, badminton, volleyball
5 lipstick, keys, cell phone
6 a (white) rabbit
7 movie theater, concert
8 bus, plane
9 marathon
10 tree, umbrella
11 the Statue of Liberty, the Empire State Building
12 waiter, truck driver
13 auto racing, track and field
14 monkey, cat, bear
15 chess, checkers

11B Phrasal verbs

A sentence completion activity

Sts read the sentences and complete them with a word from the list. Copy one sheet per student.

Vocabulary
phrasal verbs

- Give out the sheets to individual Sts and ask them to complete the sentences with the correct word from the list. Sts compare with a partner when they have finished.
- Check answers.

1 after 2 over 3 up 4 away 5 down 6 out 7 on
8 back 9 down 10 out 11 up 12 along 13 off
14 forward to 15 up 16 for 17 down 18 up 19 on
20 up

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1B VOCABULARY Describing people

a Work with a partner. Look at the pictures and the definitions. Write the words.

1  _ _ _ _ _ _ _ _

2 It's the opposite of **straight** (hair). _ _ _ _ _

3 **thin** in an attractive way _ _ _ _

4  _ _ _ _

5 an **adjective** to describe **someone who doesn't like spending money** _ _ _ _ _

6 **not tall, not short** _ _ _ _ _ _-_ _ _ _ _ _

7 another word for **fair** _ _ _ _ _

8  _ _ _ _ _

9 a synonym of **intelligent** _ _ _ _ _

10 the opposite of **lazy** _ _ _ _-_ _ _ _ _ _ _

11 a polite way of saying **fat** _ _ _ _ _ _ _ _ _ _

12 **a person who can make other people laugh** is this _ _ _ _ _

13 the opposite of **light** _ _ _ _ _

14 **somebody who doesn't talk a lot** _ _ _ _ _

15 one word to describe **a person who's friendly and kind** _ _ _ _

activation

b Cover the words on the right and look at the pictures and the definitions. How many words can you remember?

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1C VOCABULARY Things you wear

Can you think of...?

1 **one** thing you wear on your hands in winter

_____

2 **one** synonym for shirt



_____

3 **two** things you wear on your head

_____ _____

4 **two** things you wear on your feet



_____ _____

5 **two** things that men or women wear on their legs

_____ _____

6 **two** accessories you can wear around your neck

_____ _____

7 **two** things that women wear on their legs under a skirt or dress

_____ _____

8 **three** pieces of jewelry



_____ _____ _____

9 **three** things you wear to play sports

_____ _____ _____

10 **three** things you can wear if you're cold



_____ _____ _____

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2A VOCABULARY Vacations

Complete the texts. Put one word in each blank. The first letter is given.

1



I love going [1]a_____ for the weekend with my friends. We usually [2]g_____ by car to a small town and [3]s_____ in a hotel.

We don't have much money, so we always [4]b_____ the hotel online, as it's cheaper that way. We never go [5]c_____ because we want to be comfortable, and we don't like sleeping in tents.

2



Last winter, my best friend and I decided to go [1]s_____ in the Rockies. I didn't have any skis, so I [2]r_____ a pair when I got there. We decided to stay in a small apartment near the ski slopes. It was very [3]b_____, but it was comfortable. We [4]h_____ a very good time there. We'll definitely go back there next year.

3



If you like the beach and big cities, you should go to Barcelona! In the mornings, you can go [1]s_____ and see all the museums and monuments. In the afternoons, you can go [2]s_____ in the ocean or simply [3]s_____ on the beach. You don't have to [4]s_____ a lot of money. Everything is very cheap. Don't forget your camera so that you can [5]t_____ a lot of photos!

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2B VOCABULARY Prepositions *at*, *in*, *on*

a Complete each sentence with the correct preposition. Write your answers in the **PREPOSITIONS** column.

		PREPOSITIONS
1	The children are playing ____ the park.	_____
2	I love sunbathing ____ the yard.	_____
3	He's studying physics ____ college.	_____
4	Let's meet ____ the bus stop.	_____
5	Look! That's a Picasso ____ the wall.	_____
6	The course starts ____ May.	_____
7	My grandfather died ____ 1984.	_____
8	I was born ____ October 25th.	_____
9	We have a coffee machine ____ work.	_____
10	Do you like skiing ____ winter?	_____
11	What time will you be ____ work tomorrow?	_____
12	Do you eat a lot ____ the evenings?	_____
13	My English classes are ____ Tuesdays and Thursdays.	_____
14	He usually does his homework ____ night.	_____
15	The flight is ____ 7:00 a.m.	_____
16	It's so romantic! They got married ____ Valentine's Day.	_____
17	We usually go to lunch ____ noon.	_____
18	I think you left your bag ____ the bedroom.	_____
19	Do you usually go away ____ the weekend?	_____
20	I live ____ Chicago.	_____

activation

b Cover the **PREPOSITIONS** column and look at the sentences. Say them with the right preposition.

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3B VOCABULARY What's the preposition?

Are the prepositions in **bold** right (✓) or wrong (✗)? Correct the wrong ones.

1 What time does your plane arrive **in** Madrid? ✓

2 When I arrived ~~**to**~~ *at* the museum, it was closed.

3 He depends **of** his parents to give him money.

4 I completely agree **with** you.

5 Can you ask the teacher **to** a photocopy?

6 It's your birthday. I'll pay **back** dinner tonight.

7 Do you spend a lot of money **on** clothes?

8 She writes **to** him every day.

9 My husband's worried **with** his job right now.

10 What do you think **on** my new shoes?

11 I can't think **about** anybody except Pete!

12 How often do you speak **at** your sister on *Skype*?

13 Maria invited me **for** a concert, but I don't want to go.

14 She's fallen in love **to** her sister's boyfriend!

15 Sally waited 30 minutes **for** the bus.

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4A VOCABULARY Housework, *make* and *do?*

a Complete each sentence with a verb in the correct form. Write your answers in the **VERBS** column.

		VERBS
1	I don't like [ ] the ironing.	
2	She's very messy. She never [ ] away her clothes.	
3	Shhh, don't [ ] any noise. The baby's asleep.	
4	My mother [ ] the laundry on Mondays.	
5	When I was little, I always [ ] my bed before I went to school.	
6	Can you [ ] the shopping for me, please?	
7	Please [ ] the table! We're eating in five minutes.	
8	How often do you [ ] yoga?	
9	My children have [ ] a lot of friends at their new school.	
10	I broke a glass while I was [ ] the dishes.	
11	I [ ] the mistake of telling her my secret.	
12	Do you like [ ] plans for the future?	
13	Please [ ] your room. There are books and clothes all over the floor.	
14	It's my job to [ ] out the garbage at night.	
15	When was the last time you [ ] an exam?	
16	You've left your towel on the floor. Please [ ] it up.	
17	I don't have time to [ ] lunch. Let's eat out.	
18	Did you [ ] anything exciting on the weekend?	
19	Can you [ ] exercise 1 on page 46, please?	
20	Can I borrow your phone? I need to [ ] a call.	

activation

b Cover the **VERBS** column and look at the sentences. Say the sentences with the right verbs.

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4B VOCABULARY Shopping

Read the definitions and write the words in the column on the right.







1 The place where you try on clothes before buying them. _____ _____

2 **If you're not happy with something you've bought, you can [redacted] it [redacted].** _____ it _____

3 Some people call it "plastic money." _____ _____

4 **The piece of paper that they give you in a store after you pay for something.** _____

5 A person who works, for example, in a store. _____ _____

6 **It's the place in a supermarket where you pay for the things you buy.** _____ _____

7 Another word for "a thing" you buy. _____

8 **It has four wheels and you push it in the supermarket.** _____

9 The verb we use to say that something isn't too big or too small for you. _____

10 **When you buy something on a website, the thing you have bought goes into your [redacted].** _____ _____

11 If you want something sent to your house, you need to give a [redacted] address. _____

12 **If a pair of jeans is too big or too small for you, they're not your [redacted].** _____

13 It's a verb that we use when clothes look good on you. _____

14 **eBay is an [redacted] website.** _____





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5B VOCABULARY Describing a town or city

Complete the missing words in the sentences. The first letter is given.





1 The Louvre is a famous m *u s e u m* in Paris.

2 Venice is very c_ _ _ _ _ _ in the tourist season. Thousands of people go there.

3 Miami is on the south c_ _ _ _ of Florida.

4 The city is e_ _ _ _ in the summer because everyone goes to the beach.

5 The first king to live in Windsor C_ _ _ _ _ was Henry I.

6 There's a really good shopping m_ _ _ near here. It has a lot of stores and restaurants.

7 Don't go to that part of the city! There's a lot of crime, and it's very d_ _ _ _ _ _ _ _.

8 St. Patrick's C_ _ _ _ _ _ _ _ is in the center of New York City.

9 Richmond, Virginia, is not big and it's not small. It's a m_ _ _ _ _-s_ _ _ _ city.

10 Do you prefer old or m_ _ _ _ _ houses?

11 Local government officials usually have meetings in the t_ _ _ h_ _ _.

12 Some cities are very p_ _ _ _ _ _ _ because there are a lot of cars and factories.

13 We have a nightclub below our apartment. It's very n_ _ _ _, and we can hear the music at night.

14 Montreal is 337 miles to the e_ _ _ of Toronto.

15 You can buy everything you need in a d_ _ _ _ _ _ _ _ _ s_ _ _ _.





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6A VOCABULARY Opposite verbs

a In each sentence, change the verb in **bold** to the opposite verb in the same form. Write your answers in the **OPPOSITES** column.

	OPPOSITES
1 I **passed** my exams last week.	_____
2 Have you ever **borrowed** money **from** a friend?	_____
3 Do you think they're going to **win** the championship?	_____
4 You need to **push** the door to open it.	_____
5 She always **remembers** people's names.	_____
6 I **sent** an email **to** my sister yesterday.	_____
7 What time does the plane **leave**?	_____
8 The game **starts** at 5:30 p.m.	_____
9 He's never **learned** English.	_____
10 eBay's a good website if you want to **buy** something second-hand.	_____
11 **Turn off** your computer!	_____
12 I **lost** my car keys in the yard.	_____
13 Maria's very good at **breaking** things.	_____
14 I'll probably **catch** the train tonight.	_____

activation

b Cover the sentences and look at the **OPPOSITES** column. How many verbs can you remember from the sentences?

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7B VOCABULARY Verb forms: infinitive or gerund?

a Complete each sentence with a verb from the list in the correct form. Write your answers in the **VERBS** column.

decide feel finish forget continue like mind plan
pretend promise remember start try want would like

		VERBS
1	I really don't [redacted] like going to the party tonight. I'm really tired.	
2	If you [redacted] to learn to play tennis better, you should take lessons.	
3	I'm [redacted] to have a big party for my 60th birthday.	
4	Do you [redacted] sunbathing on the beach in summer? I love it!	
5	Please [redacted] to turn off the lights before you leave.	
6	He [redacted] to like the present although he really hated it.	
7	Have you [redacted] eating dinner or should I call you back later?	
8	My students don't [redacted] doing their homework because they know it's good practice.	
9	[redacted] you [redacted] a coffee after work?	
10	Don't [redacted] to call me tonight. You know you never remember!	
11	Have you [redacted] where to go on vacation this summer, or are you still thinking about it?	
12	I [redacted] learning Chinese last year, but I found it very difficult, so I stopped going to class.	
13	Do you think you'll [redacted] living here, or do you think you'll move somewhere else in the future?	
14	He [redacted] to call me when he got there. He always does what he says.	
15	At least you [redacted] to do the exercise. If you can't finish, I'll help you with it.	

activation

b Cover the **VERBS** column and look at the sentences. How many verbs can you remember?

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8A VOCABULARY *get*

Complete the sentences with a word from the list.

along angry better colder divorced home in shape job lost married message nervous newspaper present tickets to up worse

1 Do you get _____ well with your parents?



2 They were married for 20 years, but they got _____ last year.

3 It's Diana's birthday next week. Should we get her a _____?

4 How long does it take you to get _____ after work?

5 I don't like getting _____ early on Sunday mornings.

6 You need to get _____ for the concert soon. They say it's going to sell out quickly.



7 We've been to your house before, so we won't get _____.

8 In the US, you can get _____ in a church or in a city hall.

9 What's the best way to get _____? Yoga or aerobics?

10 Most people get really _____ before taking an exam.

11 Get _____ soon! And don't come back to work until you feel really healthy.

12 I didn't get a _____ yesterday because I read the news online.

13 It gets _____ after 6 p.m. Temperatures go down to −50° Fahrenheit.

14 What time do you usually get _____ school?

15 I think the unemployment situation in my country is getting _____, and not better.



16 How did the interview go? Did you get the _____?

17 I got a _____ from Pete saying he would be late.

18 She gets very _____ when she doesn't get her own way.

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8B VOCABULARY Confusing verbs

Circle the correct verb to complete each sentence.



1 I love those shoes you're **wearing** / **carrying**.

2 Have you ever **won** / **earned** a prize?

3 They **met** / **knew** at a party last year.

4 Can you help me, or are you **watching** / **looking at** the news on TV?



5 She **looks** / **looks like** her mother. They have the same eyes.

6 Did you **bring** / **take** me anything back from New York?

7 Alba's **looked for** / **found** a new job, which starts next week.

8 Are people from your country good at **saying** / **telling** jokes?



9 We got to the airport late, so we **missed** / **lost** the plane.

10 Would you **lend** / **borrow** money to a good friend?



11 I **hope** / **wait** that I pass my final exams.

12 She's **wearing** / **carrying** a really heavy bag.

13 I've **known** / **met** my best friend for ten years.

14 Do you like **watching** / **looking at** photos of yourself?

15 How much money do you **win** / **earn** a month?



16 You **look** / **look like** really sad. What's wrong?

17 If you need the answer, you can **look for** / **watch** it on the Internet.

18 It's going to rain later, so don't forget to **bring** / **take** an umbrella with you.



19 She **said** / **told** that she was sorry.

20 Do you mind **hoping** / **waiting** for a few minutes?

21 We had to **lend** / **borrow** money from the bank to buy a car.

22 I'm always **missing** / **losing** my glasses.

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9A VOCABULARY Animal quiz

a Read the definitions and write the animals in the column on the right.



1 This animal lives in Australia and carries its baby in a pocket. _____

2 **It's an insect that makes honey. It's yellow and black.** _____

3 This animal lives in the ocean and is very smart. _____

4 **It's an animal that can live for two weeks with no water.** _____

5 The cartoon character *Bugs Bunny* is one of these. _____

6 **They're sea animals and swim slowly. If one touches you, it really hurts!** _____

7 This animal has a very long neck and lives in Africa. _____

8 **These animals give milk that people drink.** _____

9 This animal has a very warm, white coat. _____

10 **It's a very small insect that bites people at night.** _____

11 The plural of this animal is *mice*. _____

12 **This animal lives in rivers. It's green or gray and has a lot of teeth.** _____

13 It's a very big, gray animal from Africa or India. _____

14 **This animal is a long, thin reptile, and many people are scared of them.** _____

15 People rode this animal before they had cars. _____

16 **This animal is "the king of the jungle."** _____

17 It's a very big, orange and black cat. _____

18 **This pink animal lives on a farm and isn't very clean.** _____

19 People say this animal will attack you if you're wearing something red. _____

20 **This animal doesn't come out during the day. It can fly, but it can't see.** _____

activation

b Cover the animals and look at sentences 1–20. Can you remember the animals?

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11A VOCABULARY Expressing movement

Can you think of...?

1 two places that you can **swim across**

2 two things you can **go up**

3 two places you can **walk across**

4 three sports where you **hit** something **over** a net

5 three objects you sometimes **put into** your pocket

6 something a magician **takes out of** a hat

7 two places you can't **go into** without a ticket

8 two forms of transportation you can **get on** or **get off**

9 one Olympic sport where you **run around** a city

10 two things you can **sit under** if it's hot and sunny

11 two things you might see if you **fly over** New York City

12 two jobs where people **take** things **from** one place **to** another

13 two sports where you **go around and around** a track

14 two animals that can **climb up** trees

15 two games where you **move** pieces **across** a board

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11B VOCABULARY Phrasal verbs

Complete the phrasal verbs with a word from the list.

after along away back down (x3) for forward to off on (x2) out (x2) over up (x5)

1 I had to look _____ my sister last week because she was sick.

2 He'll be really happy when all of his exams are _____.

3 If you don't know what the word means, look it _____ in a dictionary.

4 Don't throw that sandwich _____! I'll eat it.

5 Could you turn the music _____ a little? I'm trying to study.

6 To get a passport, you need to fill _____ two forms.

7 You should try _____ the pants before you buy them.

8 She's not here right now. Can you call _____ later?

9 Our teacher always tells us to write _____ any new vocabulary.

10 We have to look on the Internet to find _____ what time the movie starts tonight.

11 What time do you usually get _____ in the mornings?

12 They don't get _____ very well. They're always arguing!

13 You need to take _____ your shoes before you go into the temple.

14 I'm really looking _____ _____ my birthday this year.

15 A Why are you turning _____ the volume?
B Because I'm trying to watch the movie, and you keep talking.

16 She's looking _____ a new job. She's not happy with the one she has.

17 Tim sat _____ on the sofa and turned on the TV.

18 Your room's very messy. Please pick _____ the clothes that are on the floor.

19 Do you always put _____ sunscreen before you sunbathe?

20 My brother is trying to give _____ soda and chocolate – he's a little bit overweight.

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Song activity instructions

1B Ugly

Listening for missing words 1 18

Language
Personality and appearance

- Give each student a sheet. Ask Sts what they think the picture shows.
- Focus on the task. Sts have to complete the song with an adjective or a noun from the list. Go through the list to check that Sts understand all of the words.
- Now play the song once all the way through for Sts to try and fill in some of the blanks. Tell them that you will replay the song.
- Then play the song again, pausing after each verse to give Sts time to write in the words. Replay any sections as necessary.
- Check answers.

2 eyes 3 hair 4 beautiful 5 smile 6 comfortable
7 jealous 8 Personality 9 ugly 10 shorter 11 life
12 body 13 taller 14 great 15 bad

- Focus on **b**. Give Sts time to read the song again with the glossary. Help with any other vocabulary problems. Try to help your Sts get the gist of what the song is about even if they can't understand everything.

Extra support

If you know your Sts' language, you could go through the song line by line.

- Now focus on the summary and give Sts time to choose the correct words to complete the summary. Get them to compare with a partner before checking answers.

1 worried 2 appearance 3 different from 4 unkind
5 older 6 confident

- Read **Song facts** to the class.
- Finally, if you think your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

  For copyright reasons, this song is a cover version.

2C Blue As Your Eyes

Listening for extra words 1 52

Language
Language expressing emotions

- Give each student a sheet. Ask Sts what they think the picture shows.
- Focus on **a**. Explain that an extra word has been added to some of the bold lines of the song. The extra word makes sense but is not sung. Sts have to listen carefully, cross out the extra words, and check the lines that are correct.
- Demonstrate by playing the first two lines so Sts can see why *completely* is crossed out and the second line has been checked.
- Now play the rest of the song once all the way through, and tell Sts to try and check the correct lines and to cross out as many extra ones as they can. Tell them that you will replay the song.
- Then play the song again, pausing after each verse to give Sts time to write in the words. Replay any lines as necessary.
- Check answers.

2 ✓ 3 little 4 ✓ 5 great 6 old 7 forever 8 ✓
9 only 10 now 11 that 12 ✓

- Focus on **b**. Give Sts time to read the song with the glossary, and help with any other vocabulary problems. Check answers, asking the class to tell you which parts of the song make them think that their answers are correct.

b confused (*Am I going insane? You turn me away, you beg me to stay / You want it to change, you want it the same* etc.)

Extra support

If you know your Sts' language, you could go through the song line by line.

- Read **Song facts** to the class.
- Finally, if you think your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

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3A This is the Life

Listening to choose the correct words 1 60

Language
Present continuous

- Give each student a sheet. Ask Sts what they think the picture shows.
- Focus on **a**. Sts have to listen and choose which word they hear to fill in each blank.
- Play the song once the whole way through and tell Sts to try to circle some of the correct words. Tell them that you will replay the song.
- Focus on **b** and play the song again, pausing after each verse to give Sts time to circle the correct words. Replay any lines as necessary.

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- Check answers and get Sts to write the correct words in the blanks.

2 dancing 3 boys 4 better 5 thinking 6 wake up
7 sleep 8 road 9 waiting 10 sitting

- Give Sts time to read the song with the glossary and help with any other vocabulary problems. Try to help your Sts get the gist of what the song is about even if they can't understand everything. Note: It isn't clear from the context who "Robert Riger" is although some sources say this might be the name of her stuffed animal.

Extra support

If you know your Sts' language, you could go through the song line by line.

- Read **Song facts** to the class.
- Finally, if you think your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

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4C If You Love Somebody Set Them Free

Listening to choose the correct verbs 2 38

Language
Common verbs

- Give each student a sheet. Ask Sts what they think the picture shows.
- Focus on **a**. Sts must listen and choose the correct verb for each blank. Go through the verbs that have been taken out of the song and make sure Sts know their meaning.
- Play the song once all the way through and tell Sts to try to fill in some of the blanks. Tell them that you will replay the song.
- Then play the song again, pausing after each verse to give Sts time to write in the words. Replay any lines as necessary.

Extra challenge

Alternatively, with a strong class you could ask them to read the song and try to fill in some of the blanks *before* listening to the song.

- Check answers.

2 do 3 keep 4 throw 5 want 6 think 7 look 8 see
9 want 10 control 11 love 12 believe 13 live 14 want

- Give Sts time to read the song with the glossary and help with any other vocabulary problems. Try to help your Sts get the gist of what the song is about even if they can't understand everything.

Extra support

If you know your Sts' language, you could go through the song line by line.

- Read **Song facts** to the class.
- Finally, if you think your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

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5B Nobody Does It Better

Listening for missing words 2 49

Language
Vowel sounds; Ways of comparing

- Give each student a sheet. Ask them what they think the picture shows.
- Focus on **a** and make sure Sts understand the word *rhyme*. Sts must match words in **A** with words in **B** that contain the same vowel sounds.
- Check answers. Point out to Sts how the same sounds are sometimes spelled differently.

A	B
rest	best
above	loved
tried	hide
you	do
could	good

- Focus on **b**. Sts have to fill in the blanks in the song with the words in **a**.
- Play the song once all the way through for Sts to fill in as many blanks as they can. Tell them that you will replay the song.
- Then play the song again for Sts to fill in any missing blanks.
- Check answers.

2 best 3 tried 4 hide 5 above 6 loved 7 could
8 good 9 you 10 do

- Give Sts time to read the song with the glossary and help with any other vocabulary problems. Try to help your Sts get the gist of what the song is about even if they can't understand everything.

Extra support

If you know your Sts' language, you could go through the song line by line.

- Read **Song facts** to the class.
- Finally, if you think your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

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6B Reach Out I'll Be There

Listening for wrong words 3 15

Language
will for offers

- Give each student a sheet. Ask them what they think the picture shows.
- Focus on the task in **a**. Explain that Sts have to listen and decide if the **bold** word in each line is right (what the singer sings) or wrong (different from what the singer sings).
- Demonstrate by playing the first two lines so Sts can see that the first bolded word in the song is wrong and has been corrected and that the second line is correct and has been checked.

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- Play the song once, verse by verse, and tell Sts to just try to hear if the lines are right or wrong and put a check mark or an ✗. They shouldn't try to correct the wrong words at this stage.

  Extra support

  As the song is a little fast, you may need to play some or all of the verses twice for Sts to hear if the words are right or wrong.
- Check answers, but tell Sts not to call out the right words.

3 ✗ 4 ✗ 5 ✗ 6 ✗ 7 ✗ 8 ✗ 9 ✗ 10 ✗ 11 ✓ 12 ✗
13 ✗ 14 ✓ 15 ✗

- Focus on **b**. Play the audio again, and this time Sts have to try and correct the wrong words. Replay individual lines or verses as necessary.
- Get Sts to compare with a partner, and then check answers.

1 can't 3 life 4 darling 5 love 6 lost 7 best 8 hand
9 love 10 always 12 look 13 thinking 15 need

- Give Sts time to read the song with the glossary, and help with any other vocabulary problems. Try to help your Sts get the gist of what the song is about even if they can't understand everything.

  Extra support

  If you know your Sts' language, you could go through the song line by line.
- Read **Song facts** to the class.
- Finally, if you think your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

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7B Don't Stop Me Now

Listening to choose the correct words 3 33

Language
Vowel sounds: /ɪ/ and /aɪ/

- Give each student a sheet.
- Focus on **a** and give Sts time to to match the words and pictures.
- Get Sts to compare with a partner, and then check answers. Make sure Sts understand the lexis. Model and drill pronunciation of any tricky words.

1 the speed of light 2 the laws of gravity
3 Two hundred degrees 4 a shooting star
5 a rocket ship 6 a racing car 7 a satellite
8 a tiger

- Focus on **b**. Sts listen and choose the correct phrases from **a** to fill in the blanks. Highlight that some phrases are used more than once.
- Play the song all the way through once for Sts to try to fill in some of the blanks. Tell them that you will replay the song.
- Then play the song again, pausing every few lines to give Sts time to write in the missing phrases.

  Extra challenge

  Alternatively, with a strong class you could give Sts time to read the lyrics and to try to fill in some of the blanks before they listen.
- Check answers.

2 a tiger 3 the laws of gravity 4 a racing car
5 Two hundred degrees 6 the speed of light
7 a rocket ship 8 a satellite 9 Two hundred degrees
10 Two hundred degrees 11 the speed of light

- Focus on **c** and elicit opinions. Then tell Sts the answer.

It was voted the most popular driving song by the British TV program *Top Gear*.

- Give Sts time to read the song again with the glossary. Help with any other vocabulary problems. Try to help your Sts get the gist of what the song is about even if they can't understand everything.

  Extra support

  If you know your Sts' language, you could go through the song line by line.
- Read **Song facts** to the class.
- Finally, if you think your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

  For copyright reasons, this song is a cover version.

8A Why Do I Feel So Sad?

Listening for extra words 3 55

Language
Feelings and emotions

- Give each student a sheet. Ask Sts what they think the picture shows.
- Focus on **a**. Explain that an extra word has been added to every line of the song. The extra word makes sense but is not sung. Sts must listen carefully and cross out this extra word.
- To demonstrate, play the first line of the song so that Sts can see that *your* is not sung and has been crossed out.
- Now play the rest of the song once all the way through, and tell students to try and cross out as many extra words as they can. Tell them that you will replay the song.
- Then play the song again, pausing after each verse to give Sts time to cross out the extra words. Replay any lines as necessary.
- Check answers.

2 again 3 all 4 now 5 these 6 very 7 longer 8 now
9 always 10 any 11 really 12 me 13 today 14 please

- Focus on **b** and on the example and give Sts time to match the words and phrases from the song (1–8) with meanings a–h. Tell Sts to look at the phrases in context in the song to help them.
- Get Sts to compare with a partner, and then check answers.

1 e 2 h 3 f 4 g 5 c 6 b 7 d 8 a

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- Give Sts time to read the song again with the glossary. Help with any other vocabulary problems. Try to help your Sts get the gist of what the song is about even if they can't understand everything.

  Extra support

  If you know your Sts' language, you could go through the song line by line.
- Read **Song facts** to the class.
- Finally, if you think your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

  For copyright reasons, this song is a cover version.

9C You're My #1

Listening to choose the correct words 4 30

Language
Present perfect

- Give each student a sheet.
- Focus on **a**. Get Sts to match the words and pictures.
- Check answers. Model and drill pronunciation of any tricky words.

1 the moon 2 angels 3 a fountain 4 lips 5 a butterfly
6 a tear 7 a sunset 8 the sky

- Focus on **b**. Sts have to listen and choose which word they hear for each blank.
- Play the song once the whole way through, and tell Sts to try to circle some of the correct words. Tell them that you will replay the song.
- Focus on **c** and play the song again for Sts to check their answers, pausing after each verse to give Sts time to circle the correct words. Replay any lines as necessary.
- Check answers, getting Sts to write the correct word in each blank.

1 a million 2 summertime 3 highest 4 a hundred
5 seen 6 haven't seen 7 amazes 8 I'm feeling
9 right 10 done 11 baby 12 sailed 13 Danced

- Give Sts time to read the song with the glossary, and help with any other vocabulary problems. Try to help your Sts get the gist of what the song is about even if they can't understand everything.

  Extra support

  If you know your Sts' language, you could go through the song line by line.
- Read **Song facts** to the class.
- Finally, if you think your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

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10B ABC

Listening to choose the correct verb 4 47

Language
Verbs; Classroom language

- Give each student a sheet. Ask Sts what the picture shows.
- Focus on **a**. Sts have to listen to the song and fill in the blanks with the verbs in the box.
- Play the song verse by verse, pausing at the end of each verse to give Sts time to fill in the blanks. Replay as necessary.

  Extra challenge

  Alternatively, with a strong class, you could ask them to read the song and try to fill in some of the blanks *before* listening to the song.
- Check answers.

2 teach 3 take 4 repeat 5 love 6 show
7 listen 8 show 9 Spell 10 Listen

- Focus on **b**. Get Sts to match meanings 1–6 with the **bold** words and phrases in the song.
- Check answers. Explain the spelling rule (6) to Sts by giving them some words with i and e in them, e.g., *friend* and *receive*.

1 do re mi 2 A B C 3 two plus two makes four
4 1 2 3 5 reading, writing, arithmetic
6 I before E except after C

- Give Sts time to read the song again with the glossary. Help with any other vocabulary problems. Try to help your Sts get the gist of what the song is about even if they can't understand everything.

  Extra support

  If you know your Sts' language, you could go through the song line by line.
- Read **Song facts** to the class.
- Finally, if you think your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

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11A The Final Countdown

Listening to match sentence halves 4 59

Language
Vowel sounds

- Give each student a sheet. Ask Sts what the picture shows.
- Focus on **a** and tell Sts they must match the halves of the sentences. Focus on the example that has been done (1g).
- Play the song once the whole way through and tell Sts to try and match as many of the lines as they can. Tell them that you will replay the song.
- Then play the song again for Sts to check and complete the task.
- Check answers.

2h 3d 4a 5e 6f 7c 8b

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- Focus on **b**. Get Sts in pairs to decide if the pair of words have the same vowel sounds or not.
- Check answers. Point out how the sounds are spelled many different ways.

1 different: *leaving* /i/ and *heading* /ɛ/
2 ✓ /ɛ/
3 different: *guess* /ɛ/ and *be* /i/
4 ✓ /i/
5 ✓ /ɛ/
6 different: *seen* /i/ and *welcome* /ɛ/

- Give Sts time to read the song with the glossary and help with any other vocabulary. Try to help your Sts get the gist of what the song is about even if they can't understand everything.

Extra support

If you know your Sts' language, you could go through the song line by line.

- Read **Song facts** to the class.
- Finally, if you think your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

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12B I Heard It Through the Grapevine

Listening for missing words 5 26

Language
Tenses; Verb forms;
Informal language, idioms, and collocations

- Give each student a sheet. Ask them what they think the picture shows.
- Focus on the song title and elicit / explain that *to hear something through the grapevine* is to find out about something by hearing a rumor or gossip that is spread from person to person.
- Focus on **a**. Sts have to listen and complete the numbered words that rhyme with the previous **bolded** word.
- Play the song once for Sts to try to fill in some of the blanks. Tell them that you will play the song again.
- Then play the song again for Sts to complete the task.
- Check answers.

2 more 3 yesterday 4 mine 5 inside 6 me 7 dear
8 know

Extra challenge

Alternatively, with a strong class, you could get Sts to try and guess some or all of the missing words before they listen using the rhyme scheme to help them.

- Focus on **b** and on the example and get Sts to match the words and phrases (1–10) with their meanings (a–j). Tell Sts to look at the words in context in the song to help them do the task.
- Get Sts to compare with a partner, and then check answers.

1 i 2 d 3 j 4 h 5 b 6 e 7 c 8 a 9 g 10 f

- Give Sts time to read the song, and help with any other new vocabulary. Try to help your Sts get the gist of what the song is about even if they can't understand everything.

Extra support

If you know your Sts' language, you could go through the song line by line.

- Read **Song facts** to the class.
- Finally, if you think your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

  For copyright reasons, this song is a cover version.

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1B SONG Ugly

a Look at the song and the words in the list. Then listen to the song and fill in the blanks with an adjective or noun.

Adjectives: bad beautiful comfortable jealous shorter ~~strange~~ taller ugly great

Nouns: body eyes hair life personality smile

Ugly

When I was seven they said I was [1] *strange*
I noticed that my [2]_____ and
[3]_____ weren't the same.
I asked my parents if I was OK
They said you're more [4]_____ and that's the way
They show that they wish that they had your [5]_____
So my confidence was up for a while,
I got real [6]_____ with my own style
I knew that they were only [7]_____ 'cause

Chorus
People are all the same
And we only get judged by what we do
[8]_____ reflects name
And if I'm [9]_____ then so are you,
so are you

There was a time when I felt like I cared
That I was [10]_____ than everyone there
People made me feel like [11]_____ was unfair
And I did things that made me ashamed
'Cause I didn't know my [12]_____ would change
I grew [13]_____ than them in more ways
But there will always be the one who will say
Something bad to make them feel [14]_____.

Chorus (x2)

Everybody talks [15]_____ about somebody and
Never realizes how it affects somebody and
You bet it won't be forgotten
Envy is the only thing it could be

Chorus (x2)



b Listen again and read the lyrics. Use the glossary to help you. Then choose the correct alternatives to make a summary of the song.

Ugly is about a girl who grows up feeling [1] **happy / worried** about her [2] **appearance / parents**. She feels [3] **different from / the same as** people around her. Some people say [4] **kind / unkind** things about her. As she becomes [5] **older / richer**, she feels a lot more [6] **confident / jealous** about herself and her life.

SONG FACTS

Ugly was a hit single for the Sugababes in many countries in 2005 and 2006. The band recorded the song after negative comments about them in British newspapers. Sugababes used a line from this song as the name of their fourth album, *Taller in More Ways*.

GLOSSARY

my confidence was up = I felt good about myself
comfortable with my own style = I liked the way I looked
we get judged by what we do = our actions are important, not our appearance
so are you = you are, too
unfair = not treating people equally
ashamed = feeling bad about things you have done
grew taller ... in more ways = became a better person
realize how it affects somebody = see the results of your actions
you bet = you can be sure
envy = feeling jealous of another person

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2C SONG Blue As Your Eyes

a Some of the **bold** lines in the lyrics have an extra word. Listen to the song. Put a check mark (✓) next to the correct lines or cross out the extra word.

Blue As Your Eyes

Am I falling apart?

[1] **Is this falling in love? Am I going ~~completely~~ insane?** 1 ☐

You're scratched on my heart.

[2] **You're scratched on my heart; you're etched on my brain.** 2 ✓

And every word;

[3] **Every little word that you said goes 'round** 3 ☐

[4] **'Round in my head.** 4 ☐

[5] **'Round like a great cyclone in my mind.** 5 ☐

Chorus

I've been trying to get a hold on you.

I've been trying to get a hold on you.

I've been trying to get a hold on you

[6] ***On this crazy old world of mine, every day.*** 6 ☐

Right from the start. When I showed you my hand,

[7] ***I gave you my heart forever. Falling in love,*** 7 ☐

Feeling alive, clear as the mud,

[8] ***I'm blue as your eyes, blue as your eyes.*** 8 ☐

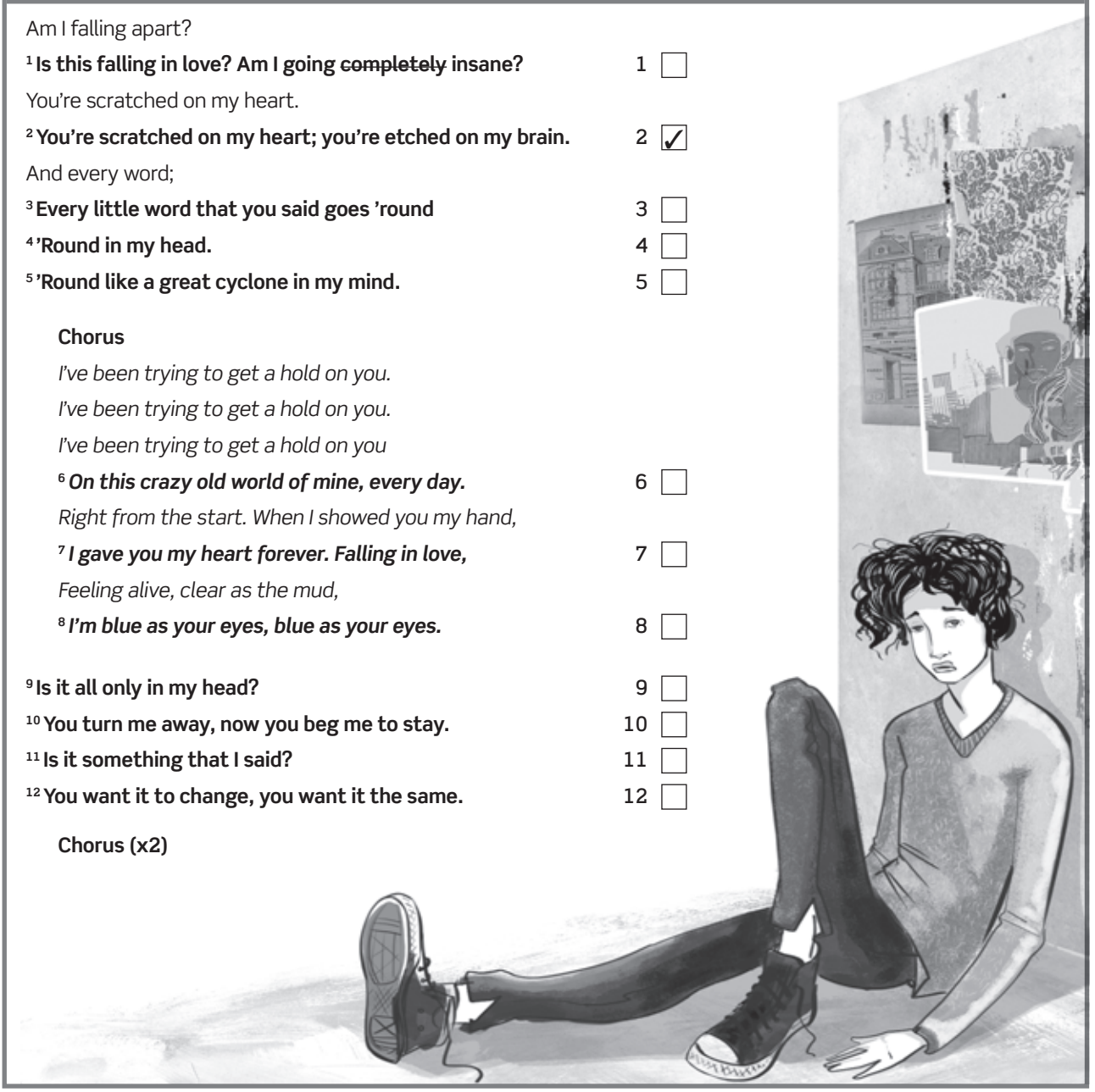
[9] **Is it all only in my head?** 9 ☐

[10] **You turn me away, now you beg me to stay.** 10 ☐

[11] **Is it something that I said?** 11 ☐

[12] **You want it to change, you want it the same.** 12 ☐

Chorus (x2)



b Listen to the song again and read the lyrics. Use the glossary to help you. How is the boy feeling?

a jealous b confused c depressed

SONG FACTS

This song was originally recorded by the UK band Scouting For Girls. The band's name comes from the fact that two of them met when they were in The Scouts, a national club where young boys learn things like camping, climbing, and outdoor sports. *Blue As Your Eyes* is a song from their 2010 album *Everybody Wants To Be on TV*.

GLOSSARY

falling apart = breaking
insane = crazy, mad
You're scratched on my heart = It's impossible to stop loving you
You're etched on my brain = It's impossible to stop thinking about you
get a hold on you = understand you
showed you my hand = told you my feelings
clear as the mud = unclear
beg me = ask me

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3A SONG This is the Life

a Listen to the song. Circle the correct word to fill in each blank.

This is the Life

Oh the wind whistles down
The cold [1]_____ street tonight — (dark) / hard
And the people they were [2]_____ — asking / dancing
To the music vibe
And the [3]_____ chase the girls with the curls in their hair — men / boys
While the shy tormented youth sit way over there
And the songs they get louder, each one [4]_____ than before — better / louder

Chorus

And you're singing the songs, [5]_____ *this is the life* — *singing / thinking*
And you [6]_____ *in the morning and your head feels* — *wake up / get up*
twice the size
Where you gonna go? Where you gonna go? Where you
gonna [7]_____ *tonight?* — *sleep / stay*

(repeat)

So you're heading down the [8]_____ in your taxi for four — road / street
And you're [9]_____ outside Jimmy's front door — standing / waiting
But nobody's in and nobody's home till four
So you're [10]_____ there with nothing to do — sitting / singing
Talking about Robert Riger and his motley crew
And where you're gonna go and where you're gonna sleep tonight

Chorus (x2)



b Listen again to check and write the correct word in the blanks.

SONG FACTS

This song was originally recorded by Amy Macdonald, a Scottish singer and songwriter. At the age of just 20, she had a top-ten hit with *This is the Life* in 17 countries, and the song was used for a Fiat advertisement in Europe in 2010. *This is the Life* was also the name of her first album.

GLOSSARY

whistles = makes a high sound
vibe = strong positive feeling from a place, or from music
chase = run after, try to catch
shy tormented youth = emotional young people
this is the life = this is fantastic
your head feels twice the size = you feel terrible
you gonna = are you going to
heading = going
motley crew = group of friends

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4C SONG If You Love Somebody Set Them Free

a Read the song lyrics. Then listen to the song and complete each verse with the correct verbs.

If You Love Somebody Set Them Free

(Free free, set them free)

VERSE 1 ~~call~~ do keep think throw want

If you need somebody, [1]*call* my name
If you want someone, you can [2]_____ the same
If you want to [3]_____ something precious
You got to lock it up and [4]_____ away the key
If you [5]_____ to hold on to your possessions,
Don't even [6]_____ about me.

Chorus
If you love somebody
If you love someone
If you love somebody
If you love someone
Set them free. (Free free, set them free)

VERSE 2 look see want

If it's a mirror you want, just [7]_____ into my eyes
Or a whipping boy, someone to despise
Or a prisoner in the dark tied up in chains
You just can't [8]_____;
Or a beast in a gilded cage
That's all some people ever [9]_____ to be

Chorus

VERSE 3 believe control live love want

You can't [10]_____ an independent heart
Can't tear the one you [11]_____ apart
Forever conditioned to [12]_____ that we can't live,
We can't [13]_____ here and be happy with less
So many riches, so many souls
Everything we see that we [14]_____ to possess

Verse 1 repeated

Chorus



GLOSSARY
precious = special or expensive
got to = have to
whipping boy = a person that you are bad to
despise = hate
beast = animal
gilded = made of gold
tear…apart = break completely
conditioned to believe = always told to think something is true
riches = money

SONG FACTS

This song was originally recorded by Sting, the singer and songwriter, who first became famous as part of the group The Police. *If You Love Somebody Set Them Free* was one of his first hits as a solo artist in 1985.

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5B SONG Nobody Does It Better

a Match a word in A with a rhyming word in B.

A	B
1 rest ☐	a good
2 above ☐	b best
3 tried ☐	c hide
4 you ☐	d do
5 could ☐	e loved

b Listen to the song and write the words in the blanks.

Nobody Does It Better

Nobody does it better
Makes me feel sad for the [1] *rest*
Nobody does it half as good as you
Baby, you're the [2] _____

I wasn't looking but somehow you found me
I [3] _____ to [4] _____
from your love light
But like heaven [5] _____ me, the spy
who [6] _____ me
Is keeping all my secrets safe tonight

And nobody does it better
Though sometimes I wish someone [7] _____
Nobody does it quite the way you do
Why do you have to be so [8] _____?

The way that you hold me
Whenever you hold me
There's some kind of magic inside [9] _____
That keeps me from running, but just keep it coming
How'd you learn to do the things you [10] _____?

And nobody does it better
Makes me feel sad for the rest
Nobody does it half as good as you
Baby, baby, darling, you're the best

Baby, you're the best
Baby, you're the best
Sweet thing, you're the best
Darling, you're the best (x2)
Sweet thing, you're the best



SONG FACTS

Nobody Does It Better was the theme song for the James Bond movie, *The Spy Who Loved Me*. Carly Simon had a hit with the song in 1977. The song has appeared in many movies since then, and it has been a hit for several different bands.

GLOSSARY

somehow = I don't know how
hide = go to a place where nobody can find you
heaven = the sky and the stars
spy = a person who does secret work
whenever = every time
keeps me from running = stops me from leaving
keep it coming = don't stop
how'd you = how did you

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6B SONG Reach Out I'll Be There

a Listen to the song. Some of the **bold** words are right, and some are wrong. Check (✓) the right words, and put an *x* (✗) next to the wrong ones.

Reach Out, I'll Be There

Now if you feel that you [1]**won't** go on — 1 ✗ *can't*
Because all of your hope is [2]**gone** — 2 ✓ _____
And your [3]**day** is filled with much confusion — 3 ☐ _____
Until happiness is just an illusion
And your world around is tumbling down, [4]**baby** — 4 ☐ _____
Reach out! Hang on, girl! Reach on out for me!
Reach out! Reach out, for me.

Chorus
I'll be there with a [5]**house** that will shelter you — 5 ☐ _____
I'll be there with a love that will see you through

When you feel [6]**sad** and about to give up — 6 ☐ _____
'Cause your [7]**life** just ain't good enough — 7 ☐ _____
And you feel the world has grown cold
And you're drifting out all on your own
And you need a [8]**person** to hold, darling — 8 ☐ _____
Reach out! Hang on, girl! Reach out for me!
Reach out! Reach out, for me!

Chorus
I'll be there to [9]**hold** and comfort you — 9 ☐ _____
And I'll be there, to cherish and care for you
(I'll be there to [10]**often** see you through) — 10 ☐ _____
(I'll be there to love and comfort you)

I can tell the way you hang your head
You're without love now, now you're [11]**afraid** — 11 ☐ _____
And through your tears you [12] **turn** around — 12 ☐ _____
But there's no peace of mind to be found
I know what you're [13]**saying**, you're alone now — 13 ☐ _____
No love of your own, but darling
Reach out! Come on, girl! Reach out for me!
Reach out! Reach out!

Just [14]**look** over your shoulder — 14 ☐ _____
I'll be there to give you all the love you [15]**want**. — 15 ☐ _____
And I'll be there, you can always depend on me.



b Listen again. Try to correct the wrong words.

GLOSSARY
tumbling = falling
reach out = hold out your arms toward me
shelter = look after, take care of
cherish = love
see you through = stay with you
about to = going
drifting = unsure which way you are going
hang your head = feel sad
over your shoulder = behind you

SONG FACTS
Reach Out I'll Be There was an international number one hit for The Four Tops in 1966. Today, it is still one of the most popular songs of the 1960s.

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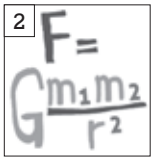
7B SONG Don't Stop Me Now

a Match the phrases and pictures.

a shooting star ☐ a racing car ☐ the laws of gravity ☐ the speed of light ☐
a rocket ship ☐ a satellite ☐ Two hundred degrees ☐ a tiger ☐



1



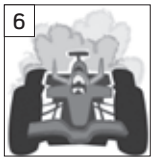
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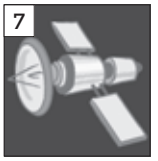


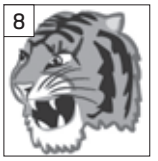
3


4


5


6


7


8

Don't Stop Me Now

Tonight I'm gonna have myself a real good time
I feel alive
And the world is turning inside out, yeah!
I'm floating around in ecstasy, so
(Don't stop me now)
(Don't stop me) 'cause I'm having a good time, having a good time

I'm [1] *a shooting star* leaping through the sky like [2] _____
Defying [3] _____
I'm [4] _____ passing by like Lady Godiva*
I'm gonna go, go, go, there's no stopping me
I'm burning through the sky, yeah!
[5] _____, that's why they call me Mister Fahrenheit
I'm traveling at [6] _____, I wanna make a
Supersonic man out of you

Chorus
(Don't stop me now)
I'm having such a good time, I'm having a ball
(Don't stop me now)
If you wanna have a good time, just give me a call
(Don't stop me now)
'Cause I'm having a good time
(Don't stop me now)
Yes I'm having a good time, I don't want to stop at all

I'm [7] _____ on my way to Mars on a collision course
I am [8] _____, I'm out of control
I am a machine, ready to reload
Like an atom bomb, about to explode
I'm burning through the sky, yeah!
[9] _____, that's why they call me Mister Fahrenheit
I'm traveling at the speed of light, I wanna make a
Supersonic woman of you

(Don't stop me, don't stop me, don't stop me)
Hey hey hey! (Don't stop me, don't stop me, Ooh ooh ooh)
I like it (Don't stop me, don't stop me)
Have a good time, good time
(Don't stop me, don't stop me)
Ooh ooh, alright

Oh, burning through the sky, yeah!
[10] _____, that's why they call me Mister Fahrenheit
Traveling at [11] _____, I wanna make a
Supersonic man out of you

Chorus

b Listen to the song, verse by verse, and fill in the blanks with a phrase from **a**. Some of them are used more than once.

c What do you think this song was voted in the UK?

a The greatest dancing song ever
b The greatest driving song ever
c The greatest karaoke song ever

GLOSSARY

gonna = going to
defy = go against
wanna = want to
turning inside out = completely different from normal
floating = moving slowly in the air
in ecstasy = very happily
burning through the sky = going very fast, like a rocket
supersonic = traveling at the speed of sound
having a ball = having a good time
on a collision course = going to crash into something

*Lady Godiva is famous in English history. She rode a horse in public while wearing no clothes. The singer means that everyone will notice him.

SONG FACTS

Don't Stop Me Now was a hit for the UK group Queen in 1978. Many other bands have recorded versions of the song, and it has been used in movies and ads.

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8A SONG Why Do I Feel So Sad?

a Listen to the song and cross out the extra word in each line.

Why Do I Feel So Sad?

1 Friends we've been for so long, now ~~your~~ true colors are showing

2 Makes me wanna cry, oh yes it does, 'Cause I had to say goodbye again

Chorus

3 By now I should know, that in time all things must change,

4 So it shouldn't be so bad, so why do I feel so sad now?

5 How can I adjust, to the way that these things are going?

6 It's killing me very slowly. Oh I just want it to be how it used to be

7 'Cause I wish that I could stay longer, but in time things must change

8 So it shouldn't be so bad, so why do I feel so sad now?

9 You cannot always hide the way you feel inside I realize

10 Your actions speak much louder than any words, so tell me why, oh

Chorus (x2)

11 By now, by now I should really know, that in time things must grow

12 And I had to leave you behind me,

13 So why do I feel so sad today, if it couldn't be that bad

14 Please tell me why

Chorus



b Read the lyrics and match the words and phrases.

1	true colors are showing	*e*	a	walk away from
2	makes me wanna cry	____	b	know something is true
3	adjust	____	c	want to
4	used to be	____	d	the things you do are more important than what you say
5	wish that I could	____	*e*	I can see your real personality
6	realize	____	f	change yourself, when life changes
7	actions speak louder than words	____	g	was in the past
8	leave…behind	____	h	makes me sad

SONG FACTS

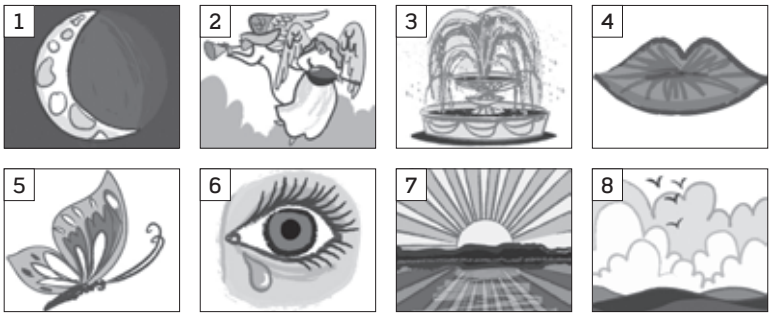
Why Do I Feel So Sad? was a song from Alicia Keys' 2001 album, *Songs in A Minor*.

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9C SONG You're My #1

a Match the words and the pictures.

angels	☐	the moon	☐
a butterfly	☐	the sky	☐
a fountain	☐	a sunset	☐
lips	☐	a tear	☐



b Listen to the song and circle the right word or phrase from each pair.

You're My #1

I've kissed the moon [1]_____ times — a thousand / a million
Danced with angels in the sky
I've seen snowfall in the [2]_____ — summertime / winter
Felt the healing of the powers up above
I've seen the world from the [3]_____ mountain — highest / tallest
Tasted love from the purest fountain
I've seen lips that spark desire
Felt the butterflies [4]_____ times — a hundred / a thousand

I've even [5]_____ miracles — known / seen
I've felt the pain disappear
But still [6]_____ anything — haven't seen / didn't see
That [7]_____ me quite like you do — amazes / surprises

Chorus

You bring me up when [8]_____ down — I feel / I'm feeling
You touch me deep you touch me [9]_____ — again / right
You do the things I've never [10]_____ — done / known
You make me wicked you make me wild
'Cause [11]_____, you're my number one — baby / darling

I've [12]_____ in a perfect dream — flown / sailed
I've seen the sun make love to the sea
I've kissed the moon a million times
[13]_____ with angels in the sky — Talked / Danced

I've even seen miracles
I've seen the tears disappear
But still haven't seen anything
That amazes me quite like you do

Chorus (x2)

c Listen to the song again to check and read the lyrics. Write the missing word or phrase in the blank.

SONG FACTS

Enrique Iglesias is one of the most successful Latin singers of all time. His father, Julio Iglesias, is also a famous singer in Spanish and English. *You're My #1* was a single on his first English-speaking album, *Enrique*, in 1999.

GLOSSARY

Felt the healing of the powers up above = felt better because of God
purest = cleanest
spark desire = make me want them
felt the butterflies = felt scared or nervous ("have butterflies in your stomach")
miracles = wonderful and surprising things
disappear = go away
amazes = surprises very much
bring me up = make me happy
feel down = feel sad
touch me deep = change me a lot
wicked = wanting to do bad things
wild = excited

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10B SONG ABC

a Listen to the song, verse by verse, and fill in the blanks 1–10 with a verb from the list.

ABC

VERSE 1 ~~make~~ repeat take teach

You went to school to learn, girl
Things you never, never knew before
Like **I before E except after C**
And why **two plus two** [1] *makes* **four**, now now now,
I'm gonna [2] _____ you (Teach you, teach you)
All about love, dear (All about love)
Sit yourself down, [3] _____ a seat
All you gotta do is [4] _____ after me.

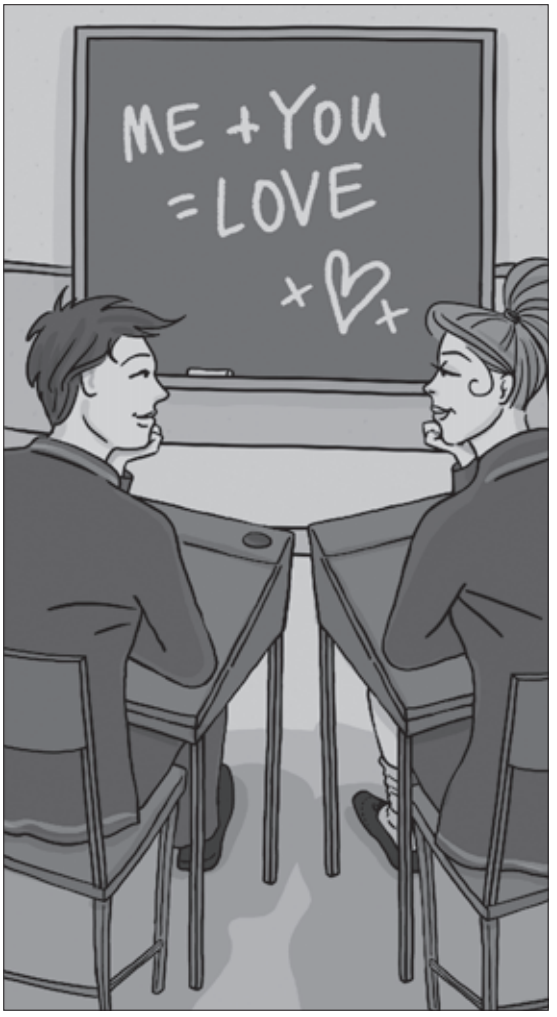
Chorus
A B C, *Easy as*
One, two, three, Or simple as
Do re mi, *A B C,*
One, two, three, baby, you and me girl!
A B C, Easy as
One, two, three, *Or simple as*
Do re mi, A B C,
One, two, three, baby, you and me girl!

VERSE 2 listen (x2) love show(x2) spell

Come on, let me [5] _____ you just a little bit!
I'm going to teach you how to sing it out!
Come on, come on, come on, let me [6] _____
you what it's all about!
Reading, writing, arithmetic are the
Branches of the learning tree
But [7] _____! Without the roots of love every
day girl,
Your education ain't complete
Teacher's gonna [8] _____ you
How to get an A!
[9] _____ "me" "you," add the two
[10] _____ to me baby, that's all you gotta do!

Chorus

That's how easy love can be (x2)
Sing a simple melody
One two three, you and me



b Read the lyrics and match the **bold** phrases in the song to their meanings.

1 _____ the first three musical notes
2 _____ the first three letters of the alphabet
3 _____ a math sum
4 _____ the first three numbers
5 _____ three school subjects
6 _____ a rule about spelling

SONG FACTS

ABC was a big hit for The Jackson Five in 1970. Michael Jackson sang the lead vocals on the song, at the age of just 11 years old. The song was more recently recorded by the cast of *Glee* in the American musical comedy series.

GLOSSARY

gotta = got to (= have to, must)
branches, roots = parts of a tree
ain't = isn't
get an "A" = get the highest grade on a test or exam

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11A SONG The Final Countdown

a Listen to the song and match lines 1–8 with lines a–h.

The Final Countdown

1 We're leaving together, [g]
2 And maybe we'll come back [ ]
3 I guess there is [ ]
We're leaving ground

4 Will things ever [ ]

Chorus
It's the final countdown
The final countdown

5 We're heading for Venus, Venus, [ ]
6 Cause maybe they've seen us [ ]
7 With so many light years to go [ ]
8 I'm sure that [ ]

Chorus

a	be the same again?
b	we all miss her so
c	and things to be found
d	no one to blame
e	and still we stand tall
f	and welcome us all
g	but still it's farewell
h	to earth, who can tell



b Check (✓) the pairs of words from the song that have the same sound.

1	leaving	heading	[ ]
2	together	farewell	[ ]
3	guess	be	[ ]
4	we	maybe	[ ]
5	again	tell	[ ]
6	seen	welcome	[ ]

SONG FACTS

The 1986 song *The Final Countdown* was a number one hit in 25 countries for the Swedish band Europe. They originally wrote the song just to open their concerts with an exciting countdown to the start of the show, and they were surprised when it was so successful. It is often played around the world at sporting events.

GLOSSARY

miss = feel sad because you are far from something or somebody
I guess = I think
no one to blame = nobody did anything wrong
leaving ground = leaving the earth (in a rocket)
final countdown = counting from ten to zero before a rocket leaves the ground
stand tall = feel proud and brave
heading for = traveling to
farewell = goodbye
light years = a very long distance
who can tell = nobody knows

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12B SONG I Heard It Through the Grapevine

a Read the song lyrics and try to guess some of the missing words (1–8) They contain the same sound as the previous word in **bold**. Then listen and fill in the blanks.

I Heard It Through the Grapevine



Ooh, I bet you're wondering how I **knew**
'Bout your plans to make me [1]**bl***ue*
With some other guy that you knew **before.**
Between the two of us guys you know I love you [2]**m**_____.
It took me by surprise I must **say**,
When I found out [3]**y**_____. Don't you know that ...

Chorus
I heard it through the **grapevine**
Not much longer would you be [4]**m**_____. Oh
I heard it through the grapevine, Oh
I'm just about to lose my mind.
Honey, honey yeah.
(Heard it through the grapevine, not much longer would you be mine baby, ooh)

I know that a man ain't supposed to **cry**,
But these tears I can't hold [5]**in**_____.
Losin' you would end my life, you **see**,
'Cause you mean that much to [6]**m**_____.
You could have told me yourself
That you loved someone else. Instead...

Chorus

People say "believe half of what you see,
Son, and none of what you **hear**."
But I can't help being confused
If it's true please tell me, [7]**d**_____.
Do you plan to let me **go**
For the other guy you loved before? Don't you [8]**kn**_____ that ...

Chorus

b Match the words and phrases with their meanings.

1	I bet *i*	a	are important /special
2	blue ____	b	from other people's conversation
3	guy ____	c	become crazy
4	found out ____	d	sad
5	through the grapevine ____	e	shouldn't
6	ain't supposed to ____	f	unsure
7	lose my mind ____	g	It was wrong that you didn't tell me.
8	mean that much ____	h	heard / discovered
9	you could have told me ____	*i*	I'm sure
10	confused ____	j	man

SONG FACTS

I Heard It Through the Grapevine was written in 1966, and it has been a hit for many different artists. Marvin Gaye's 1968 version of the song was the most successful of all and is one of the most popular soul songs of all time.

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Workbook answer key

1A

1 GRAMMAR

a 2 Do you have any brothers or sisters?
3 What college do you go to?
4 What languages can you speak?
5 Where did you study English before?
6 What kind of music do you listen to?
7 How often do you exercise?
8 Where did you go last weekend?

b 2 did you do last night
3 TV shows does your family watch
4 is your birthday
5 are you from
6 did your friends go on vacation last year
7 do you read
8 were you angry yesterday

2 VOCABULARY

a 2 d 3 i 4 g 5 e 6 h 7 b 8 a 9 f 10 c

3 PRONUNCIATION

a 2 P 3 R 4 M 5 B 6 K 7 I

c 2 basketball 3 thirteen 4 thirty
5 college 6 weekend 7 magazine
8 sister 9 language 10 address

4 SPELLING AND NUMBERS

a 2 seventeen, eighteen
3 eighty, ninety
4 one hundred, one hundred and one
5 eight hundred, nine hundred
6 four hundred and fifty, five hundred
7 five thousand, seven thousand
8 thirty thousand, forty thousand

b 2 exercise 3 breakfast 4 family
5 movie 6 thousand 7 teacher
8 college 9 weekend 10 important

5 LISTENING

a Because some friends are waiting for him. / Because Sandra's boyfriend arrives.

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

1B

1 GRAMMAR

a 2 It doesn't rain a lot here
3 We don't live in a house
4 I don't play tennis
5 He doesn't have a beard
6 They don't go to the gym
7 She doesn't write a blog

b 2 Does 3 do 4 Does 5 do 6 Does
7 Does

c 2 earns 3 study 4 want 5 lives
6 share 7 invite 8 doesn't come
9 doesn't like 10 prefer 11 don't see
12 get along

2 VOCABULARY

a 2 bald 3 straight, curly
4 beard, mustache 5 fat, slim
6 thin, overweight 7 red, medium height

b 2 extroverted 3 cheap 4 unfriendly
5 lazy 6 unkind 7 funny 8 smart

c 2 d 3 e 4 a 5 b 6 f

3 PRONUNCIATION

a 1 watches 2 lives 3 likes 4 starts
5 leaves 6 cooks

c 2 extroverted 3 unfriendly 4 generous
5 mustache 6 serious 7 curly 8 quiet
9 overweight

4 READING

b 2 T 3 F 4 F 5 T

5 LISTENING

a three

c 1 E 2 A, F 3 B, D

1C

1 VOCABULARY

a Down: 2 leggings 3 sweater 4 shirt
6 tights 8 ring
Across: 3 sneakers 5 belt 7 skirt
9 tie 10 dress

b 2 on the left 3 in front of 4 next to
5 behind 6 between

2 GRAMMAR

a 2 are relaxing 3 are walking 4 is lying
5 is relaxing 6 are sitting 7 are they doing
8 are waiting 9 are watching 10 is playing

b 2 drives 3 are sleeping 4 's raining
5 drinks 6 like 7 works 8 wears
9 're studying 10 live

3 PRONUNCIATION

a /ə/: bracelet, cardigan, jacket, necklace, problem
/ər/: skirt, sweater, T-shirt, third, world

4 LISTENING

a David Hockney used his iPhone and iPad to draw them.

b 1 in Paris
2 the sunrise
3 He sends them to his friends.
4 January 30th
5 five euros

Practical English Hotel Problems

1 CALLING RECEPTION

2 There's a problem with the shower.
3 I'll send somebody up right away.
4 I'm sorry to bother you again.
5 I have a problem with the Wi-Fi.
6 I'll put you through to IT.

2 SOCIAL ENGLISH

2 good view 3 looking forward
4 must be 5 By the way

3 READING

a 2 T 3 T 4 F 5 T 6 F 7 F

2A

1 VOCABULARY

a 2 for, walk 3 book 4 abroad
5 rent (buy) 6 out 7 stay 8 sightseeing
9 sunbathe 10 away

b 2 sunny 3 crowded 4 delicious
5 unhelpful 6 basic 7 friendly 8 nice
9 cloudy 10 disgusting

2 GRAMMAR

a Regular: arrived, asked, invited, rented, stayed, sunbathed
Irregular: bought, could, chose, ate, felt, said

b 2 They didn't buy
3 The people weren't
4 I didn't sunbathe
5 We didn't rent
6 He didn't spend
7 Our room wasn't

c 2 wanted 3 booked 4 took 5 arrived
6 went 7 asked 8 looked 9 couldn't
10 went

d 2 did they want
3 did they book
4 did they arrive
5 did the woman at the desk
6 did they go

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3 PRONUNCIATION

a 2 wanted 3 booked 4 invited

c 1 called, caught 2 rang, sat 3 drove, wrote 4 said, went 5 gave, made

4 LISTENING

a 2 c 3 d 5 e 4

2B

1 GRAMMAR

a 2 was snowing 3 weren't driving 4 was he doing 5 were you crying 6 was sitting 7 were living 8 wasn't working

b 2 He fell off his bike when he was cycling home
3 The children were playing video games when the guests arrived
4 We were having a barbecue when it started to rain
5 I was finishing my report when my computer crashed

c 2 were having 3 got 4 was speaking 5 noticed 6 was sitting 7 decided 8 went 9 said 10 stopped 11 was passing 12 took 13 came 14 was smiling 15 looked 16 was laughing

2 VOCABULARY

a 2 in 3 on, in, at, on 4 on 5 on 6 at, in, on 7 in, on 8 in, in

b 2 on, in 3 on, in, on 4 in, on 5 at 6 on, on 7 at, in 8 in, at

4 LISTENING

a Yes.

b 2 b 3 c 4 a 5 a

2C

1 GRAMMAR

a 2 The next day 3 when 4 Suddenly 5 Two minutes later 6 After that

b 1b so 1c Although 2a Although 2b so 2c because 3a but 3b Although 3c because

c 2 but I had a great vacation in Egypt
3 although I don't really like him
4 so I called the police
5 although he has a lot of money
6 because she couldn't find her bag

2 VOCABULARY

a 2g 3 f 4 b 5 h 6 a 7 e 8 c

3 PRONUNCIATION

a 1 awful, birthday, evening, perfect, restaurant, second

2 again, although, because, invite

4 READING

a 2, 5, 1, 4, 3

5 LISTENING

2 F 3 F 4 T 5 F 6 T

3A

1 GRAMMAR

a 2 'm going to book
3 isn't going to sleep
4 's, going to get
5 isn't going to fly
6 're going to be
7 'm not going to stay
8 Are, going to need

b 2 we aren't going to go
3 We're going to go
4 are you going to travel
5 We're going to be
6 are you going to do
7 We're going to stay
8 we're going to rent
9 Is it going to be
10 it isn't going to rain

2 VOCABULARY

2 elevator 3 Departures 4 Check-in 5 gate 6 Passport Control 7 Baggage Claim 8 cart 9 Customs 10 Arrivals

4 READING

a three

b 2 T 3 F 4 T 5 T 6 F

5 LISTENING

a Dialogue 2 Check-in
Dialogue 3 Immigration
Dialogue 4 Baggage claim
Dialogue 5 Customs

b 1 a sandwich 2 B28 3 415-555-7020 4 gray 5 some chocolate

3B

1 GRAMMAR

a 2 're driving 3 aren't stopping 4 're seeing 5 're dropping 6 aren't taking 7 're arriving 8 's staying 9 're picking 10 're leaving

b 2 ✓
3 it's going to be
4 he's going to get
5 aren't going to miss
6 ✓
7 ✓
8 she's going to have

2 VOCABULARY

2 in 3 about 4 for 5 on 6 to 7 at 8 of

3 PRONUNCIATION

a 2 I'd love to.
3 Are you free this weekend?
4 Sorry, no. I'm working on Saturday.
5 What about next weekend? What are you doing then?
6 Nothing. Next weekend is fine.
7 Great. Do you like walking?
8 I love it!
9 OK. Let's go to the mountains – the scenery is beautiful!

4 READING

a nine

b 2 B 3 P 4 B 5 V 6 P

5 LISTENING

a Mexico; No, she isn't.

b 2 a student 3 ten days 4 El Paso 5 go to the beach

3C

1 GRAMMAR

a 2 a 3 d 4 h 5 b 6 g 7 e 8 c

b 2 that 3 who 4 that 5 that 6 where 7 who 8 where 9 where 10 who

2 VOCABULARY

2 kind 3 similar 4 like 5 something 6 example 7 someone 8 somewhere

3 PRONUNCIATION

a 2 a quite, b quiet 3 a shoes, b socks 4 a sweet, b suit 5 a sightsee, b sunbathe 6 a weight, b height 7 a shirt, b shorts 8 a cloudy, b crowded

4 READING

a 2 fashionista 3 Chick lit 4 E-waste 5 sandwich generation 6 Agritourism 7 Netiquette 8 staycation

5 LISTENING

a three

b 2 F 3 T 4 T 5 F 6 F 7 F 8 T

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Practical English Restaurant problems

1 VOCABULARY

2 menu 3 starter 4 main course
5 waiter / waitress 6 dessert 7 check

2 AT THE RESTAURANT

2 Yes, please.
3 Can I get you something to start with?
4 No, thank you. Just a main course. I'd like the steak, please.
5 And how would you like your steak? Rare, medium, or well done?
7 Would you like that with fries or with a baked potato?
8 A baked potato, please.
9 OK. And to drink?
10 Water, please.
11 Still or sparkling?
12 Still.
13 Here's your steak, ma'am.
14 I'm sorry, but I asked for my steak rare and this is well done.

3 SOCIAL ENGLISH

1 start with 2 any suggestions, be great
3 we have 4 a mistake, my day 5 to go

4 READING

a 2 5 p.m.–7 p.m. 3 $12.95 4 214 E. 9th St.
5 Restaurants in the Theater District
6 $30–$45 7 At lunchtime
7 Scandinavian food

4A

1 VOCABULARY

a 2 make 3 set 4 clean 5 take out
6 do 7 put away

b 2 make 3 make 4 do 5 do 6 make
7 do 8 make

2 GRAMMAR

a 2 Have you made any plans for the weekend yet
3 We haven't finished lunch yet
4 Daniel has already cleaned his room
5 I've already done the ironing
6 Have you been to the supermarket yet
7 I haven't cleaned the bathroom yet
8 Kenji has already taken out the garbage

b 2 hasn't gotten up yet 3 've already won
4 hasn't cleaned the floor yet
5 has already set 6 haven't eaten yet

3 PRONUNCIATION

a 2 young 3 year 4 yellow 5 uniform
6 jacket 7 teenager 8 bridge 9 college
10 enjoy

4 READING

a 2

b 2 F 3 F 4 T 5 F 6 F 7 T

5 LISTENING

a Speaker 3

b Speaker 2 E, Speaker 3 A, Speaker 4 D, Speaker 5 C

4B

1 VOCABULARY

a 2 fitting rooms 3 checkout 4 receipt
5 suit 6 size 7 fit 8 take, back
9 salespeople

b Down: 2 item 5 auction 7 website
Across: 3 cart 4 payment 6 checkout
8 delivery

2 GRAMMAR

a 2 I haven't brought my credit card
3 Has Anna gone / been shopping
4 Has your sister ever worked as a model
5 You haven't worn your new shirt
6 Have I ever told you about my vacation in Thailand
7 The mall's never been so crowded
8 I've never used eBay

b 2 **A** Have you ever sold, **B** have, **A** did you sell, **B** didn't want 3 **A** Have you ever worn, **B** haven't 4 **A** Have you ever lost, **B** have, left 5 **A** Have you ever had, **B** have, didn't have, couldn't

3 PRONUNCIATION

a 2 proceed 3 clothes 4 card

4 LISTENING

a A shopping mall

b 2 $2.35 billion
3 Two department stores, one supermarket, and 300 smaller stores
4 70
5 10,000
6 By car, bus, train, and on the Tube
7 Some pants
8 Because there were too many people in the fitting rooms to try them on

4C

1 GRAMMAR

a 2 anything 3 anywhere 4 anywhere
5 anyone 6 something 7 nobody
8 somewhere 9 somebody

b 2 T 3 T 4 F 5 T 6 F 7 F

2 VOCABULARY

2 relaxing 3 boring 4 depressed
5 interested 6 exciting 7 depressing
8 relaxed 9 bored 10 excited

3 PRONUNCIATION

a 1 dress, friendly, never, sweater, website
2 coat, don't, goes, home, photos
3 funny, gloves, lunch, something, nothing

4 READING

a 2 Clean your closet
3 Listen to some podcasts
4 Play board games
5 Bake a loaf of bread
6 Learn how to juggle
7 Meet your neighbors
8 Organize your shelves
9 Take some photos
10 Start a blog

5 LISTENING

a Speaker 1 went camping in the mountains.
Speaker 2 stayed in a hotel in Paris.
Speaker 3 went to a local museum.
Speaker 4's brother and wife came to stay.

b 1 Speaker 3 2 Speaker 4 3 Speaker 2
4 Speaker 3 6 Speaker 4 8 Speaker 2

5A

1 GRAMMAR

a 2 worse 3 more slowly 4 hotter
5 harder 6 farther 7 better 8 healthier
9 more dangerous 10 busier

b 2 as stylish as her shoes
3 as big as my boss's
4 play as well as South Korea
5 drive as carefully as me
6 as expensive as laptops
7 look as relaxed as Ben
8 as dirty as his shirt

2 VOCABULARY

2 spend 3 on 4 waste 5 save 6 in

3 PRONUNCIATION

a 2 dangerous 3 parents 4 ago 5 children
6 above 7 problem 8 communication
9 traditional 10 around 11 seconds
12 famous

b 2 dangerous 3 parents 4 ago
5 children 6 above 7 problem
8 communication 9 traditional
10 around 11 seconds 12 famous

4 READING

b 2 F 3 T 4 T 5 F 6 F

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5 LISTENING

a 1 Speaker 3
2 Speaker 5
3 Speaker 2
5 Speaker 4

b Happiest: Speakers 4 + 5
Least happy: Speaker 2

5B

1 GRAMMAR

a 2 wettest 3 farthest 4 worst 5 ugliest
6 safest 7 most exciting 8 friendliest

b 2 the most interesting 3 most expensive
4 best 5 busiest

c 2 That's the fastest car I've ever driven
3 It's the most beautiful building we've ever seen
4 That's the healthiest meal he's ever eaten
5 It's the best photograph you've ever taken
6 This is the most exciting sport I've ever played
7 That's the worst flight we've ever had
8 This is the most interesting city I've ever visited

2 VOCABULARY

a 2 coast 3 west 4 population 5 famous

b 2 polluted 3 safe 4 noisy 5 boring
6 crowded

c 2 town hall 3 castle 4 statue

3 PRONUNCIATION

a 2 crowded 3 dirty 4 exciting
5 frightening 6 generous 7 interesting
8 polluted 9 romantic

4 LISTENING

a 1, 2, 4

b 2 F 3 F 4 T 5 F

5C

1 VOCABULARY

a 2 illness 3 skin 4 faces 5 bones
6 prevent 7 brain

2 GRAMMAR

a 2 a few 3 many / enough 4 much
5 a little 6 enough 7 many 8 A little
9 a lot of 10 a few

b 2 tall enough 3 too much 4 enough time
5 too much 6 too many 7 exercise enough
8 sleep enough

3 PRONUNCIATION

a 1 much, none 2 few, food, too
3 diet, like, time 4 any, healthy, many

4 READING

a potatoes

b 2 F 3 F 4 T 5 F 6 F 7 T

5 LISTENING

a Alice is 35. Her body age is 31.

b 2 no 3 any 4 a lot of 5 positive
6 a little 7 a few 8 enough

Practical English The wrong shoes

1 VOCABULARY

2 d 3 e 4 a 5 b

2 TAKING SOMETHING BACK TO A STORE

2 bought 3 problem 4 afraid 5 size
6 small 7 medium 8 check 9 sorry
10 refund 11 fitting rooms 12 receipt

3 SOCIAL ENGLISH

2 Oh, you know. Working! But it was OK.
3 Why don't we go out for dinner? I know a great Italian restaurant.
4 OK. When?
5 Eight o'clock?
6 Can we make it a bit earlier? Say, seven thirty?
7 OK. See you later.

4 READING

a 2 Tiffany & Co 3 Ricky's 4 Ricky's

b 1 keyboard 2 pricey 3 accessories
4 engagement 5 huge 6 do-it-yourself

6A

1 GRAMMAR

a 2 won't win 3 won't remember
4 'll forget 5 won't sell 6 'll miss

2 VOCABULARY

2 learn 3 'll pass 4 Pull 5 broken
6 borrow 7 lose 8 turn on 9 sent
10 found

4 READING

a 2 Gemini 3 Aries 4 Aquarius 5 Taurus

5 LISTENING

a Matt's sign is Capricorn, and Amy's sign is Virgo.

b 2 M 3 A 4 A 5 M 6 M 7 M

6B

1 GRAMMAR

a 2 I'll lend you some money
3 I'll have the chicken
4 I'll take your coat
5 I'll turn off the air-conditioning
6 I won't be late

b 2 P 3 O 4 O 5 D 6 P

2 VOCABULARY

2 pay 3 come 4 take 5 give 6 send

3 PRONUNCIATION

a 2 decide, email, promise
3 practice, listen, repair
4 borrow, forget, agree
5 sunbathe, invite, complain

4 READING

a Paul learned not to lend money to strangers.

b a 6 b 3 c 5 e 4 f 2 g 8 h 7

5 LISTENING

a They had problems with crime.

b Speaker 2 A Speaker 3 C Speaker 4 B
Speaker 5 E

6C

1 GRAMMAR

a 2 do … go, read
3 will win, 'll lose
4 were … doing, was watching
5 Have … dreamed, 've … had
6 are … doing, 'm reading
7 Did … sleep, woke up
8 are … leaving, going to go

b 2 have done 3 works 4 's studying
5 has … published 6 helped 7 chose
8 discovered 9 had 10 saw
11 were watching

2 VOCABULARY

2 with 3 for 4 at 5 to 6 in 7 of 8 from

3 PRONUNCIATION

a 2 now 3 borrow 4 down

4 LISTENING

a 2 You are falling. 3 You are lost.
4 You are flying. 5 You can't escape.

b Dream 2 a Dream 3 d Dream 4 c
Dream 5 b

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7A

1 GRAMMAR

a 2 to see 3 not to finish 4 to find
5 not to tell 6 not to do 7 to rent

b 2 difficult to talk 3 easy to buy
4 important not to say 5 great to hear
6 fun to be 7 kind to invite

c 2 to study 3 to book 4 to make 5 to get
6 to take

d 2 when to call 3 how many to buy
4 where to go 5 what to study
6 how much to make

2 VOCABULARY

2 offered 3 didn't want 4 pretended
5 needed 6 promised 7 planned
8 forgot / didn't remember 9 forgot /
didn't remember 10 tried 11 learned

4 READING

a The writer is generally positive about mothers-in-law.

b 2 b 3 a 4 c

5 LISTENING

a no

b 2 J 3 D 4 D 5 J 6 D 7 D 8 J

7B

1 GRAMMAR

a 2 playing 3 studying 4 writing
5 snowing 6 going 7 swimming
8 getting 9 listening 10 taking, not driving

b 2 a 3 e 4 f 5 d 6 b

c 3 imagining 4 driving 5 listening
6 Staying 7 reading 8 getting up
9 taking 10 going 11 exercising
12 drinking 13 Turning 14 leaving

d 2 to use 3 buying 4 to carry 5 to travel
6 to read 7 to look for 8 to show
9 reading 10 looking 11 not to lose
12 to borrow 13 to lend 14 reading
15 to take 16 to charge

2 VOCABULARY

2 e 3 b 4 a 5 d 6 f

3 PRONUNCIATION

a 2 traffic 3 surprise 4 give

4 LISTENING

a one

b Speaker 2 D Speaker 3 A Speaker 4 E
Speaker 5 B

7C

1 GRAMMAR

a 1 don't have to, have to
2 Do … have to, have to, don't have to
3 Do … have to, don't have to, have to
4 Does … have to, doesn't have to, has to

b 2 You must 3 You can't 4 You can't
5 You must 6 You can't

c 2 must not 3 must not 4 don't have to
5 must not 6 don't have to

2 VOCABULARY

2 fairly difficult to understand
American movies
3 new teacher speaks very fast
4 of those students are a little unfriendly
5 English books is a really good idea
6 extremely hard to learn Chinese

4 READING

a Students' own answers.

b 2 Luis 3 Kiko 4 Ji-ho 5 Gloria 6 Paolo

5 LISTENING

a On all Mac computers, iPhones, the iPod Touch and the iPad.

b 2 around 3,000 3 8,000 4 290,000
5 2006

Practical English At the pharmacy

1 VOCABULARY

2 cold 3 stomachache 4 temperature
5 headache 6 cough

2 GOING TO A PHARMACY

2 well 3 symptoms 4 have 5 allergic
6 better 7 take 8 every 9 often 10 much

3 SOCIAL ENGLISH

1 lovely, glad 2 Can, for 3 should, sure

4 READING

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

8A

1 GRAMMAR

a 2 should, F 3 shouldn't, E 4 shouldn't, A
5 should, C 6 shouldn't, D

b 2 shouldn't drink 3 should go
4 should see 5 should tell
6 shouldn't give 7 should call

c B 4 C 1 D 7 E 6 F 2 G 5

2 VOCABULARY

2 gets home 3 got lost 4 get in shape
5 getting worse 6 got tickets 7 get along
8 gotten, text message 9 getting up
10 get, school

3 PRONUNCIATION

a 2 could 3 soup 4 book

4 LISTENING

a two

b Speaker 2 B Speaker 3 D Speaker 4 E
Speaker 5 A

8B

1 GRAMMAR

a 2 e 3 a 4 f 5 b 6 d

b 2 see 3 use 4 won't get 5 don't take
6 doesn't work 7 will be 8 isn't

c 2 hang, 'll bring, C
3 walk, 'll have, F
4 throw, make, will come, A
5 's, catch, won't be, G
6 break, 'll have, B
7 see, runs, 'll go, E

2 VOCABULARY

a 2 lost, missed 3 tell, says
4 waiting, hope 5 watching, look at
6 known, met 7 borrow, lend
8 looking for, found 9 wearing, carrying
10 take, bring

4 LISTENING

a five

b 2 In August and September.
3 Extra nights in a hotel if you can't fly home.
4 Things will only get worse.
5 Your family and friends at home.
6 What they will do if there is a natural disaster.

8C

1 GRAMMAR

a 2 yours
3 Whose laptop is that, his
4 Whose keys are those, hers
5 Whose car is that, ours
6 Whose coats are those, yours
7 Whose house is that, theirs

b 2 yours, ours 3 his, His 4 ours, theirs
5 Your, Mine, hers

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2 VOCABULARY

2 quietly 3 seriously 4 lazily
5 dreamily 6 calmly

3 PRONUNCIATION

a 2 distance 3 dollar 4 advantage
5 enjoy 6 completely 7 remember
8 promise 9 suspicious

4 READING

a Students' own answers.

b 2 M 3 A 4 F 5 J

5 LISTENING

a The experiment hoped to find out if men and women cook differently. It wasn't successful.

b 2 F 3 F 4 F 5 F 6 T

9A

1 GRAMMAR

a 2 e 3 a 4 c 5 b 6 d

b 2 would you do if you found a million dollars
3 a phone if he could afford one
4 gave me caviar I wouldn't eat it
5 would you say if you could talk to the president
6 look for a new job if I were you

c 2 saw, would scream
3 wouldn't have, didn't have
4 wasn't, would get
5 lived, would learn
6 would … do, attacked

2 VOCABULARY

a Across: 2 cow 6 jellyfish 7 whale 9 bear 10 snake
Down: 3 spider 4 bee 5 sheep 8 horse

3 PRONUNCIATION

a 2 camel 3 chicken 4 crocodile 5 dolphin 6 elephant 7 giraffe 8 jellyfish 9 lion 10 monkey 11 mosquito 12 rabbit 13 spider 14 tiger

4 READING

a Students' own answers.

b 2

5 LISTENING

a By pressing his fingers into the shark's eye.

b 1 Australia
2 Fishing
3 His head, shoulders, and one of his arms.
4 Metal
5 His son
6 By helicopter
7 He had deep cuts all over his body and a broken nose.
8 Over nine feet long

9B

1 VOCABULARY

a 2 claustrophobia d 3 arachnophobia a 4 glossophobia e 5 acrophobia c

b 2 scared 3 fear 4 terrified 5 afraid 6 phobia

2 GRAMMAR

a 2 since 3 since 4 for 5 for 6 since 7 for 8 since

b 2 since 3 since 4 for 5 since 6 Since 7 for 8 since 9 since

c 2 How long has … played
3 How long has … lived
4 How long has … had
5 When did … hear

d 2 ✗ How long
3 ✓
4 ✗ since February
5 ✗ have you had
6 ✗ for eight years
7 ✓
8 ✓

4 LISTENING

a a fear of dogs

b 2 c 3 a 4 c

9C

1 VOCABULARY

a 2 d 3 b 4 f 5 e 6 h 7 g 8 a

2 GRAMMAR

a 2 sent 3 she met 4 They fell 5 they got 6 They had 7 They moved 8 they've lived 9 has just planted 10 he's been 11 have made

b 2 did … get, 've been
3 has … worked, graduated
4 have … had, bought
5 did … meet, 's known
6 have … lived, arrived

3 PRONUNCIATION

a 1 college, graduate, married, separate
2 divorced, musician, retire, successful

4 READING

a A 7 B 2 C 6 D 3 E 5 G 4

b 2 did his mother buy
3 were
4 did John Lennon die
5 has Julian Lennon made
6 has Sean Lennon played

5 LISTENING

a They were both two years old.

b 2 F 3 T 4 T 5 T 6 T 7 T 8 F

Practical English Getting around

1 VOCABULARY

2 straight 3 around 4 exit 5 lights 6 take 7 left 8 right

2 ASKING HOW TO GET THERE

2 Could you say that again?
3 How many stops is that?
4 OK. And then?
5 Where is it?
6 OK. Thanks. See you later.

3 SOCIAL ENGLISH

2 said 3 don't 4 stay 5 feel 6 long 7 think

4 READING

2 30–40 minutes 3 $10 4 $52 plus tolls 5 nothing 6 6:15 a.m. 7 $15

10A

1 VOCABULARY

2 given 3 discovered 4 used 5 played 6 shown 7 called 8 invented 9 opened 10 based

2 GRAMMAR

a 2 The movie *The Iron Lady* is based on the life of Margaret Thatcher
3 Cell phones weren't invented by Apple
4 Lead isn't used in gas nowadays
5 Low-cost flights are sold online
6 The Petronus Towers were designed by an Argentinian architect
7 *Avatar* wasn't directed by Steven Spielberg
8 Minis aren't made by a British company anymore

b 2 Contact lenses were invented by a Czech chemist
3 Where are olives grown
4 The VW Beetle was designed in the 1930s
5 Diamonds are found in many different colors
6 When were vitamins discovered
7 Spanish is spoken in Spain and many parts of South America
8 Where were the *Lord of the Rings* movies made

c 2 are worn by people of all ages
3 weren't invented by Microsoft
4 the heat controlled by a computer
5 was written by Stieg Larsson
6 aren't used by people very much today
7 wasn't painted by Picasso
8 the *Twilight* movies directed by the same person

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3 PRONUNCIATION

a 2 checked 3 wanted 4 rained 5 decided

4 LISTENING

a 2 c 3 a

b 2 in Percy Spencer's pocket, not on the table.
3 German, not American
4 glass and paper, not water and air.
5 the man's wife's hand, not his hand
6 crisps, not potato chips
7 a chef, not a waiter
8 'Saratoga chips', not 'Saratoga potatoes'

10B

1 VOCABULARY

a 2 h 3 e 4 b 5 a 6 f 7 i 8 d 9 g

b 2 g 3 c 4 a 5 b 6 i 7 f 8 d 9 e

2 GRAMMAR

a 2 I didn't use to behave
3 We used to wear
4 Did Alex use to have
5 didn't use to study
6 used to be
7 didn't use to play
8 Did your teachers use to give

b 2 He used to go
3 We didn't use to understand
4 Did you use to
5 School used to
6 Did your friends used to help

4 READING

a 2 What's the most important lesson you learned at school?
3 Did you ever behave badly?
4 What subjects were you good at?
5 What did you want to do when you left school?
6 Did you have a favorite teacher?

b 2 T 3 F 4 F 5 T 6 T 7 T 8 F

5 LISTENING

a Amy was good at languages at school, but Tony wasn't.

b 2 studied it in college
3 some numbers
4 too uncomfortable
5 Spanish
6 make younger students learn languages

10C

1 GRAMMAR

a 2 might go 3 might have 4 might take 5 might rain 6 might invite 7 might make 8 might eat

b 2 might not get 3 might have 4 might not come 5 might not be 6 might miss 7 might go 8 might fail

2 VOCABULARY

a 3 decision 4 die 5 education 6 elect 7 imagination 8 inform 9 invitation 10 live 11 option 12 organize 13 succeed

b 2 decision 3 invite 4 Success 5 inform 6 decided 7 imagine 8 life

3 PRONUNCIATION

a 2 ✓ 3 ✗ 4 ✗ 5 ✗ 6 ✓ 7 ✗ 8 ✓

4 READING

a To discover if a good night's sleep helps when you have to make an important decision.

b 2 at different times 3 some time later 4 Some 5 four 6 different 7 lost 8 REM sleep

5 LISTENING

a two

b Speaker 2 D Speaker 3 A Speaker 4 E Speaker 5 B

11A

1 VOCABULARY

a 2 lanes 3 match point, serve 4 bunker 5 lap 6 penalty 7 corner

b 1 into 2 around 3 into 4 out of 5 toward 6 past 7 to, into

c Across: 4 down 5 up 7 toward 8 across

Down: 1 out of 2 around 3 into 6 past 7 through 8 along

2 GRAMMAR

a 2 kicked, under 3 went through 4 threw, into 5 ran across 6 hit, over

b 2 out of 3 to 4 into 5 along 6 under 7 past 8 through 9 along 10 toward 11 across

3 PRONUNCIATION

a 2 volleyball 3 auto racing 4 skiing 5 windsurfing 6 cycling 7 basketball 8 rugby 9 track and field

4 LISTENING

a cards, tennis, football, board games, basketball

b 2 Speaker 5 3 Speaker 1 4 Speaker 4 5 Speaker 3

11B

1 VOCABULARY

a 2 over 3 after 4 off 5 out 6 on

b 2 throw away 3 turn up 4 look up 5 look forward to 6 get along with 7 go out 8 try on 9 take back 10 give up

2 GRAMMAR

a 2 pay you back 3 look for them 4 ✓ 5 looks after my kids 6 ✓

b 2 She'll give them back on Friday
3 Are you looking forward to it
4 I called her back when I got home
5 We don't get along with them
6 Do you want to turn it on

4 READING

a 2 get up 3 go out 4 take off 5 put on 6 give up 7 turn on 8 write down

b 1 ✓ 2 ✗ 3 ✗ 4 ✗ 5 ✗ 6 ✗ 7 ✓ 8 ✗ 9 ✓ 10 ✓

5 LISTENING

a positive

b 2 T 3 T 4 F 5 T 6 T

11C

1 GRAMMAR

a 2 Neither was I 3 So do I 4 So would I 5 So am I 6 Neither have I

b 2 So did I 3 Neither have I 4 So was I 5 Neither am I 6 Neither can I 7 So would I 8 Neither do I

2 VOCABULARY

2 as 3 like 4 both 5 so 6 neither 7 identical

3 PRONUNCIATION

c 2 <u>si</u>milar 3 co<u>in</u>cidence 4 a<u>maz</u>ing 5 dis<u>co</u>ver 6 <u>ev</u>erywhere 7 perso<u>na</u>lity 8 <u>de</u>finitely

4 READING

a 1

b 2 F 3 F 4 T 5 T 6 F

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5 LISTENING

a 2 a 3 b

b 2 KB 3 OT 4 KB or OT 5 RR 6 OT

Practical English Time to go home

1 ON THE PHONE

a 2 sorry, wrong
3 line, busy, leave, message, call, back
4 put

2 SOCIAL ENGLISH

a 2 great news 3 go first 4 later
5 Never better

3 READING

a 2

b 2 f 3 i 4 e 5 d 6 b 7 m 8 g 9 j
10 k 11 a 12 l 13 h

12A

1 GRAMMAR

a 2 hadn't closed 3 had started
4 hadn't flown 5 had read 6 hadn't heard

b 2 Had they eaten sushi before
3 Had he won a medal before
4 Had they made a cake before
5 Had she run a marathon before
6 Had you been there before

c 2 had done the ironing, he put the clothes away
3 they had watched the news, they turned off the TV
4 I had read the book, I gave it back
5 had tried on the top, she went to the checkout
6 we had had dinner, we did the dishes

d 2 opened 3 had broken 4 had already left
5 hadn't stolen 6 hadn't lost 7 had seen
8 had left 9 had put

2 PRONUNCIATION

a 2 We'd lost it. 3 You'd seen her.
4 It'd been a terrible day. 5 I hadn't sent it.
6 She hadn't done it. 7 They hadn't told me.

3 VOCABULARY

a 2 put 3 belonged 4 left 5 gone on
6 gotten out of 7 took 8 realized
9 chased 10 gotten on

4 LISTENING

a A 2 B 1 C 4 D 3

b 2 closet (not bathroom)
3 Zambia (not Kenya)
4 swum to safety (not walked)
5 cooking (not doing the dishes)
6 too small (not big)
7 living room (not kitchen).
8 Mrs. Dodd's husband (not Mrs. Dodd)

12B

1 GRAMMAR

a 2 didn't like her parents
3 was getting divorced
4 'd been to the police station
5 hadn't met his girlfriend
6 'd seen James with another woman
7 couldn't cook
8 wouldn't tell anyone
9 'd speak to her tomorrow / the next day
10 had a lot of work to do

b 2 I want a cup of coffee
3 We haven't seen the new neighbors yet
4 I don't want to go to the movie theater
5 We'll go to the party
6 My computer has just broken
7 The city is very old
8 We'll visit you

2 VOCABULARY

a 2 told 3 told 4 said 5 told 6 said 7 told
8 told 9 said 10 said

b 2 told 3 told 4 said 5 told 6 said
7 said 8 said 9 told 10 told

3 PRONUNCIATION

a 2 married 3 letter 4 middle 5 funny
6 different 7 dollar 8 summer
9 message 10 happy

4 LISTENING

a Jessica gossips, but Alan doesn't.

b 2 F 3 F 4 F 5 T 6 T 7 T 8 F

12C

1 GRAMMAR

a 2 a 3 a 4 b 5 b 6 a 7 a 8 b

b b 4 c 5 d 1 e 6 f 8 g 2 h 7

c 2 did Brazil win
3 did REM stay
4 plays
5 did Steve Jobs die
6 do polar bears live
7 roads join
8 produces the most bananas

2 VOCABULARY

a 2 overweight – It isn't used to describe personality.
3 warm-up suit – It isn't a piece of jewelry.
4 a phone call – It doesn't use the verb "do."
5 exciting – It isn't a negative word.
6 town hall – It isn't somewhere you can go shopping.
7 finish – It isn't a verb that can be followed by "to."
8 get up – It isn't a use of "get" that means "become."
9 bat – It isn't an insect.

b 2 on 3 back 4 out 5 to 6 forward
7 into / across 8 in 9 on 10 up

c 2 stay 3 fall 4 make 5 do 6 lend
7 spend 8 get 9 earn 10 find

3 PRONUNCIATION

a 2 school 3 hope 4 turn 5 bald
6 towel 7 thin 8 horse 9 word 10 wear
11 fear 12 city 13 chemistry 14 forget

4 READING

a 2 E 3 H 4 C 5 F 6 A
7 G 8 B

5 LISTENING

a 1 What's 2 Cab 3 tell 4 Millionaire
5 Rock

b Speaker 2 C Speaker 3 D Speaker 4 B
Speaker 5 A

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